SINGLE NATIONAL CURRICULUM

SOCIAL STUDIES
GRADE IV-V 2020

ONE NATION, ONE CURRICULUM

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

بسم اللہ الرحمن الرحیم

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PREFACE

It is a well-established fact that educational curriculum plays a key role in nation building. Having a uniform curriculum across the country is a long-standing aspiration of all segments of the society and the present government has declared it as its priority. Development of the Single National Curriculum for Pre 1-5 is the fulfillment of the dream of 'One Nation, One Curriculum'.

The decades old educational apartheid amongst the different streams of education in the country has not only kept the different educational institutions, educational quality, teachers and students divided, but has also perpetuated inequity in opportunities of social and economic progress amongst the population. These systems or streams of education in the country are creating disparities and different mindsets.

In our beloved country, different systems of education cater to the educational needs of children in the different classes of society. These include public sector schools, low cost private schools and the well-endowed state of the art private schools. Alongside, across the length and breadth of the country there are madrassahs which cater to the educational needs of approximately three million children. These different educational institutes follow completely different curricula, and resultantly we have graduates with completely different thinking and approach to life and livelihoods. These are precisely the differences that become stumbling blocks for nations aspiring to become great. A single national curriculum is therefore, an important step in the journey to building a strong nation.

Development of the Single National Curriculum for grade Pre 1-5 has been completed under a broad-based consultative process with the engagement of experts from all provinces and areas. To achieve this goal, the experts of provincial and area curriculum authorities, textbook boards, faculty from renowned universities, research organizations, teacher training institutes and assessment experts and representatives of minorities participated in the consultative process. For the first time ever, distinguished experts from the Ittehad Tanzeemat Ul Madaras Pakistan (ITMP) participated in the development of the curriculum for grade Pre1-5 under an all-inclusive consultative year-long process amassing extensive inputs of more than four hundred experts.

The key considerations in the development of SNC include: teachings from the Quran and Sunnah; vision of Quaid-e-Azam Muhammad Ali Jinnah and Allama Iqbal; the Constitution of Pakistan, national policies; international commitments, including Sustainable Development Goals (SDGs); latest trends in education; societal values; inclusive education; human rights and child protcetion; hygiene and sanitation; environment and climate change; global citizenship; life skills based and civic education; respect for religious and cultural diversity; move away from rote learning; activities and project based learning; 21st century skills; use of information and communication technology; and the ever evolving challenges and trends of the new era.

At the onset of the development of SNC, it was crucial to analyze and build upon its predecessor national curriculum 2006 of Pakistan. In this regard, comparative studies of the 2006 curriculum were conducted vis-à-vis the curricula of Singapore and Cambridge

education. In parallel, standards for learners of Pakistan were compared with those of Singapore, Malaysia and United Kingdom. Based on the findings and recommendations of these research activities, standards for the SNC were agreed upon. In order to ensure the inclusion of international trends in the SNC, a series of national level workshops and conferences were organized on the topics of Critical Thinking, Sustainable Development Goals (SDGs) and Life Skills Based Education (LSBE).

The 2006 national curriculum was revised in the light of recommendations derived from the above-mentioned researches and conferences, under the careful supervision of experts. The draft of the SNC pre 1-5, hence prepared was shared with the provinces and areas for their review and feedback. For the first time in the history of curriculum development of Pakistan, experts from Gilgit-Baltistan and Federal Government Educational Institutes (Cantts & Garrisons) participated in the consultative workshops. Moreover, the draft curriculum was also shared with the Cambridge University UK and Institute for Educational Development, Karachi for expert inputs and value addition. The draft curriculum was then updated in the light of feedback received. As a next step a national conference was organized in which experts from all over the country participated to conduct yet another thorough review of the updated curriculum draft. In an historic moment, at the conclusion of the national conference, experts from different schools of thought reached consensus and signed off on the Single National Curriculum for grade Pre 1-5

In addition to being aligned to modern international trends, the SNC has our national and cultural values at its core. This curriculum endeavors to build a nation that takes pride in its religious and national beliefs and values and at the same time inculcates respect for religious and cultural diversity in the society and the world at large. It envisions the development of exemplary attitudes and behaviors in individuals who are capable of dealing with the challenges of the 21st century.

To enable implementation of the SNC in its true spirit, model textbooks, teacher training modules and an assessment framework are being developed, which will ensure delivery of education that is qualitatively superior and relevant to the children's lives.

It is of foremost import to thank all provinces and areas, public and private institutions and experts, university faculty and researchers, experts from ITMP and representatives of minorities for their relentless efforts and invaluable recommendations which enabled the development of the SNC grade Pre 1-5.

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CHAPTER

01 INTRODUCTION

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01 INTRODUCTION

Social Studies is the systematic study of the interaction among people and their environment to promote civic competence. It helps young people to make informed decisions for the public good as participative citizens of a culturally diverse and democratic society in the world.

Given this context, the Social Studies curriculum is designed to recognize the importance of educating students about the ideas and values of democracy, civic competencies of different disciplines and to develop and prepare them as informed and active citizens of tomorrow. Drawing on social life and the pride in being Pakistanis, the curriculum seeks to ignite student's curiosity to inquire and to delve deeper into making sense of the complexities of human experiences as well as the political and socio-economic realities that they face.

Through inquiry and simulative learning activities, which model civil action, students are provided with the opportunity to obtain relevant knowledge and understanding of these issues and to develop necessary critical and reflective thinking skills. While the curriculum intends to foster patriotism, faith and the celebration of one's identity, it will at the same time encourage the inculcation of tolerance and empathy towards others as required by Islam.

Thus, this Social Studies curriculum is designed to provide the opportunity for students to acquire knowledge and understanding of the key civic concepts and ideas of effective and responsible citizenship at the local and global level.

The curriculum will foster the development of skills such as critical thinking, objectivity, information gathering, processing, interpreting, and analyzing along with communication, problem solving and decision-making.

The curriculum also maintains a core focus on developing values of equality, social justice, fairness, honesty, diversity and respect for self and for the diverse opinions of others. It also encourages the study of current and persistent problems and issues, and the identification of innovative solutions.

1.1 RATIONALE

The main purpose of Social Studies curriculum is to instill the necessary knowledge, skills, attitudes and competencies to mold students into informed, concerned and active national and global citizens. They will be able to understand all forms of human diversity and a respect for others irrespective of color, ability, disability, gender and social/ economic status. They will develop the ability to think critically, consider different ideas with an open mind and respect different opinions. Students will have a sense of commitment and belonging to their community and country and will understand the importance of being engaged in societal concern because of the potential impact they may have on society as a whole. It will prepare students to participate in society as responsible and productive citizens.

1.2 VISION

To engage students in a rigorous and student-centered learning environment that fosters social understanding, civic agency, and empathy in a multicultural society.

1.3 MISSION

To enable students to understand multiple perspectives, think critically, communicate effectively and collaborate in diverse communities in order to understand the past, engage in the present, and impact the future.

1.4 AIMS

Social Studies aims to develop the following in students:

- An understanding of their identity as Pakistanis, with a global outlook.
- An appreciation for the multi-cultural society of Pakistan and the diversity of the world, showing a commitment to social cohesion.
- Recognition of the learner's own identity as a proud Pakistani while maintaining respect for other identities.
- An understanding of the concept of citizenship (national/ natural, global and digital), along with their rights and responsibilities towards society.
- An understanding of the interdependence of various resources to produce economic stability in the country.
- A sense and awareness of creating a sustainable environment (conservation of resources), and an understanding of interdependence of limited resources in the world and its impact on global sustainability (SDG-4).
- A critical approach to history, understood in a chronological order, and as a systematic approach to accounting for the human past. The concepts of the beginning of civilizations, past events, their impact on present and future, creates an opportunity for the student to have an awareness of large-scale consequences of decisions.
- An understanding of the structure, functions, rules and laws of government along with the Constitution of Pakistan and its importance.
- An understanding of the physical features of a region and their impact on culture and economic activity of the people of the land.
- An ability to use 21st century skills, i.e. the 4Cs (Critical Thinking, Creativity, Collaboration, and Communication)
- An attitude of positive social interaction among people and leadership qualities for positive social change.

1.5 GOALS

The Social Studies curriculum contributes to students' development as educated citizens through the achievement of the following goals.
Students will learn to:

- Enable the learners to fully understand and appreciate the whole range of human diversity by respecting the difference.

- Develop competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and point of views, gathering and critically analyzing information, making informed decisions, and effectively communicating their own views while maintaining civility and social order.

- Develop an understanding of connections between the past, present and future; how people, events and trends have shaped the evolution of societies, especially our own. A detailed understanding of one's past and present includes a critical appreciation of one's history and culture.

- Develop an understanding of the relationship between human society and the environment, with a thoughtful awareness of human impact on the planet.

- Develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, local, provincial and national levels.

- Develop an understanding of how economic systems work, their place in an interconnected global economy and the trade-offs involved in balancing different economic interests.

- Develop an understanding of entrepreneurship (self-employment) and its related activities, such as engaging students in problem solving, becoming active members of the society and taking responsibility in improving living standards in Pakistan.

1.6 SCOPE

The Social Studies curriculum encompasses a range of concepts included in its domain:

- Social Studies should educate students about a democratic process in which citizens make responsible choices and take part in civic responsibilities.

- Social Studies should foster democratic ideals by allowing students to practice democratic activities in school, considering merit and respecting diversity of views.
- Social Studies should promote social cohesion and cultural diversity as essential elements that help learners engage with societal concerns and issues at the local, national and global levels.

- Social Studies should provide a forum to understand the impact of globalization, how people impact the world and vise-versa.

- Social Studies should integrate cross-curricular themes that are a part of the core standards of the grade level.

