

National Curriculum of Pakistan for

PAKISTAN STUDIES

(Grades IX-X and XI-XII)

2024

FOUR PARTS OF A CURRICULUM:



DIRECTORATE OF CURRICULUM & TEACHER EDUCATION
KHYBER PAKHTUNKHWA ABBOTTABAD

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

National Curriculum of Pakistan

for

PAKISTAN STUDIES

(Grades IX-X and XI-XII)

2024



DIRECTORATE OF CURRICULUM & TEACHER EDUCATION

KHYBER PAKHTUNKHWA ABBOTTABAD

TABLE OF CONTENTS

| | |
|---|-----------|
| Progression Grid..... | 01 |
| Curriculum Guidelines..... | 12 |
| Grade IX..... | 13 |
| Grade X..... | 27 |
| Grade XI..... | 37 |
| Grade XII..... | 52 |
| Guidelines for Textbook Authors..... | 64 |
| Curriculum Review Committee..... | 66 |

Progression Grid - Pakistan Studies (9-12)

Domain A: History of Pakistan

Standard 1: Ideological Basis, freedom movement and the Political Developments in Pakistan

| Grade 9: Ideological Basis, Struggle and Creation of Pakistan | Grade 11: Initial problems and Political developments in Pakistan |
|---|---|
| <p>Benchmarks: Promote an understanding of the Ideology of Pakistan and its relationship with the creation of Pakistan. Students should be able to delineate the struggle for a Muslim State in the subcontinent and familiarize themselves with the genesis, struggle and creation of Pakistan.</p> | <p>Benchmarks: Critically review the first decade of a newly emergent state in relation to the problems faced, efforts done to solve them, political developments, and Jinnah’s role as well as his Vision for Pakistan. Also relate the political development process in different eras and analyze the impacts on common people.</p> |
| <p>S Students’ Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-A1-01] Relate the basis of Pakistan's Ideology to the basic values of Islam and the economic and social deprivations of Muslims in India, using historical evidence and scholarly analysis. ● [SLO: PS-09-A1-02] Evaluate Pakistan's ideology with reference to the statements of Quaid Azam and Allama Iqbal, including their vision for a separate Muslim state and the role of Islam in Pakistan's identity and governance. ● [SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent. ● [SLO: PS-09-A1-04] Recognize the significant role of Sir Syed Ahmed Khan as a reformer whose efforts, relations with the British and establishment of the Aligarh Movement played a crucial role in the success of the Pakistan Movement. ● [SLO:PS-09-A1-05] Analyze the important political developments between 1906 - 1920 (from Simla deputation till Khilafat Movement.) ● [SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance. ● [SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947. ● [SLO: PS-09-A1-08] Discuss the role of political leaders, including women and minorities, in the making of Pakistan. (Quaid-e-Azam, Fatima Jinnah and SP Singha) | <p>Students’ Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-A1-01] Analyze the basic components of the ideology of Pakistan ● [SLO: PS-11-A1-02] Analyze the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations. ● [SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional and administrative issues. ● [SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced. ● [SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan analyzing their impact on the country's political, social, and economic development. ● [SLO: PS-11-A1-06] Study the initial political development in Pakistan from 1947 to 1958. ● [SLO: PS-11-A1-07] Critically analyze the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social and economic development from 1958 till 2024. |

Domain B: Geography of Pakistan

Standard 1: Land of Pakistan

| Grade 9: Land of Pakistan | Grade 11: Land of Pakistan |
|--|--|
| <p>Benchmark: Develop understanding about the location of Pakistan and its geographical importance as well as comprehend the physical location of administrative areas of Pakistan.</p> | <p>Benchmark: Develop understanding about the location of Pakistan and its importance in relation to South and Central Asian countries.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on the world map. ● [SLO: PS-09-B1-02] Evaluate the significance of location of Pakistan in terms of its proximity to neighboring countries, oceans and seas. ● [SLO: PS-09-B1-03] Describe the significance of Pakistan's major cities based on their geographical location, including their relationship to surrounding physical features such as rivers, mountains, and coastal areas. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B1-01] Locate Pakistan on the world map and assess the significance of its geographical location in terms of its geopolitical and economic importance. ● [SLO: PS-11-B1-02] Analyze the strategic significance of Pakistan's location in relation to its neighboring countries and other countries in South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development. |

