**Geography Grade -VIII**

**Item development team**

* **Muhammad Nasir Khan --- Geographer, Curriculum Expert**
* **Tahir Mehmood --- Assistant Professor FCE**
* **Saward Khan ---Lecturer ICB, G-6/3, Islamabad**

**Domain: Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-A-01] Construct arguments and provide evidence for their understanding of Earth’s processes & patterns and how landscapes are changing constantly. (Earthquakes, river systems, water cycle, rock cycle, mineral resources).

Type of Task: Essay

Level of SLO: Analysis

Task: **Waves and Tides are two basic types of Ocean movement. Analyze the effects of waves and tides.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Describing waves and tides  | Recognizes difference between waves and tides. | Recognizing affects of waves and tides  | Prioritizing affects of waves and tides with examples  |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Physical Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-A-01] Construct arguments and provide evidence for their understanding of Earth’s processes & patterns and how landscapes are changing constantly. (Earthquakes, river systems, water cycle, rock cycle, mineral resources)

Type of Task:

Level of SLO: ANALYSES

Task:

**Topic: Ocean Movement**

* Students will be given blank map of Oceans and Seas. Students will be asked to label Ocean and Seas on the given blank map.
* Students will be asked to gather information about Oceans of the world and present in the class.
* A-4 size paper will be given to students to draw water cycle. They will exchange their sheets with another for peer assessment.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

**Domain: Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-A-02] Interpret required information using maps, globes, photographs, aerial photographs, satellite images, and graphs to inquire about geographical changes of a selected region or a landform.

Type of Task: **How is Pollution affecting our environment and daily life activities.? Support your answer with examples from local environment.**

Level of SLO: **Analysis**

Task:

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| There is evidence in the response that the student has no or little understanding | There is evidence in the response that the student has a basic understanding.  | There is evidence in the response that the student has a good understanding. | There is evidence in the response that the student has a full and complete understanding. |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Physical Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-A-02] Interpret required information using maps, globes, photographs, aerial photographs, satellite images, and graphs to inquire about geographical changes of a selected region or a landform.

Type of Task:

Level of SLO: Analysis

Task:

**Topic: Effects of Pollution on environment**

* Highlight the most polluted areas of Pakistan on the given map.
* A chart will be displayed on front wall of the classroom. Students will be asked to write name of the most polluted areas/regions/cities of the world on sticky notes along with brief description and paste on the chart. All the students will read out the given information to refine their understanding.
* Students will be asked to collect pictures based on different types of pollution along with brief description. An exhibition of these pictures will be managed in the classroom.
* Students will be arranged in four groups. Each group will be asked to gather information on impacts of water, air, land and noise pollution on life and present in the class.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

**Domain:  Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-A-03] Investigate geographical, climatic, political, cultural, and economic aspects of places using geographic representations and geospatial technologies.

Type of Task: **Why are the housing, clothing, and economic patterns different in different areas of Pakistan?**

Level of SLO: **Application**

Task:

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

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**Name and Signature of Reviewer**

**Domain: Physical Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-A-03] Investigate geographical, climatic, political, cultural, and economic aspects of places using geographic representations and geospatial technologies.

Type of Task:

Level of SLO: **Application**

Task:

**Topic: Effects of climatic conditions on human life**

* Students will be divided into six groups. Each group will be assigned one province /area of Pakistan to collect information about impacts of climatic conditions on cultural, economic, and daily life activities.
* Each group will present gathered information in the class. Other students will be asked to critically review this information.
* Students will be asked to locate climatic regions of the world through google maps.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| No or limited engagement of student with topic  | No new insights are presented within a larger context  | Explanations are mostly evidence based  | Coherently integrated with explanations  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

**Domain:  Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-A-04] Investigate how and why our climate is changing. (Soil erosion)

Examine how weather and climate affect the processes of the earth.

Level of SLO: **Application**

Type of Task:

Task:

1)-**How is the soil erosion resulting in climatic changes. What are the effects of soil erosion on human life?**

**2)- Climate change has resulted in number of threats to humanity. Support your answer with evidence from different part of the world.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
|  |  |  |  |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Physical Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-A-04] Investigate how and why our climate is changing. (Soil erosion)

Examine how weather and climate affect the processes of the earth.