- Social Studies should cover a diverse range of thought-provoking concepts, allowing for an exchange of ideas, fostering community ties and enabling ownership in students of their learning and self-assessment.

- Social Studies is built upon prior knowledge and promotes active participation in the classroom and community through investigation of real-world issues.

1.7 THEMES OF SOCIAL STUDIES – GRADE IV-V

S.No	Themes	Sub — Themes
1.	Citizenship	Citizens; global and digital citizens, rights and responsibilities, diversity, tolerance, peace and conflict management, common etiquettes
2.	Culture	Term "nation" and nationalism; definition and components of culture; culture of Pakistan; different ethnicities, languages and religions; interfaith harmony; 'means of communication' and their advantages and disadvantages
3.	State and Government	Definitions of state, government; democracy; systems of government, components of government, legislative, executive, judiciary, formation of political parties; constitution; Constitution of Pakistan and its basic characteristics, accountability
4.	History	Introduction to pre-historic mankind; ancient civilizations (Mesopotamia, Nile valley and Indus Valley, etc.), their advent, lifestyle and decline; historical systems of governance (democracy in its earliest form); historic personalities (Pakistani and global); regional/ provincial contribution in the creation of Pakistan
5.	Geography	Skills for reading a map; kinds of maps, essentials of maps (BOLTS: 'B' for border, 'O' for orientation, 'L' for legend, 'T' for title and 'S' for scale); latitude, longitude and their use; physical regions of Pakistan; interaction between land and people; natural disasters; weather and climate; major climatic regions; population
6.	Economics	Economics and economy of a country; goods and services; trade; entrepreneurship, evolution of money; banks and their role, resources (natural and man-made), supply and demand, motivations and interests public goods

CHAPTER

02 CURRICULUM STANDARDS AND BENCHMARKS

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02 CURRICULUM STANDARDS AND BENCHMARKS

2.1 CITIZENSHIP

Citizenship is the status of a person recognized under the prevailing custom or law of a land. It generally describes a person with legal rights within a given political order. Citizenship relates to the importance of civic participation. It is the practice of maintaining a healthy balance between one's rights and responsibilities to their family, school, community, country and the world. Good character is essential in developing good citizens. Thus, teachers should encourage students to brainstorm and explore innovative ways to contribute to society and thereby produce positive change.

STANDARD – 1

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

BENCHMARKS Grade IV – V
• Roles and responsibilities of a citizen. • Basic human rights • Positive characteristics of a citizen (responsible choices, moral courage, and community service) • Respect for all kinds of relationships (with self and others) • Understand the meaning of the terms digital citizenship and cyber citizenship, and the associated role and responsibilities in this context • Appreciate and foster diversity, and understand how it enriches a society • Understand and practice common etiquettes for peace and harmony in society • Think innovatively how students can make a Clean and Green Pakistan

2.2 CULTURE

The word 'culture' is used for people's 'way of life,' meaning the way groups do things. Different groups of people may have different cultures. A culture is passed on to the next generation by teaching, learning and practicing. Culture is commonly understood as preferred tastes in cuisine, clothing, arts, traditions and norms in a particular community. It is an integrated pattern of human knowledge, belief and behavior and an outlook of attitudes, values, moral goals and customs shared by a society. Therefore, cultures make countries and communities unique. Each country has different cultural values, activities and rituals. Culture also includes material goods and the things people use and produce. It is also the way groups of people think about and understand the world and their own lives.

STANDARD – 2

All students will learn the diversity of religion and cultures of Pakistan and their coexistence as a nation and enhance the concept of nationalism in them.

BENCHMARKS Grade IV – V
• Students will be able to understand the concept of nation and nationalism • Students will be able to define culture along with its components • Students will be able to understand the cultural diversity of Pakistan regarding diverse cultural groups, their crafts, language, festivals, clothes, foods, customs etc. • Students will be able to understand different religions in Pakistan and their impact on their various cultural groups • Understand the norms and advantages of multicultural society and interfaith harmony • Students will be able to understand various festivals of minorities • Student will be able to define the term 'means of communication' • Student will be able to understand various means of communication, their advantages and disadvantages

2.3 STATE AND GOVERNMENT

A democratic government is a group of elected people that runs the day to day affairs of a region, province or country through establishment of different entities/bodies like the legislative, executive and judiciary. The information and knowledge given in this unit will equip students to make informed decisions about organizing and governing their communities, to evaluate domestic and national governments, and to demand that the rights of individuals and communities are protected. Democratic values include freedom of expression, the right to vote, and holding elected officials accountable to their communities.

STANDARD – 3

All students will identify the purpose of a government and describe the components of a democratic government i.e. legislature, executive and judiciary used to make decisions, seek consensus and resolve conflicts.

BENCHMARKS Grade IV – V
• Distinguish among local, provincial and national governments in Pakistan. • Describe the way a government is organized. • Describe the structure of the provincial and federal government. • Describe the role of the institutions (legislature, executive and judiciary.). • Understand the importance of the Constitution • Understand the importance and relationship between rules and laws for a just and healthy environment in a country • Understand the rights and responsibilities given to citizens under the Constitution. • Describe the role and qualities of a leader • Describe the formation of political parties and how they contest elections on the basis of their manifestos

STANDARD – 4

All students will identify the key characteristics and spirit of the Constitution of Pakistan and understand the rights and responsibilities of citizens at the local, provincial, national and global levels.

BENCHMARKS Grade IV – V
• Explain the responsibilities with respect to their rights and concept of global citizenship. • Define the term Democracy. • Understand the role of a person in a democratic society and identify unjust and illegal activities such as corruption.

Note: In case of disability teacher will adapt accordingly. Universal Design of Learning (UDL) may be adopted at every step.

2.4 HISTORY

History is the study of the past to understand the present and predict the future. It draws upon a variety of historical records and compares interpretations to provide students with different perspectives and promote the appreciation of individual existence in a global context. Learning specifically about Pakistan's past and present enables students to develop an appreciation for our country's progress. As students become aware of the progress around them, they value the contributions of different historical Pakistani and international figures that may serve as positive role models. By learning about the experiences of people or civilizations that contributed to the world (i.e. Greeks with democracy), students will recognize that individuals and groups have an impact on the people and environment around them.

STANDARD –5

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

BENCHMARKS Grade IV – V
• Describe the advent of civilizations, their timelines and the chronology of major historical events • Learn about the contribution of various national and international personalities • Understand the role of minorities in the creation and development of Pakistan • Understand the role of various provinces in the creation of Pakistan

2.5 GEOGRAPHY

Geography is the study of the physical and human environment and their influence on each other. It includes studying the physical (landforms, locations, vegetation and natural resources) and human (people, culture and characteristics of places) aspects of the planet, understanding the processes of inter-dependency involved, and in making environment friendly decisions.

STANDARD – 6

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

BENCHMARKS Grade IV – V
• Locate all continents and major oceans on the globe/map • Understand the concept of directions with the help of cardinal points and a compass for direction • Apply the concept of “BOLTS” (Essentials of a map: B for Border, O for Orientation, L for Legend, T for Title and S for Scale) • Compare features of land and the way people live • Explain how human activities have changed the natural environment i.e. buildings dams, farming, deforestation, industries, etc. • Explain how the weather and climate affect human activities and vice versa, such as through global warming, pollution, need for recycling (in line with plastic free initiatives), and conservation of water • Become aware of natural disasters and take precautionary safety measures • Define the terms ‘population’ and ‘high population growth,’ and explain the effects of imbalance between population and resources • Explain the basic quality of life, focusing on Water, Sanitation and Hygiene (WASH)

2.6 ECONOMICS

The field of economics deals with the production, distribution and consumption of commodities i.e. goods and services. Economics deals with the idea that desires and wants are unlimited while the means to satisfy them are limited. Therefore, choices need to be made by individuals and societies to satisfy their desires and wants in view of the goods and services that are available. It is important to cultivate economic awareness in students through newspapers, discussions, games and simulations in order to make them understand basic functions of economics and the importance of interdependence. Explain equal opportunities in all economic activities. Define equity to eliminate the economic inequalities resulting in poverty. Define inclusive economy and its major indicators.

STANDARD – 7

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

BENCHMARKS Grade IV – V
• Explain how people and societies make economic decisions • Define the term inflation and how it effects the purchasing power of people • Compare prices, quality and features of goods and services • Identify opportunity costs in personal decision-making situations • Define what makes an entrepreneur and the various types of entrepreneurs • Understand what a business is and the various types of business • Learn the behaviors of an entrepreneur (empathy, resilience, handling failure)

STANDARD – 8

All students will describe the economic system of Pakistan, along with the role of banks in enhancing the trade activities for individuals and businesses.