Standard 2: Topography and Vegetation of Pakistan

| Grade 9: Topography | Grade 11: Natural Vegetation and forests of Pakistan |
|--|---|
| <p>Benchmark: Develop understanding about the topographical division of Pakistan. Link natural topography of Pakistan with human activity with reference to causes and effects.</p> | <p>Benchmark: Identify the vegetation cover and forests present in Pakistan, their location on map, their importance for the environment, economy, industry, tourism and raw material.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-B2-01] Label the important mountain ranges, plateaus, and plains of Pakistan on a physical map, and explain their importance to the country's physical and human geography. ● [SLO: PS-09-B2-02] Analyze the topography of Pakistan, including the spatial distribution of physical features such as mountains, plateaus, and plains using appropriate geographical vocabulary and terminology. ● [SLO: PS-09-B2-03] Investigate the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various types of Pakistan, using geographic representations and geospatial technologies to analyze the similarities and differences. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B2-01] Investigate geographical, climatic, political, cultural, economic and industrial aspects influencing natural vegetation and forests using geographic representations and geospatial technologies for deeper understanding. ● [SLO: PS-11-BA2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of the different types of forests in Pakistan, including productive and protective forests, and also elaborate their uses for the country and benefits. ● [SLO: PS-11-B2-03] Investigate different factors affecting the different types of forests and evaluate the advantages and disadvantages of irrigated plantations and mangroves with regards |

| | |
|--|--|
| <ul style="list-style-type: none"> ● [SLO: PS-09-B2-04] Construct well-supported arguments with relevant evidence to assess the potential of Pakistan's natural topography for future growth and sustainability, considering opportunities for leisure, commercial, and economic development. | <p>to sustainability and climatic impacts and protecting against natural disasters.</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan. Also propose sustainable solutions to address deforestation. |
|--|--|

Standard 3: Climate of Pakistan and Environmental Hazards

| Grade 9: Climate of Pakistan | Grade 11: Environmental Hazards in Pakistan |
|--|---|
| <p>Benchmark: Develop understanding about the seasonal and regional climatic variations in Pakistan and their impacts on human geography.</p> | <p>Benchmark: Understand the concept of global warming and its effects on the environment and environmental hazards such as floods, droughts, and pollution. Also establish correlations between them and global warming, the economy, public health, social life, human activities, and the environment specifically in Pakistan.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-B3-01] Compare the climatic zones of Pakistan in terms of the distribution of temperature, precipitation, including monsoons, cyclones, Western Depressions, and convectional rain, using a variety of resources such as newspapers, weather charts, geographic representations and geospatial technologies. ● [SLO: PS-09-B3-02] Interpret the data collected on Pakistan's climatic zones to evaluate their impact on the country's physical and human geography including agriculture, infrastructure, and transportation systems. ● [SLO: PS-09-B3-03] Analyze the characteristics of arid, semi-arid, humid, coastal and high lands climates in Pakistan including seasonal changes and evaluate their impact on the physical and human geography of the country. ● [SLO: PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure, and wind patterns on Pakistan's economy taking into consideration the effects of cold, ice, and snow on mountainous areas, as well as the effects of storms, floods, and droughts on agriculture, industry, and communication. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks. ● [SLO: PS-11-B3-02] Analyze the factors that contribute to global warming, as well as the resulting physical processes and phenomena that are linked to flooding, climate change, and other environmental hazards. ● [SLO: PS-11-B3-03] Recognize the potential advantages and disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts. ● [SLO: PS-11-B3-04] Evaluate the environmental impacts of fossil fuel consumption and suggest approaches to minimize the impacts of climate change and global warming, emphasizing the roles of governments and societies in environmental management. {Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in |

| | |
|--|---|
| | <p>disaster management and propose measures to improve disaster preparedness and response.}</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B3-05] Elaborate the main sources of freshwater and ocean water pollution such as agricultural and industrial sectors and develop solutions to manage these issues. |
|--|---|

