New National Curriculum of Pakistan 2026
(NNCP)

SOCIAL STUDIES

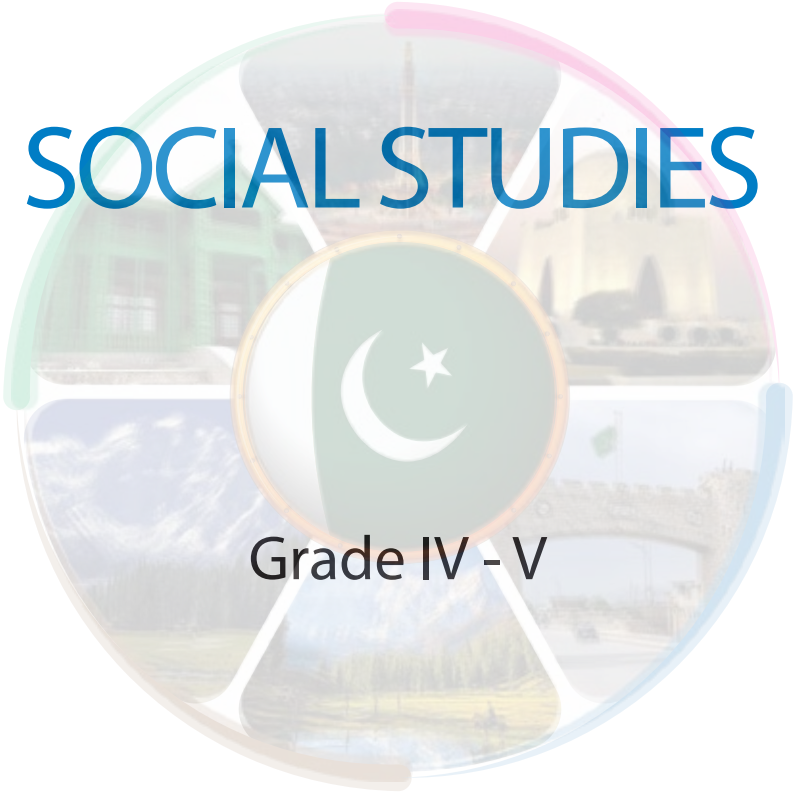
Grade IV - V



GOVERNMENT OF PAKISTAN
NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

New National Curriculum of Pakistan 2026
(NNCP)

SOCIAL STUDIES



Grade IV - V

NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

Acknowledgement

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training, presents the New National Curriculum of Pakistan (NNCP) 2026 for Social Studies, Grade IV–V. This significant initiative reflects our collective commitment to enhancing the quality, relevance, and inclusivity of education in Pakistan. It marks a purposeful shift from heavy and complex content towards conceptual understanding, critical thinking, civic awareness, responsible citizenship, and the practical application of knowledge in everyday life. Structured around four interconnected strands, Civics, Citizenship, and State & Governance; Geography, Environment, and Sustainability; National Identity, History, Culture, and Heritage; and Economics and Financial Literacy - it establishes a progressive learning pathway through clearly defined standards, benchmarks and Student Learning Outcomes (SLOs). Particular emphasis has been placed on active citizenship, national identity, cultural diversity, historical understanding, environmental sustainability, financial literacy, inquiry-based learning, and real-life applications to make Social Studies education meaningful, engaging and accessible to all learners.

The successful implementation of this curriculum requires a corresponding transformation in classroom practices, instructional resources, teacher preparation, and assessment approaches. Through sustained institutional coordination and stakeholder engagement, the National Curriculum Council Wing remains committed to facilitating a coherent transition from curriculum development to effective classroom implementation, with the ultimate objective of improving learning outcomes and fostering lifelong learning.

The National Curriculum Council Wing extends its sincere gratitude for the valuable guidance and continued support of the leadership of the Ministry of Federal Education and Professional Training, the Technical Committee, and our collaborating institutions, subject specialists, curriculum developers, provincial and regional representatives, practicing teachers, academic experts, and partner institutions whose expertise, dedication, and constructive feedback have been instrumental in shaping this document. It is hoped that this curriculum will serve as a meaningful foundation for strengthening civic literacy, historical consciousness, national identity, and social responsibility while nurturing curiosity, confidence, critical thinking, empathy, and analytical abilities, enabling our young learners to become informed, independent thinkers, responsible citizens, and active contributors to society, capable of meeting the challenges of an increasingly interconnected world, thereby contributing to a more equitable, inclusive, progressive, and knowledge-driven Pakistan.

Dr. Tabassum Naz
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Chapter 1
Introduction and Curriculum Framework

1.1 Vision and Purpose

The Social Studies curriculum for Grades 4 and 5 is designed to cultivate informed, responsible, and active young citizens who can constructively navigate and contribute to their expanding social world. By transitioning learners from an understanding of immediate personal and school responsibilities to broader neighbourhood, provincial, national and to some extent international systems. The subject lays the foundational framework for lifelong civic engagement. It aims to develop critical thinking, spatial reasoning, and financial literacy, ensuring that students do not merely memorize facts but actively comprehend the mechanics of their community, economy, and government.

At this pivotal developmental stage, the subject serves as a vital bridge between self-awareness and societal ownership. It supports learners' intellectual and socio-emotional growth by fostering an early appreciation for cultural diversity, regional heritage, and national identity, which are essential for social cohesion and interfaith harmony in Pakistan. Furthermore, by embedding practical, real-world scenarios-such as environmental conservation campaigns, mock elections, and basic financial planning-the curriculum empowers students to recognize the impact of their personal choices, thereby preparing them to address contemporary challenges like climate change and economic interdependence with empathy and resilience.

1.2 Objectives

- Develop an understanding of citizenship, rights & responsibilities and the ability to manage conflicts at personal and interpersonal level.
- Equip students with basic understanding of structural tiers of the government (Local, Provincial, and Federal), basic electoral frameworks, and the core operational models of key public utilities.
- Develop foundational map-reading proficiencies, cartographic coordinate plotting, and critical environmental resource mitigation planning against pollution and localized micro-climate crises.
- Instill foundational concepts of multi-ethnic diversity, collaborative cross-cultural validation, respectful legislative debate, and proactive institutional dialogue strategies.
- Inculcate a sense of patriotism and pride in their national identity through history and cultural heritage of Pakistan.
- Build an understanding of basic economic and financial concepts including producers, consumers, and responsible decision making about savings- spending and budgeting.

1.3 Guiding Principles

- **Expansion of learning:** Advance knowledge concepts moving linearly from micro-systems (the home, classroom furniture care, personal cleanliness) to macro-tier abstractions (state structural layers, national boundary lines etc.).

- **Experiential Application:** Systematically avoid passive reading practices via structured kinesthetic techniques such as localized mock elections, and problem-tree design etc.
- **Bloom's Taxonomy Progression:** Construct instructional pathways that sequence upward from structural retention models (naming provinces) directly into cross-domain analytical application matrix (evaluating durable vs. cheap spending choices).
- **Deliberate Cultural Anchoring:** Maintain consistent integration of historical baseline frameworks (Indus Valley and Gandhara civilizations) to directly validate contemporary cultural fabrics and take pride on their national identity.

1.4 Cross-Cutting Themes

- **Climate & Environmental Awareness:** Integrated via interactive cloudburst tracking system, community macro-pollution mapping exercises, and localized ecological protection campaigns.
- **Financial Literacy:** Addressed via functional applications involving active personal savings sheet logs and calculated product cost-deconstruction formulas.
- **Inclusion & Equality:** Promoted through balanced curricular representation of diverse gender roles, special needs accommodations, and equitable community resource access models.
- **Religious Harmony:** Cultivated by fostering deep respect for intra-faith and inter-faith dialogue, celebrating minority contribution matrix, and validating common values of peaceful co-existence.
- **Global Citizenship:** Developed by examining systemic environmental challenges, understanding transnational economic networks, and promoting environmental management frameworks.
- **Health & Well-being:** Addressed via personal safety modules, nutritional baseline guidelines, stress-management exercises, and balanced physical-mental developmental tracking.
- **Peace & Harmony:** Instilled through systematic conflict resolution strategies, active negotiation models, empathy exercises, and non-violent communication framework structures.
- **Life Skills:** Cultivated via targeted leadership protocols, critical decision-making simulations, technical problem-solving models, and dynamic time-management practices.
- **Cultural Heritage & National Identity:** Reinforced via historical baseline integration, traditional preservation initiatives, regional language matrix, and state pride frameworks
- **Geo-Ethics: G**eo-ethics is a critical moral ground that brings together and highlights responsible use of resources, impartial mapping and engagement with communities to solve complex spatial problems like climate migration and indigenous land rights. Finally, it situates geographers in a moral middle ground and involves them in an ethical 'middle' between human development and ecological sustainability and social justice.

1.5 Contextual Adaptation and Learning

This framework successfully maps global child-development progressions (sequencing cleanly across Bloom's cognitive levels) while reinforcing deep learning. It directly moves students beyond general geographical templates to map regional Pakistani realities, local community workers, and administrative tiers of government. Historical case studies are contextually isolated to regional archaeological structures (Harappa, Mohenjo-Daro, Gandhara), grounding global historical analytical practices into immediate, physically verifiable local spaces.

All provinces and regions can adapt to this curriculum according to their own local context. They can add their own ancient historical sites, famous heroes, Sufi saints, mineral resources and salient landmarks in their textbooks.

1.6 Summary of Comparison

The international comparison shows a broad shift in Social Studies at the primary level from content-heavy and knowledge-based learning towards more active, competency-based and experiential approaches. The curricula reviewed place greater emphasis on active citizenship, community participation, practical mapping and inquiry and the application of learning to real-life situations. Climate resilience and disaster preparedness are also more explicitly integrated, while financial literacy is introduced through practical experiences such as budgeting, comparing prices and simple simulations.

The comparison suggests that the Social Studies curriculum for Grades 4 and 5 in Pakistan could be strengthened by providing greater opportunities for learning by doing and reducing reliance on rote learning and extensive textbook content. Areas that could be strengthened include practical civic participation, climate and disaster preparedness, applied financial literacy and representation of Pakistan’s diverse regional heritage. These areas can be integrated into the SLOs and supported through age-appropriate activities and projects that enable students to apply their learning in meaningful contexts. (See Annexure 1B)

Chapter 2

Strand, Standards, Benchmarks, & Course Matrix

2.1 Description and Rationale of Strands

Strand 1: Civics, Citizenship, and State & Governance

This strand establishes the progression from personal civic duties to formal institutional governance mechanisms. Key concepts include individual responsibilities, communal problem-solving, structural tiers of government (local, provincial, federal), and democratic electoral systems.

Strand 2: Geography, Environment, and Sustainability

This strand develops critical spatial intelligence, map reading proficiencies, and an understanding of physical landforms. It introduces natural resources alongside systemic ecological threats like environmental pollution, climate change, and catastrophic weather hazards.

Strand 3: National Identity, History, Culture, and Heritage

This strand connects past events chronologically to contemporary realities, exploring historical eras like the Indus Valley and Gandhara Civilizations, and the milestones of the Pakistan Movement. It values diversity, interfaith harmony, and regional craftsmanship.

Strand 4: Economics and Financial Literacy

This strand explores macro-level market interdependencies alongside micro-level money management skills. Core topics progress from producer-consumer relations to personal budgeting, saving strategies, banking, and practical micro-entrepreneurship.2.2 Standards and Benchmarks Matrix

STRAND 1: Civics, Citizenship, and State & Governance

Standard 1: Students will comprehend foundational civic duties, evaluate state governance structures, value human rights, and engage responsibly in democratic activities to foster social cohesion.

Table 1: Strand 1 / Benchmark / Grade 4-5

Grade 4: Benchmarks	Grade 5: Benchmarks
BM 1: Personal & Community Roles Understand personal responsibilities and individual roles in contributing to school and local neighbourhood's well-being.	**BM 1: Rights, Diversity & Speech** Recognize fundamental human rights, appreciate individual/cultural diversity, and practice responsible freedom of speech with respect for difference of opinions.
BM 2: Addressing Simple Issues Demonstrate constructive, hands-on participation in resolving localized classroom or campus issues.	**BM 2: Addressing Public Issues** Identify local neighbourhood challenges and separate community-led initiatives from those requiring official government action.

BM 3: Care of Shared Spaces Define ownership and differentiate private property from public shared assets, building upkeep rules; recognize the value of community services and helpers.	**BM 3: Government Tiers & Services** Map out the local, provincial, and federal tiers of administration in Pakistan and accurately categorize public services under each.
	BM 4: Electoral Mechanics Define essential electoral terminology and formulate ethical campaign platforms that promote democratic principles.

STRAND 2: Geography, Environment, and Sustainability

Standard 2: Students will acquire map reading competencies, assess Pakistan's geography, learn to manage natural resources sustainably, and develop proactive mitigating solutions for localized pollution & environmental hazards.

Table 2: Strand 2 / Benchmark / Grade 4-5

Grade 4: Benchmarks	Grade 5: Benchmarks
BM 1: Cartographic Fundamentals Define map elements (title, symbol, grid, scale, direction) and differentiate a map from a standard picture.	**BM 1: Noise Pollution Management** Track environmental sound polluters, assess physiological impacts on health, and draft localized reduction action plans.
BM 2: Provincial & Neighbor Mapping Locate Pakistan's border neighbours (along with flags and currencies) and trace provincial lines and major physical landforms.	**BM 2: Disaster Safety Operations** Define disaster phrases and execute proper physical 'Drop, Cover, and Hold on' safety drills for earthquakes, fires, and floods.
BM 3: Eco-Conservation & Pollution Classify renewable and non-renewable resources, and draft viable local solutions for air and water Contamination.	**BM 3: Climate & Flood Resilience** Chart climate change mechanisms (global warming, greenhouse effect) and design urban-drainage solutions to manage extreme cloudburst events.

STRAND 3: National Identity, History, Culture, and Heritage

Standard 3: Students will analyze chronological history, preserve ancient archaeological legacies, trace the timeline of Pakistan Movement, and practice inclusive cultural appreciation across diverse demographics.