BENCHMARKS Grade IV – V
• Describe the role of a government in imports and exports of goods and services • Describe how decisions about resource-allocation affect the well-being of a society (with respect to taxes and government loans) • Describe the challenges and benefits of trade for consumers • Describe how banks play the role of intermediaries, by managing savings of individuals and providing finance to producers / manufacturers for the use of capital in their business

CHAPTER

03 LEARNING THEMES AND STUDENTS' LEARNING OUTCOMES

CHAPTER

03 LEARNING THEMES AND STUDENTS' LEARNING OUTCOMES

3.1 GRADE IV

Themes	Grade IV	Suggested Activities	Suggested links
Citizenship • Citizenship (civic responsibilities) • Human rights • Diversity • Tolerance • Peace and conflict management • Common etiquettes	By the end of the lesson students will be able to: **Citizenship** • Define and differentiate between the terms **citizen, global citizen**, and digital/cyber citizenship. **Human rights** • Define the term 'Human Rights'. • Explain fundamental human rights. • Differentiate between rights and responsibilities. **Diversity** • Define the term **diversity** and identify the key characteristics of diverse groups within a society. • Relate how diversity aids society to prosper. **Tolerance** • Define the term 'Tolerance'. • Describe the importance of living in harmony with each other by accepting differences (social and cultural). • Recognize the causes of disagreements at the personal and peer level, household and neighborhood level.	**Activity 1:** Help students brainstorm and outline their rights and responsibilities towards each other within the classroom, emphasize the attributes of fairness, trustworthiness and honesty. Create a display corner in class by pasting charts etc. with title, "good citizens". Children will paste the rules of being a good citizen of the class and school in the display corner. **Activity 2:** Choose a model citizen. Make a card of their qualities as a good model. Share and paste in note book. **Activity 3:** a) Tree Plantation Activity (Clean and Green Pakistan) in school or community. b) Discuss the ways to achieve a Clean and Green community	http:/--responsibilities-/educators.brainpop.com/lessonplan/rights-and-responsibilities-activities-for-kids/. http://www.tes.com/teaching resource/rights-and-responsibilities-pairs-game-11038401 http://study.com/academy/lesson/indusvalleycivilization http://www.bbc.co.uk/school/primaryhistory/indusvalley/gamesandtoys/html

Note: All suggested activities should be adapted related to learning needs of the students by class teacher.

Themes	Grade IV	Suggested Activities	Suggested links
	Peace and conflict management • Define the term **peace** and **conflict**. • Explain that attitudes affect and create conflict and peace. • Resolve conflicts through discussions. **Common etiquettes** • Explain Civic Sense by giving examples (traffic rules, keep the environment clean, WASH) • Identify common etiquettes for example: good manners, politeness, respect for elders, helping others, dignity of labor, and discipline.		
Culture • Definition and components of Culture • Diversity in cultures of Pakistan • The way we live together • Communication (media)	**Definition and components of Culture** • Define culture and its components. • Recognize diverse cultures of Pakistan. • Describe the term "Interfaith Harmony" and how different minorities celebrate their festivals **Diversity in cultures of Pakistan** • Demonstrate respect for diversity in cultures of Pakistan in different regions. **The way we live together** • Define the term **nation** and **nationality** • Explain reasons for pride in being Pakistani and patriots.	**Activity 1:** Visit the local museum and make a picture diary. **Activity 2:** Make a scrapbook and paste stamps/ coins, post cards or pictures of different countries. **Activity 3:** Make a scrap book and paste pictures of different cultural dresses. **Activity 4:** Community projects may be made by the students so that they can get an opportunity to volunteer and work for their community with responsibility and compassion e.g. encourage the students to donate gifts on the festivals of minorities.	

Themes	Grade IV	Suggested Activities	Suggested links
	Communication • Define the term 'communication'. • Identify the forms of communication and their importance. (art, language, letters, e-mail, postcard, TV, radio, internet, computers, cell phone).	**Activity 5:** Discuss ways in which different religions and faiths are similar in promoting peace and humanity. **Activity 6:** Get students to make charts (in groups) to depict the diversity of cultures in the Pakistani nation. They could highlight the dress, cuisine, architecture, etc)	https://www.youtube.com/ Pakistan Attracting culture.
State and Government • State and Government • Constitution and Constitution of Pakistan • Rights and responsibilities of a citizen • Organs of Government • Formation of democratic government	**State and Government:** • Define State and Government. • Differentiate between State and Government **Constitution and Constitution of Pakistan:** • Describe what is a Constitution? • Describe basic characteristics of the Constitution of Pakistan **Rights and responsibilities of a citizen** • Recognize the rights and responsibilities of citizens as defined by Constitution. **Organs of Government** • Describe the organs of a government o Legislature o Executive o Judiciary • Distinguish between rules and laws and how they help create a just and healthy political environment in a country.	**Activity 1:** Draw a flowchart to show parliamentary system of government. **Activity 2:** Make a flow chart to classify the organs of government **Activity 3:** Enlist qualities that a good leader should have.	

Themes	Grade IV	Suggested Activities	Suggested links
	Formation of democratic government • Describe the concept of democracy as the most popular system of government and describe why it is the preferred form • Define the term Leader and their qualities • Define the term General Elections • Describe the formation and function of political parties, how do they contest elections according to their Manifesto		
History • The beginning of human civilization • Contribution of Federating Units in the making of Pakistan • Historical personalities of Pakistan • Quaid-e-Azam, Allama Iqbal and Mohtarma Fatima Jinnah	**The beginning of civilization** • Define History. • Identify early settlements and their areas. • Identify ancient civilizations along major rivers and coastal areas of the world (Mesopotamia, Nile Valley (Egyptian)and Indus valley along with their timeline) • Describe the advent, lifestyle and decline of (Mesopotamia, Egyptian and Indus valley). **Contribution of Federating Units in the making of Pakistan** • Explain the region's/province's contribution in the creation of Pakistan. • Describe the role of minorities in the creation of Pakistan **Historical personalities of Pakistan** • Describe the role of Quaid-e-Azam, Allama Iqbal and Mohtarma Fatima Jinnah in the creation of Pakistan	**Activity 1:** Make a picture booklet with a title "My book on the beginning of civilization" and draw images of life in ancient times in any of these civilizations (Mesopotamia, Egyptian and Indus valley) **Activity 2:** Make tools and weapons of early civilization and color them. **Activity 3:** Make a timeline of Mesopotamia, Egyptian and Indus valley civilizations	

Themes	Grade IV	Suggested Activities	Suggested links
Geography • Globe and map skills • Major Land Forms of Pakistan • Interaction between land and people • Weather and climate • Natural disasters and safety measure • Population	**Globe and map skills:** • Define the terms map and globe, and name the key elements of a map. • Define and locate the major land masses /continents and oceans/seas • Recognize the concept of Direction by using the term "Cardinal Points" and Compass Directions with the help of a diagram • Explain the concept of BOLTS with the help of a map. **Major Land Forms of Pakistan** • Identify major land forms and their types in Pakistan. **Interaction between land and people.** • Explain the effect of the physical environment on the lifestyle of people in Pakistan. • Explain how human activities have changed the natural environment (e.g. deforestation, building dams, industry etc. (Positive and negative impact) • Identify different occupations of people (agriculture, mining and industry) • Describe the concept and need for food security in Pakistan **Weather and Climate** • Define weather and climate. • Identify the elements of climate (temperature, rainfall, wind). • Identify the factors affecting climate	**Activity 1:** The student will locate the seven continents and five oceans on the globe. Students will draw a map from their home to school, identifying various landmarks, depicting their observation and sense of direction. **Activity 2:** With the help of a torch as the sun and the globe as planet Earth, students will perform an activity to understand the concept of rotation of the earth and formation of day and night. **Activity 3:** Refresh the environment by planting more trees (each one plant one). Research the top ten air cleaning houseplants and find out if you can grow any of them in your classroom/house e.g. Palms, English Ivy, and Money Plant. **Activity 4:** Make a week's weather chart of your city	http://www.kidsknowit.com/climates http://www.cyh.com/games/hotpots/rights.html http://education.nationalgeographic.org

Themes	Grade IV	Suggested Activities	Suggested links
	Natural disasters and safety measures • Explain how common natural disasters occur (Floods, Earthquakes, Cyclones, Avalanches). • Identify safety measures that can be taken in case of natural disasters, specifically in the case of Earthquake (before, during and after). **Population** • Define the terms Population and Census. • Explain the importance of Census. • Describe the distribution of population in the region and give a map of the region/province. • Enlist the major problems caused by over population. • Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH)	**Activity 5:** With your parents create a plan that will protect your family in the event of a natural disaster like earthquake/flood. The plan should include steps to take Before, During and After a disaster. Present your disaster plan in the form of an oral report or diagram to your class. For example, Students can develop a chart for Earthquake safety and share it with their family. **Activity 6:** Collect the telephone numbers of emergency services in the area (police, fire brigade, ambulance) and display them on a chart. **Activity 7:** Practice Earthquake drills and Practice mock fire drill. **Activity 8:** With the help of the teacher, manage how wasted food can be distributed among the needy. **Activity 9:** Use of three R's (reduce, recycle and re-use) and think of ways to minimize use of plastic bags, bottles and products.	http://earthquake.usgs.gov/learn/kids

Themes	Grade IV	Suggested Activities	Suggested links
		Activity 10: Ask students to describe how water shortages would affect their life and what would the effects of poor hygiene on their lives and on their community **Activity 11:** a. List at least 5 reasons why water should be used responsibly and discuss them in class. b. Discuss the importance of proper sanitation facilities. c. Generate a debate on how responsible use of water is linked to proper sanitation and hygiene.	
Economics • The choices we make • Goods and services • Consumers and Producers • Trade • Entrepreneurship • Evolution of money • Bank	**The choices we make** • Define the term "Economics and economy of a country". • Make economic choices according to one's personal needs and resources **Goods and services** • Define the terms Goods and Services and list some examples **Consumers and Producers** • Differentiate between producers and consumers; and explain their interdependence • Define the term "Inflation" and how it effects purchasing power of people. **Trade** • Define Trade and Business. • Identify the major imports and exports of Pakistan.	**Activity 1:** Make a chart to identify goods and services, identify goods and services in the classroom, school, home, neighborhood etc. Students will present their findings to the class teacher to elaborate by generating a discussion through questioning. **Activity 2:** Visit a shop or supermarket and get hands on experience in buying items in limited amount **Activity 3:** Learn to fill a cheque printed in your books.	http://www.youtube.com/what is trading?/tradimo-learn to trade. http://www.youtube.com/thehistoryofmoney(combined)

Themes	Grade IV	Suggested Activities	Suggested links
	Entrepreneurship • Define and differentiate between different types of entrepreneurs. **Evolution of money** • Apply economics and money management in personal life (pocket money, savings). **Bank** • Define banking • Identify services provided by banks.	**Activity 4:** Brainstorm with students on what defines an entrepreneur. Have a box fixed with different definitions right and wrong and ask them to select the correct definition of entrepreneur. **Activity 5:** Get students to identify different types of entrepreneurs and label them. Use pictures and puzzles for this activity.	