Domain C: Economy of Pakistan

Standard 1: Water, Mineral and Power Resources

| Grade 9: Water Resources | Grade 11: Mineral and Power Resources |
|--|---|
| <p>Benchmark: Students should be able to develop an understanding about the water resource availability and scarcity so that effective management can be planned for sustainable water management.</p> | <p>Benchmark: Analyze the impact and potential of mineral and power resources and their utilization on the economic development of a country. Recognize the importance of Natural Resources by proposing measures to achieve sustainability.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water. ● [SLO: PS-09-C1-02] Evaluate the advantages and disadvantages of the extensive irrigation system in Pakistan and suggest sustainable solutions to water resource management in order to deal with threatening issues of water pollution, water shortage and wastage. ● [SLO: PS-09-C1-03] Analyze the vital role of dams, barrages, canals, and water reservoirs offer towards sustainable solutions, (including hydroelectric power generation, flood control, and irrigation,) and their potential impacts on the agriculture environment, industry and human activities. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C1-01] Describe the types and location of mineral resources in Pakistan outlining their importance in the national industry and economy. ● [SLO: PS-11-C1-02] Investigate Pakistan's mining industry's potential for economic growth by providing a list of essential minerals, their uses and challenges faced by the mining industry, environmental impacts and protective measures to recommend sustainable economic development. ● [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel. Also examine their advantages and disadvantages. |

Standard 2: Population Structure, Growth, Employment and Industry

| Grade 9: Population Structure and Growth | Grade 11: Employment and Industry |
|--|--|
| <p>Benchmark: Comprehend the demographic composition of Pakistan and scrutinize its statistics to analyze and interpret demographic data.</p> | <p>Benchmarks: Create an understanding of the primary, processing, and tertiary job sectors in Pakistan, along with their predominant occupations, to gain insight into the issues confronting the industrial sectors suggesting feasible and long-lasting solutions to address these problems.</p> |

| | |
|--|---|
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C2-01] Analyze the demographic changes occurring in Pakistan specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the various social, religious, educational, economic, and political factors that contribute to sustainable population growth. ● [SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments. ● [SLO:PS-09-C2-03] Evaluate the problems of youth and dependent population in Pakistan and the role of the government/ NGOs in addressing the issue while identifying measures for sustainable human resource development. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C2-01] Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts. ● [SLO: PS-11-C2-02] Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan and evaluate the effectiveness of government policies towards them with reference to government led industrial estates and zones. ● [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development and training in the development of Pakistan. |
|--|---|

Standard 3: Agriculture, various Livestock and Fisheries

| Grade 9: Agriculture and Organic Farming | Grade 11: Livestock and Fish Farming |
|--|---|
| <p>Benchmark: Recognize the scope and importance of arable farming and organic farming for sustainable development of Pakistan.</p> | <p>Benchmark: Recognize the scope and importance of livestock farming and fish farming for sustainable development of Pakistan.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C3-01] Demonstrate understanding of the different categories of agriculture recognizing agriculture as a complex system that involves various inputs, outputs and processes. ● [SLO: PS-09-C3-02] Demonstrate understanding of the major and minor food and cash crops cultivated in Pakistan as well as their respective growing areas and classify them on the basis of their importance and economic significance to the country's agricultural sector. ● [SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries and exports in boosting the country's economy. Offer sustainable approaches to agricultural development including organic farming. ● [SLO: PS-09-C3-04] Identify challenges the agriculture sector is facing including the threat to | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C3-01] Develop comprehensive understanding of the distinct classifications of farming, including livestock farming and fish farming, with a focus on animal husbandry and fish farming and their distinctive features. ● [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as diseases, outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize adverse environmental and social impacts. ● [SLO: PS-11-C3-03] Assess the possible economic impact of the fishing industry in Pakistan, including the socio-economic advantages of fish farming while analyzing infrastructure development initiatives such as the Gwadar Port, |

| | |
|--|---|
| arable land being converted to housing societies and propose sustainable strategies to address these challenges as well as to enhance agricultural output. | CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries and suggest potential solutions for achieving this goal. |
|--|---|

