National Curriculum for

HISTORY OF CIVILIZATIONS

Grades IX – X
2010

**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD**

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Introduction

History is a record of past events and what has happened in the life of a people, country, institution, etc. It is also a systematic account of events usually presented in chronological order with an analysis and explanation. It is even called a branch of knowledge that deals systematically with the past and presented to the readers with a style of coherence and sequence.

With this perspective in mind, a number of scholars from all over Pakistan as members of the Curriculum Committee gathered and deliberated in a number of meetings at Islamabad under the auspices of Ministry of Education (Curriculum Wing),   has drafted a comprehensive syllabus pertaining to the "History of Civilizations" for Classes IX-X.

The human endeavour in its collective form tends to promote common traits, common traditions and common norms which become an integral part of a nation or a people over time. The humankind has evolved various cultures and civilizations during a long span of history. These civilizations have been mentioned not only in terms of their belief-systems and modes of life, but also in terms of their contribution to art and architecture, language and literature, engineering and technology, and, above all, human development.

After having a brief look at the development of humanity as nomadic hunters and gatherers, the course opens with the crucial step taken around 10,000 years ago when some communities started to cultivate plants and domesticate animals. The settled villages of these early farmers were the forerunners of the complex societies and highly sophisticated cultures that would later flourish in the emergent civilizations around the world.

Focusing on the world's key civilizations in each time period, the course begins with the major civilizations in Mesopotamia, Egypt, India, Pakistan and China, and from then on to Greece, Rome, and the contemporary cultures, culminating in the settlements in the Americas.

The Islamic civilization and the age of modernity have also been given their due place and importance. The Islamic civilization not only absorbed the core contributions of the erstwhile civilizations but also paved the way for renaissance and enlightenment. These new scientific and technological advancements took place in a number of European countries at the beginning of the modern era. This provided the base for the Industrial Revolution which in itself led directly to the evolution of the new patterns of human civilization. Thus the age of modernity was ushered in. Equally important, the civilizations which flourished in the territories constituting present day Pakistan have also been focused upon, so as to assess the place and importance of Pakistan in the galaxy of world civilizations.

While generally avoiding repetitions and generalizations, the syllabus yet seeks to provide students with a broad frame of reference with which to comprehend the principal events and eras in history in their respective and particular contexts.

Aims and Objectives

The main aims of this curriculum are to:

- enable the students to differentiate between the principal constituents of culture and civilization and assess their respective role in the onward march of humankind.

- acquaint students with the evolution of civilization from ancient to the modern times.

- identify the factors behind the historical process of various civilizations.

- highlight the contributions of various civilizations in shaping the present world.

- signify the factors responsible for the growth and flourishing of various civilizations and the causes for their decline.

- acquaint students with the various sources, the myriad strands of Pakistani culture and civilization and its core characteristics.

- understand the value of life and normative patterns of human behavior through a study of the rise and fall of civilizations.

- acquaint students with the technological developments during the various phases of world civilizations.

- delineate the achievements of human endeavours in the fields of art and craft, architecture and engineering.

- identify conclusive and decisive agents of change and rise and fall of human civilizations.

Student Learning Outcomes

Chapter I: Prelude to Civilization

	Contents	Student Learning Outcomes
1.	**Culture and Civilization:** ▪ Definition and elements; ▪ Impact of geographical features on the development of civilization.	**Students will be able to:** - Define culture and civilization - Discuss in what ways geographic features contribute to the development of civilizations
2.	**The Paleolithic Age:** ▪ Hunting-Gathering as Subsistence Economy ▪ Art and Religion	Highlight the salient features of Paleolithic Age with specific reference to the Stone tool technology, hunting-gathering economy, religion and cave art.
3.	**The Mesolithic Culture:**	Explain the salient features of the Mesolithic Culture.
4.	**The Neolithic Revolution:** ▪ Domestication of plants and animals; ▪ Permanent settlements – Mehargarh, a Case Study.	Describe the nature of Neolithic Revolution with specific reference to Mehargarh.

Chapter II: Bronze Age Civilization

	Contents	Student Learning Outcomes

1.	**Brief introduction to the following civilizations:**
	   i. Mesopotamian Civilization
	   ii. Egyptian Civilization
	   iii. Chinese Civilization
	   iv. Oxus Civilization
	   v. Hebrew Civilization
		Students will be able to:
		Describe the contributions of Mesopotamian civilizations with reference to Religion, Law, Economy, Writing, Art and Architecture.
		