Table 3: Strand 4 / Benchmark / Grade 4-5

Grade 4: Benchmarks	Grade 5 Benchmarks
BM 1: Chronology & State Origins Recall state creation background, national identity markers, and trace the contributions of women and ethnic/religious minorities during struggle for independence	**BM 1: Ancient Civilizations (Gandhara)** Trace the Gandhara Civilization on a historical timeline and map, comparing its tools and daily life to modern societal conditions.
BM 2: Early Civilizations (Indus) Pinpoint Mohenjodaro and Harappa on maps and evaluate ancient civil engineering, town grid planning, and drainage systems.	**BM 2: Foundational Leadership** Profile Jinnah's biography and evaluate how his core principles of 'Unity, Faith, and Discipline' counteract contemporary challenges.
BM 3: Cultural Asset Protection Formulate structural arguments for historical preservation and design multi-provincial tourism/travel brochures	**BM 3: Structural Movement Timelines** Map out the post-independence administrative and humanitarian hurdles of 1947 and explain underlying ideological motivations.
	BM 4: Cross-Provincial Heritage Compare languages, arts, architectural styles, festivals, and traditional foods of all regions of Pakistan using standard matrix structures.

STRAND 4: Economics and Financial Literacy

Standard 4: Students will apply basic financial principles, manage purchasing budgets, track capital savings in secure institutions, and map production cycles through micro-business modeling.

Table 4: Strand 4 / Benchmarks / Grade 4-5

Grade 4: Benchmarks	Grade 5: Benchmarks
BM 1: Macro Market Foundations Define producers, consumers, physical goods, and public/private services, explaining economic interdependence.	**BM 1: Strategic Consumer Choices** Analyze price-quality dynamics; compute unit pricing across varying package sizes and weigh cheap vs. durable products.
BM 2: Income & Spending Profiles Categorize household spending versus savings choices and identify common community occupations (barber, artisans, tailors, doctors, police soldiers, teachers, engineers etc.) as sources of income.	**BM 2: Expenditure and saving sheet (manually or digitally prepared table)** Define banking terms (deposit, withdrawal) and manage an operational savings sheet.

BM 3: Resource Allocation Budgets Define budgeting and construct allocation models matching limited financial funds to essential prioritized demands.	

Chapter 3
Social Studies SLOs & Activities

This chapter serves as the primary planning reference for Social Studies Grade 4-5. It includes Topics, Student Learning Outcomes (SLOs), Suggested Learning Activities, and Key Vocabulary. Each SLO is distinctly coded to identify the relevant grade, strand, standard, and benchmark.

The coding scheme is followed as per the given table. For example, **SST-G4-S1-SD1-B1-01**

Coding Scheme						
Code	**SST**	**G**	**S**	**SD**	**B**	**2-digit Number*[1]**
Interpretation	*Subject Name*	*Grade*	*Strand*	*Standard*	*Benchmark*	*SLO number*

For example, in "**SST-G4-S1-SD1-B1-01"** should be interpreted as; SST → Social Studies, G1 → Grade 1, S1 → Strand 1, SD1 → Standard 1, B1 → Benchmark 1 and last 2-digit number (01) indicates the number of SLO.

GRADE 4: Strand 1: Civics, Citizenship, State & Governance

Component Focus: Topic 1: Civic Participation

Table 5: Grade 4 / Strand 1 / Topic 1 / Civic Participation

Learning Area / Topic	**Student Learning Outcomes (SLOs)**	**Suggested Learning Experiences / Activities**
Civic Participation • Concept of citizenship and global citizenship. • Responsibilities at home, school, and community. • Responsible vs. irresponsible everyday actions. • Methods of positive community contribution (water preservation, tree plantation, cleanliness). • Respectful expression, active listening, and voting/decision-making.	**SST-G4-S1-SD1-B1-01** Define the term citizenship. **(Understand)** **SST-G4-S1-SD1-B1-02** Explain how active citizenship and personal responsibility are essential for a well-functioning community. **(Understand)** **SST-G4-S1-SD1-B1-03** Identify and explain their responsibilities towards others and shared spaces at home, school and in the community. **(Understand)** **SST-G4-S1-SD1-B1-04** Identify ways they can contribute responsibly to their	• The Classroom Dialogue: Hold a class discussion for the improvement of classroom board décore keeping in mind the available resources and mutual agreement. • Good Citizen Role Play: Enact short scenarios showing the difference between active participation (e.g., helping a classmate, picking up trash) and passive behavior.

[1] The SLO numbering in this document starts from two digits (01) and continues sequentially, ending at the three-digit number (116).

	school and community, such as using water responsibly, keeping shared spaces clean and caring for plants and trees. **(Understand)** **SST-G4-S1-SD1-B1-05** Distinguish between responsible and irresponsible actions in everyday situations and explain how these may affect others. **(Analyze)** **SST-G4-S1-SD1-B1-06** Describe the term 'civic participation' and list three ways (wise use of water, tree plantation, and cleanliness) citizens can actively participate to make positive contribution to their community. **(Remember)** **SST-G4-S1-SD1-B2-07** Participate in a simple classroom decision by expressing an opinion respectfully, listening to others and contributing to a shared decision. **(Apply)** **SST-G4-S1-SD1-B2-08** Demonstrate how to constructively express an opinion or vote on a shared classroom decision**.** **(Apply)**	
Key Vocabulary: Citizenship, Civic participation, Responsibility, Shared spaces, Active citizen, Respect, Decision-making, Opinion, and Vote		

Strand 1: Civics, Citizenship, and State & Governance

Component Focus: Topic 2: Community Services – Health and Education

Table 6: Grade 4/ Strand 1/Topic 2 / Community Services - Health and Education

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Community Services ; Health and Education • Essential public infrastructure (hospitals, clinics, schools, public libraries). • Roles and impact of community helpers and service workers. • Value of basic services in promoting quality of life. • Neighbourhood spatial tracking and community mapping.	**SST-G4-S1-SD1-B3-09** Identify the primary public health care and education services available in their local community (e.g., hospitals, schools, libraries). **(Understand)** **SST-G4-S1-SD1-B3-10** Describe the roles of teachers, doctors, and nurses in maintaining community well-being. **(Understand)** **SST-G4-S1-SD1-B3-11** Explain how health care and education services help to improve the lives of individuals and communities. **(Understand)** **SST-G4-S1-SD1-B3-12** Map out (hand sketch) the locations of essential health care and education services within local neighbourhood. **(Apply)** **SST-G4-S1-SD1-B3-13** Demonstrate appreciation and respect for the contribution of health care and education service providers to the community. **(Affective Domain)**	• Community Helpers Interview: Invite a nurse, teacher, or sanitary worker for a brief Q&A session. • Letters of Gratitude: Ask students to write thank-you letters or cards acknowledging the importance of the work performed by their mother, teacher, or school sanitary worker.
Key Vocabulary: Health and Education, Community Service, Community Mapping, Public Infrastructure		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 1: Map Reading Skills

Table 7: Grade 4/ Strand 2 / Topic 1 / Map Reading Skills

Learning Area / Topic	**arning Outcomes (SLOs)**	**Suggested Learning Experiences / Activities**
Map Reading Skills • Differentiating maps and globes. • Structural elements of a map (title, compass, legend, scale, grids). • Map classification, types, and real-world purposes. • Interactive layout design and path-finding skills.	**SST-G4-S2-SD2-B1-14** Define Geography and the tools of Geographer.**(Remember)** **SST-G4-S2-SD2-B1-15** Describe the term map and globe. **(Remember)** **SST-G4-S2-SD2-B1-16** Differentiate between a picture and map**. (Analyze)** **SST-G4-S2-SD2-B1-17** List different types of maps. **(Remember)** **SST-G4-S2-SD2-B1-18** Develop a co-relation between the type of map and the purpose it serves. **(Apply)** **SST-G4-S2-SD2-B1-19** Read a world map of your choice using the elements of a map. **(Apply)**	• Classroom Mapping: Ask students to make a simple map of their classroom by using the essential elements of a map. • Classroom Treasure Hunt: Make different groups and ask one group to hide objects in the classroom and design a map using all elements. The other group hunts using the map. (Create & Apply)
Key Vocabulary: Map, Globe, Map elements, Title, Direction, Symbols, Scale, Grid, Spatial skills		

Strand 2: Geography, Environment and Sustainability

Component Focus: Topic 2: Pakistan and Neighbours

Table 8: Grade 4/ Strand 2 / Topic 2 / Pakistan and Neighbours

Learning Area / Topic	Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Pakistan and Its Neighbours • Regional geography, borders, and cardinal directions. • Provinces (Punjab, Sindh, KP, Balochistan), GB, ICT and AJK. • Currencies, political names, and flags of neighbouring nations. • Major landforms and their lifestyle impacts (diet, dress, jobs).	**SST-G4-S2-SD2-B2-20** Locate Pakistan's neighbours on a world map keeping in mind the direction. **(Apply)** **SST-G4-S2-SD2-B2-21** Enlist the provinces, GB, ICT and AJK on a map of Pakistan. **(Remember)** **SST-G4-S2-SD2-B2-22** Label the correct names of the provinces, ICT GB, AJK and neighbouring countries on a blank map of Pakistan. **(Apply)** **SST-G4-S2-SD2-B2-23** Match the flags and official currencies (pictures & name) of neighbouring countries. **(Understand)** **SST-G4-S2-SD2-B2-24** Identify major physical features and their types in Pakistan. **(Apply)** **SST-G4-S2-SD2-B2-25** Enlist how these physical features (land forms) impact the life style of people of Pakistan (architecture, food, sports, occupations and dresses). **(Analyze)**	• Giant Floor Puzzle: Students piece together a large cut-out puzzle map of Pakistan and its administrative units. • 3-D Landform Modeling: Create physical 3-D models of land forms in sequential topographic order (Mountains, plateaus, plains, deserts, and rivers). • Identification of currencies and flags of the neighbouring countries of Pakistan.
Key Vocabulary: Provinces, Land forms, Mountains, Plateaus, Plains, Deserts, Rivers, Borders, Flags, Currency, Demographics		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 3: Natural Resources of Pakistan

Table 9: Grade 4/ Strand 2 / Topic 3 /Natural Resources of Pakistan

Learning Area / Topic	Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Natural Resources of Pakistan • Scope of natural resources (agricultural, mineral and water). • Resource classification (renewable vs. non-renewable). • Supply chains: from raw extraction to everyday consumable goods. • Conservation paradigms for institutional assets.	**SST-G4-S2-SD2-B3-26** Define the term natural resource. **(Remember)** **SST-G4-S2-SD2-B3-27** Categorize resources into agricultural, mineral, and water categories.**(Understand)** **SST-G4-S2-SD2-B3-28** Differentiate between renewable and non-renewable resources in Pakistan. **(Remember)** **SST-G4-S2-SD2-B3-29** Illustrate how natural resources turn into everyday products using a concept map**. (Apply)** **SST-G4-S2-SD2-B3-30** Highlight the importance of wise use and conservation of natural resources**. (Apply)**	• Resource Sorting Center: Students sort physical objects (wheat stalks, coal, mineral salt, water bottles) into categorized bins. • 'Where Does It Come From?' Tracking: Students trace a refined item (like a cotton shirt) back to its agricultural or raw source. • Classroom Eco-Board: Build a dashboard highlighting resource preservation guidelines for electricity, paper, and classroom furniture.
Key Vocabulary: Natural resources, Renewable, Non-renewable, Agriculture, Mineral, Water, Conservation, Concept map, Resource lifecycle		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 4: Pollution – Air and Water

Table 10: Grade 4/ Strand 2 / Topic 4 / Pollution - Air and Water

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Pollution – Air and Water • Scientific definitions and types of toxic pollution. • Natural Reasons and human actions that change the enviornment. • Direct ecological impacts on habitats and communities. • Formulating active response strategies and civic plans.	**SST-G4-S2-SD2-B3-31** Define the term pollution and causes of air and water pollution.**(Understand)** **SST-G4-S2-SD2-B3-32** Identify the sources and causes of air and water pollution in their community. **(Apply)** **SST-G4-S2-SD2-B3-33** Identify the effects of pollution on the environment and human health. **(Understand)** **SST-G4-S2-SD2-B3-34** Propose simple solutions to reduce the identified sources of air and water pollution. **(Create)**	• School Eco-Patrol Campaign: Design and execute an environmental awareness campaign within the school using custom brochures and posters detailing identified pollutants and reduction frameworks.
Key Vocabulary: Pollution, Air quality, Water purity, Causes, Environmental awareness, Sustainability, Action plan		

Strand 3: National Identity, History, Culture and Heritage

Component Focus: Topic 1: Our Country - Pakistan & Pakistan Movement

Table 11: Grade 4/Strand 3 / Topic 1 / Our Country - Pakistan & Pakistan Movement

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Our Country – Pakistan • Nominal definitions, founding history, and national rationale. • Concepts of patriotic integrity and social cohesion. • Inclusivity frameworks for minority groups and people with diverse abilities. • Historical landmarks (1906–1947): Formation of the Muslim League (1906), Allahabad Address (1930), and Lahore Resolution (1940). • Ideological contributions of National Poet Allama Iqbal.	**SST-G4-S3-SD3-B1-35** State and write (Islamic Republic of Pakistan) full name of Pakistan, its date of creation, and the rationale behind the creation of Pakistan. **(Remember)** **SST-G4-S3-SD3-B1-36** Describe the term 'national identity' and its relation to National integrity and cohesion (Patriotism). **(Understand)** **SST-G4-S3-SD3-B1-37** Identify different religious and ethnic groups in Pakistan and relate it with the concept of 'interfaith harmony' and social cohesion. **(Analyze)** **SST-G4-S3-SD3-B1-38** Explain the contributions of different ethnic groups and minorities for the creation of Pakistan. **(Understand)** **SST-G4-S3-SD3-B1-39** List ways how women, religious and ethnic minorities and mixed ability groups are contributing for enhancing the positive image of Pakistan. **(Apply)** **SST-G4-S3-SD3-B1-40** Recall key facts about Allama Iqbal as a national poet and analyze his poetic messages for children. **(Remember)**	• Dramatic Re-enactment: Organize a theatrical play highlighting historical milestones leading to the Creation of Pakistan and depictingcross-cultural harmonious living. • Civic Show and Tell: Use flashcards featuring official symbols (identity cards, passports, the national flag, and portraits of national founders) to explore the legal and personal significance of national citizenship •Iqbal's Poetry Corner: Transcribe individual messages from Iqbal's works onto colored boards to create an educational classroom installation.