Standard 4: Transport, Trade and Telecommunication

| Grade 9: Transport and Trade | Grade 11: Telecommunication |
|---|---|
| <p>Benchmarks: Comprehend the way various modes of transportation contribute to social and economic advancement by evaluating their benefits and drawbacks.</p> | <p>Benchmark: To relate the role of telecommunication in trade and development of a country comparing it with regional/international scenarios and evaluate the future prospects of development.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C4-01] Categorize the modes of transportation in Pakistan based on their purpose, and assess the regional differences in the concentration and arrangement of road, rail, and air transportation networks throughout Pakistan, taking into account factors such as topography, population, and economic activity. ● [SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports. ● [SLO: PS-09-C4-03] Compare and contrast the advantages and disadvantages of different transport modes for the movement of both goods and people within Pakistan, considering factors such as speed, cost, reliability, and environmental impact. ● [SLO: PS-09-C4-04] Analyze the role of trade in Pakistan's economy, including benefits such as increased competitiveness and access to global markets. ● [SLO: PS-09-C4-05] Assess the influence of Pakistan's trade routes, such as the Gwadar Port, CPEC, and Karachi Port, on global trade with China, Central Asia, and the Middle East to comprehend the factors that impact international trade, including trade agreements, tariffs, transportation expenses, political stability, and market demand. ● [SLO: PS-09-C4-06] Analyze the internal challenges that developing countries like Pakistan may face in maintaining or increasing their share of trade with other nations and suggest some sustainable solutions. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C4-01] Evaluate the importance and role of telecommunication, including radio, television, phones, fax machines, emails and internet in education/e-learning, industry, services, and trade/e-commerce in the development of Pakistan. ● [SLO: PS-11-C4-02] Evaluate the overall impact of telecommunication on a country, considering its role in driving social and economic progress, the benefits it offers for business and industry, as well as its potential and negative effects on the social and political aspects of society. ● [SLO: PS-11-C4-03] Analyze the challenges of providing telecommunication in some parts of Pakistan and describe recent improvements in the telecommunication sector particularly in relation to the education sector and their potential for future growth. |

Domain D: Cultural Diversity in Pakistan

Standard 1: Society, Culture and National Integration

| Grade 10: Society and Culture of Pakistan | Grade 12: Standard: National Integration and Social Cohesion |
|---|---|
| <p>Benchmarks: Students will be able to examine the elements of society and diversity of cultural aspects and the way they have evolved over time to forge social and cultural harmony in Pakistan.</p> | <p>Benchmarks: Students will be able to identify the factors important for developing national cohesion and realize its importance.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-D1-01] Investigate how various cultural elements/components influence the promotion or variation of cultural diversity within a society. ● [SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration. ● [SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan. ● [SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture. ● [SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism. ● [SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to social inequality that affects both individuals and society as a whole. ● [SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they have become a cohesive spiritual entity in Pakistani society and culture. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-D1-01] Explain the role of individuals in shaping a meaningful community, state and society. ● [SLO: PS-12-D1-02] Enumerate the constraints individuals face in fostering national cohesion and integration, while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress. ● [SLO: PS-12-D1-03] Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan. ● [SLO: PS-12-D1-04] Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society. ● [SLO: PS-12-D1-05] Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace. ● [SLO: PS-12-D1-06] Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes. |