		- Account for the achievements of the Mesopotamians in Trade, Mathematics and Science.
		
		- Describe the contributions of Egyptian civilization with reference to Divine Kingship, development of Science and Technology, Art and Architecture.
		
		- Discuss the various contributions of Shang and Han dynasties of China.
		
		- Identify the accomplishments of the Middle Eastern Civilization in Art and Architecture
		
		- Pinpoint the elements of Middle Eastern civilization and their linkage with the Western Civilization.
		
		- Explain the concept of Monotheism as enunciated by the Hebrew Scriptures along with its sketch.

2.	**Indus Civilization:**
	   i. Town Planning
	   ii. Trade and Commerce
	   iii. Standardization of weight and measurement system
	   iv. Writing System
	   v. Art and Religion
		- Discuss the salient features of Indus Valley Art, religion and crafts.
		
		- Compare the Trade and commercial links of Indus valley

	vi. Contribution of the Arians and migrants	people with other civilizations.
		- Outline the distinctive features of Indus civilization with reference to writing system and standardization of weight and measurements.
		- Bring out the contribution of Arians in Indus Valley Civilizations.
		- Describe the contributions of Indus Valley Civilization with reference to Town Planning and Architecture.
3.	**Mezzo-American civilization:**	Explain salient features of the Mezzo-American civilization.

Chapter III: Classical Civilizations

	Contents	Student Learning Outcomes
1.	**Brief introduction to the following civilizations:** i. Persian civilization ii. Greek civilization iii. Roman civilization iv. Christianity and Byzantine civilization	**Students will be able to:** - Describe the Persians civilization's contribution in the fields of Art and Architecture. - Illustrate the basic features of Greek civilization. - Discuss the influence of Greek civilization upon Roman society. - Outline the salient features of Roman Law. - Identify the basic aspects of the Christian and Byzantine civilization.
2.	**South Asian Civilizations:** i. Buddhist Civilization: a) Mauryan Civilization (Chandra Gupta Maurya, Ashoka, Mauryan Art, etc.) b) Gandhara Civilization (Kanishka and his patronage to Buddhism, Silk Roads, Gandhara Art) ii. Hindu Civilization: a) Golden Age of Guptas b) Hindu Revivalism c) Art and Architecture d) Literature	 - Assess the role of Chandra Gupta Maurya as an Empire Builder. - Describe the contribution of Ashoka for the propagation of Buddhism. - Highlight the role of Kanishka in the promotion of Buddhism and Gandhara Art. - Outline the contributions of the Imperial Guptas in Hindu revivalism, Art and Architecture. - Describe main features of the golden age of Indian civilization. - Explain the main features of the Indian Art and Architecture during the Guptas.

Chapter IV: Islamic/Muslim Civilizations: Holy Prophet Muhammad(PBUH) – Umayyads in Spain   (Part I)

	Contents	Student Learning Outcomes
1.	**Rise of Islam, Prophethood and The Pious Caliphate:** ▪ Origin and rise of Islam ▪ Islamic religion and way of life ▪ Territorial expansion outside Arabia ▪ Quran and Hadith ▪ Society and Culture	**Students will be able to:** - Discuss the life and teachings of Holy Prophet Muhammad (PBUH). - Delineate upon the territorial expansion of Islamic empire under the Pious Caliphate. - Discuss distinctive features of Pious Caliphs. - Explain the Holy Quran and Hadith as the basic sources of Islam. - Enumerate the basic institutions of Islamic society. - Describe the basic features of Islamic society and culture.
2.	**The Umayyads and the Abbasids:** ▪ Caliphate – Government and Politics ▪ Territorial Expansion ▪ Society and Culture ▪ Law and Jurisprudence ▪ Science and Technology - Medicine, Mathematics, Astronomy, Physics, Chemistry, etc. ▪ Art and Architecture ▪ Literature ▪ Sufism ▪ Revenue and Taxation	- Highlight the contributions of Umayyads with reference to law and jurisprudence. - Describe salient features of Muslim society and culture during the Umayyads. - Shed light on the advancement in science and technology in the fields of Medicine, Mathematics, Astronomy, Physics, Chemistry, etc. during the Abbasid period. - Discuss salient features of the Arts and Architecture developed during the period of Abbasids. - Discuss significant features of Muslim society and culture during