Key Vocabulary:

National identity, Inception, Rationale, National Unity, Patriotism, Minorities, Allama Iqbal, Poetry, Timeline, Succession

Strand 3: National Identity, History, Culture and Heritage
Component Focus: Topic 2: Indus Valley Civilization
Table 12: Grade 4/ Strand 3 / Topic 2 / Indus Valley Civilization

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Indus Valley Civilization • Fundamentals of historical inquiry and past investigation. • Mapping focal ancient settlements (Mohenjo-Daro, Harappa). • Advanced urban structures: uniform grids, granaries, wastewater systems. • Chronological culture comparisons (ancient vs. modern toys).	**SST-G4-S3-SD3-B2-41** Define the term 'history' and 'civilization' in simple words. **(Remember)** **SST-G4-S3-SD3-B2-42** Describe, the salient features of Indus Valley Civilization (the town planning, granaries and drainage systems) **(Understand)** **SST-G4-S3-SD3-B2-43** Mark the extent of Indus Valley Civilization on a map of Pakistan. **(Remember)** **SST-G4-S3-SD3-B2-44** Locate Mohenjo-Daro and Harappa on the map of Pakistan. **(Apply)** **SST-G4-S3-SD3-B2-45** Compare ancient Indus Valley toys and tools with modern ones. **(Evaluate)**	• Clay Artisans Workshop: Utilize play dough / modeling clay to physically reconstruct archaeological artifacts (seals, pottery, tools) of the Indus Valley. • Personal Time Capsule: Bring personal photos spanning different early developmental ages, arrange them chronologically on timelines, and draft brief descriptive historical summaries.

Key Vocabulary:
History, civilisation, archaeology, ancient, settlement, town planning, granaries, drainage system, artefacts, seals, pottery, tools, timeline, chronological order.

Strand 3: National Identity, History, Culture and Heritage
Component Focus: Topic 3: Cultural Heritage
Table 13: Grade 4/ Strand 3 / Topic 3 / Cultural Heritage

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Cultural Heritage • Theoretical models of local culture and provincial diversity. • Preservation economics and civic site protection arguments. • Promotional design layouts for tangible regional arts. • Experiential regional showcase environments.	**SST-G4-S3-SD3-B3-46** Define the term culture and diversity and how it enriches a country's heritage. **(Understand)** **SST-G4-S3-SD3-B3-47** Explain why historical places need preservation and protection. (**Understand)** **SST-G4-S3-SD3-B3-48** Design a basic travel brochure promoting local historical sites, traditional crafts, food and festivals in their province /region (e.g., Shandur Mela, Basant, Sindhi cultural Day, Sibi Mela, Peshawar Cultural Mela, Lok Virsa Mela Islamabad, Kashmir Mela Muzffarabad) **(Create)**	• Heritage Tour Guides: Students step into roles as active travel guides, pitch a landmark utilizing specific imagery, and compile brochures for clients. • Culture Fest Exhibition: Arrange interactive stalls displaying local traditional embroidery, pottery, and indigenous food; students exercise foundational micro-enterprise skills to manage sales.
Key Vocabulary: Culture, Cultural diversity, Heritage preservation, Historical landmarks, Traditional crafts, Festivals, Travel brochure		

Strand 4: Economic and Financial Literacy

Component Focus: Topic 1: Producers, Consumers, Goods and Services

Table 14: Grade 4/Strand 4 / Topic 1 / Producers, Consumers, Goods and Services

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Producers, Consumers, Goods and Services • Evolution of money from barter system to the current • Basic baseline building blocks of microeconomics. • Mapping community-level supply networks and outputs. • Structural interdependence models connecting market players	**SST-G4-S4-SD4-B1-49** Describe the evolution of money from barter exchange to metals to paper to plastic to digital economy introduced. **(Remember)** **SST-G4-S4-SD4-B1-50** Define producers, consumers, goods and services. **(Remember)** **ST-G4-S4-SD4-B1-51** ecognize that people start business to offer goods or services and earn money. **(Understand)** **SST-G4-S4-SD4-B1-52** Explain economic interdependence in the perspective of producers and consumers. **(Understand)**	• Marketplace Simulation Role-Play: Structure the classroom environment into a mock community marketplace divided into shopkeepers and buyers to exercise real trade cycles. Interdependence Web Mapping: Create dynamic relational web diagrams linking multiple production and service tracks together.
Key Vocabulary: Producers, Consumers, Goods, Services, Economy, Interdependence, Inter-connectedness, Financial choices		

Strand 4: Economic and Financial Literacy

Component Focus: Topic 2: Income, Saving, Spending, and Occupations

Table 15: Grade 4/Strand 4 / Topic 2 / Income, Saving, Spending and Occupations

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Income, Saving, Spending, and Occupations • Functional parameters of career models and livelihoods. • Monetary logic: reasons why currency mediates retail commerce. • Categorization strategies for allocating household capital. • Long-term returns of active asset retention.	**SST-G4-S4-SD4-B2-53** Define the term occupation (as source of income), earning and spending. **(Understand)** **SST-G4-S4-SD4-B2-54** Identify common community occupations in society (barber, artisans, tailors, doctors, police soldiers, teachers, engineers etc. **(Remember)** **SST-G4-S4-SD4-B2-55** Identify the different sources of income in today's world. **(Understand)** **SST-G4-S4-SD4-B2-56** Set realistic medium/ long term saving goals. **(Apply)**	• Institutional Career Interviews: Formulate structural field inquiry questions for school staff members regarding administrative roles, logging parameters under: Position, Earnings, Allocations, and Savings.
Key Vocabulary: Occupation, Income source, Earnings, Expenditures, Savings		

Strand 4: Economic and Financial Literacy

Component Focus: Topic 3: Simple Budgeting

Table 16: Grade 4/Strand 4 / Topic 3 / Simple Budgeting

Learning Area / Topic	arning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Simple Budgeting • Structural definition and lifespan value of tracking tools. • Scarcity logic: understanding how funds restrict purchase bounds. • Critical sorting matrix for ranking vital needs over basic wants. • Importance of priority setting for future goals	**SST-G4-S4-SD4-B3-57** Define the term budgeting and its importance in our lives. **(Remember)** **SST-G4-S4-SD4-B3-58** Explain the importance of saving and budgeting for small projects or personal goals. **(Understand)** **SST-G4-S4-SD4-B3-59** Make spending choices based on what matters most and practice saying 'no' to things that make it harder to save money. **(Apply)**	• Collaborative Party Planner Challenge: Plan a mock end-of-term classroom gathering bounded strictly within gathered pool budgets, allocating items across décor, headcounts, and catering lines safely.
Key Vocabulary: Budgeting, Capital constraints, Priority setting, Needs, Wants, Resource Allocation & scarcity, Financial planning		

GRADE 5

Strand 1: Civics, Citizenship, and State & Governance

Component Focus: Topic 1: Community and Civic Responsibilities

Table 17: Grade 5 / Strand 1 / Topic 1 / Community and Civic Responsibilities

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Community and Civic Responsibilities • Human rights framework and equality across diverse backgrounds. • Managing divergent points of view with respectful evaluation. • Democratic baseline: bounds of speech rights. • Community-led interventions vs. official municipal pathways.	**SST-G5-S1-SD1-B1-60** Explain that all individuals have equal rights, irrespective of religious and ethnic differences**. (Apply)** **SST-G5-S1-SD1-B1-61** Appreciate and respect differences in opinion. **(Evaluate)** **SST-G5-S1-SD1-B1-62** Explain the importance of freedom of speech and demonstrate using it appropriately. **(Apply)** **SST-G5-S1-SD1-B1-63** Explain civic participation and why it is important for the well-being of a community. **(Apply)** **SST-G5-S1-SD1-B1-64** Identify at least three common issues faced by local neighbourhoods. **(Understand)** **SST-G5-S1-SD1-B1-65** Suggest different ways individuals and groups can participate in community and civic life to resolve local issues. **(Apply)** **SST-G5-S1-SD1-B1-66** Differentiate between problems that individuals and	• Field Walk & Problem Mapping: Conduct an active tour of school grounds or immediate surrounding block to draft a 'Problem Map' highlighting debris piles or hazardous walkways. • Cause-and-Effect Analysis Tree: Draw root-cause diagrams modelling a specific civic problem, where roots represent background sources, trunks represent the core issue, and leaves represent social impacts.

	communities can solve and those that require government action. **(Analyze)**	
Key Vocabulary: Human rights, Diversity, Freedom of expression, Respect for others, Civic engagement, Disagreement, Cause-and-effect		

Strand 1: Civics, Citizenship, and State & Governance

Component Focus: Topic 2: Civic Action – Active Community Involvement

Table 18: Grade 5 / Strand 1 / / Topic 2 / Civic Action - Active Community Involvement

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Civic Action – Active Community Involvement • Negotiation models and active mediation workflows. • Social etiquette paradigms during formal group interactions. • Discourse styles: structured debate and collaborative listening. • Resource allocation: scoring optimal local service solutions.	**SST-G5-S1-SD1-B2-67** Define the term Disagreement. **(Remember)** **SST-G5-S1-SD1-B2-68** Demonstrate importance of rule setting for discussion and negotiation as tools for resolving disagreement at home and school. **(Apply)** **SST-G5-S1-SD1-B2-69** Describe the importance of negotiation, empathy, and compromise when groups make collective decisions. **(Understand)** **SST-G5-S1-SD1-B2-70** Demonstrate active listening and respectful debate techniques during structured group interactions. **(Apply)** **SST-G5-S1-SD1-B2-71** Select the most viable solution to public issues through negotiation and discussion (e.g. Street lights, community events, play areas, waste). **(Evaluate)**	• Urban Empty-Space Debate: Students act as shopkeepers, green-activists, builders, and parents. They share their views and vote on whether an empty piece of land should be turned into a community park. • Classroom Consensus Building: Resolve immediate classroom disagreements (e.g., deadline extensions and task board decoration) by guiding rounds of negotiation towards a majority consensus.
Key Vocabulary: Resolve Disagreement, Negotiation, Empathy, Compromise, Debate, Dialogue, Active listening		

Strand 1: Civics, Citizenship, and State & Governance

Component Focus: Topic 3: Government – Local, Provincial, and Federal Government

Table 19: Grade 5 / Strand 1 / Topic 1 / Government - Local, Provincial and Federal Government

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Government – Local, Provincial, and Federal Government • Hierarchical government framework of Pakistan. • Operational boundaries of local, provincial, and national blocks. • Systemic dependencies linking separate jurisdiction layers. • Structural classification of community works.	**SST-G5-S1-SD1-B3-72** Identify and name the three levels (Federal, Provincial, and Local) of government in Pakistan. **(Remember)** **SST-G5-S1-SD1-B3-73** Describe the primary roles related to provincial and federal authorities (government) **(Understand)** **SST-G5-S1-SD1-B3-74** Categorize a list of public services (e.g., highway building, making a school/hospital) under their correct governing tier. **(Apply)**	• Governance Tier Challenge: Sort operational assignment cards (Teacher can use paper sheets mentioning different tasks, e.g., fixing neighbourhood streetlamps, printing passports, and landfill sanitation, across three sorting piles. This activity can even be carried out on the board by making three columns labelled as three tiers of government and placing different tasks they perform with the help of students in groups, assigning marks during the competition, and declaring positions based on the marks achieved).
Key Vocabulary: Levels of Government, Federal, Provincial, Local government, Public Service		

Strand 1: Civics, Citizenship, and State & Governance Component Focus: Topic 4: Elections – Electing Representatives

Table 20: Grade 5 / Strand 1 / Topic 4 / Elections – Electing Representatives

Learning Area / Topic	arning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Elections – Electing Representatives • Democratic processes and core societal values. • Lexicon of elections (voters, candidates, constituencies, campaigns). • Design parameters of ethical candidate policy agendas. • Mechanics of formal visual balloting procedures.	**SST-G5-S1-SD1-B4-75** Describe the concept of democracy and its importance for the people. **(Remember)** **SST-G5-S1-SD1-B4-76** Define essential electoral vocabulary including voter, candidate, campaign, constituency, and democracy. **(Remember)** **SST-G5-S1-SD1-B4-77** Formulate a simple candidate platform and election campaign strategy promoting ethical leadership and positive community development. **(Create)**	• Mock Classroom Election Drive: Construct a comprehensive mock campaign cycle: student groups frame slogans, run registrations, present policy talks for room upgrades, cast secret ballots behind private screens, and tally votes using student counting boards.
Key Vocabulary: Democracy, Voter, Candidate, Campaign, Constituency, Ethical leadership, Ballots		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 1: Noise Pollution

Table 21: Grade 5 / Strand 2 / Topic 1 / Noise Pollution

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Noise Pollution • Acoustic threats and residential noise generators. • Medical impacts: stress vectors and auditory health degradation. • Spatial site monitoring and noise level tracking inside buildings. • Technical creation of structural mitigation plans.	**SST-G5-S2-SD2-B1-78** Identify common sources of noise pollution in the local environment. **(Remember)** **SST-G5-S2-SD2-B1-79** Explain the harmful effects of prolonged noise exposure on human health. **(Understand)** **SST-G5-S2-SD2-B1-80** Investigate noise levels in different areas of the school. **(Analyze)** **SST-G5-S2-SD2-B1-81** Propose simple action plans to reduce noise in classrooms. **(Create)**	• Public Health Awareness Campaign: Draft and paint info graphics tracking sensory strain patterns like sleep disturbance or auditory loss. • School Noise Mapping: Measure noise thresholds across multiple functional zones (cafeterias, study labs) to assemble a room management roadmap.
Key Vocabulary: Noise pollution, Decibels, Exposure limits, Health Impact, Noise reduction plan		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 2: Disaster Preparedness: Community Response and Basic Safety

Table 22: Grade 5 / Strand 2 / Topic 2 / Disaster Preparedness: Community Response and Basic Safety