Standard 2: Recreation, Sports and Tourism

| Grade 10: Recreation and Sports | Grade 12: Recreation and Tourism |
|--|--|
| <p>Benchmark: Students will be able to develop an understanding of the importance of recreational</p> | <p>Benchmarks: Students will be able to develop understanding of the importance of recreational</p> |

| | |
|---|---|
| activities particularly with reference to sports and identify the challenges faced by the sports and sportsmen in Pakistan by giving sustainable solutions for its development. | activities particularly with reference to tourism and identify the challenges faced by the tourism industry in Pakistan by giving sustainable solutions for its development. |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • [SLO: PS-10-D2-01] Recognize the significance of leisure activities within a community and explore some notable leisure activities that are popular in Pakistani society. • [SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalent popular traditional, non-traditional, national and international sports in Pakistan. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • [SLO: PS-12-D2-01] Acknowledge the significance of tourism as a vital recreational pursuit and identify renowned historical, religious, and commercial tourist destinations in Pakistan. • [SLO: PS-12-D2-02] Assess the challenges encountered by the tourism industry in Pakistan and propose viable and sustainable measures to foster tourism development. • [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data on revenue generation and its role in the economic development of that particular area as well as for the country as a whole. |

Domain E: The Constitution of Pakistan

Standard 1: Constitution of Pakistan

| Grade 10: Constitutional Development | Grade 12: Constitutional Development |
|---|---|
| <p>Benchmark: Students will be able to understand the constitutional developments/reforms in Pakistan and relate it with the future prospects of the country.</p> | <p>Benchmark: Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • [SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan. • [SLO: PS-10-E1-02] Identify salient features of Objectives Resolution (1949) in order to signify its impact on constitutional development in Pakistan • [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962 and 1973. • [SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956, 1962 and 1973 particularly with reference to the Islamic features included in both constitutions. • [SLO: PS-10-E1-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • [SLO: PS-12-E1-01] Discuss the salient features of 1973 constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. • [SLO: PS-12-E1-02] Infer the responsibilities of good citizens, women rights, children rights and rights of minorities in the light of the constitution of 1973. • [SLO: PS-12-E1-03] Explain the federal structure of Pakistan and its functioning in the light of the constitution of 1973. |

Standard 2: Citizenship

| Grade 10: Citizenship and Sustainable Society | Grade 12: Rights and Duties |
|---|--|
| <p>Benchmarks: Develop an understanding of fundamental concepts like citizenship, democracy, justice, equality, human rights and the rule of law. Also appreciate diversity, digital citizenship, critical media literacy, conflict resolution, peace, and sustainable development to be imparted as responsible citizens.</p> | <p>Benchmarks: Develop an awareness of human rights, including women's rights, children's rights, and the rights of minorities from Islamic perspective and UN declaration. Also gain an understanding of both human and animal rights in Pakistan.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-E2-01] Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law and order situation in Pakistan. ● [SLO: PS-10-E2-02] Explore the concept and importance of participation of citizens in community services or volunteer works. ● [SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, neutralization, emigration, marriages) ● [SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country. ● [SLO: PS-10-E2-05] Highlight the importance of being a knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, religious, cultural, historical and aesthetic factors. | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-E2-01] Analyze the UN Declaration of Human Rights 1948 and the corresponding clauses in the 1973 Constitution of Pakistan from the perspectives of Islamic Principles. Specifically, examine the clauses related to child rights, gender equality and animal protection with a particular focus on education, health and poverty alleviation. ● [SLO: PS-10-E2-02] Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development. ● [SLO: PS-12-E2-03] Evaluate the prevalent conditions of women, child labor and underage employment in Pakistan and propose measures to be taken up for its eradication specifically in some industries of Pakistan. ● [SLO: PS-12-E2-04] Evaluate the extent to which the Sustainable Development Goals (SDGs) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030. |

Domain F: Pakistan and International Affairs

Standard 1: Foreign Policy of Pakistan

| Grade 10: Foreign Policy of Pakistan | Grade 12: Foreign Policy of Pakistan |
|---|---|
| <p>Benchmark: Explore the key aspects of Pakistan's foreign policy and to raise awareness about the fundamental tenets that constitute the pillars of Pakistan's foreign policy.</p> | <p>Benchmark: Explore the guiding principles of the foreign policy and foreign relations of Pakistan generating discussion about the main pillars of Pakistan's foreign policy and Pakistan's international relations.</p> |
| <p>Students' Learning Outcomes:</p> | <p>Students' Learning Outcomes:</p> |