Type of Task:

Level of SLO: Application

Task: **Application**

**Topic: Climatic Changes**

* **Pakistan has suffered a lot because of climatic changes. Give examples from recent years.**
* **Draw mind map of effects of climatic changes on human life.**
* **Arrange guided discussion on effects of climatic changes on marine life in Pakistan.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| No or limited engagement of student with topic  | No new insights are presented within a larger context  | Explanations are mostly evidence based  | Coherently integrated with explanations  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-01] Investigate economic activities related to natural, capital, and human resources. (fishery, Mineral & Energy resource)

Type of Task:

Level of SLO: **Application**

Task: **Indicate links between mineral and power resources and their effects on industrial development of the region.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Identifying1-2 mineral and power resources  | Highlighting the role of some specific minerals and power resources in development  | Prioritizing 4-5 mineral and power resources in industrial development  | Supporting the answer with relevant examples of effects of mineral and power resources on industrialization  |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-01] Investigate economic activities related to natural, capital, and human resources. (fishery, Mineral & Energy resource)

Type of Task:

Level of SLO: **Application**

Task:

**Topic:**

* Divide the class into two groups. Each group will gather information using the link  <https://www.pbs.gov.pk/trade-tables>.
* 1st group will gather information of exports based on fishery.
* 2nd group will gather information of mineral based exports.
* Students will present gathered information in the class and discuss the effects of exports on infrastructure.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-02] Find ways to utilize and conserve resources.

Level of SLO: **Application**

**Type of Task**: **Scarcity of resources compels people to use resources wisely. Suggest measures to protect natural resources and make safe use.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| No or limited engagement of student with topic  | No new insights are presented within a larger context  | Explanations are mostly evidence based  | Coherently integrated with explanations  |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-02] Find ways to utilize and conserve resources.

Type of Task:

Level of SLO: **Application**

**Topic: Conservation of resources**

Task: **Prepare a mind map of natural resources.**

* **Gather information of scarce resources in Pakistan.**
* **Prepare pictorial presentation to use resources wisely.**
* **Search a video and present in the class to highlight:**
	+ **that Pakistan is facing shortage of water.**
	+ **consequences associated with scarcity of water.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-03] Express opinions on why landforms are changing due to human activity.

Level of SLO: **Analysis**

Type of Task: **Explore the short-term and long-term effects of global warming on our planet. How can we reduce them?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Student does not have grasp of information  | Student is comfortable with information  | Student responses to all the required aspects effectively  | Student demonstrates full knowledge (more than required) by answering with explanations and elaboration |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-03] Express opinions on why landforms are changing due to human activity.

Level of SLO: **Analysis**

Type of Task:

**Task**

* **Students will be given the following work sheet.**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Type of pollution**  | **Harmful effects on environment**  | **Measures to reduce pollution**  |
|  | Water |  | 1.2. |
|  | Air  |  | 1.2. |
|  | Land  |  | 1.2. |
|  | Noise  |  | 1.2. |
|  | Light  |  | 1.2. |

* After assessment teacher will generate discussion on the responses given by students.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

**Domain:  Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-04] Understand and describe the effects of excess land use

Level of SLO: **Comprehension**

Type of Task

Task:

: **Describe the effects of excessive land use on ecosystem. How can we control excessive land use?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| No response provided or major conceptual error  | Relevant response with minor conceptual errors  | Accurately identifies and explains the concepts  | Information and evidence are accurate, appropriate, and integrated effectively. |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-04] Understand and describe the effects of excess land use.

Type of Task:

Level of SLO: **Comprehension**

**Topic: Excessive Land use**

Task: **Using google maps, photographs, satellite images, Videos and Newspaper articles students will gather information about excessive land use in Pakistan. Ask the students to:**

* **Draw a mind map on different uses of land.**
* **Display a chart paper on front wall of the classroom. Ask the students to write at least one effect of excessive use of land on sticky note and paste it on the chart. After that arrange a discussion on responses of students.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Physical Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-05] Study reasons for selecting a place to develop settlements. (Economic activity, jobs & transport)

Type of Task:

Level of SLO: Application

Task**: Some areas of Pakistan are thickly populated whereas some are scarcely populated. Which factors resulted in this pattern of settlement?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of geographical information not passable | Limited use of accurate geographical information | Accurate for the most part; some important information is not accurate | All information used is accurate and relevant |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-05] Study reasons for selecting a place to develop settlements. (Economic activity, jobs & transport)

Type of Task:

Level of SLO: **Application**

Task: **Human Settlements**

Task: **Identify five most thickly populated cities of the world and complete the following table.**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No**  | **City along with country name**  | **Population**  | **Reasons of thick population**  |
|  |  |  | 1.2.3. |
|  |  |  | 1.2.3. |
|  |  |  | 1.2.3. |
|  |  |  | 1.2.3. |
|  |  |  | 1.2.3. |

* Students will be asked to identify the reasons that past civilization developed near rivers.
* Group discussion on why the people are migrating from rural to urban areas in Pakistan.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-06] Study a selected infrastructure to understand adaptation according to human needs (CPEC).