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Disaster Preparedness Key terms related to threats (evacuation, hazards, and emergency support). Sort safe and unsafe actions.	**SST-G5-S2-SD2-B2-82** Define emergency terminology like evacuation, first aid, and hazard. **(Remember)** **SST-G5-S2-SD2-B2-83** Differentiate between safe and unsafe actions during natural disasters (floods, fires, and earthquakes). **(Understand)**	• Live Evacuation Drills: Practice physical execution drills covering active routes during fires, earthquake shifts, or flash flooding scenarios. Tactical Resource Gathering: Build item lists and load real packs with priority survival units (flashlights, rations, dressing strips).
• Safety procedures during earthquakes (Drop, Cover, and Hold On). • • Unified spatial escape and coordination plans.	**SST-G5-S2-SD2-B2-84** Demonstrate proper Drop, Cover & Hold on techniques. **(Apply)** **SST-G5-S2-SD2-B2-85** Formulate a family or classroom emergency contact and evacuation plan (Flood, Fire, and Earthquake etc.). **(Create)**	• Peer-led Community Extensions: Train family members and local neighbors in rapid safety steps to boost local risk resilience.
Key Vocabulary: Evacuation, First aid, Hazard, Disaster mitigation, Safety drills, Emergency kit, Public training, "Drop Cover Hold on"		

Strand 2: Geography, Environment & Sustainability

Component Focus: Topic 3: Climate Change and Extreme weather (Cloudbursts & Floods)

Table 23: Grade 5 / Strand 2 / Topic 3 / Climate Change and Extreme Weather (Cloudbursts & Floods)

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Climate Change and Extreme weather • Causes of global warming, air pollution, and ozone layer depletion. • Links connecting thermal jumps to explosive rain patterns. • Drainage networks and infrastructure vulnerabilities. • Structural mitigation and urban water capture systems.	**SST-G5-S2-SD2-B3-86** Recall the definition and process of climate change. **(Remember)** **SST-G5-S2-SD2-B3-87** Describe how global temperature change affects extreme weather patterns. **(Understand)** **SST-G5-S2-SD2-B3-88** Make a vocabulary-mechanism bank of climate change processes like Global warming, Greenhouse effect, ozone depletion. **(Understand)** **SST-G5-S2-SD2-B3-89** Analyze the immediate impacts of cloudbursts on rural-urban drainage systems. **(Analyze)** **SST-G5-S2-SD2-B3-90** Evaluate the effectiveness of local flood prevention strategies. **(Evaluate)** **SST-G5-S2-SD2-B3-91** Prepare a list of suggestions to control floods and maximize conservation of rainwater for future use. **(Create)** **SST-G5-S2-SD2-B3-92** Identify the precautionary preparedness measures for individuals and governments to take before and after a cloud burst **(Analyze)**	• Soil vs. Concrete Hydrology Runoff Simulation: Rapidly pour fluids over loose agricultural topsoil versus dense concrete blocks to model urban flash flooding mechanics. • Climate Activist Studio: Draft neighbourhood protocol sets tracking advanced precautionary techniques and designing storm water containment infrastructure models.

Key Vocabulary: Climate change, Global warming, Greenhouse effect, Ozone depletion, Cloudburst, Urban flooding, Infrastructure, Rain water conservation

Strand 3: National Identity, History, Culture and Heritage

Component Focus: Topic 1: Gandhara Civilization – Location and Daily Life

Table 24: Grade 5 / Strand 3 / Topic 1 / Gandhara Civilization - Location and Daily Life

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Gandhara Civilization – Location and Daily Life Mapping physical boundaries of Gandhara culture sets. • Chronological positioning of deep past regional groups. • Socio-cultural trends: art styles, trade tracks, household life. • Historical material study (ancient vs. modern implements).	**SST-G5-S3-SD3-B1-93** Illustrate ancient civilisations, such as the Indus Valley and Gandhara, on a timeline **(Remember)** **SST-G5-S3-SD3-B1-94** Describe significant aspects of daily life, society and culture of the ancient civilization of Gandhara. **(Apply)** **SST-G5-S3-SD3-B1-95** Identify the geographical location of the Gandhara civilization on a map of Pakistan. **(Remember)** **SST-G5-S3-SD3-B1-96** Compare the ancient daily life and tools of Gandhara with modern societal living conditions. **(Analyze)**	• Spatial Mapping of Gandhara Core: Outline geographic zones (Taxila, Peshawar Valley) on blank physical maps highlighting water basins and mountain corridors. • Archaeologist Field Log Investigation: Analyze imagery of classic Gandharan stone sculptures to draft scientific log notes deducing manufacturing mastery.
Key Vocabulary: Gandhara, Cultural Artifacts, Archaeology, Field log, Trade routes, Lifestyle comparison		

Strand 3: National Identity, History, Culture and Heritage

Component Focus: Topic 2: Quaid-e-Azam – Introduction and Contribution

Table 25: Grade 5 / Strand 3 / Topic 2 / Quaid-e- Azam - Introduction and Contribution

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Quaid-e-Azam – Introduction and Contribution • Biography and historical milestones of Muhammad Ali Jinnah. • Strategic political tracks lead to sovereign state creation. • Deep structural study of core values: Unity, Faith, Discipline. • Application models mapping historic truths to youth paths.	**SST-G5-S3-SD3-B2-97** State the brief biography of Quaid-e-Azam Muhammad Ali Jinnah as founder of Islamic Republic of Pakistan. **(Remember)** **SST-G5-S3-SD3-B2-98** Explain the key contributions of Quaid-e-Azam for securing a separate homeland for the Muslims. **(Understand)** **SST-G5-S3-SD3-B2-99** Assess how Quaid-e-Azam's principles of 'Unity, Faith, and Discipline' can be applied to address modern youth challenges. **(Evaluate)**	• Targeted Leadership Profile Construction: Create concise, high-impact profile cards highlighting Jinnah's three major constitutional contributions. • Modern Motto Skit Challenge: Write 'Unity, Faith, and Discipline' on the board and produce group skits showing how school peer networks execute these guidelines. • Library Reference Activity: Students collect historical photographs, documents, maps, and written accounts related to the formation of Pakistan. They organise these materials chronologically and compile them into a reference file for the school library.
Key Vocabulary: Quaid-e-Azam, Leadership principles, Unity, Faith, Discipline, Ideological struggle, Biography		

Strand 3: National Identity, History, Culture and Heritage

Component Focus: Topic 3: Pakistan Movement – Creation of Pakistan 1947

Table 26: Grade 5 / Strand 3 / Topic 3 / Pakistan Movement - Creation of Pakistan 1947

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Pakistan Movement – Creation of Pakistan 1947 • Milestones and dates defining the road to 1947. • Ideological forces are driving the push for national partition.	**SST-G5-S3-SD3-B3-100** Recall the date of the creation of Pakistan and identify key milestones leading to 1947. **(Remember)** **SST-G5-S3-SD3-B3-101** Explain the primary reasons behind the demand for the	• Milestone Layout Sorting Drive: Re-order randomized primary event placards of the independence struggle into precise, timeline. • First-Person Historical Diary: Write a creative internal diary entry tracking the sights, flags, and changes felt by a citizen in Karachi or Lahore on August 14, 1947.

Immediate post-partition crisis: borders, funds, refugee logistics	creation of Pakistan.**(Understand)** **SST-G5-S3-SD3-B3-102** List the immediate challenges faced by the newly formed state of Pakistan during its transition in 1947. **(Remember)**	
Key Vocabulary: Pakistan Movement, Independence, Sovereignty, Political transition, Migration challenges		

Strand 3: National Identity, History, Culture and Heritage Component Focus:

Topic 4: Regional Cultural Heritage

Table 27*: Grade 5 / Strand 3 / Topic 4 / Regional Cultural Heritage*

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Regional Cultural Heritage • Regional language landscapes across the provinces (Punjab, Sindh, KP, Balochistan, GB, AJK). • Iconography of historical architecture and regional artifacts. • Cross-regional structural variations in local customs. • Synthesis of regional identities into a single shared framework.	**SST-G5-S3-SD3-B4-103** Name the main regional languages and major historical places of Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, ICT, Gilgit Baltistan and AJK. **(Remember)** **SST-G5-S3-SD3-B4-104** Explain how diverse regional arts and historical sites collectively form Pakistan's rich heritage. **(Understand)** **SST-G5-S3-SD3-B4-105** Compare the unique arts and historical architectures across all regions of Pakistan using a structured comparison matrix. **(Analyze)** **SST-G5-S3-SD3-B4-106** Identify important regional, cultural traditions, festivals, dresses, food and languages of different regions of Pakistan. **(Remember)**	• Structured Provincial Cultural Matrix: Complete comparative analytical worksheets tracking Languages, Outfits, Foods, and Craft sets down specific rows. • Campus Provincial Heritage Expo: Form distinct regional teams to curate display alcoves exhibiting regional textures, language expressions, and landmark graphics.
Key Vocabulary: Cultural Heritage, Regional languages, Architecture, Traditional dresses, Local food, Comparison matrix		

Strand 4: Economics & Financial Literacy

Component Focus: Topic 1: Buying and making financial choices

Table 28: Grade 5 / Strand 4 / Topic 1/ Buying and Making Financial Choices

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Buying and making financial choices • Market pricing factors and supply fluctuations. • Value loops balancing upfront price against item durability. • Unit cost calculations across scaling package sizes. • Optimizing spending paths under hard cash constraints.	**SST-G5-S4-SD4-B1-107** Define the term price in terms of what we pay to buy any product or service**. (Remember)** **SST-G5-S4-SD4-B1-108** Compute unit prices of different sized items to determine the best financial value. **(Apply)** **SST-G5-S4-SD4-B1-109** List factors that influence the prices of everyday goods and services. **(Understand)** **SST-G5-S4-SD4-B1-110** Explain how comparing quality and price helps consumers make smart financial choices. **(Understand)** **SST-G5-S4-SD4-B1-111** Evaluate stationery (Lead pencil, scale, eraser, ball point etc.) buying options to choose the most cost-effective option for a given budget. **(Evaluate)**	• Smart Shopper Hunt: Track promotional brochures to compare weight-to-price ratios across brands and calculate the lowest price per unit.
Key Vocabulary: Pricing factors, Consumer choice, Expensive, Cost-effectiveness, Budget optimization		

Strand 4: Economics & Financial Literacy

Component Focus: Topic 2: Deposits and Saving (Banks)

Table 29: Grade 5 / Strand 4 / Topic 2 / Deposits and saving (Banks)

Learning Area / Topic	Student Learning Outcomes (SLOs)	Suggested Learning Experiences / Activities
Deposits and Saving (Bank) • Importance of banks as facilitators to safety of money • Safety mechanics of regulated banks vs. home retention. • Balance sheet management and regular transaction entries. . Planning strategies for reaching future purchase goals.	**SST-G5-S4-SD4-B1-112** Define bank (as place where one can safely place money outside the home). **(Understand)** **SST-G5-S4-SD4-B2-113** Describe the benefits of keeping money as a deposit in a safe place (Bank) rather than spending it immediately. **(Understand)** **SST-G5-S4-SD4-B2-114** Define the terms money deposit, withdrawal, and saving. **(Remember)** **SST-G5-S4-SD4-B2-115** Recognize the benefits of having a bank account. **(Understand)** **SST-G5-S4-SD4-B2-116** Differentiate between short-term spending desires and long-term saving goals. **(Analyze)**	• Classroom Economy Balance Sheet System: Run token economies tracking classroom work rewards; log weekly balances inside personal tracking sheets to evaluate achievement points. • Future Target Timeline Mapping: Create linear time maps charting weekly deposit sizes needed to cover long-term luxury Targets • Maintain a basic savings sheet by recording regular deposits over time. (Bloom's: Applying)
Key Vocabulary: Deposit, Withdrawal, Savings, Financial tracking sheet, Short-term desires, Long-term goals		

Chapter 4
Guidelines for Pedagogy

4.1 Introduction: Principles of Teaching and Learning

Pedagogical approaches in Social Studies should align with the active and inquiry-based nature of the subject, students' developmental needs, and the Student Learning Outcomes (SLOs). The purpose is to move beyond rote memorization toward conceptual understanding, application, real-world learning, collaboration, problem-solving, and higher-order thinking.

For Grades 4 and 5, the pedagogy should provide balanced progression across Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Foundational learning may be developed through storytelling, demonstration, and guided learning, while inquiry, collaboration, problem-solving, projects, fieldwork, and technology provide opportunities for increasingly complex thinking.

4.2 Recommended Pedagogical Approaches for Social Studies

The following 17 teaching methods are recommended. Each method includes one Grade 4 and one Grade 5 classroom activity, with procedures kept to approximately 4-5 lines and a single highest Bloom's Taxonomy verb.

1- Storytelling and Narrative Learning

Core Description: Storytelling uses age-appropriate narratives to introduce historical events, people, places, cultural practices, civic situations, and community experiences.

Subject Alignment and Importance: It is particularly appropriate for introducing history, culture, citizenship, and community concepts through meaningful contexts.

Classroom Activity 1 - Grade 4 Concept: Pakistan Movement

Procedure:

- The teacher narrates a short, historically appropriate story related to the Pakistan Movement.
- Students listen and identify the important people, places, and events mentioned.
- They arrange selected event cards in the order presented in the story.
- Students share one important detail they remember about each event.

Bloom's Taxonomy: Remembering - Recall

Classroom Activity 2 - Grade 5

Concept: Human Rights and Diversity

Procedure:

- The teacher presents a short story about children from different backgrounds participating in a community activity.
- Students identify examples of equality, respect, freedom, and inclusion in the story.
- They discuss how the characters' actions demonstrate respect for diversity.
- Students explain one way they can demonstrate respect for others.

Bloom's Taxonomy: Understanding - Explain

2- Demonstration and Modelling

Core Description: The teacher demonstrates a Social Studies skill or procedure before students practice it independently.

Subject Alignment and Importance: This is useful for developing map-reading, timeline, classification, and other foundational Social Studies skills.

Classroom Activity 1 - Grade 4

Concept: Map Skills

Procedure:

- The teacher demonstrates how to use a map title, symbols, directions, and the map key.
- Students observe how the teacher locates a particular place using these features.
- Pairs then use a similar map to locate selected places and symbols.
- Students explain which map feature helped them locate the information.

Bloom's Taxonomy: Understanding - Interpret

Classroom Activity 2 - Grade 5

Concept: Tiers of Government procedure:

- The teacher models a simple diagram showing local, provincial, and federal government.
- Examples of responsibilities are placed under each level while explaining the reasoning.
- Students use responsibility cards to construct their own government structure.
- They explain how the different levels may work together.