		the Abbasides.
		- Explain the development of Sufism during the Abbasides.
		- Compare the basic features of Revenue and Taxation system of Umayyads with that of the Abbasides.
		- Shed light on the cultural impacts of the Arab expansion under Arab governors in Makran, Sindh and Multan.
3.	**The Fatimids:** ▪ Caliphate – Government and Politics ▪ Art and Architecture ▪ Society and Culture ▪ Literature	- Explain contributions of the Fatimids with reference to Art, Literature and Education. - Discuss the nature of politics, society and culture during the Fatimid Caliphate.
4.	**The Umayyads in Spain:** ▪ Emirate/Caliphate– Government and Politics ▪ Science and Technology ▪ Art and Architecture ▪ Literature ▪ Society and Culture	- Delineate upon the contributions of the Umayyad dynasty of Spain with special reference to Cordova and Granada. - Clarify the important steps taken by the Umayyads in Spain for the promotion of Sciences, Art and Architecture. - Focus on the emergence of Cordova and Granada as prominent cultural centers in medieval Europe. - Discuss salient features of the society and culture as developed under the Muslim rule in Spain. - Highlight the contribution of Muslim scholars during the Umayyad rule in Spain in the field of Science and Literature.

Chapter V: Islamic/Muslim Civilizations: Ghaznavids to Ottomans (Part II)

	Contents	Student Learning Outcomes
1.	**The Ghaznavids:** ▪ Sultan – Government and Politics ▪ Art and Architecture ▪ Scientific development and ▪ literature ▪ Society and Culture	**Students will be able to:** - Describe the pattern of government and politics under the Ghaznavid Sultan. - Discuss the developments in the fields of Art and Architecture during the Ghaznavids. - Highlight the scientific and literary developments during the Ghaznavids - Outline salient features of Muslim society as it developed under the Ghaznavids especially with reference to the areas presently forming Pakistan.
2.	**The Sultanate of Delhi:** ▪ Sultan – Government and Politics ▪ Building of Roads and caravan sarais ▪ Society and Culture ▪ Art and Architecture	- Describe the pattern of government and politics under the Delhi Sultan. - Highlight the contributions of the Sultanate of Delhi with reference to the building of Roads, Caravan sarais**,** Art and Architecture, society and culture.
3.	**The Mughals:** - Government and Politics - Society and Culture - Emergence of Sikhism - Art and Architecture - Literature - Roads and Sarais	- List the various institutions developed under the Mughals. - Discuss the structure of government and politics of the Mughal Empire. - Describe the developments in the field of Art, Architecture and Literature during the Mughals.

4.	**The Safavids:** ▪ Government and Politics ▪ Society and Culture ▪ Art and Architecture	- Outline the pattern of government and politics under the Safavid rulers. - Describe salient features of society and culture under the Safiavids. - Delineate upon the significant aspects of Art and Architecture under the Safavids.
5.	**The Ottomans:** ▪ Caliph/Sultan – Politics and Government ▪ Expansion of Empire into Asia, ▪ Africa and Europe ▪ Roads and Caravan Sarais ▪ Society and Culture ▪ Art and Architecture	- Highlight the contributions of Ottoman Empire in the fields of Art, Architecture, Society and Culture. - Discuss the nature of government and politics during the Ottomans. - Summarize the pattern of society and culture under the Ottomans. - Highlight the contribution of Ottomans in building the roads and caravan sarais in Middle East, North Africa, and Eastern Europe. - Explain the Ottoman contribution in the field of Art and Architecture. - Discuss how the Ottomans expanded into Asia, Africa and Europe. - Highlight the significant features of Society and Culture as developed under the Ottomans in Eastern Europe.

Chapter VI: Towards Modernity: From Renaissance to the Enlightenment

Contents	Student Learning Outcomes
	Students will be able to:
▪ Italy as Birthplace of Renaissance in Europe.	- Pinpoint the factors contributing to the revival of learning in the 12th and 13th centuries.
▪ Migration of scholars from Constantinople to Rome.	- Identify the legacy of the Middle Ages to the modern world.
▪ Contribution of Moorish Scholars.	- Describe the contribution of Moorish scholars in the field of Science and Technology.
▪ Humanism – A Revolution in Political Thought	- Compare the Spanish and Portuguese overseas territorial expansion in terms of their dynasties, the range of conquests, their respective policies.
▪ Renaissance Art	- Assess the influence of the Renaissance Art on modern culture
▪ The Lutheran Revolt, Reformation and The Catholic Response.	- Identify the features of the Age of Enlightenment, and its spread over the centuries.
▪ Age of Enlightenment	- Discuss briefly the philosophical thoughts of Hobbes, Locke, Montesquieu, and Rousseau.
	- Outline the factors responsible for the Lutheran revolt and the Catholic reaction thereto.