3.2 GRADE V

Themes	Grade V	Suggested Activities	Suggested links
Citizenship • Citizenship • Digital Citizenship • Human Rights • Diversity and Tolerance • Peace and conflict management • Common etiquettes	**Citizenship** • Identify Civic Rights and responsibilities and reasons why they may change over time. **Digital Citizenship** • Recognize the ethics of being digital citizens when connected online, how to deal with difference of opinion. **Human Rights** • Identify the fundamental human rights as stated by UN Charter. **Diversity and Tolerance** • Understand that all individuals have equal rights, irrespective of religious and ethnic differences, and learn to respect individual differences in opinion. • Explain the importance of freedom of speech. **Peace and conflict management** • Understand the importance of discussion and negotiation as tools for resolving conflicts at home and school. • Propose ways to create peace and harmony. **Common etiquettes** • Recognize and practice common etiquettes in the civilized world of today.	**Activity 1:** Mind map: Make a mind map of the qualities of good citizens on notebooks with a title "Good citizens are responsible". List all the ways in which a student can act responsibly, respectfully and ethically in their community. **Activity 2:** Prepare a simulation through role-play to show peaceful conflict management amongst students based on real life experiences of students. Students will recognize what they could do wrong and what the correct approach entails. **Activity 3:** Enlist the principles to be followed while using the internet **Activity 4:** Make a mind map of the basic rights of all human beings. Discuss how students can contribute in upholding these rights in their daily lives.	http://www.internet4classrooms.com/grade level help/governance civics rights responsibilities.html http://www.cyh.com/games/hotpots/rights.htm http://www.pinterest.com/pin/119275090101128640/

Themes	Grade V	Suggested Activities	Suggested links
		Activity 5: Research the various ways in people around the world greet each other and express their gratitude. **Activity 6:** Students can also explore and note the commonalities and differences in body language of people during such interaction.	http://www.tes.com/teaching resource/rights-and-responsibilities-pairs-game-11038401
Culture • The way we live together • Communication • Culture of Pakistan	**The way we live together** • Define and describe the concept of nationalism, and the ways people get along with one another. **Communication** • Define mass media, social media and differentiate between them. • Identify the advantages and disadvantages of various means of information **Culture of Pakistan** • Identify the diverse cultural groups living in Pakistan. • Describe the cultural diversity of Pakistan (religion, crafts, languages, festival, clothing, popular events, folk songs, foods, and art) • Identify the advantages of a multicultural society.	**Activity 1:** Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, jobs etc.) **Activity 2:** Create a public service message on a current social or environmental issue through poster cards/ flash cards. **Activity 3:** Celebrating cultural day (showing cultures from all provinces of Pakistan). **Activity 4:** Sing folk songs of your regions to become familiar with them.	

Themes	Grade V	Suggested Activities	Suggested links
State and Government • Federal Government • Rights and responsibilities of citizens • Leader, community, citizens	**Federal Government** • Give reasons for the need of a federal government. • Compare the formation of government at federal, provincial and local levels. **Rights and responsibilities of citizens** • Analyze the importance of Constitution. • Discuss the rights and responsibilities of a Pakistani citizen according to the 1973 Constitution. • Describe the Importance of Rule of law against unjust and illegal activities. **Leader, community, citizens** • Describe the functions of political parties in a democratic system. • Explain the interdependence between federal, provincial and local governments in Pakistan.	**Activity 1:** Construct a flow chart to show different levels of government and courts (Supreme Courts, High Courts, Local Courts) that exist in Pakistan. **Activity 2:** Select a class representative following the democratic way of election by conducting election campaign. Ask the candidates to make a plan they will implement if elected.	http://www.youtube.com/government of Pakistan http://www.youtube.com/government of Pakistan structure
History • The beginning of civilizations • Contribution of Federating Units in the making of Pakistan • Historical personalities (Pakistan) • Sir Syed Ahmed Khan • Begum Rana Liaquat Ali • Begum Jahan Ara Shahnawaz	**The beginning of civilizations** • Describe the salient features of Greek, Roman and Gandhara Civilizations. **Contribution of Federating Units in the making of Pakistan** • Identify the contribution of provinces in the creation of Pakistan **Historical personalities of Pakistan** • Recognize the services of the national heroes: Quaid-e-Azam, Sir Syed Ahmed Khan, Begum Rana Liaquat Ali, Begum Jahan Ara Shahnawaz	**Activity 1:** Model making: Divide the class into groups and ask them to make models of unique features of civilization. **Activity 2:** Construct a timeline by examples from Greeks and Roman Civilizations **Activity: 3** Make a biography of social heroes known for their charitable work. For example: Abdul Sattar Edhi.	http://www.readwritethink.org/classroom-resources/student-interactives/timeline-3000.7.html?tab=2 BBC Documentary: Pre-historic humans in the new world (youtube)http://earlyhumans.mrdonn.org/index.html

Themes	Grade V	Suggested Activities	Suggested links
Geography • Globe and map skills • Physical region of Pakistan • Interaction between the land and people • Weather and climate • Natural disasters and safety measures • Population	**Globe and Map skills** • Explain map and the term BOLTS to read a map • Recognize different types of maps e.g. Road map, Tourist map, Weather map, Political map, Topographical map • Recognize the characteristics of latitudes, longitudes and Time Zone with the help of diagrams. • Use latitudes and longitudes in determining location through Grid Reference. • Define Scale in reading maps and its types with the help of diagrams. **Physical Regions of Pakistan** • Identify the main physical regions of Pakistan. • Briefly describe the distinctive characteristics / features of each physical region of Pakistan. **Interaction between the land and people** • Compare the life of people living in different regions of Pakistan **Weather and climate** • Explain difference in the terms 'Weather and Climate'. • Describe the factors affecting climate and the impact of Global Warming on climate change.	**Activity 1a:** Identify location of Pakistan with the help of grid by using globe. **Activity 1b:** Identify time zones and relate them to longitudinal and latitudinal scales. **Activity 2:** On a tourist guide map of any area show various locations of tourist attraction, hotels and names of roads. **Activity 3:** Use given information to calculate the average temperature and monthly rainfall of different places. **Activity 4:** Construct line and bar graphs from given climatic data. **Activity 5:** Make a chart and write daily weather temperature of your city in notebook. **Activity 6:** Students will suggest ways to reduce damage caused by natural disasters e.g. floods, earthquakes.	http://www.youtube.com/Day and night explanation, causes science for kids http://www.edhelper.com/teach/teach Mapping.html http://www.education.nationalgeographic.org http:www.youtube.com/Dr.Nager's Laboratory: Longitude and Latitude http://www.youtube.com/watch?v=E7DLLxrrBV8

Themes	Grade V	Suggested Activities	Suggested links
	Natural disasters and safety measures • Identify the major natural disasters and their effect on human life. • Suggest safety measures that can be adopted in case of Floods and Earthquakes. **Population** • Define the term Growth Rate and Population Density • Describe the factors affecting population increase in Pakistan. • Describe the impact of population increase on quality of daily life in the students' community.	**Activity 7:** Students develop posters/charts to raise awareness against global warming and climate change.	http://study.com/academy/lesson/how-weather-patterns-affect-the climate of a region.html
Economics • Goods and services • Consumers and producers • Inflation • Trade • Entrepreneurship • Evolution of money • Bank	**Goods and services** • Define the terms Goods and Services. • Differentiate between public and private goods and services. **Consumers and producers** • Identify the function of consumers and producers **Inflation** • Enumerate different causes, types of inflation and scarcity. • Identify the importance of taxes and government loans to pay for goods and services (roads, hospitals, schools, electricity etc.) **Trade** • Define **trade, export** and **imports.** • Describe the importance of International Trade for the development of Pakistan. • Identify major means of Transportation.	**Activity 1:** Facilitate students in brainstorming and identifying occupations that fall within the ambit of services. Make a list and let individual students choose which service they would like to be in and why? **Activity 2:** Students should ponder on and suggest activities in their own lives which they could extend to others as producers of services (for example, doing groceries for neighbours, delivering items, cleaning community members' houses or backyards, etc)	http://easysciencefor kids.com/all-about-wheela/

Themes	Grade V	Suggested Activities	Suggested links
	Entrepreneurship • Describe the entrepreneurial mindset • Define and differentiate among types of entrepreneurial businesses. • Explain the different behaviors related to entrepreneurship and its usefulness **Evolution of Money** • Trace the history of coins and paper money in the sub-continent • Narrate with examples the evolution of money, trade via barter system before money was introduced • Identify the currencies of different countries. • Describe the role and importance of money in peoples' lives. **Bank** • Explain the role of Commercial Banks in the lives of individuals and businesses. • Identify the role of The State Bank of Pakistan.	**Activity 3:** Students compile a list of 3 export items and 3 items that are imported to Pakistan. Ask them to find out why the Exports and Imports mechanisms exist? **Activity 4:** (entrepreneurship): talk about simple innovations around students. Like the bicycle vendor who has a radio on his bike etc. Have the students come up with their own examples. **Activity 5:** Ask students to find out who creates money (i.e. prints the currency notes). Also ask them where people keep their money? **Activity 6:** Make a dummy bank and through role play show how transactions is are made in a bank.	http://www.youtube.com/thehistoryofmoney(combined) http://www.youtube.com/The history of Money