Type of Task:

Level of SLO: **Comprehension**

Task: **Explore the importance of Indus Highway in economic development of Pakistan. How has this road contributed to change the lives of people?.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of geographical information not passable | Limited use of accurate geographical information | Accurate for the most part; some important information is not accurate | All information used is accurate and relevant |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Grade: VIII**

**Unit: 3**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-06] Study a selected infrastructure to understand adaptation according to human needs (CPEC).

Type of Task:

Level of SLO: **Comprehension**

**Topic: Transportation**

* **Task: Show students a short documentary on CPEC. Ask the students to take notes during the documentary. At the end each student will share one point on importance of CPEC .**
* **Provide students different links i.e.**[**https://www.pc.gov.pk/uploads/downloads/policy.pdf**](https://www.pc.gov.pk/uploads/downloads/policy.pdf) **and ask them to search for benefits of CPEC for common people of Pakistan.**
* **Ask students to locate CPEC routes on map of Pakistan.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-07] Use a range of multiple sources such as conventional maps, Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, geographical journals, thematic maps, and field trips to derive information on the physical, human and environmental geography of Pakistan and of the world to reach and support personal conclusions and critique with credibility.

Type of Task:

Level of SLO: **Application**

Task: **Identify physical features of Pakistan. How are these features contributing in shaping human and environmental geography of Pakistan?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-07] Use a range of multiple sources such as conventional maps, Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, geographical journals, thematic maps, and field trips to derive information on the physical, human and environmental geography of Pakistan and of the world to reach and support personal conclusions and critique with credibility.

Type of Task:

Level of SLO: **Application**

**Topic:**

Task :

* **Divide the class in three groups. Using maps, satellite images, photographs, diagrams etc. each group will prepare a multimedia presentation on one of the following.**
	+ **Physical geography of Pakistan**
	+ **Human geography of Pakistan**
	+ **Environmental geography of Pakistan**
	+ **Students will be provided a worksheet to compare the physical and human geography of Pakistan with any two countries of the world.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-08] Demonstrate efficient use of resources in scarcity.

Level of SLO: **Application**

Type of Task: **Pakistan is facing shortage of water and energy resources. How can we use these resources efficiently for sustainable development. Give examples of using resources from world experiences.**

Task:

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| No response provided or major conceptual error  | Relevant response with minor conceptual errors  | Accurately identifies and explains the concepts  | Information and evidence are accurate, appropriate, and integrated effectively. |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-08] Demonstrate efficient use of resources in scarcity.

Type of Task:

Level of SLO: **Application**

Task

**Topic: Efficient use of scarce resources**

* **Students will be asked prepare a list of scarce resources of Pakistan and pictures of their use in daily life.**
* **A demonstration by students on how to use water efficiently in school in following areas.**
* **Gardening**
* **Washing**
* **Drinking**
* **Students will be asked to suggest measures.**
* **Conduct a guided discussion that what may the effects of using following resources efficiently.**
	+ **Petroleum**
	+ **Electricity**
	+ **Natural Gas**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO:

Type of Task: [SLO: G-08-B-09] Analyze and describe basics of global economic systems and interdependence of resources in a selected region.

Level of SLO: **Analysis**

Task: **Investigate the factors which result in interdependence of countries. How can a country be independent economically?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Support demonstrated is not passable | Little evidence used to support question claim | Solid evidence to support question claim | Excellent support for question claim |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-09] Analyze and describe basics of global economic systems and interdependence of resources in a selected region.

Type of Task:

Level of SLO: **Analysis**

Task:

**Topic: Economic Interdependence**

* **Prepare a list of imports and exports of Pakistan.**
* **Compare the five important imports and exports of Pakistan with five important imports and exports of Japan.**
* **Gather basic factors of main imports of Pakistan and their effects on economy of Pakistan.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-10] Develop a deep sense of empathy for the diverse groups in different settlements.

Type of Task: **Compare the lifestyle of diverse groups living in coastal areas, river plains, polar regions. How can people of these regions be encouraged to respect for diversity?**

Level of SLO: **Application**

Task:

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-10] Develop a deep sense of empathy for the diverse groups in different settlements.