Chapter VII: Modern Age: Enlightenment to Post-Modernism

| Contents	Student Learning Outcomes
	Students will be able to:
▪ Industrial Revolution	- Compare the salient features of an Industrial society with the pre-Industrial and post-Industrial societies.
▪ Scientific Discoveries – Artillery, Printing Press and IT Revolution	
▪ Globalization – Multi-national Corporations, International Organizations, Consumerism, Concern for Environmental Protection and Human Rights.	- Define Globalization,
	- Highlight the role of Multi-National Corporations (MNCs) and International Organizations in promotion of Human Rights and Environmental issues.
	- Describe the impact of
	- Globalization, MNCs, and World bodies- League of Nations, UNO, etc. - in present day world politics and economy.
▪ Impact of Globalization on Society and Culture.	- Discuss the impact of globalization on Society and Culture.

Instructional Strategies

In most Pakistani classrooms teaching and learning follows what Freire (1970) calls "The banking concept of education" in which teachers "transmit" textbook facts to students who are expected to memorize and reproduce these facts in examinations. This practice has become highly ingrained especially in higher classes and teachers feel that methods of lecture and recitation (teacher asks questions and student answers) are a good way of teaching the large number of students in their classrooms and assessing students ability to memorize textbook facts to ensure they do well in examinations.

While it is important that teachers ensure students do well in examinations, it is also necessary that the education provided prepares students for life in a modern society, enhances students' chances of receiving higher education and employability and develops their social consciousness so that they become agents of positive social change.

So, there are many reasons for using instructional strategies other than lecture and recitation. First, research shows that students learn very little (5%) when taught through the lecture method. However, as their active intellectual engagement in the learning process increases they retain more of their learning. Second, living in the information age where knowledge is growing exponentially and facts are available at the click of a button students need to learn "how to learn". Third, many instructional strategies besides facilitating students' academic learning also aid development of a number of skills and values and promote their psychological health preparing them for the varied roles they will play in today's society. Finally in any class of students there will be a range of interests, abilities and styles learning. Varying the teaching strategies will address these differences allowing all children to learn.

The Learning Pyramid: Outcomes for Traditional Learning Methodology vs. Outcomes for Active / Experiential Learning Methodology
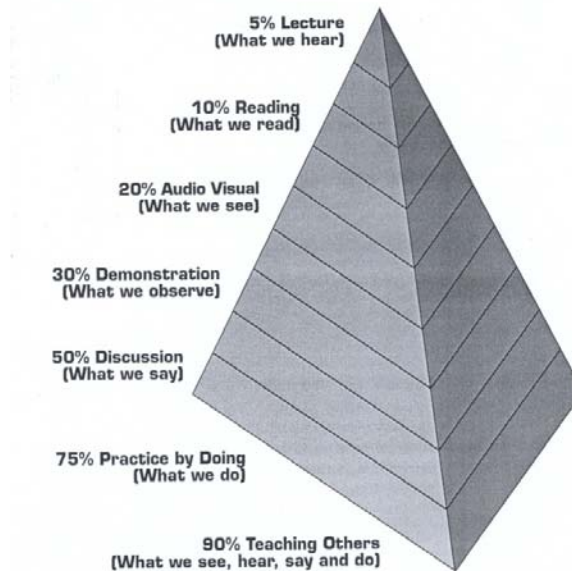
This section begins with the lecture methods as teachers are most familiar with and suggests ways to encourage students' participation in a lecture to improve learning.

Effective Lecturing Strategy

A lecture is a method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. The lack of active intellectual engagement by students could make the lecture boring so that students lose interest which hinders learning. If used with different activities and exercises that call for students participation, the lecture can stimulate students intellectually and facilitate learning.

To deliver an effective lecture, the teacher must plan it and identify the purpose of the lecture. In a classic lecture structure, the teacher outlines the purpose of the lecture and the main themes/subtopics that will be covered. Each theme/subtopic is then explained with examples. At the end, the teacher summarizes each theme/subtopic and concludes the lecture. A lecture can be made more effective by the use of diagrams, photos, graphics, etc. using charts, an overhead or multimedia projector.