Bloom's Taxonomy: Understanding - Explain

3- Guided Questioning and Guided Practice

Core Description: Students develop understanding through carefully sequenced teacher questions, prompts, clues, and supported practice.

Subject Alignment and Importance: It helps students move from basic recognition toward understanding and application of Social Studies concepts.

Classroom Activity 1 - Grade 4

Concept: Community Service

Procedure:

- The teacher displays pictures of schools, hospitals, police, sanitation, and emergency services.
- Students respond to questions about who provides each service and who benefits from it.
- The teacher gradually guides students to identify the purpose of each service.

- Students complete a chart matching services with their functions.

Bloom's Taxonomy: Understanding – Explain

Classroom Activity 2 - Grade 5

Concept: Civic Engagement

Procedure:

- The teacher presents a simple community problem and asks a sequence of guiding questions.
- Students identify the problem, affected people, possible responsibilities, and available actions.
- Groups discuss the questions and record their responses.
- Students demonstrate their chosen response by sketching a community awareness poster.

Bloom's Taxonomy: Applying - Demonstrate

4- Activity-Based Learning (ABL)

Core Description: ABL uses hands-on tasks, games, sorting, matching, visual resources, puzzles, and interactive activities.

Subject Alignment and Importance: It makes Social Studies concepts concrete and allows students to learn through active participation. The original template identifies ABL as a recommended approach for Grades 4–5.

Classroom Activity 1 - Grade 4

Concept: Public and Private Property

Procedure:

- Students receive cards showing parks, roads, houses, school furniture, shops, and personal belongings.
- Groups sort the cards into public and private property categories.
- They discuss who is responsible for caring for each type of property.
- Groups classify the consequences by sorting them into a dynamic impact chart.

Bloom's Taxonomy: Applying - Classify

Classroom Activity 2 - Grade 5

Concept: Disaster Preparedness

Procedure:

- Students receive cards showing possible emergency items and actions during a flood.
- Groups select the items and actions they consider most appropriate.
- They arrange actions under before, during, and after the disaster.
- Groups demonstrate proper emergency layout configurations using safety tool kits.

Bloom's Taxonomy: Applying - Demonstrate

5- Experiential Learning

Core Description: Students develop knowledge through direct experience, observation, participation, and reflection.

Subject Alignment and Importance: It connects classroom concepts with real economic, environmental, civic, and geographical experiences.

Classroom Activity 1 - Grade 4

Concept: Natural Resources

Procedure:

- Students examine safe samples or pictures representing agricultural, mineral, and water resources.
- They classify the resources and identify their common uses.
- Students further identify which resources are renewable or non-renewable.
- They classify final usage categories based on their renewability status.

Bloom's Taxonomy: Applying - Classify

Classroom Activity 2 - Grade 5

Concept: Financial Literacy

Procedure:

- Students participate in a simulated budgeting situation using a fixed amount of classroom money.
- They allocate money among needs, wants, savings, and unexpected expenses.
- Groups compare their allocations.
- Students prioritize the final budget elements from highest to lowest financial urgency.

Bloom's Taxonomy: Evaluating - Prioritize

6- Inquiry-Based Learning

Core Description: Students investigate questions, gather information or evidence, examine relationships, and draw conclusions.

Subject Alignment and Importance: Inquiry is highly appropriate for Social Studies because learners investigate environmental, geographical, historical, civic, and economic questions.

Classroom Activity 1 - Grade 4

Concept: Community Services

Procedure:

- Students investigate the question: “How do community services contribute to people's well-being?”
- Groups select one service and investigate its function, users, and importance using teacher-provided resources.
- They organize findings in a simple investigation chart.
- Groups examine the completed service records to extract the structural benefits.

Bloom's Taxonomy: Analyzing - Examine

Classroom Activity 2 - Grade 5

Concept: Noise Pollution

Procedure:

- Students investigate which areas of the school experience the greatest amount of noise.
- Groups observe selected locations at different times and record their findings.
- They identify possible sources and discuss effects on concentration and learning.
- Groups analyze the data points to isolate trends between location and sound levels.

Bloom's Taxonomy: Analyzing - Analyze

7- Concept Mapping and Visual Learning

Core Description: Students use concept maps, diagrams, flow charts, timelines, and graphic organizers to represent relationships among ideas.

Subject Alignment and Importance: It is useful for showing relationships among resources, government, historical events, environmental processes, and economic activities.

Classroom Activity 1 - Grade 4

Concept: Natural Resources

Procedure:

- Students place Natural Resources at the centre of a large chart.
- They create branches for agricultural, mineral and water resources and add examples.
- Students connect resources with their uses and products.
- They organize all sub-branches into clean relational categories to show structural links.

Bloom's Taxonomy: Analyzing - Organize

Classroom Activity 2 - Grade 5

Concept: Climate Change

Procedure:

- Students place climate change at the centre of a cause-and-effect map.
- Groups connect selected causes with environmental and social effects.
- They map multiple lines between cascading system breakdowns.
- Groups analyze the interlocking causal networks to isolate critical points.

Bloom's Taxonomy: Analyzing - Analyze

8- Collaborative Learning

Core Description: Students work in small groups with shared responsibilities, peer discussion, and collective decision-making, demonstrating active listening, empathy, mutual respect, and compromise.

Subject Alignment and Importance: It directly supports civic participation and the development of democratic and interpersonal skills.

Classroom Activity 1 - Grade 4 Concept: Community Well-Being

Procedure:

- Groups are assigned different community services such as health, education, sanitation, and safety.

- Each group identifies its service's function and contribution to the community.
- Groups combine their information into one community-services network.
- Students relate the connected parts to illustrate overall community strength.

Bloom's Taxonomy: Analyzing - Relate

Classroom Activity 2 - Grade 5

Concept: Conflict Resolution

Procedure:

- Groups receive a classroom or community conflict scenario involving different viewpoints.
- Students identify the concerns of each side and discuss possible compromises.
- They develop a mutually acceptable solution through discussion.
- Groups justify their compromise framework against standard fairness baselines.

Bloom's Taxonomy: Evaluating – Justify

9- Problem-Solving and Critical Thinking

Core Description: Students identify problems, investigate causes, consider alternatives, evaluate options, and develop solutions.

Subject Alignment and Importance: It enables students to apply Social Studies knowledge to authentic civic, environmental, disaster-preparedness, and economic issues.

Classroom Activity 1 - Grade 4

Concept: Pollution

Procedure:

- Students examine a situation involving waste accumulating in a community area.
- They identify possible causes and effects on people and the environment.
- Groups develop several possible solutions and consider their practicality.
- Each group recommends the absolute best path forward based on clear resource criteria.

Bloom's Taxonomy: Evaluating - Recommend

Classroom Activity 2 - Grade 5

Concept: Urban Flooding

Procedure:

- Students examine a simulated urban flooding situation and identify its major causes.
- They organize causes and effects using a crisis-tree diagram.
- Groups consider possible preventive and preparedness measures.
- They develop an integrated community emergency framework to handle future runoffs.

Bloom's Taxonomy: Creating - Develop

10- Role Play and Simulation

Core Description: Students assume realistic civic, governmental, economic, or community roles and participate in structured situations.

Subject Alignment and Importance: It makes democratic processes, government responsibilities, economic relationships, and civic participation more concrete.

Classroom Activity 1 - Grade 4

Concept: Producers, Consumers, Goods and Services

Procedure:

- The classroom is organized as a simple marketplace.
- Students take roles as producers, consumers, sellers, and service providers.
- Using simulated money, students participate in buying, selling, or providing services.
- The class demonstrates key transactional dynamics during the trade exchange.

Bloom's Taxonomy: Applying - Demonstrate

Classroom Activity 2 - Grade 5

Concept: Elections and Democracy

Procedure:

- Students assume roles as candidates, voters, campaign teams, and election officials.
- Candidates run standard platform presentations on stage targeting local infrastructure issues.
- Election officials organize voting booths and register ballot papers.
- Students demonstrate full polling booth procedures through realistic role-play sets.

Bloom's Taxonomy: Applying - Demonstrate

11- Case-Based Learning

Core Description: Students examine realistic situations, identify issues, consider alternatives, and reach reasoned conclusions.

Subject Alignment and Importance: Cases allow Social Studies concepts to be applied to real-life civic, environmental, heritage, and economic situations.

Classroom Activity 1 - Grade 4

Concept: Public Property

Procedure:

- Students examine a case about a public park damaged through littering and misuse.
- Groups identify the causes, affected people, and responsibilities involved.
- They consider several possible responses and compare their likely effects.
- Each group justifies their defensive stance regarding public accountability lines.

Bloom's Taxonomy: Evaluating - Justify

Classroom Activity 2 - Grade 5

Concept: Human Rights and Civic Participation

Procedure:

- Students examine a case in which community members have different views about an issue affecting their neighbourhood.
- Groups identify the rights, responsibilities, and perspectives involved.
- They consider respectful ways of participating in addressing the issue.
- Groups recommend a precise institutional channel to handle the mediation.

Bloom's Taxonomy: Evaluating - Recommend

12- Fieldwork and Community-Based Learning

Core Description: Students learn through direct observation, simple interviews, mapping, documentation, and interaction with their local environment.

Subject Alignment and Importance: It connects classroom learning with actual community services, occupations, environmental conditions, and public spaces.

Classroom Activity 1 - Grade 4

Concept: Community Services

Procedure:

- Students conduct a teacher-guided observation of the school surroundings or use approved community information.
- They identify nearby or relevant community services and record their locations.
- Students map the target service networks onto simple physical reference papers.
- They include an explanatory spatial key showing primary resource corridors.

Bloom's Taxonomy: Creating - Map

Classroom Activity 2 - Grade 5

Concept: Local Environmental Issues

Procedure:

- Students conduct supervised observations of the school or local environment.
- They record examples of litter, noise, water wastage, or other environmental concerns.
- Groups classify their observations and identify possible causes.
- Students investigate specific localized runoff channels to locate initial waste sources.

Bloom's Taxonomy: Analyzing - Investigate

13- Differentiated Instruction

Core Description: Tasks, resources, support, and expected products are adjusted according to students' readiness and learning needs.

Subject Alignment and Importance: It enables students with different levels of prior knowledge and ability to engage with the same Social Studies concepts at appropriate levels of complexity.

Classroom Activity 1 - Grade 4

Concept: Geography and Map Reading

Procedure:

- Students work with maps at different levels of complexity.
- Some students identify symbols and directions, while others locate provinces and neighbouring countries.
- More advanced learners look at relational distance scales between territory segments.
- Students interpret regional layouts to state specific geographic dependencies.

Bloom's Taxonomy: Analyzing - Interpret

Classroom Activity 2 - Grade 5

Concept: Financial Choices

Procedure:

- Students receive budgeting tasks with different levels of complexity.
- Some classify needs and wants, while others allocate money among competing expenses.
- Advanced learners track long-term investment.

Bloom's Taxonomy: Evaluating - Prioritize

14- Discussion, Debate and Reflective Dialogue

Core Description: Students engage in structured discussion, questioning, respectful debate, evidence-based reasoning, and reflection.

Subject Alignment and Importance: It develops civic participation, empathy, respect for diverse perspectives, and responsible decision-making.

Classroom Activity 1 - Grade 4 Concept: Public Property

Procedure:

- The teacher presents the statement: "Everyone is responsible for protecting public property."
- Students discuss examples and prepare reasons supporting the statement.
- Groups share their views and respond respectfully to alternative opinions.
- Students defend their collective civic stance against potential commercial overrides.

Bloom's Taxonomy: Evaluating - Defend

Classroom Activity 2 - Grade 5

Concept: Community Action and Government Action

Procedure:

- Students consider whether a selected community problem should be addressed by citizens, government, or both.
- Groups identify the responsibilities of different stakeholders.
- They state structural arguments to back up their core resource balancing models.
- Students defend their intervention theories using legislative reference benchmarks.

Bloom's Taxonomy: Evaluating - Defend

15- Technology and Digital Tools

Core Description: Digital maps, interactive media, virtual exploration, digital timelines, and other appropriate technology are used to enrich Social Studies learning.

Subject Alignment and Importance: Technology can make geographical spaces, historical places, maps, and timelines more accessible and interactive.

Classroom Activity 1 - Grade 4 Concept: Geography of Pakistan

Procedure:

- Students use a teacher-selected interactive map to locate Pakistan, neighbouring countries, provinces, and selected physical features.
- They record the locations and use digital map symbols where appropriate.
- Pairs verify coordinate points to minimize spacing discrepancies.

Bloom's Taxonomy: Creating - Construct

Classroom Activity 2 - Grade 5

Concept: Historical Heritage

Procedure:

- Students explore a teacher-selected virtual representation of a historical site such as Taxila or another relevant heritage site.
- They record observations about buildings, settlement patterns, and other features.
- Groups align architectural elements side-by-side with modern infrastructure blocks.
- Students compare key design patterns across historical eras.

Bloom's Taxonomy: Analyzing - Compare

16- Project-Based Learning (PBL)

Core Description: PBL involves sustained investigation of an authentic question, problem, or challenge leading to a meaningful product.

Subject Alignment and Importance: PBL can integrate history, culture, geography, citizenship, and economics while developing research, communication, planning, creativity, and budgeting.

Classroom Activity 1 - Grade 4 Concept: Cultural Heritage

Procedure:

- Groups select a province or region and investigate its cultural heritage, including traditions, crafts, festivals, clothing, or historical sites.
- They organize information using teacher-approved sources.
- Groups build regional artifacts using safe composite mediums.
- They produce a multi-tiered display showcasing community evolutionary history.

Bloom's Taxonomy: Creating - Produce

Classroom Activity 2 - Grade 5

Concept: Civic Engagement

Procedure:

- Students identify a manageable school or community issue.
- Groups collect observations, identify causes and stakeholders, and discuss possible responses.
- They build an infrastructure stabilization plan detailing community resource metrics.
- Groups develop a comprehensive master charter showing target intervention metrics.

Bloom's Taxonomy: Creating - Develop

17- Art, Creative Expression and Visual Representation

Core Description: Students use drawing, posters, creative writing, visual representation, and short performances to demonstrate Social Studies understanding.