Type of Task:

Level of SLO: **Application**

Task

**Topic:**

* **Provide links to students of documentaries on living styles of in the following regions. Ask them to prepare a pictorial presentation based on lifestyles of these regions.**
* **Ask the students to enlist the features of people of these areas they like most along with reasons for liking those.**
* **Select any seven attributes of living styles of people living in polar, coastal, and mountainous areas. Draw a Ven diagram on these features.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-11] Discover differences in lifestyles of a selected region to understand that cultures are determined according to place, resources, beliefs, climate, technological development, and human needs.

Level of SLO: **Analysis**

Type of Task:

Task:

**Compare lifestyle of people living in Thar Desert and Baltistan on following parameters.**

* **Economic activities**
* **Technological developments**
* **Food and entertainment**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-11] Discover differences in lifestyles of a selected region to understand that cultures are determined according to place, resources, beliefs, climate, technological development, and human needs.

Type of Task:

Level of SLO: **Analysis**

Task:

**Topic:**

* **Divide class into three groups. Each group will be assigned to explore cultural attributes of one area as per following table.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cultural Attribute**  | **Coastal areas**  | **Plateau** | **Valleys** | **Reasons for specific attribute**  |
| **Settlement pattern** |  |  |  |  |
| **Main Occupations** |  |  |  |  |
| **Foods**  |  |  |  |  |

* **Each group will prepare a chart on effects of technology on culture of these areas.**
* **After responses of students there will be open discussion that which is technologically advanced as compared to others and what are reasons for this advancement**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Human Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-B-12] Evaluate how the economic progress of a region relies upon the specialization of resources through education, scientific research, and technology.

Type of Task:

Level of SLO: **Analysis**

Task:

* Evaluate the role of scientific research and technology in Agri -based economy of Pakistan w.r.t:
	+ Exports
	+ Social sector development

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain: Human Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-B-12] Evaluate how the economic progress of a region relies upon the specialization of resources through education, scientific research, and technology.

Type of Task:

Level of SLO: **Analysis**

Task

**Topic:**

* **Students may be asked to identify research institutes in the field of Agricultural, defence, paramedics sector and leather sector.**
* **Using different sources gather information about defense and textile exports and compare the increase in exports of last five years in these sectors by bar graph.**
* **Arrange discussion on which factors resulted in growth of exports defence and textile exports.**
* Prepare

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| There is evidence in the response that the student has no or little understanding | There is evidence in the response that the student has a basic understanding.  | There is evidence in the response that the student has a good understanding. | There is evidence in the response that the student has a full and complete understanding. |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Domain C:  Environmental Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-C-01] Inquire about the impact of overusing natural and other resources on the environment.

Type of Task:

Level of SLO: **Analysis**

Topic: **Exploitation of resources**

Task: **How is the excessive use of appliances and energy resources causing serious threats to natural environment?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Student does not have grasp of information  | Student is comfortable with information  | Student responses to all the required aspects effectively  | Student demonstrates full knowledge (more than required) by answering with explanations and elaboration |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain C:  Environmental Geography**

**Type of Assessment: Formative**

SLO: [SLO: G-08-C-01] Inquire about the impact of overusing natural and other resources on the environment.

Type of Task: Essay

Level of SLO: **Analysis**

**Topic: Exploitation of resources**

Task:

* Students will be asked to draw a flow chart of resources used by human beings.
* Student may be asked to collect information using multiple sources and complete the following table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource** | **Uses**  | **Impact of overuse on environment**  | **Measures for sustainable use**  |
| Land  | 1.2.3. | 1.2. |  |
| Water  | 1.2.3. | 1.2. |  |
| Petroleum  | 1.2.3. | 1.2. |  |
| Natural Gas  | 1.2.3. | 1.2. |  |

* Each student may be asked to tell that according to him/her which natural resource is being overused in Pakistan and which one problem is associated with overuse of this resource. .

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain C:  Environmental Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-C-02] Identify how places are interdependent on each other and how human activity in one place affects the other. (deforestation, pollution & climate change)

Type of Task:

Level of SLO: **Comprehension , Analysis**

Task: **Explain how the developed countries are mainly responsible for global warming resulting in climatic change. But countries like Pakistan are most effected.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Use of geographical information not passable | Limited use of accurate geographical information | Accurate for the most part; some important information is not accurate | All information used is accurate and relevant |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain C:  Environmental Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-C-02] Identify how places are interdependent on each other and how human activity in one place affects the other. (Deforestation, pollution & climate change)

Type of Task:

Level of SLO: **Comprehension, Analysis**

**Topic: Exploitation of Resources**

Task :

* Students may be asked to identify effects of climate change in Pakistan.
* Using satellite images, maps, scholarly articles etc., student will collect information on forests of Pakistan. They will that conclude forests in Pakistan are increasing or decreasing supporting their answer with reliable facts.
* Draw a mind map of effects of deforestation on Pakistan.