CHAPTER

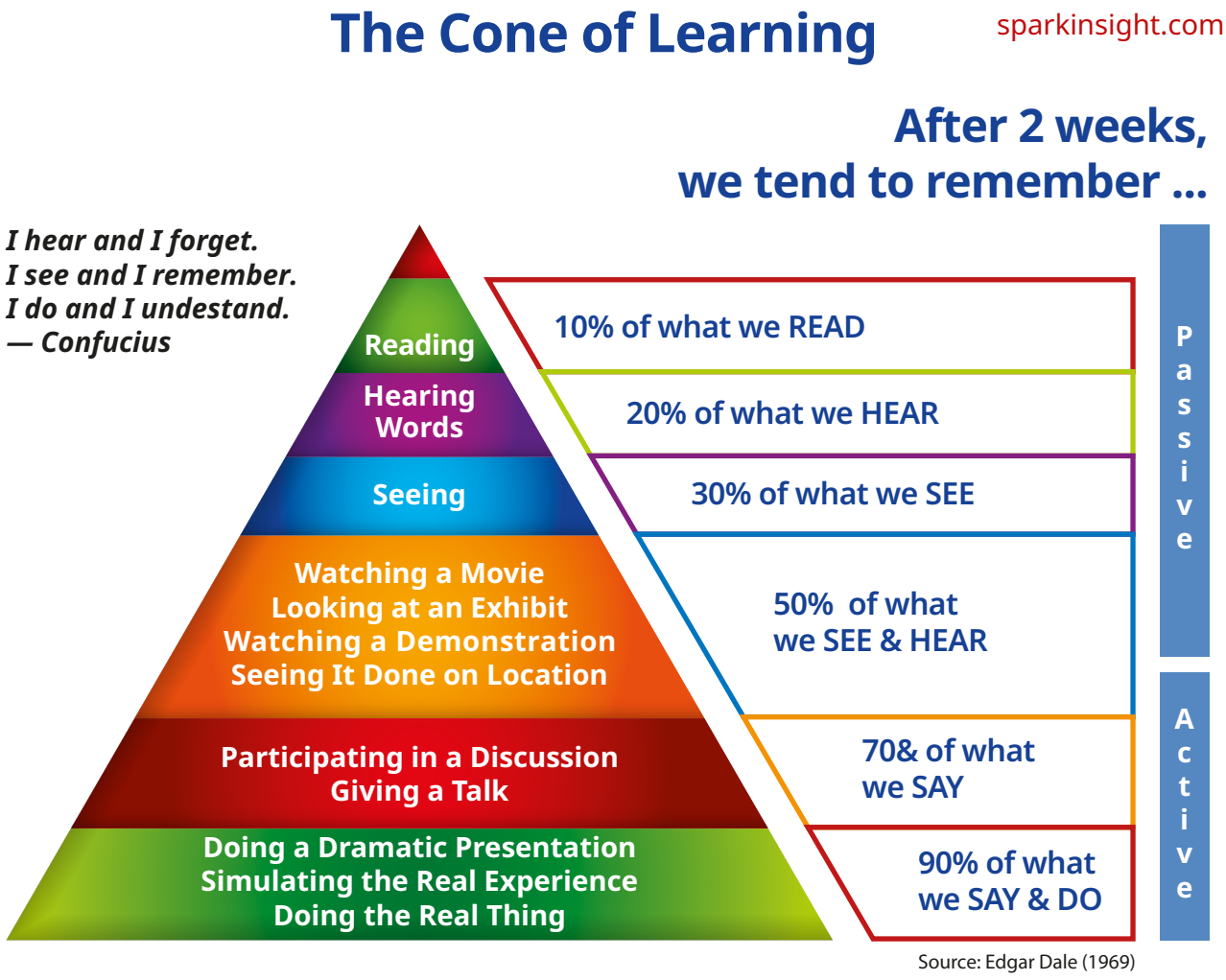
04 INSTRUCTIONAL STRATEGIES

CHAPTER

04 INSTRUCTIONAL STRATEGIES

4.1 TEACHING AND LEARNING

We encourage curriculum users to adopt participatory approaches to teaching as we believe that activity based, hands-on approach lie at the core of effective teaching and learning. Teaching and learning supports, encourages and provides meaningful environment to enhance students' skills and at the same time enable them to contextualize what they learn both in a given subject as well as to their longer-term future prospects.



The Learning Pyramid

A. Lecture Method

An Effective Lecturing Strategy

The basic purpose of lecturing is the dissemination of information. Therefore, lecturing is like spoon-feeding students without developing their power of reasoning unless used with different activities and exercises that call for students' participation. A carefully prepared lecture can stimulate students intellectually and facilitate learning. Using transitions or links (''therefore,'' ''because,'' ''as a result'') show how pieces of lecture information relate to each other. Verbal or oral cues also alert students to more significant information. Inclusion of audiovisual aids / creative effective visuals, analogies, demonstration and example to reinforce the main points assist students' learning. Emphasizing objectives and key points in the beginning and sharing the outline with students further clarifies the purpose of the topic or lecture, which helps maintain the attention of students as the teacher covers those points and gives a summary of important points at the end of the lecture.

Posing questions

In order to keep students engaged in a lecture, ask a question at the end of each theme/subtopic. The teacher should devise some thought provoking questions applicable to real life scenarios. This can stimulate students' analytical thinking and learning process.

Brain storming

It is crucial to provide opportunities for active learning during any instruction, including lecture. Active learning allows students with the opportunity to practice using the lecture information and obtain feedback on the accuracy of their responses. During the lecture the teacher may ask questions that encourage students to use the insights and learning they should have gained from the lecture.

Assessing students' learning from a lecture:

Students' learning can be assessed through:

1. Group activities
2. Writing down reflections after the activity
3. Quizzes and written work
4. Class participation

B. Learning by Discussion

Discussion is a unique form of group interaction where student's join to address a topic or question regarding something they need to understand, appreciate or decide. They exchange and examine different points of views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion. There are several benefits of learning by discussion. Students increase their knowledge of the topic; explore a diversity of views which enables them to recognize and investigate their assumptions in the light of different perspectives; develop their communication competence, listen attentively, speak distinctly and learn the art of democratic discourse.

Preparation for discussion

Choose a question or a problem on a topic, framing it as an interrogative statement. For example, What are the major reasons or causes for the high rate of unemployment in developing countries? How can we stop discrimination against women in our country? It is important that students have some prior knowledge of the topic chosen for discussion. Effective ways of ensuring this are: asking students to read an article on the topic, interview concerned individuals, engage in observations and make their own conclusions based on the data they collect.

Conducting the discussion
Present the question verbally and in writing, give students time to think, and then start the discussion by repeating the question. While students share their own views write down all answers on the classroom board to keep track of the threads emerging and guide the discussion. It is also valuable to summarize ideas, conclusions and the general direction of the discussion which helps to ensure that everyone is following the development of ideas.

Concluding the discussion
Good discussions end with a summary so students know the important points that have been covered. In addition to showing students why the discussion is important to their learning, a summary provides an opportunity to fill in points not covered, and to praise the class for the quality of their responses. It should also allow for space for respect for disagreements and the concept of agreeing to disagree.

Assessing students' learning from a discussion
Discussion can provide teachers with an opportunity to assess students understanding of course material. Discussion allows students to actively participate in the learning process which makes learning more interesting and students are often more motivated when they are actively involved in using the course material. The knowledge, skills and values developed through discussion can be assessed during and after the discussion session by using different assessment strategies, for example a checklist. Assessment of learning through discussion should be based on students learning capabilities and way of expression.

C. Interactive Assessment Methodologies

There are several ways of interactive assessment. Some of them, which can be useful for teachers to ask students to engage, in are as follows: Venn diagrams, portfolios, fieldwork, mind maps, data analysis, timelines, graphs and pie charts, flow charts.

D. Role-play

Role-playing is a teaching strategy or technique that allows students to explore realistic situations by observing and interacting with other people and acting. Students explore, collect and learn the content being presented which can help develop research, problem-solving, communication, observational and social skills. Asking students to write role-playing content themselves can enable them to be more creative and to collect and process information more effectively.

Conducting Role-plays

Preparation for role-plays

1. Determine the purpose of the role-play.
2. Write a role-play activity.
3. Determine the time duration for each role-play.
4. Develop a set of questions for the post role-play discussion.

Introducing students to role-plays

1. Describe the role-play's purpose, story and problem briefly and clearly.
2. Select role-players.
3. Allow students enough time to read and understand their roles and prepare to enact it.
4. Involve the rest of the class by having them suggest questions for the discussion to follow.

Enacting and monitoring the role-play
While students are acting, ensure all sit quietly and observe the role-play. Students should be observed and necessary interventions made if some students are struggling with understanding the purpose or process of the role-play.

Discussion following the role-play
Discuss the role-play's content, observations, challenges and learning. Summarize the role-play, focusing on students' understanding.

Assessing students' learning after a role-play
Following the role-play, students can be asked to write a reflections assignment outlining the arguments in the discussion of an issue or problem faced by the character they were playing, or identifying the feelings, attitudes and perspectives of one of the characters. If students write the role-play scripts themselves, the teacher can assess the script for its content, ability to communicate an issue/problem, problem-solving skills, etc. Learners can be asked what they would do in the scenario of the role-play and why. They should also be asked how they would feel playing a different character in the role-play and why.

E. Cooperative Learning

Cooperative learning is a strategy in which students work together in small groups to maximize their own and each others' learning. In cooperative classrooms students have two responsibilities:

- To learn and complete assigned task and,
- To make sure that all members of the group do so as well.