Subject Alignment and Importance: It provides meaningful ways to communicate learning about history, culture, citizenship, environmental issues, and heritage.

Classroom Activity 1 - Grade 4

Concept: Cultural Heritage

Procedure:

- Students select a cultural feature from a Pakistani region, such as a craft, festival, traditional dress, or historical site.
- They gather key factual information about its significance and location.
- Students generate a master design draft outlining complex regional embroidery layouts.
- They finalize standard aesthetic patterns using historical coloring templates.

Bloom's Taxonomy: Creating - Design

Classroom Activity 2 - Grade 5

Concept: Pakistan Movement

Procedure:

- Students write a short diary entry from the perspective of a fictional person living during a selected historical period.
- They use historically appropriate information to describe the person's experiences and concerns.

- Students structure separate journal entries using archival thematic frameworks.
- They compose a finished period reflection paper combining local cultural references.

4.3 Developmental Considerations across Grades

The pedagogy should become progressively more demanding from Grade 4 to Grade 5.

Grade 4

Teaching should provide greater scaffolding, concrete experiences, visual resources, guided questioning, classification, basic map skills, storytelling, simple role play, and structured collaborative activities.

Grade 5

Students should increasingly engage in independent inquiry, evidence-based discussion, comparison, problem-solving, evaluation, civic decision-making, financial reasoning, and project development.

This progression is consistent with the original template's emphasis on the increasing capacity of upper-primary learners for structured inquiry, collaboration, budgeting, map navigation, and broader civic, economic, and environmental networks.

4.4 Assessment and Pedagogical Alignment

Assessment should correspond to the SLO, teaching method, classroom activity, and intended cognitive level. Evidence of learning may include:

- oral responses,
- classification tasks,
- Maps,
- Timelines,
- observation records,
- inquiry logs,
- concept maps,
- group products,
- role plays,
- case analyses,
- Debates,
- project presentations,
- fieldwork records, and
- Problem-solving proposals.

For every classroom activity, the highest cognitive level actually demonstrated should be stated through one observable verb.

Example:

Bloom's Taxonomy: Applying-Creating

4.5 Coverage of Bloom's Taxonomy

Table 30: Coverage of Bloom's Taxonomy

Bloom's Level	Representative Methods	Example Highest Verbs
Remembering	Storytelling, Guided Learning	Recall, Identify
Understanding	Storytelling, Demonstration, Guided Questioning	Explain, Describe, Interpret
Applying	ABL, Experiential Learning, Role Play	Classify, Locate, Demonstrate
Analyzing	Inquiry, Concept Mapping, Collaboration, Fieldwork, Technology	ompare, Examine, Relate
Evaluating	Case-Based Learning, Debate, Problem-Solving, Collaboration	efend, Recommend, Prioritize
Creating	PBL, Creative Expression, Technology, Concept Mapping	gn, Develop, Construct, Produce, Compose

4.6 Implications for Teacher Professional Development

Teachers should be supported in transitioning from teacher-dominated instruction to facilitating active and inquiry-based learning. Professional development should focus on effective group management, designing inquiry-based prompts, conducting simulations, using financial tools and maps, scaffolding higher-order thinking skills (HOTS), differentiating instruction to address diverse learning needs, and strengthening collaborative practices through peer observation, co-planning, and coaching. It should focus on:

- designing age-appropriate classroom activities;
- asking effective guiding and inquiry questions;
- facilitating collaborative learning;
- managing role play and simulations;
- developing problem-solving tasks;
- integrating maps and digital tools;
- differentiating learning activities;
- assessing student products; and
- Aligning activities with SLOs and Bloom's Taxonomy.

4.7 Inclusive Classroom Strategies

Teachers should provide:

- visual resources;
- maps and graphic organizers;
- varied reading materials;
- scaffold worksheets;
- mixed-ability grouping;

- peer support;
- varied student responsibilities;
- oral and written response options;
- hands-on learning opportunities; and
- Progressively challenging tasks.

4.8 Mentoring and Quality Assurance

Effective implementation should be supported through:

- peer observation;
- collaborative lesson planning;
- demonstration lessons;
- sharing of classroom practices;
- coaching;
- reflective discussions; and
- Continuous pedagogical support.

Peer-observation networks, collaborative lesson planning, and ongoing coaching should be encouraged to strengthen effective curriculum implementation.

4.9 Overall Pedagogical Progression

The methods should collectively support the following progression:

Remembering

Storytelling and Narrative Learning

Understanding

Demonstration and Modelling → Guided Questioning

↓

Applying

Activity-Based Learning → Experiential Learning → Role Play

↓

Analyzing

Inquiry → Concept Mapping → Collaborative Learning → Fieldwork → Technology

↓

Evaluating

Case-Based Learning → Discussion/Debate → Problem-Solving

↓

Creating

Project-Based Learning → Creative Expression → Technology

This progression ensures that Social Studies pedagogy covers both foundational learning and higher-order thinking, rather than focusing exclusively on HOTS.

4.10 Guiding Principle for Teachers

Teach Social Studies as something students understand, experience, apply, investigate, analyse, evaluate, and create-not simply something they memorize. Every classroom activity should clearly identify:

- Social Studies concept
- Grade level
- Teaching method
- Student activity
- Expected learning outcomes
- One highest Bloom's Taxonomy verb

Chapter 5
Guidelines for Assessment

5.1 Introduction: Purpose of Assessment

Purpose of Assessment

Assessment in Social Studies should move beyond recall to assess understanding, application, analysis, evaluation, creation, skills, civic competencies, and values.

Assessment should:

- identify prior knowledge and learning needs
- monitor learning and provide pertinent feedback
- determine achievement of SLOs;
- provide opportunities to demonstrate learning in different ways
- update improvement in teaching and learning

Assessment should be aligned with the Strands, Standards, Benchmarks, SLOs, classroom activities, and Bloom's Taxonomy.

Supporting Learning and Progression: Assessment supports progression by shifting from low-level recall to higher-order cognitive domains (Analyzing, Evaluating, and Creating). For instance, as students progress from mapping out local healthcare facilities in Grade 4 to analyzing the administrative duties of federal vs. provincial tiers in Grade 5; continuous assessments bridge their spatial and political understanding.

Alignment with Standards, Benchmarks, and SLOs: Every assessment instrument is strictly mapped to the designated Student Learning Outcomes (SLOs). For example, questions mapping Pakistan's neighbours are direct reflections of Strand 2 / Topic 2 benchmarks, ensuring strict constructive alignment between what is taught, practiced in classroom activities, and formally evaluated.

Development of Competencies and Attitudes: Beyond knowledge, assessments track active skills (e.g., conducting public awareness eco-patrols or maintaining financial savings sheets) and affective domains (e.g., demonstrating respect for diverse religious/ethnic groups or showing empathy in resolving classroom conflicts).

5.2 Principles of Assessment

Assessment should be:

- Aligned: directly linked to SLOs and intended learning.
- Holistic: covering knowledge, skills, attitudes, and values.

- Developmentally Appropriate: suitable for Grades 4–5.
- Varied: using written, oral, practical, performance, alternative, and reflective methods.
- Inclusive: providing equitable opportunities for different learners.
- Valid and Reliable: using clear criteria and appropriate assessment tools.
- Continuous: providing timely feedback and opportunities for improvement.
- Authentic**:** connecting learning with real-life Social Studies situations.

5.3 Types of Assessment

Table 31: Types of Assessment

Type	Purpose	Social Studies Examples
1-Diagnostic	Identifies prior knowledge and misconceptions before teaching.	**Grade 4:** Label provinces on a blank map of Pakistan- a geography unit. Also using the 'Show and Tell' flashcard activity to check if Grade 4 students can distinguish between an ID card, passport, and flag, or sorting public vs. private property items before starting Strand 1 Topic 3. **Grade 5:** Ask students to name the level of government, Federal, Provincial, or Local, that they think is responsible for each of the following before teaching the three tiers of government in Pakistan. Managing affairs of the whole country Managing affairs of a province Addressing local issues in a town or village
2-Formative	Monitors learning during instruction and provides feedback.	**Grade 4:** Classify renewable and non-renewable resources during a lesson. Reviewing student sheets during the 'Classroom Economy' activity, checking the accuracy of knowledge and observing active listening techniques during the 'Consensus Circle' debate. **Grade 5:** Analyze a simple noise-pollution data table and identify its sources.
3-Summative	Determines achievement at the end of a unit, term, or year.	**Grade 4:** End-of-term written exams covering map reading skills, grading a finalized Travel Brochure promoting provincial heritage sites. For example, complete a map-reading and citizenship assessment at the end of a unit. **Grade 5:** Complete an assessment requiring analysis of an environmental or economic problem and proposed solution.

4-Alternative	Provides authentic ways to demonstrate learning beyond conventional written tests.	**Grade 4:** Create a labelled community map and present it. **Grade 5:** Conduct a local environmental investigation and present recommendations.
5-Self-Assessment	Encourages reflection and responsibility for learning.	**Grade 4:** Students check whether they can locate provinces and use map symbols. **Grade 5:** Students reflect on their contribution to a group civic-action project.
6-Peer Assessment	Develops constructive feedback and collaborative learning.	**Grade 4:** Students review a partner's heritage poster using simple criteria. **Grade 5:** Students assess another group's community proposal for clarity, evidence, and practicality.
7.Continuous Assessment	Builds evidence of progress though out the time.	**Grade 4:** Collect maps, quizzes, oral responses, and activity work. **Grade 5:** Maintain evidence from investigations, presentations, projects, fieldwork, and written tasks.

5.4 Assessment Methods

A balanced combination of traditional and performance-based instruments must be deployed to capture the multi-dimensional nature of the Social Studies curriculum.

Table 32: Assessment Methods

Assessment Method	**Purpose**	**Practical Examples Grade 4**	**Practical Examples Grade 5**
Observation	To assess skills, participation, behaviour, and application.	1. Observe students using a map. 2. Observe care for public property. 3. Observe group cooperation.	1. Observe teamwork during an investigation. 2. Observe respectful discussion. 3. Observe responsible environmental behaviour.
2. Oral Assessment	To assess understanding and communication without relying on writing.	1. Name neighbouring countries Using a map. 1. Explain why schools and hospitals are needed. 3. Describe one natural resource.	1. Name three responsibilities of a good citizen and three ways citizens can participate in their community or country. 2. Explain three causes of noise pollution. 3. What is civic participation?
3. Demonstration	To assess whether students can perform a skill correctly.	1. Demonstrate how to use a map Key. 2. Show directions on a map. 3. Demonstrate how to care for Public property.	1. Demonstrate how to read information from a map. 2. Demonstrate waste sorting. 3. Demonstrate a simple emergency-safety procedure.
Practical Activity	To assess learning through direct action.	1. Sort public and private property. 2.Sort renewable and non-	1. Sort different types of waste. 2. Record water use in the

		renewable resources. 3. Make a simple classroom/community map.	classroom. 3. Prepare a simple class budget.
Performance Assessment	To assess the application of knowledge and skills in action.	1. Act as a shopkeeper and customer. 2. Show how to use a simple map. 3. Act as a community helper.	1. Participate in a mock election. 2. Take part in a community meeting to convert an empty public space into a park. 3. Make a weekly budget for your pocket money.
6. Role Play / Simulation	To assess real-life understanding, communication, and decision-making.	1. Role-play a police officer and citizen. 2. Role-play a shopkeeper and customer. 3. Role-play community helpers.	Simulate an election. 2. Simulate a student council meeting to plan a cleanliness campaign in school. 3. Simulate a community problem-solving situation.
7.Fieldwork/ Local Observation	To connect classroom learning with the real environment.	1. Identify services around the school. 2. Observe public and private places. 3. Identify natural resources in the local area.	1. Observe litter around the school. 2.Identify sources of noise. 3. Observe ways in which water is being wasted.
8.Inquiry/ Investigation	To develop observation, information gathering, and simple analysis.	1. Find out which community services are near the school. 2. Find out how students use water. 3. Investigate how people keep their surroundings clean.	1. Investigate where most litter is found. 2. Investigate the noisiest areas/ time of the school. 3. Investigate simple ways to save water.
9. Project/ Product Assessment	To assess learning through creating something meaningful.	1. Make a province poster. 2. Make a community map. 3. Make a cultural display.	1. Make an environmental campaign. 2. Make a travel brochure. 3. Make a community improvement plan.
10.Map-Based Practical Assessment	To assess geographical and spatial skills through actual map use.	1. Locate provinces. 2. Locate neighbouring countries. 3. Use symbols and directions.	1. Locate major rivers. 2. Locate selected physical features. 3. Locate selected historical places.

11.Timeline Activity	To assess understanding of sequence through arranging events.	1. Arrange picture cards in order. 2. Arrange selected historical events. Make a simple timeline 3. using cards.	1. Arrange important historical events. 2. Make a timeline of selected events. 3. Arrange events as before/after a given event.
12.Concept Mapping/ Graphic Activity	To assess relationships between ideas visually.	1. Connect resources with their uses. 2. Connect community helpers with services. 3. Show ways to keep the environment clean.	1. Show causes and effects of pollution. 2. Connect government levels with responsibilities. 3. Show ways to conserve resources.
13.Problem-Solving Task	To assess practical thinking and solution development.	1. Show how to solve a litter problem in class. 2. Suggest ways to protect school property. 3. Decide what to do when a public place is damaged.	1. Develop a plan to reduce school litter. 2. Suggest ways to save water. 3. Suggest solutions to a local environmental problem.
14. Case / Situation Activity	To assess how students respond to real-life situations.	1. A park is dirty-what should you do? 2. A tap is left running-what should you do? 3. Someone damages a desk-what should happen?	1. A street has too much waste-what can be done? 2. A community has a water shortage-what can people do? 3. A public place is being damaged-who should help?
15. Presentation / Show-and-Tell	To assess communication and understanding.	1. Show and explain a map. 2. Talk about a community helper. Present a cultural object or picture.	Present a historical place. 2. Explain findings from an investigation. 3. Present a community improvement idea.
16. Group Task Assessment	To assess cooperation, shared responsibility, and participation.	1. Make a community map of education and health care services. 2. Sort energy and mineral resources as a group. 3. Prepare a local cultural items display (Dresses, food, heroes, artifacts).	1. Conduct an environmental investigation regarding noise pollution. 2. Make a simple community action plan to keep your neighbourhood clean. 3. Develop an awareness campaign about respecting public property (Scribbling school furniture and walls)

17. Peer Assessment	To develop feedback and observation skills.	1. Check a peer's map/worksheet etc. 2. Give feedback on a poster. 3. Assess your classmates' participation in a group activity.	1. Review a group's presentation. 2. Check another group's project. 3.Give feedback on a community proposal.
18. Self-Assessment / Reflection	To help students recognize their own learning and participation.	1. Show "I can use a map." 2. Show "I can care for public property." 3.Tell one thing learned today.	1. Reflect on participation in a group task. 2. Identify one environmental action they can take. 3. Explain one skill they Improved.
19. Portfolio	To show progress through selected evidence collected over time.	1. Keep maps and posters. 2. Keep project photographs. 3. Keep selected activity work.	1. Keep investigation records. 2. Keep project products and photographs. 3. Keep reflections and selected work.
20. Limited Written Assessment	To assess knowledge and written understanding where appropriate.	1. Name the provinces. 2. Match services with community helpers. 3. Write two duties of a citizen.	1. Identify government responsibilities. 2. Write causes of pollution. 3. Explain one way to conserve resources.