In order to keep students engaged in a lecture, teachers should ask a question at the end of each theme/subtopic and give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students participation use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class.

Before the lecture ask students if they want to share questions they want answers to and tailor the lecture to answer them. Encourage students to ask questions on completion of each theme/subtopic. Students' questions can be answered by the teacher or directed to the students inviting them to answer.

Assessing Students' Learning in a lecture method

Students' learning can be assessed by asking students to answer questions orally or fill in a 'one-minute' worksheet which asks them to write down the 2-3 most important things they learnt in the lecture. Alternatively, students' notes on a lecture can be reviewed. A few days later a test could be given to find out what students learnt.

Discussion

Discussion is a unique form of group interaction where students join together to address a topic or questions regarding something they need to understand, appreciate or decide. They exchange and examine different views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion. There are several benefits of 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 communicative competence, listen attentively, speak distinctly and learn the art of democratic discourse.

Teachers need to plan a discussion carefully by reviewing the material and choosing a question or a problem on a topic, framing it as interrogative question instead of a statement or a phrase. It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are: asking students to read on the topic, interview concerned individuals, and engage in observation.

Teachers can start by presenting the question orally and in writing it on the board to enable students to read and understand the question. Give students time to think and note down ideas in response to the question. During the discussion, ask probing questions such as "Why do you think?" "Can you elaborate further?" Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to the discussion.

Conclude the discussion by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate.

Assessing Students Learning from a Discussion

The knowledge, skills and values developed through discussion can be assessed using different assessment strategies. Use a checklist to record the presence or absence of desired behaviours such as presentation of factual research-based information, seeking clarifications, extending an idea presented, questioning one's assumptions, listening attentively, communicating clearly and openly and respecting others. Based on data the teacher can give feedback to the students for improvement. If the purpose is to assess students' knowledge and understanding, students could be asked to write an essay on the topic or answer test questions.

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: (i) to learn and complete assigned material and, (ii) 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 school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

How are students assessed in cooperative 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 skills task, students are evaluated through teacher observation and students' evaluation of their own and group effectiveness.

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. Inquiry develops students' knowledge of the topic of investigation, inquiry, skills of questioning, hypothesizing, information gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.

Teaching students to conduct an inquiry investigation
There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry/investigation. Knowledge-based inquiry enables students to enhance their knowledge and understanding of content. Problem-based inquiry/investigation encourages study of social and scientific problems. If the study could lead to social action work with students to engage in responsible action.

There are a number of steps in conducting an inquiry/investigation. Each step is described below and an example of a knowledge inquiry and scientific investigation is provided below:

Choose a topic and have students frame inquiry questions(s) based on the topic or plan an investigation by developing materials yourself

Have students formulate a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions.

1. Help students plan the inquiry. For example:
   - What is the best place to find information on the topic/What is the best way to gather data to solve the problem?
   - How to allocate time?
   - Whom to consult?

2. Help students locate information/gather data. For example:
   [Teachers are required to give relevant example(s)]

3. Have students record information as they find it. For example:
   Students using books should note main idea and supporting evidence (Note down the reference for future use) or students can record the interview of a community member.

4. Help students evaluate their findings and draw conclusions. Students should look for relationships in the information gathered, analyze the information and try to answer the inquiry question. Teach them to support their opinions with evidence from their data. For example:

5. Have students communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, etc. for example:

If the study could result in a social action move it forward to have students take informed and responsible actions.

6. Encourage student to suggest possible action based on findings. Select actions that are doable. Look at possible consequences of each action. Choose the best action. For example:

7. Make an action plan and carry out the action. For example: [Teachers are required to give relevant example(s)]

8. Reflect on the success/challenges of the action.

Assessing learning from an inquiry/investigation

The process as well as products of an inquiry. Investigation must be assessed through the following:

- **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:** Teachers 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, 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.

Assessment

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

We need an assessment system to
- assess teaching and learning
- show proficiency in a wide variety of tasks at a class level.
- provide information to different people on how well standards are being met.

What is an Assessment System?