A score of academic, social and psychological benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work with others in groups and improved attitudes towards peers, school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfactory lives.

Ways of using cooperative learning in the classroom

Think-write-pair-share
To begin think-write-pair-share you must first pose a question to the class that requires students to think critically.

- ✓ Think: Students 'think' alone about the answer to the question for a specified amount of time.
- ✓ Write: Students write their answers to show what that they thought about the question individually.
- ✓ Pair: Students 'pair' up with a partner to discuss the question, listen to and expand on one another's ideas.
- ✓ Share: Students 'share' their answers to the question with the entire class.

Think-write-pair-share structures are effective only when students participate equally, practice social skills, and individually demonstrate what they have learned from their partners.

Jigsaw

Research indicates that students learn best when they teach others what they have learnt. Jigsaw is a method by which students learn and teach each other. It has four steps:

- ✓ Form cooperative groups called HOME groups. Each HOME group member is given different material to learn and teach to the rest of the group. For example, the first group member must learn page 1 of an assigned text, the second member page 2, etc.
- ✓ EXPERT groups are formed by grouping students with the same assigned material together. EXPERT group members must study their material together, and plan ways to teach the material to their HOME group members and check for understanding.
- ✓ Students return to their HOME groups and take turns teaching their HOME group members the material they were assigned with and are now experts on. The group goal is for every member of the group to master all the material presented.

Assessing students' learning in Cooperative/Collaborative learning

Success on the academic task is assessed by randomly asking students questions, checking their work, or through individual tests or quizzes. For the social assessment tests, students are evaluated through teacher's observation and students' self-evaluation and group effectiveness. Peers may also evaluate each other in line with their particular mutual expectations. This is also likely to bring to light bullying or discrimination that may prevail within the classroom and develop students' awareness of these issues and how they can be eliminated from interaction in their daily lives.

F. Inquiry / investigation

Inquiry/ investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. The inquiry approach develops students' knowledge of the topic, enhance investigative /inquiry techniques, skills of questioning, hypothesizing, information gathering, critical thinking, analyzing the situations, reporting and presentation skills.

Assessing students' learning from an inquiry/investigation

The outcome of an inquiry can be assessed through:

- Observation: students' abilities and skills can be observed during each stage of the inquiry/investigation. For example, you can observe a student conducting an interview, looking for relevant information in the library or making a graph. Teachers can provide detailed descriptive feedback to the students on their abilities and skills observed.
- Documents' analysis: Teacher can ask students to share anything they have documented during the process of inquiry, including notes made from material read, analysis of findings, etc. Teachers can give marks on the relevance of material accessed, and analysis of information etc.
- Written or oral presentations: written or oral presentations can be marked in terms of the quality of content, creativity in the presentations, ability to answer questions.

G. Teaching Learning Resources

In most classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. Actual learning is assimilated when students experiment, remember and understand content. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple and varied quality teaching learning resources are integral to a student's experience as they develop their multiple intelligences.

There are a number of teaching and learning materials required for effective teaching of particular subjects. It is important that the teachers review and ensure the quality of any additional resources. **For Social Studies, some examples of primary and secondary source material are: Maps/Globe (different kinds), case studies, novels, plays, radio programs, lectures, speeches, audio-video media, encyclopedias, documentaries, museums, and newspaper/news magazines.**

CHAPTER

05 ASSESSMENT

CHAPTER

05 ASSESSMENT

5.1 WHAT IS ASSESSMENT?

Assessment is a way of providing feedback to the various stakeholders in the education system and a way of communicating the expectations of that system to all concerned. Assessment in the classroom is a process that reveals what learners are learning, how they are learning and identifies potential obstacles to their optimal understanding. The results of assessment provides feedback to: students on how well they are meeting expectations; teachers with how well students are learning; educational authorities (head teachers and educational officers) with the effectiveness of the teaching and learning taking place; and policy makers on the effectiveness of policies, resources and the curriculum. Assessment of learning should be accessible and flexible and adapted by the teacher keeping in view students, learning outcomes.Assessment can be either formal or informal:

Formal Assessment	Informal Assessment
Usually involves a written document: a test, a quiz, an examination paper, written instructions.....	This often involves teacher reports, observations, inventories, checklists, portfolios of performance, evidence of participation, peer and self-evaluation, discussion
Often gives a numerical score or a grade, reflection student performance	Often does not contribute to student final grade, despite being the validity and reliability being quite good.

Assessment can be criterion referenced or norm referenced

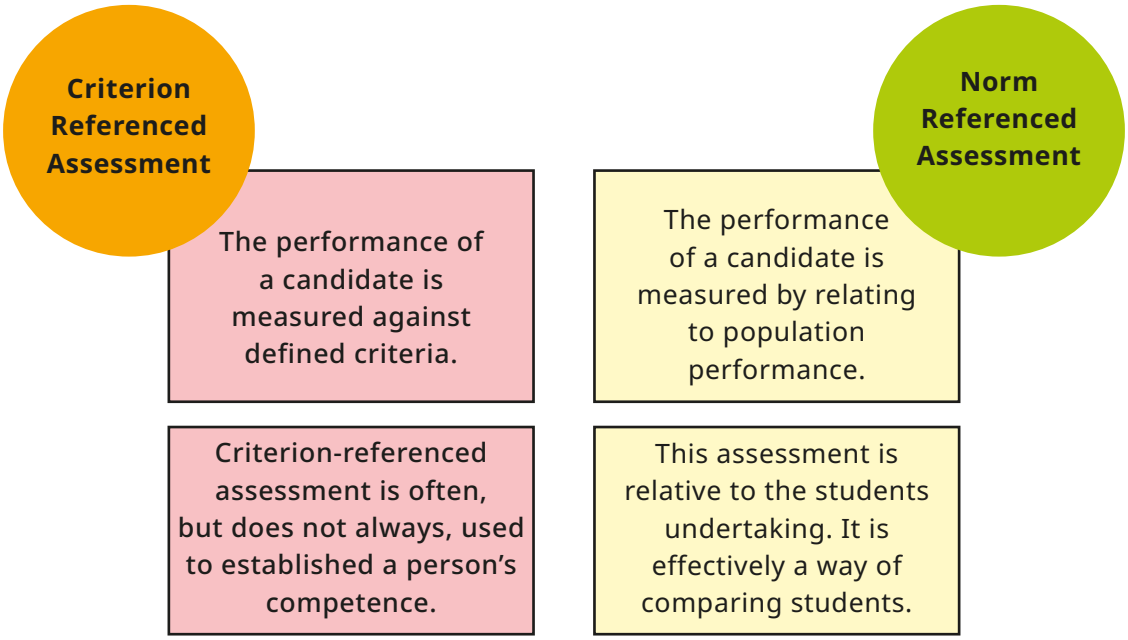


Figure 1. Bases of Comparison

Key Questions about Assessment

Four key questions need to be addressed in assessment

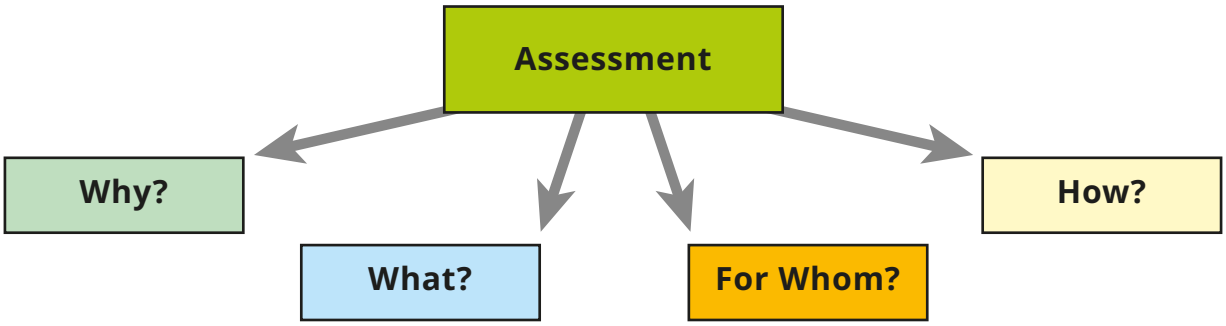


Figure 2. Key Question

5.2 TYPES OF ASSESSMENT

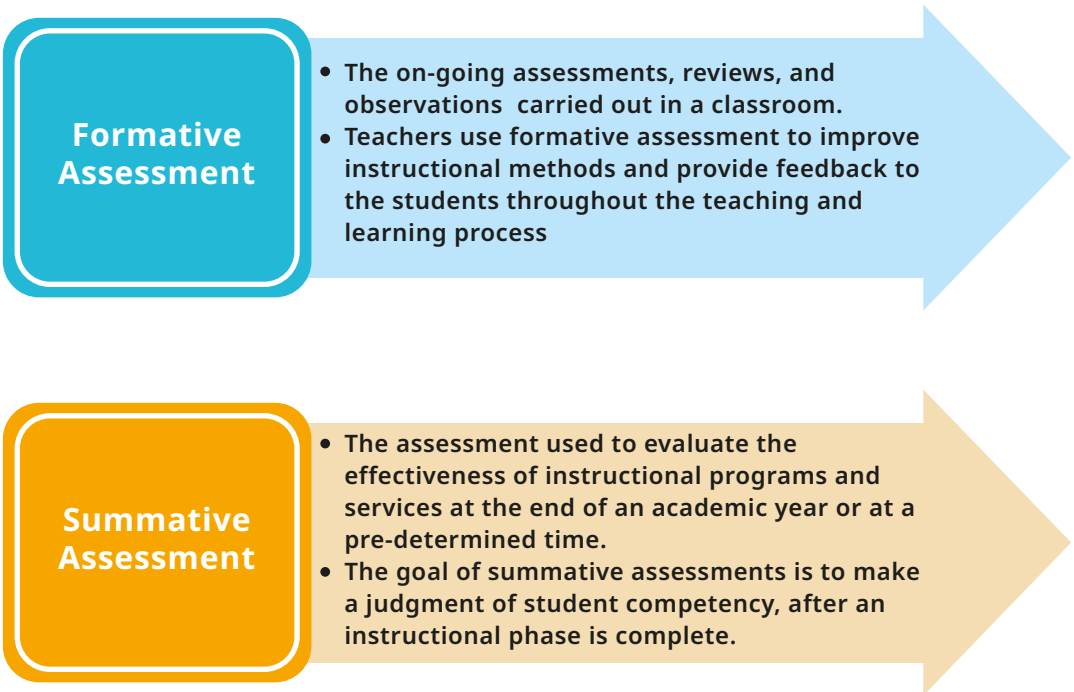


Figure 3. Bases of Comparison

Note: Formative and summative assessment of students, learning outcomes related to social studies should be flexible to obtain output from all learners keeping in view their capabilities.