5.5 Assessing Different Types of Learning

A. Remembering and Understanding

Use written questions, quizzes, oral questioning, maps, timelines, classification, and concept maps.

Examples: identifying neighbouring countries, explaining government responsibilities, describing natural resources, and sequencing historical events.

B. Skills and Application

Use performance tasks, practical activities, fieldwork, inquiry, projects, simulations, and problem-solving.

Examples: constructing maps, collecting environmental data, conducting an investigation, preparing a budget, or developing a community plan.

C. Attitudes, Values and Civic Competencies

Use observation, self-assessment, peer assessment, reflection, role play, and structured group activities.

Examples: demonstrating respect for others, cooperating in group work, protecting public property, participating responsibly, and showing environmental responsibility.

5.6 Developmental Considerations

Grade 4

Assessment should emphasize:

- concrete experiences;
- visual and oral tasks;
- classification and matching;
- simple maps and timelines;
- guided inquiry;
- structured practical activities; and
- Short written responses.

Grade 5

Assessment should increasingly emphasize:

- evidence-based responses;
- comparison and analysis;
- problem-solving;
- evaluation and justification;
- fieldwork;
- research;
- independent inquiry;
- Presentations and project development.

5.7 Assessment of Competencies and Cross-Cutting Themes

Cross-cutting themes are central to the NNCP-2026 curriculum and are evaluated using authentic, multi-layered scenarios:

Assessment of Competencies

Table 33: Assessment of Competencies

Competency	Possible Evidence
Critical Thinking	Analysis of cases, comparison, questioning, and justification
Communication	Oral responses, presentations, debates, and written explanations
Collaboration	Group projects, role play, peer assessment, and cooperative tasks
Problem-Solving	Community, environmental, and disaster-preparedness tasks
Creativity	Posters, models, brochures, maps, campaigns, and projects
Environment Sensitization	Observation, investigation, action plans, and environmental projects
Active Citizenship	Simulations, community discussions, decision-making, and civic Activities

5.8 Implications for Teacher Professional Development (TPD)

Alignment with Bloom's Taxonomy

To ensure the high-fidelity implementation of these assessment guidelines, Teacher Professional Development must focus intensely on building advanced assessment literacy across schools.

- Assessment Literacy: Teachers must understand the cognitive transitions of Bloom's Taxonomy, ensuring they can design test items that target 'Analyzing' and 'Evaluating' rather than basic 'Remembering'.
- Formative Assessment Support: Training programs must equip teachers with techniques to integrate low-stakes formative checks seamlessly into daily instruction without interrupting lesson flows.
- Performance and Project Training: Teachers require explicit capacity building to manage complex, multi-week classroom investigations (such as the school noise pollution layout) and high-engagement role-plays.
- Rubric Development: Professional development must provide standardized templates and training for crafting clear, analytic rubrics. This ensures objective grading for subjective outcomes like creative travel brochures or group collaboration.
- Assessing Attitudes and Competencies: Teachers need specialized guidance on utilizing descriptive behaviour checklists to reliably track affective domains, conflict negotiation, and inclusive behaviours without personal bias.
- Effective Feedback Loops**:** TPD must focus on training teachers to deliver specific, actionable, and encouraging feedback that explicitly directs students on how to advance their current performance toward learning benchmarks.

Table 34: Alignment with Bloom's Taxonomy

Level	**Assessment Examples**	**Verbs**
Remember	Quiz, identification, recall questions	Identify, Recall, List
Understand	Explanation, oral response, concept map	Explain, Describe, Interpret
Apply	Map work, simulation, practical activity	Locate, Classify, Demonstrate
Analyze	Inquiry, case study, fieldwork	Analyze, Compare, Examine
Evaluate	Debate, problem-solving, case assessment	Justify, Recommend, Defend
Create	Project, model, brochure, campaign	Design, Develop, Construct

Assessment should provide a balanced progression across all six levels rather than focusing exclusively on higher-order thinking.

5.9 Inclusive Assessment

Teachers should provide appropriate opportunities for diverse learners through:

- visual and graphic resources;
- oral and written response options;
- scaffold instructions;
- hands-on activities;
- flexible grouping;
- peer support; and
- Varied ways of demonstrating learning.

The SLO remains the same, while reasonable flexibility may be provided in how students demonstrate achievement.

Chapter 6
Guidelines for Textbooks and Learning Materials Development

6.1 Introduction: Role of Textbooks and Learning Materials

Under the New National Curriculum Framework (NNCP-2026), textbooks and learning materials serve as the operational conduit that translates abstract national standards, benchmarks, and Student Learning Outcomes (SLOs) into structured, experiential classroom realities. Rather than functioning as rigid engines for mechanical rote memorization, primary materials are designed to act as active catalysts for learner engagement, high-order critical reasoning, and real-world civic application. By structuring content through localized narratives, interactive digital linkages, and multi-tiered activity layers, these resources ensure that Grade IV and V students cultivate the essential cognitive competencies, democratic values, interfaith harmony, and financial literacy necessary to participate responsibly in an interdependent, diverse global society.

6.2 Types and Purpose of Learning Materials

To ensure full execution of the multi-dimensional curriculum, authors must develop a unified, deeply synchronized educational networks composed of the following core materials:

- Student Textbooks: Core resources presenting foundational historical, geographical, and civic concepts structured around inquiry-based narratives rather than heavy blocks of explanatory text.
- Workbooks / Sheets (Work pages for every chapter): Practical work pages integrated or packaged alongside every single chapter to facilitate active classroom tasks, reinforcement exercises, and independent practice.
- Tear-off Pages: Perforated, easily detachable pages designated for specific mapping activities, specialized assignments, or hands-on projects.
- Map of World (Outline Map): tear-off page dedicated to global geography and political outlines.
- Outline Map of Pakistan: tear-off pages dedicated to outline map of Pakistan (national borders, provincial divisions, and physical features).
- Picture Galleries & Visual Collections: Dedicated print features showcasing historical artefacts, cultural elements, and key informational figures.
- Gallery or Display cards of National Heroes, Monuments: Prominent visual profiles of individuals who shaped the history and foundation of the nation.
- Visual collections (printed or digital) of key architectural, cultural, and historical landmarks.
- Land forms 3D card folding flaps: Detailed photographic and illustrative guides of physical terrain types.
- Vocabulary Log: A structured section or running glossary within the printed material to help students record, track, and master subject-specific terms.

- Digital Content: Embedded links, QR codes, or digital platforms containing multimedia enhancements:
- Regional Festival Videos of Pakistan: Video clips showing cultural celebrations, traditional clothes, and regional diversity.
- Land forms of Pakistan Digital Map Links: Accessible web links to interactive digital maps detailing physical geography.
- Satellite Images: High-resolution overhead satellite views to teach modern geography, urbanization, and environmental shifts.
- Virtual Tours: Immersive online explorations to key archaeological sites including Mohenjo-Daro, Harappa, and Gandhara.
- Documentaries for Personalities / Places: Short video documentaries focused on significant historical figures and key geographic areas.
- Interactive **Vocabulary Tools**: 3D graphics, labelled diagrams, and dynamic pictures to explain complex terms

6.3 Content Organization and Learning Experiences

A. Conceptual Understanding and Progression

- Factual Rigor and Spatial Veracity: All instructional content must be fully verified, completely free from factual, grammatical, and analytical errors, and framed in accessible, high-clarity language
- Precisely mapped to upper primary reading flexibility.
- Developmental Pacing and Depth Transition: Concepts must scale transparently from concrete, neighbouruhood-centric actions in Grade IV to systemic institutional analyses in Grade V. For example, the cognitive action 'explain' must be scaffold dynamically across the grades:
- Strategic Text Minimization: Textbook writers must recognize that explanatory expository prose is not required for every single outcome. Complex behavioural and applied competencies must be delivered directly via classroom activity structures, analytical mapping tasks, and integrated formative review checkpoints, keeping overall reading volumes manageable.

B. Learning Experiences and Skill Development

- Inquiry-Led Architecture: Chapter divisions must reject passive, declarative headers (e.g., 'Air and Water Pollution') in favour of active, high-utility investigative prompts (e.g., 'why does our neighbourhood air turn smoky, and how can we actively fix it?'). This mandates student-led investigation into real-world localized hazards.
- Practical Task Execution: Materials must integrate active student portfolios, field mapping guidelines, and role-play documentation procedures. Authors must balance cognitive demands by ensuring that intensive investigative tasks are offset by streamlined informational text to honour instructional allocations.

6.4 Cross-Cutting Themes

- Climate & Environmental Awareness: Integrated via interactive cloudburst tracking metrics, community macro-pollution mapping exercises, and localized ecological protection campaigns.

- Financial Literacy: Addressed via functional applications involving active personal savings record.
- Inclusion & Equality: Promoted through balanced curricular representation of diverse gender roles, special needs accommodations, and equitable community resource access models.
- Religious Harmony: Cultivated by fostering deep respect for intra-faith and inter-faith dialogue, celebrating minority contribution matrix, and validating common values of peaceful co-existence.
- Global Citizenship: Developed by examining systemic environmental challenges, understanding transnational economic networks, and promoting frameworks.
- Health & Well-being: Addressed via personal safety modules, nutritional baseline guidelines, stress-management exercises, and balanced physical-mental developmental tracking.
- Peace: Instilled through systematic conflict resolution strategies, active negotiation models, empathy exercises, and non-violent communication framework structures.
- Life Skills: Cultivated via targeted leadership protocols, critical decision-making simulations, technical problem-solving models, and dynamic time-management practices.
- Cultural Heritage & National Identity: Reinforced via historical baseline integration, traditional preservation initiatives, regional language matrix, and state pride frameworks.

Learner Engagement Ideas

Textbooks must actively deploy standardized ideas to disrupt textual density and link learning with real life scenario:

1: The Conscious Citizen

Focus: Climate, Global Citizenship, Heritage, & National Identity

- **Eco**-Tracker Challenge: Students monitor localized environmental metrics using interactive tracking tools. They log cloudburst data and mapping exercises to pinpoint macro-pollution hotspots in their community.
- Heritage Preservation Campaign: Learner's research traditional ecological practices from their cultural history. They design localized campaigns that use regional wisdom to tackle modern environmental challenges.
- 'Green Alert' (Sustainability and Ecological Stewardship): Targets immediate environmental action. Example: Tracking individual school footprint preservation guidelines or formulating concrete strategies to mitigate local noise pollution hazards.
- 'Civic Challenge' (Democratic & Community Dialogue): Proposes micro-problems requiring group mediation.
- Example: Resolving shared classroom board decoration allocations under strict budget constraints.

2: Life Readiness & Wellness

Focus: Financial Literacy, Health, Well-being, & Life Skills

- The Sheets & Deconstruction Project: Students maintain a functional personal savings sheet. They analyze everyday items using cost-deconstruction formulas to understand real manufacturing versus retail costs.
- Baseline Health & Stress Audits: Digital or physical logs where learners track personal nutrition, physical-mental developmental milestones, and practice daily stress-management exercises.
- Leadership & Time-Management Protocols: Critical decision-making simulations where students manage limited resources and time constraints to solve complex technical problems.
- 3: Harmony, Peace, & Inclusion
- Focus: Inclusion, Equality, Religious Harmony, & Peace Building
- Equitable Community Resource Mapping: Students observe local community structures. They identify gaps in special needs accommodations and resource access, then propose equitable access models.
- The Dialogue Matrix: Structured intra-faith and inter-faith dialogue circles. These sessions celebrate the historic and modern contributions of minority groups and highlight shared values of peaceful co-existence.
- Drainage networks to contextualize modern sanitation mechanics.

Curriculum to Layout Translation Matrix

Table 35: Mandated Textbook Layout & Activity Design Requirement

Curriculum Reference	t Cognitive Level	xtbook Layout & Activity Design Requirement
Grade IV Strand 1: Public vs. Private Property	Remembering / Analyzing	Design a highly visual, double-page sorting spread. Left side features private belongings (backpacks, bedrooms); right side features shared infrastructure (park benches, sidewalks). Must embed a 4-card cut-out flashcard sorting game to eliminate text memorization.
Grade IV Strand 2: Natural Resource Supply Chains	Applying / Creating	Incorporate an illustrative, student-populated concept map mapping raw natural resources into everyday items. Explicitly trace a physical cotton shirt back to agricultural harvesting, processing, and manufacturing nodes, supplemented by a resource conservation board checklist.
Grade V Strand 1: Levels of Government	Applying / Analyzing	Construct a 3-column operational categorization grid. Students are given 6 distinct civic disruption cards/chart papers/class board (e.g., fixing a broken street light, issuing national passports, and managing highways) and must map them to their correct administrative level: Local, Provincial, or Federal.

Grade V Strand 2: Climate change & Weather extremities	Analyzing / Evaluating	Create a dual-scenario infrastructure case study exploring urban resilience against cloudburst hazards. Include an active rainfall simulation layout comparing soil absorption against urban concrete runoff mechanics to drive structural evaluation.