Using a coordinated process of gathering information to improve student learning forms an assessment system. Such a system must include
- The specific <u>purpose</u>(s) for which the assessment is being carried out;
- A wide variety of <u>tools</u> and <u>techniques</u> that measure what students know, value, and are able to do;
- How the assessment can be <u>interpreted</u> and <u>used</u> to evaluate the standards and learning outcomes;
- What criteria will be used to determine <u>performance levels</u> for the standard

    Partially proficient
    Proficient
    Exceptional
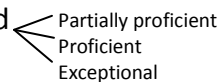
Types of Assessment Methods

Four methods that can be used to assess teaching and learning are:

1. The **selected response -** students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a short time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.

2. A **constructed response** format requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain validity.

3. **Teacher 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. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.

4. **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 part of their *self-reporting*.

Within the four types of assessment methods, some commonly used formats have been briefly described below:

Selected Response

Multiple-Choice Items

What is it?
Multiple choice items have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options**.** The options contain one correct or best answer, and two or more distractors**.**

Strengths and Weaknesses
- Relatively difficult to write, especially good distractors
- Having students pick the 'correct' answer assess knowledge and understanding
- Having students pick the 'best' answer measures and higher order thinking such as reasoning and critical analysis

- With answer choices provided, students focus on recognizing information rather than recalling or memorising it
- By evaluating students' wrong answers, teachers can judge why students misunderstood which need to be clarified

Binary Choice Items

What is it?

A question with only two response categories is a binary-choice item. In such items, a declarative sentence that makes a claim about content or relationships among content is followed by the two choices. The most popular binary-choice item is the true/false question; other examples include correct/incorrect, yes/no, fact/opinion, agree/disagree, etc.

Strengths and Weaknesses
- Can be used to assess knowledge, values, opinions (depending on which binary choices are given)
- Restrict students' response to two opposing choices, so cannot show a range of values or opinions
- Guessing allows students a 50% chance of being right!

Matching Items

What is it?

In a matching item, the items on the left are called the premises. In the right-hand column are the options. The students' task is to match the correct option with each of the premises.

Strengths and Weakness
- Effectively assess students' knowledge and associations/relationships;
- Can assess a great amount of factual information within a single topic.

Interpretive Exercises

What is it?

Interpretive exercises contain brief information or data, followed by several questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables or pictures.

Strengths and Weaknesses
- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills

- Multiple questions about the same information allow reasoning skills to be measured in greater depth
- Allows reasoning skills to be assessed separately from content knowledge of the subject (in other selected-responses, unsuitable answers can be due to students' lack of knowledge or lack of reasoning skills)
- Allows students to focus on applying and connecting knowledge
- Uses information in formats that students encounter daily, such as maps and newspaper articles, which increases meaning and relevance of the exercise
- Students **must** use the reasoning skill the exercise asks for, thus teachers can see which skills individual students need more practice with
- Exercises are time-consuming to construct (appropriate material must be located/developed, along with multiple questions)
- Disadvantages students with poor reading ability
- Cannot see students' ideas or reasoning methods

Constructed Response

Fill-in Items

What is it?
Fill-in items assess knowledge by having students complete a statement. They can also ask students to label diagrams or write a one word answer to a short question.

Strengths and Weaknesses
- Can**not** check understanding or higher order thinking
- Easy to construct
- Responses can be words, numbers or symbols
- Responses are short, so students can be tested on more information in less time
- Offer least freedom of student response, so ideal to check factual recall
- Quick and reliable scoring
- Be careful because-poorly written questions can leave students confused!

Short Answer

What is it?
Short-answer items are questions that call for students to write short answers (3-4 sentences at most), such as definitions or showing working in math problems.

Strengths and Weaknesses
- Good for assessing knowledge
- Can also assess understanding and reasoning
- Easy to construct since structure similar to instruction (question-and-answer) in class, so natural to teacher and student

Essay Items

What is it?
Such items literally have students answer a question by writing an essay. The length, nature and content of the essay is dependent on the question posed, so responses may be restricted or extended.

Strengths and Weaknesses
- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students' ability to communicate their ideas
- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

Performance-based Assessments

What is it?
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 to 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

Guideline for Developing 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. However, if students are to remember, understand and embody what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple, varied teaching learning resources then is integral so that student's experience as they learn and also develops their multiple intelligences.

In most Pakistani schools the government prescribed textbook is the only teaching learning tool. Rarely do teachers use other resources to support the learning. However, many other resources are available, accessible and affordable.