5.3 COMMON FORMATIVE AND SUMMATIVE ASSESSMENTS

Formative Assessments	Summative Assessments
Anecdotal records	Final exams
Quizzez and essays	National tests (UPSR, PMR, SPM)
Diagnostic tests	Entrance exams

Figure 4. Common formative & summative assessments

Differences between Formative and Summative Assessments

Issue	Formative Assessments	Summative Assessments
Purpose	To improve quality of future performances	To determine quality of present performance
Required by	Assessee & Assessor (Student & Teacher)	Examining body
Performed by	Assessor (Teacher)	Evaluator (External examiner)
Observed by	Assessor (Teacher)	Evaluator (External examiner)
Criteria set by	Assessee & Assessor (Student & Teacher)	Examining body
User of Information	Assessee & Assessor (Student & Teacher)	Examining and admitting bodies & providers of jobs
Feedback	During or after a performance	After a performance
Basis of Feedback	Observations; strongest and weakest points	Level of quality based on a set standard
Contents of report	What made the quality of performance strong; how one might improve future performances	The quality of the performance, often compared to set standards

Table 3. Formative and summative assessment

Categories of Assessment

Assessment (either summative or formative) is often categorized as either objective or subjective.

Objective tests: Harder to set, harder to make free of ambiguities, much faster to mark.
Subjective tests: Easier to set, easier to avoid ambiguities, much longer to mark.

There is a huge range of objective and subjective assessment approaches (Table 34).

Types of Objective and Subjective Assessments

Objective Formats	Comment	Other Formats	Comment
Multiple Choice	Almost completely useless as reliability is highly suspect. They tend only to indicate recall-recognition.	***Short Answer***	Can indicate what they know, can do or, to a limited extent, what they understand.
True-false	Very limited and open to an enormous extent of guessing.	***Extended answer***	Versatile, can be used to explore understanding, skills, thinking and evaluation.
Matching items	Tend only to recall-recognition.	***Practical Tests***	Can assess cognitive skills (as in mathematics procedures) as well as practical skills.
Partial knowledge multiple choice	More reliable, can be used to give some indication of understanding.	***Observation***	Very insightful but very difficult to reduce to scores.
Structural Communication Grids	Powerfully diagnostic, can measure many things but especially good at conceptual areas.	***Essay***	Can assess almost anything but the problem is how to mark fairly. Better marking methods now available.
Electronic assessments	A growing area, with huge potential.	***Dissertation***	Offers enormous scope. Good marking methods now available.
Duly performed	The completion of the task gives the credit. Enormous potential.	***Project***	This can reflect extended work and offers many insights. Good marking methods now available.
Open book assessments: Here all the information is available and the assessment tests how well the student can use the information			

Table 4. Some objective and subjective assessment types

According to McTighe and Ferrara (1994) the choice of the particular assessment methods for effective classroom assessment vary according to the purpose of the assessment, the content of the curriculum, and the age levels of the students etc. Regardless of the particular methods employed, **effective classroom assessment is guided by three fundamental principles that it should (i) promote learning, (ii) use multiple sources of information, and (iii) provide fair, valid and reliable information.**

Framework of Assessment Approaches and Methods

SELECTED RESPONSE ITEMS	PERFORMANCE - BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS FOCUSED
▯ multiple-choice ▯ true-false ▯ matching	▯ fill in the blank o word (s) o phrase(s) ▯ short answer o sentence(s) o paragraphs ▯ label a diagram ▯ 'show your work' ▯ visual representation o web o concept map o flow chart o graph/table o matrix o illustration o multimedia	▯ essay ▯ research paper ▯ log/journal ▯ lab report ▯ story/play ▯ poem ▯ portfolio ▯ art exhibit ▯ science project ▯ model ▯ video audiotape ▯ spreadsheet	▯ oral presentation ▯ dance/ movement ▯ science lab demonstration ▯ athletic competition ▯ dramatic reading ▯ enactment ▯ debate ▯ musical recital	▯ oral questioning ▯ observation ("kid watching") ▯ interview ▯ conference ▯ process description ▯ ''think aloud'' ▯ learning log

Source: Adopted form Mctighe and Ferrara (1994) National Educational Association

Self-assessment refers to students evaluating themselves. In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as a part of their self-reporting. Most teachers are aware of and generally use selected response, brief constructed response and essay items to assess students, because of teacher's familiarity with these. Only performance based assessment, teacher's observation and self / peer assessment are described/ discussed here with examples:

Performance-based Assessments

Performance-based assessments involve teachers observing and assessing students' demonstration of a skill/process and/or competency in creating a product/making a presentation as a result of a skill/process.

Characteristics of performance-based assessments

- Students perform, create, construct, produce, or do something.
- Deep understanding and/ or higher order thinking skills are needed.
- Involves significant work that usually takes days/weeks to complete.
- Calls on students to explain, justify, and defend.
- Performance is directly observable.
- Involves engaging ideas of importance and substance.
- Criteria and standards are specified and explained to students along with the task.
- There is no single best product or correct process.
- Usually students work with real-world contexts and constraints.

Strengths and Weaknesses of Performance-based Assessment	
Strengths	**Weaknesses**
• Can assess communication, presentation and psychomotor skills • Through products, can assess performance of process/skill, and also see what learning students got from it. • Teaching and learning students what got from it. • Students find real-life application and contexts engaging. • Provide a different way for students to show what they know and can do. • Students learn how to ask questions, and since such tasks often involve group work, to work effectively with others. • Emphasis on higher order thinking and application-allows in-ideas. • Forces teachers to establish specific criteria to identify successful performance. • Encourages re-examination of instructional goals and purpose of schooling.	• Scoring may be very subjective. • Inconsistent student performance across time may result in inaccurate conclusions. • Few samples of student's achievement. • Requires considerable teacher's time to prepare and student time to complete. • Difficult to plan for amount of time needed because students use new method, students work at different paces, and use different processes. • Cannot generalize proficiency to include other knowledge or skills. • Difficult with time constraints to give each student meaningful feedback at different times as they work on the process. • Needs significant energy and resources from both teachers and students.

Hints for creating engaging, real-world performance-based tasks with real teaching and learning benefits (teachers should be able to answer 'yes 'to each checklist question).

- ✓ Is performance-based assessment appropriate for the given learning targets?
- ✓ What essential content and skills targets should be integrated?
- ✓ Are multiple targets included?
- ✓ Has the kind of task been decided/restricted? (Target a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?
- ✓ Have clear, detailed description of the task and its context been developed to indicate what process (es) and/or products(s) is wanted, whether work is individual or in groups, if help is allowed, what resources are needed, what the teacher's role will be?
- ✓ Does the task question given to students identify the context, the final outcome, what students should do, and the scoring criteria?
- ✓ Is the task feasible? Will students be able to complete it successfully?
- ✓ Are multiple products and processes possible so that exploration and judgment are necessary?
- ✓ Is the task integrating, challenging, stimulating, requiring inquiry and innovation?
- ✓ Is the task cyclic, with repeated performance-feedback-revision occurring?
- ✓ Does the task have long-term value beyond school?
- ✓ Are constraints for completing the task included?
- ✓ Are criteria for scoring included?

Scoring Rubrics

In performance-based assessment, teachers must be able to evaluate the process and/or the product. To do this validly, reliably and fairly, teachers must establish scoring rubrics and share these with students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate it.

RUBRICS = PEFORMANCE CRITERIA + RATING

What to score and what each score means (distinguish and describe different levels of quality)

- Are there important traits that are looked for in students' work or products.
- Used to evaluate for student proficiency.
- Must reflect learning targets, teachable and observable aspects of task.
- What essential features will I see if students have done the task excellently, averagely, poorly?

CHECKLIST

- Teacher checks whether the criteria selected were present or not.

SCALE

- Teacher checks the intensity of criteria (how good, how often, how much).

QUANTITATIVE **QUALITATIVE**
(Uses brief verbal descriptions)

HOLISTIC

- All criteria assessed but single score give overall impression
- Difficult to give feedback
- How to judge a student that is between two categories?

ANALYTIC

- Each criteria checked and scored separately
- In-depth description of each criterion.

Hints for writing and implementing Rubrics (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Do criteria focus on the most important aspects of the performance?
- ✓ Is the type of rating matched with purpose of the assessment?
- ✓ Are the traits directly observable? (Have criteria such as attitude, interest and effort, that are easily and objectively evaluated. Ensure that bias has been avoided?
- ✓ Are the criteria understandable? (teachers can give students examples of work that shows criteria they are looking for)
- ✓ Are the traits clearly defined?
- ✓ Is bias minimized? (teachers can use colleagues' reviews and student's self-evaluation or peer evaluation)
- ✓ Is the scoring system feasible?