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Domain C:  Environmental Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-C-03] Reflect on their role to improve the quality of their own and global environment. (Managing land and water resources)

Level of SLO: **Evaluation**

Type of Task:

Task:

**As an individual and a nation how can we contribute to protect the local and global environment?**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Support demonstrated is not passable | Little evidence used to support question claim | Solid evidence to support question claim | Excellent support for question claim |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain C:  Environmental Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-C-03] Reflect on their role to improve the quality of their own and global environment. (Managing land and water resources)

Type of Task:

Level of SLO: **Evaluation**

**Topic: Environmental Protection**

Task :

* **Students will identify the international organization working for protection of global environment.**
* **Using different sources student will explore the top five countries of the world contributing more in global warming by producing carbon dioxide.**
* **Organize a poster competition to create awareness on safe use of water and land resources.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Domain C:  Environmental Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-C-04] Analyze that high revenues can be generated by exporting finished goods through technological advancements, marketing trends, and professional ethics.

Level of SLO: **Application, Analysis**

Task:

Type of Task: **Differentiate between nature of exports of developed and developing countries. Analyze the causes of differences and their impacts on economy of the country.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Evidence of research not passable | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain C:  Environmental Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-C-04] Analyze that high revenues can be generated by exporting finished goods through technological advancements, marketing trends, and professional ethics.

Type of Task:

Level of SLO: **Application, Analysis** **Topic: Exports**

**Task**

* Provide links like [https://www.fbr.gov.pk/,https://fpcci.org.pk/,https://www.commerce.gov.pk/,https://tdap.gov.pk/](https://www.fbr.gov.pk/%2Chttps%3A//fpcci.org.pk/%2Chttps%3A//www.commerce.gov.pk/%2Chttps%3A//tdap.gov.pk/) to the students
* Students may be asked to collect information about leather and football exports of Pakistan for the years 1990, 2000,2010, and 2020 and show in bar graph.
* Students may be asked to identify the reason which made Pakistan the biggest exporter of football.
* Teacher will guide discussion on causes of decrease in Agri- based exports of Pakistan .

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Given information have little or nothing with the topic  | Information clearly relates to the main topic but without explanation  | Relevant information along with supporting evidence or examples  | Includes multiple relevant authentic evidence and examples  |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**-Name and Signature of Reviewer**

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**Domain:  Domain C:  Environmental Geography**

**Type of Assessment: Summative**

SLO: [SLO: G-08-C-05] Describe the basic role of global economic institutions. (World Bank & IMF)

Type of Task:

Level of SLO: **Comprehension**

Task: **Identify the role of World Bank and International Monetary Fund(IMF) in economic development of Pakistan.**

Maximum Marks: 10

Level of Item:

**Scoring Rubrics**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Support demonstrated is not passable | Little evidence used to support question claim | Solid evidence to support question claim | Excellent support for question claim |

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Signature of Reviewer**

**Domain C:  Environmental Geography**

**Grade: VIII**

**Type of Assessment: Formative**

SLO: [SLO: G-08-C-05] Describe the basic role of global economic institutions. (World Bank & IMF)

Level of SLO: **Comprehension**

Task

**Topic: Role of Global Economic Institution**

* Students will be asked to identify Global Economic Institutions.
* **Gallery Walk: Students will explore the role of different Global Economic Institution and present the gathered information along with their pictures on charts. Students will make a round to get information about Economic Institutions of the world.**
* **Students will be divided in three groups. Each group will collect information about one of the following institutions focusing their role in economic development of Pakistan.**
	+ **World Bank**
	+ **IMF**
	+ **Asian Development Bank**

 **Student will present this information in the class. Following presentations there will be open discussion on the topic.**

| **0-1 Marks** | **2-4 Marks** | **5-7 Marks** | **8-10 Marks** |
| --- | --- | --- | --- |
| Shows little or no analysis of the physical and human geographic characteristics of places. | Shows some analysis of the physical and human geographic characteristics of places. | Analyzes the physical and human geographic characteristics of places | Thoroughly analyzes the physical and human geographic characteristics of places and describes distinctive.features that give them meaning |

 Maximum Marks (05)

**Name and Signature of Developer**

**Reviewer Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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