For all subjects, these are:
- Textbooks
- Teachers guides
- Students workbooks
- Visual aids such as charts, models etc.
- Videotapes

- Computers — Computer software
  Internet (Websites, online libraries)

- Community — Field trip
  Guest speaker
- The environment

There are a number of teaching and learning materials required for effective teaching of particular subjects. For example
[Teachers are required to give relevant example(s)]

Guideline for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources is Pakistani classrooms.

Basic features of a textbook
- The textbook serve as a framework for teaching through 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 understand the world in which they live, prepare for exams, prepare for life, <u>raise their standard</u>.
- 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-the-chapter exercises must vary from chapter to chapter. They should encourage students to think, develop skills, use information for a variety of purpose.
- Table of contents including subtopics.
- Index
- Glossary
- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

Guideline of Teacher's Guide

Textbooks should come with a teacher's guide aimed at informing teachers of how the textbook is written and how best to use it to facilitate student learning. Teacher guides provide detailed explanation of key concepts. Way to teach a particular topic, provide further examples that could be given to facilitate learning. Teacher's guide serves to educate teachers and thus could be seen as a means of helping teachers develop professionally.

Basic features of a teacher's guide:
- based on accompanying textbook skills, knowledge, strategies for teacher grouped according to chapter and sequenced to correspond with text.

- help teachers teach text and extend activities
- does this by keeping contextual realities in view
- various teaching strategies and rationale for suggested teaching
- various assessment strategies } up-to-date, relevant
- teaching learning resources
- additional information sources
- extended activities and how to conduct them
- introduction to guide explaining how to use it
- materials that teachers can photocopy, use themselves or for students
- easy to understand and use
- expand and develop teacher's repertoire of knowledge and skills.

How to write

Planning (for each chapter)
- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies suitable for teaching knowledge, skills, dispositions in each chapter.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information teachers can use to develop their knowledge (content and pedagogical) and skills (pedagogical).
- Identify gaps in resources or strategies that will need to be developed or explained
- Identify assessment strategies

Guideline for Writing a Workbook

Workbooks are books that contain writing activities and exercises that are related to each chapter in the textbook. Workbook exercises help to develop students conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations.

Basic features of a workbook:
- many exercises and activities for each chapter, topic, subtopic
- exercise and activities effectively help develop, practise and assess students' content knowledge, skills and higher order thinking
- accurate exercises (mistake free)

- correspond to text – exercises and activities for same topic, chapter grouped together; presuppose knowledge and skills developed in text <u>only</u>
- different from exercises, activities in text and guide
- non-repetitive in style, structure — engage students
- easy for students to understand and follow – clear instructions
- illustrations/examples/explanations

Other Educational Resources

Educational Tours (visits)

What to do
- Plan the tour;
- Identify and contact appropriate authorities (seek parents', principal's written permission at school and management at place of visit)
- Develop programme for the visit;
- Develop a task sheet;
- Brief learners;
- Visit place
- Exchange views; and
- Evaluate and report

Resources
- Transport;
- Places to be visited; and
- Contact person at place to be visited.

Cautions
- Use language appropriate to the subject matter at hand;
- Avoid discriminatory language;
- Time allocation;
- Students may need special clothing, food and water, etc.
- Ensure they know programme and requirement beforehand.

Guest Speaker

What to do
- Identify and contact appropriate guest speaker;
- Agree on time, duration and venue;
- Give information on student, outcomes of learning to be covered;
- Brief learners on what they are expected to do;
- Inform the relevant authority (Principal, HOD);

- Receive and introduce speaker to the relevant management and learner;
- Allow speaker to take charge of the session, instruct students to pay attention, note down questions for question-answer session;
- Facilitate question-answer session and have student(s) thank speaker or thank speaker yourself.
- Follow up activity with learners, relate session to the outcomes of learning.

Resources
- Arrange venue with required equipment;
- Guest speaker;
- Task sheet.

Cautions
Ensure materials are appropriate for the audience (if possible preview the material);
- Be aware of sensitivity; and
- Inform speaker of the language level of the target group

Video

What to do
- Preview video and edit (take numbers on counter to mark sections to be viewed);
- Prepare task sheets and handouts;
- Show video pausing at appropriate intervals/points;
- Give learners time to complete tasks; and
- Summarise discussions relating to outcomes of learning.

Resources
- Video;
- Video equipment;
- Task sheets; and
- Handouts.

Cautions
- Try out equipment before use;
- Rehearse prior to session;
- Be sensitive to learners.

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