Performance-based Task

1. Ask students to pair up with a partner. Ask each pair to choose a social issue and collect information about it to prepare an oral presentation.
2. Provide each student a copy of the student handout, "Making an oral presentation" and ask students to prepare for their presentation using it as a guide. Encourage students to use a visual aid such as a chart, photographs, an OHP or power point. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.
3. Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve" content, structure, time, clarity and audibility of voice and use of visual aids.
4. Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student with a copy of the student handout "peer evaluation of oral presentations" and ask them to evaluate the presentations of their fellow students, using the handout. Use the Teacher Resource "Evaluation of oral presentation" for evaluating the presentations and provide constructive feedback to each pair.

Making an oral presentation

1. Preparing an oral presentation:
   - Select a topic.
   - Identify the objectives.
   - Carry out research.
   - Make an outline, review it, add important information and remove the irrelevant one.
   - Make notes of important points on the cards to cover (These should serve as reminders only and are not to be read)
   - Plan an effective and interesting opening
   - Oral presentation must be adapted by the class teacher keeping in view students, level of output.

2. Practice:
   - Speak clearly and distinctly
   - Time the length of the report
   - Make sure you are audible
   - Vary your voice, according to need, and avoid monotonous pattern
   - Speak slowly rather than quickly, pausing occasionally
   - Practice in front of those who can give constructive feedback

3. Delivery of the presentation:
   - Look at the audience (establish eye contact)
   - Start slowly
   - Aim voice at someone at the back of the room
   - Be enthusiastic and confident since this helps keep the attention of the audience.

Evaluation of Students' Oral Presentations using a rubric

Performance Criteria

Put a ( ) in the column when students demonstrate the skills	Students name	Students name	Students name
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: this can be adapted as evaluation • "Agree/Disagree/Don't know" for peer • Description and points for criteria 1-9 for analytic format			

Assessing Affective Traits and Dispositions

Attitudes, Values, motivation, social relationship, classroom environment, concept of one's own academic ability are effective traits and disposition which can be assessed through teacher observation, self-reporting and peer evaluation.
Teacher's observations are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. In addition, nonverbal communication, such as inattention, looks of frustration, and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher's effectiveness, and other dimensions of the classroom.

So, what is observation? Observation is watching, listening and recording what a student says and/or does. Planned observation focuses on specific behavior(s). It can be done as a spectator or as a participant. Observational tools include:

Anecdotal Tools
Anecdotal tools are ways of recording descriptions of what the student says and does. Anecdotal recording may be done as a spectator or as a participant. Three anecdotal tools, frequently used by teacher are:

At-A-Glance Sheet
At-A-Glance is a very brief anecdotal jotting made on each student on a regular basis (e.g., weekly). This tool is especially useful for doing a regular observational "scan" of all your students. It provides a format for recording very brief anecdotal observations on each student, and it allows you to see "at-a-glance" which of your student has not yet been observed. You should try for weekly observation of each student. An at-a-glance approach can be used for recording either planned or incidental observations. If you are using this as a new approach, start small! Target only a few students, and limit the number of behaviors you observe.

Checklist
It is useful to have a listing of pre-selected behaviors/skills as a part of an assessment toolkit. After observing, the teacher checks off whether each item listed was shown or not shown.

Rating Scale
Like the checklist, a rating scale is a listing of pre-selected behavior/skills. However, after observing, the teacher makes a decision about the degree or frequency with which each listed item was shown.

- Checklist — same as in performance –based assessment (scoring rubrics)
- Rating Scale — pre-selected behaviors to be observed are assessed, instead of performance criteria.

Strengths and Weaknesses

- Requires background knowledge of individual students.
- Cannot gauge all behaviors for all students through just one observation – time must be invested.
- Especially useful for assessing young children, students needing special attention and in performance-based tasks (process).
- Done as a continuous process, gives deeper understanding into students' growth (or lack of it).
- Gives specific examples of actual, spontaneous behavior.
- Difficult to stay objective.
- Anecdotal recording is usually unstructured, unsystematic – especially if behaviors are not pre-selected.
- Tendency to emphasize on negative behavior.
- Helpful in planning and reporting instruction and outcomes.

Hints for better observation (Teachers should be able to answer 'yes' to each checklist question).

- ✓ Is observation appropriate to assess the behaviors specified?
- ✓ Are the behaviors to be focused on easily observable, clearly specified, and appropriate (considering students' age, background and grade)?
- ✓ Are the number of behaviors and students, to be observed manageable?
- ✓ Are unusual, positive and negative, absent behaviors also noted?
- ✓ Have all students been observed at some point?
- ✓ Has each student been observed at different times in different situation (so that exceptional behavior is not generalized)?
- ✓ Is the tool for observation (anecdotal, rating scale, checklist) appropriate for the specified behaviors?

CHAPTER

06 GUIDELINE FOR WRITING A TEXTBOOK

CHAPTER

06 GUIDELINE FOR WRITING A TEXTBOOK

This Curriculum has been prepared to develop students' knowledge, skills and dispositions and encourages them to take actions to address personal & social issues.

To capture the true essence and spirit of this curriculum textbook writers require a new way of writing textbooks. The textbook author is free to decide the title of each chapter and can choose to cover Student Learning Outcomes (SLOs) from any themes in developing the content of a chapter.

The textbook author must also keep in mind that the entire range of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the purpose of implementing the curriculum in its true spirit). Many SLOs could be realized through questions and practical activities at the end of the chapter exercise.

For example, students could be given a question to predict future explorations & potential changes. Similarly, an activity could ask students to engage in an inquiry and prepare a tourist guide book as a product of the inquiry.

A textbook is an important teaching and learning resource and one of the most extensively used resources in Pakistani classrooms. Both the quality of content and physical attributes of textbooks have often been criticized. It is therefore important that both of them be improved.

6.1 Basic features of a textbook

- The textbooks serve as a framework for teaching throughout the year.
- Must have accurate and up-to-date material
- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills and engage in higher order thinking
- The material should help students understanding the world in which they live, prepare for exams, prepare for life, raise their standard.
- The materials must be mistake free so it can be trusted.
- The material must be unbiased.
- The book must be attractive and engaging
- Illustrations must vary from page to page.
- Activities suggested must vary from page to page.
- End-of-chapter exercises must vary from chapter to chapter. They should encourage students to think, develop skills and use information for a variety of purposes.
- Table of contents should ideally include subtopics.
- Index
- Glossary

- Introduction to textbook explaining how to use the textbook.
- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

6.2 How to start writing a textbook

Planning

- Decide on a topic (in relation to the Curriculum)
- Review the curriculum to identify learning outcomes that are to be met for each chapter.
- Decide on the key ideas to be included in each chapter
- Organize the key ideas
- Decide which facts and concepts are to be included, what vocabulary/terms will be used, what values and skills can be developed.
- Decide which illustrations are to be used and prepare an art brief for the illustrator and designer.
- Decide which activities would develop further understanding of the concepts

Writing

- Write as if talking to a group.
- Ensure accuracy and authenticity of facts
- Edit in line with Curriculum and the local teaching/learning environment
- Check to ensure that the meaning hasn't changed even if words have.
- Include activities and fun elements to engage students.

Design

- Designer finalizes layout of the text. Illustrator prepares illustration.
- To make writing and studying the textbook easy, color coding, different levels of heading, etc. can be used.

Edit

- Check clarity of illustration, captions, activities etc.
- Do they show what they are supposed to show?
- Do they add anything to the text?

Review

- Have peers (experts) review and provide critic-constructive feedback?
- Incorporate relevant feedback.

Pilot test

- Have teachers teach, observe and make changes as required.

6.3 Guidelines for writing a chapter

How to write

Planning

- Decide which learning outcomes the chapter will realize (put at the beginning of the chapter)
- Identify topics and subtopics that will be included (Develop outline)
- Decide on key ideas, facts, concepts, skills, values that can be developed.
- Decide potential illustrations
- Decide upon the activities – nature of activities that call student to do inquiry.

Writing

- Ensure that the content is up to date, accurate and developmentally appropriate.
- Inclusion of otherwise excluded (women, minorities, disabled, and other perspectives)
- Language should be consistent, culturally appropriate, non- disparaging, non-patronizing. It should also avoid stereotypes about any religion, ethnic group, sex, people of differing abilities or any other communities. Keep gender neutrality as a core principle. Ensure that it is grammatically correct and is vocabulary and style wise age appropriate
- Engage and hold readers' attention
- Recall previous learning, where possible, to ensure links and gradual buildup of concepts
- Structure writing, so that sentences are simple. For example, paragraphs deal with single idea etc.
- Write a summary/concept map at the end of chapter reviewing key knowledge and skills
- Decide illustrations required with relevance and aesthetics in mind, so they aid reading and comprehension
- End-of-chapter exercises:
  - ✓ Recall and integrate previous learning
  - ✓ Engage students and develop their creativity
  - ✓ Move from lower to higher order thinking
  - ✓ Develop multiple intelligences
  - ✓ Contextually relevant in keeping with local teaching and learning

Instructions for the text book writers:
It is strongly recommended that the writer's qualification must at least be M.Sc./M. A in the relevant subject. In case of integrated subjects, such as Social Studies, each section has to be written by the relevant subject expert. It will be of value in terms of relevance and effectiveness that the textbook writer be a working teacher and subject specialist. The book must contain the following.

- Info inbox
- Pictures and diagrams (relevant)
- Statistical diagrams
- Glossary

Note: In case of special students scoring criteria may be flexible and may be adapted by the class teacher accordingly. UDL is framework to accommodate all learners with special needs.

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