6.5 Alignment with Pedagogical Approaches

Alignment with Pedagogical Approaches

The New National Curriculum Framework (NNCP-2026) emphasizes a structured transition from foundational knowledge to higher-order cognitive skills for Social Studies in Grades IV and V. To ensure complete alignment between classroom instruction, student learning outcomes (SLOs), and assessment, teachers must harmonize teaching methodologies with the cognitive progression of Bloom's Taxonomy.

Key Alignment Dimensions

i- Cognitive Progression (Bloom's Taxonomy Integration)

Pedagogical design must mirror the developmental continuum of upper-primary learners, moving deliberately across all six cognitive tiers:

- Foundational Levels (Remember & Understand): Supported through Storytelling, Demonstration and Modelling, and Guided Questioning, enabling students to recall facts, decode symbols, and explain core community roles.
- Intermediate Levels (Apply & Analyze): Operationalize through Activity-Based Learning (ABL), Experiential Learning, Inquiry-Based Learning, and Fieldwork, allowing students to classify resources, examine local environments, and interpret map relationships.
- Advanced Levels (Evaluate & Create): Driven by Problem-Solving, Case-Based Learning, Project-Based Learning (PBL), and Creative Expression, challenging learners to justify civic decisions, develop resilience plans, and construct conceptual models.

ii- Structural Consistency in Lesson Design

Every instructional sequence must explicitly integrate the six core components mandated by the framework:

- Social Studies Concept (e.g., Natural Resources, Urban Flooding, Human Rights)
- Grade Level (Differentiating scaffolding for Grade 4 vs. Grade 5)
- Teaching Method (Selected from the 17 recommended approaches)
- Student Activity (Step-by-step procedures spanning approximately 4–5 lines)
- Expected Learning Evidence (Observable artifacts such as concept maps, inquiry logs, or role-play outcomes)
- Single Highest Bloom's Verb (Precise alignment, such as Create - Design rather than multi-tiered verb ranges)

iii- Differentiation and Inclusive Practice

Alignment requires tailoring task complexity to varied student readiness levels without diluting core concepts:

- Grade 4 Focus: Greater reliance on visual resources, concrete sorting tasks, structured collaborative roles, and guided map interpretation.

- Grade 5 Focus: Increased autonomy in independent inquiry, multi-stakeholder negotiation, and evidence-based debate.
- Inclusivity: Integration of multi-sensory options, scaffolded worksheets, mixed-ability grouping, and diverse response formats (oral, written, or visual).

Summary Matrix: Method to Cognitive Level Mapping

Table 36: Summary Matric / Method to Cognitive Level Mapping

Cognitive Tier	Primary Pedagogical Approaches	Representative Verbs
Remembering	Storytelling and Narrative Learning	Recall, Identify
Understanding	Demonstration, Guided Questioning	Explain, Interpret, Describe
Applying	ABL, Experiential Learning, Role Play	Classify, Demonstrate, Locate
Analyzing	Inquiry, Concept Mapping, Fieldwork, Technology	Examine, Analyze, Compare
Evaluating	Case-Based Learning, Debate, Problem-Solving	Justify, Defend, Recommend
Creating	Project-Based Learning (PBL), Creative Expression	Design, Develop, Construct

Textbook units must explicitly structure their content delivery to mirror active, student-cantered instructional models:

- Inquiry-Based Learning: Embed raw archival data, hand-sketched archaeological blueprints, and regional site coordinates within the text. Units covering ancient civilizations (e.g., Gandhara or Indus Valley) must instruct students to function as field researchers, deducing economic patterns from artefact visual profiles rather than reading pre-digested conclusions.
- Experiential and Project-Based Learning: Incorporate explicit, field-tested project blueprints. Financial literacy sections must contain a structured 'Mini-Entrepreneur Pitch' guide requiring student teams to perform actual cost analysis, itemize raw materials, calculate labour inputs, and determine viable, profitable retail pricing matrix.
- Collaborative Dialogue & Conflict Resolution: Build formal debate protocols directly into layout prompts. Embed structured exercises like the 'Consensus Circle' or the 'Vacant Space
- Simulation' to provide practical, step-by-step guidance on active listening, empathy, and compromise during group decision-making processes.

6.6 Visual Design and Layout Specifications

Visual layouts must be treated as critical cognitive scaffolds, adhering strictly to the following parameters:

- Strict Text-to-Illustration Ratios: Grade IV materials must maintain a 40:60 visual balance (40% image, 60% text layout); Grade V materials must maintain a 30:70 configuration to properly support spatial and conceptual comprehension.
- Cartographic Standards: All maps included in geography modules must be functionally accurate and feature essential cartographic elements: clear titles, unambiguous north arrows, standardized symbols, scale indicators, and comprehensive legends. Avoid abstract or decorative map graphics that compromise spatial learning.

- Typographic Hierarchy: Utilize clean, high-readability fonts. Main chapter headers must utilize a 24pt bold scale, subheadings at 14pt bold, body text at 11pt with a generous 15pt leading line distribution, and caption markers at 9pt italic to prevent visual fatigue.

6.7 Inclusion, Equity, and Representation Mandates

Learning materials must serve as positive models for democratic diversity, equity, and human -rights:

- Counter-Stereotypical Gender Roles: Visuals and narrative scenarios must actively depict females in leadership and technical domains, such as senior medical officers, macro-level city planners, municipal administrative heads, and political leaders.
- Inclusive Socio-Cultural Representation: Explicitly show individuals from diverse linguistic, geographic, socio-economic, and minority backgrounds actively contributing to national growth. Ensure positive representation of mixed-ability groups and individuals with disabilities across sports, business, and educational settings.
- Eradication of Analytical Bias: Avoid all forms of exclusionary, discriminatory, or generalized language. Portray all legal professions, community occupations (including municipal sanitation workers), and diverse religious groups with equal institutional respect, fostering interfaith harmony and national cohesion.

6.8 Integrated Formative Assessment Frameworks

To support continuous assessment for learning, authors must embed three distinct layers of evaluative tasks directly into the structural layout of every chapter:

- **In-**Text Formative Checkpoints ('Stop & Think'): Placed immediately after key concept introductions. These must utilize short, higher-order reflective questions (e.g., after defining
- public property, ask: 'If a library bench is damaged, who pays for it and how does it impact your classmates?') to gauge real-time conceptual clarity.
- Differentiated End-of-Chapter Review Tiers: Assessment sets must be clearly separated into two distinct cognitive tiers: Tier 1 (Knowledge & Recall) targeting core concepts, timelines, and terminology; and Tier 2 (Application & Analysis) requiring students to execute data-driven problem-solving or map-reading tasks.
- Performance-Based Milestone Tasks: Every unit must culminate in a practical, observable performance challenge (e.g., maintaining a mock personal savings sheet over two weeks, sketching a localized hazard map, or organizing a mock classroom election) complete with an integrated student self-assessment rubric.

Annexure 1

RESOURCE MATERIALS

List of Resources for Teaching and Delivering the Social Studies Curriculum (Grades 4–5)

1. World map
2. Map of Pakistan (Survey of Pakistan)
3. Cultural - Encyclopedia of Pakistan
4. Gallery/ Museum history of civilization of the world and Pakistan (digital /hard copy)
5. Climate evidence in Pakistan (digital hard)
6. Atlas of Pakistan.
7. Cultural Heritage display board
8. Current affairs news board
9. Historical timeline display
10. Famous archaeological discoveries chart
11. Ancient clothing and lifestyle posters.
12. Portraits of Quaid-e-Azam + Allama Iqbal
13. Save water posters and save
14. Emergency handling instructions posters.

Annexure 1B

Analysis of Country School Curricula

Identifying International Best Practices for Adoption in Pakistan's School Curriculum Subject: Social Studies (Grades 4 & 5)

Strand / Content Area	UK	Australia	Singapore	Malaysia	India	Sri Lanka	Turkey	Common Countries	Contextual Relevance for Pakistan	Recommendation	Rationale
Strand 1: Civics & Citizenship, State & Governance Grade 4: Civic participation Community services (Health & Education) Care for public property	Citizenship education, community duties	Civic participation, community engagement	Character and Citizenship Education – (CCE)	Moral education, civic values	Civics, fundamental duties	Civic training, social responsibilities	Social Studies, civic obligations	All studied countries	Highly relevant; Pakistan faces structural challenges with civic apathy, public littering, and destruction of state-owned properties.	Include	Teaches students the tangible difference between private and public property, instilling long-term behavioral ethics through initiatives like the 'Adopt-a-Spot' campaign from an early age.
Grade 5: Community & Civic Responsibilities Active Community involvement 3-Tiers of Government Elections	Parliamentary system, voting regulations	Three tiers of government, democratic processes	National governance and legal frameworks	Federal structure, local councils	Central, State, and Panchayati Raj tiers	Provincial and local administration	National administrative structure	Australia, India, Malaysia, UK, Turkiye	Crucial; Pakistan operates on a three-tier federal, provincial, and local government system that students must understand to steer their civic life.	Include	Prepares future voters by breaking down complex electoral vocabularies and structures via age-appropriate tools like mock class elections.
Strand 2: Geography, Environment & Sustainability Grade 4: Map Reading & Spatial Skills Pakistan & Neighbours Natural Resources Air and Water Pollution	Grid references, keys, scale concepts	Geographic skills, mapping spatial data	Integrated geography, map work application	Local and regional map skills	Map reading, physical terrain features	Basic mapping and direction techniques	Spatial awareness, map analysis	All studied countries	Highly relevant; basic spatial literacy and directional map reading are required baseline competencies for Pakistani primary students.	Include	Transitions students seamlessly from simple physical pictures to abstract maps using interactive, project-based classroom mapping activities.
Grade 5: Noise Pollution Disaster Preparedness & Climate Change Extreme weather (Cloudbursts & Floods)	Weather patterns, global climate impacts	Sustainability, environmental resilience	Geography, climate vulnerabilities	Environmental conservation modules	Disaster management, geography tracks	Monsoon impacts, emergency safety	Natural disasters, geographic risk analysis	Australia, Singapore, India, Sri Lanka, Turkiye	Critically urgent; Pakistan is highly vulnerable to global climate change shifts, urban flooding, and catastrophic cloudbursts.	Include	Equips children with immediate life-saving physical actions (Drop, Cover, Hold) and proactive climate resilience strategies within their local context.
Strand 3: National Identity, History & Heritage Grade 4: Our Country	Local and global history, chronological eras	Indigenous history, global heritages	National history, cultural roots	Local history, multicultural heritages	Ancient history, regional heritages	Ancient local kingdoms, heritage protection	Anatolian civilizations, regional history	All studied countries	Fundamental; builds national cohesion and patriotism. It helps anchor students in ancient local	Include	Connects Pakistan's diverse ethnic and provincial strands under a unified national identity while

Strand / Content Area	UK	Australia	Singapore	Malaysia	India	Sri Lanka	Turkey	Common Countries	Contextual Relevance for Pakistan	Recommendation	Rationale
(Pakistan Movement) Indus Valley Civilization Cultural Heritage Grade 5: Gandhara Civilization Quaid-e-Azam – introduction & contributions Creation of Pakistan 1947 Regional Cultural Heritage									history (Indus Valley and Gandhara) taking pride by being part of it.		honoring historical figures and preserving heritage. Students must know that Pakistan has a rich historical heritage in the form of ancient historical sites.
Strand 4: Economics & Financial Literacy Grade 4: Producers, Consumers (Goods & Services) Income, Saving, Spending & Occupations Budgeting Grade 5: Buying and Making Financial Choices Deposits & Saving (Banks)	Basic personal finance principles	Economics and business literacy foundations	Financial literacy structured modules	Consumer financial awareness	Basic economic concepts and occupations	Thrift, saving habits, bank utility	Production, distribution, consumption cycles	Australia, Singapore, Turkiye, India	Highly relevant; encourages a vital shift from conceptual economic awareness to real-world self-reliance and community entrepreneurship.	Include	Fosters foundational arithmetic and practical life skills by having students run their own classroom economies and compute basic profit margins by producing small handmade items.

Narrative Summary Report: Social Studies Curriculum Alignment

Introduction

This narrative report outlines the structural findings and baseline recommendations for updating Pakistan's National Curriculum framework for Social Studies (Grades 4 and 5). By evaluating rigorous international benchmark frameworks against active educational reforms, this initiative constructs an actionable, modern, and contextually grounded learning track for Pakistani schools. The primary objective is to transition from purely rote-based textual assessments to dynamic, experiential student learning outcomes (SLOs).

Analysis and Comparison of International Curricula

Key Findings of the Pakistan Curriculum 2022 and 2023

Prior iterations of the national curriculum succeeded in building a solid baseline for national identity, ideological foundations, and high-level regional geography. However, structural gaps persist regarding pedagogical execution. Content delivery remains overly dependent on dense theoretical texts, leaving limited room for active, project-based learning, comprehensive risk education, and structured financial modules at the primary level.

Key Strengths of International Curricula Compared

An evaluation of international systems reveals a deliberate shift toward active competency models:

Activity-Driven Foundations

Benchmarked countries focus heavily on active citizenship, physical mapping, and community projects over raw content memorization.

Integrated Crisis & Risk Literacy

Advanced frameworks (such as those in Australia and Singapore) integrate climate resilience and community disaster preparation directly into the core primary track rather than treating them as elective text add-ons.

Early Financial Literacy

Practical budgeting, unit pricing analysis, and foundational micro-business plans are introduced via active marketplace simulations to instil early critical thinking.

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NOTIFICATION

F.No.1-1/2025/NCC(Acad): In exercise of the powers conferred under Section 3(2)(a) of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976, the competent authority i.e. the Director, NCC Wing, Ministry of Federal Education and Professional Training (M/o FE&PT) has approved ***New National Curriculum of Pakistan (NNCP–2026)*** for the subjects of Early Childhood Care and Education (ECCE), English, Urdu, Mathematics, Health & Physical Education, Arts & Crafts, Information and Communication Technology (Grade 1-5), The World Around Us (Grade 1-3) and Social Studies and Science (Grade 4-5).

2. This curriculum shall be implemented in all public and private educational institutions within the Islamabad Capital Territory (ICT) and in educational institutions under the Federal Government across the country w.e.f. academic year 2027-28. These curricula can be downloaded from official website of NCCW at ncc.gov.pk

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