| | |
|--|---|
| <p>Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives. ● [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states. ● [SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighboring countries in the region, its impacts and prospects for future relations. | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-F1-01] Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles while exploring the determinants of the current state of Pakistan's foreign policy and the way it has impacted its relationships with countries like US, Great Britain, China, Central Asian states, SAARC nations, EU members and OIC countries. ● [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkiye, Saudi Arabia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs). ● [SLO: PS-12-F1-03] Analyze Jammu & Kashmir conflict and expected outcomes of the issue if solved as best-case scenario of the Kashmiris inferring its impact on Pak - India relations. ● [SLO: PS-11-F1-04] Critically analyze the causes and impacts of the Wars of 1948, 1965, 1971 and Kargil 1999 between Pakistan and India. ● [SLO: PS-12-F1-05] Criticize Pak-US relations before and after the 9/11 incident and its impact on the socio-economic status of Pakistan. ● [SLO: PS-11- F1-06] Analyze the social, political and economic impacts of international wars (War on Terror and Soviet-Afghan war) on Pakistan. |
|--|---|

Standard 2: Pakistan and International Organizations

| Grade 10: Pakistan and International Organizations | Grade 12: Pakistan and International Organizations |
|--|--|
| <p>Benchmark: Understand the role of Pakistan in the global community of nations and how does it participate in the international matters of peace and harmony amongst nations.</p> | <p>Benchmark: Understand the role of Pakistan in international organizations, its importance, involvement with international issues of peace and conflicts.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-G2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UNO in different global peacekeeping activities particularly on occasions of natural calamities and disasters. ● [SLO: PS-10-G2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC | <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-F2-01] Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress. |

| | |
|---|--|
| <p>countries, OIC countries, Great Britain and Commonwealth countries and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.</p> <ul style="list-style-type: none"> ● [SLO: PS-10-G2-03] Analyze the difficulties faced by UNO in resolving the crisis of Jammu Kashmir, Afghanistan and Palestine. | <ul style="list-style-type: none"> ● [SLO: PS-12-F2-02] Critically review Pakistan's status, role and contribution in different scenarios of global importance in regional organization Shanghai Corporation Organization (SCO) and Economic Cooperation Organization (ECO). ● [SLO: PS-12-F2-03] Discuss the impact of global monetary institutions in the development of countries, with a specific focus on the current state of the International Monitoring Funds (IMF) and its efforts to assist Pakistan in addressing its economic challenges. |
|---|--|

Curriculum Guidelines

Pakistan Studies Grade 9-12

The curriculum aims to equip students with the knowledge and insight into the history of the region and the struggle for independence so that our citizens are informed decision makers. The curriculum is divided into seven domains: Geography of Pakistan, History of Pakistan, Environment of Pakistan, Resources and Economic Development in Pakistan, Citizenship, Society and Culture of Pakistan and Pakistan, and International Affairs. The overarching aim of the subject is to develop an understanding of the people and country of Pakistan, of its physical characteristics, human and natural resources, economic development, population characteristics, political development, society and culture and of their inter-relationships.

The curriculum also aims to provide insights into the origins, creation and development of Pakistan, and encourages discussion of issues facing Pakistan. It aims to enable students to:

- Acquire knowledge and understanding of the human past and investigate historical events, changes, people and issues.
- Develop understanding of how the past has been represented and interpreted.
- Apply skills and interpret a variety of environmental and historical resources/sources
- Develop an understanding of the nature and use of historical evidence to organize and communicate knowledge and understanding of history
- Develop and stimulate an interest and enthusiasm for history and acquire a basis for further historical study.
- Develop an understanding of the nature of cause and consequence, continuity and change and similarity and differences.
- Trace the constitutional Development and contributions made by different political parties in course of time.
- Evaluate the relationship of Pakistan with other countries in the world and contribution in international organizations.
- Apply knowledge and understanding of physical and human environments and issues.
- Analyze physical and human environments, related issues and develop sustainable solutions.
- Develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints by becoming knowledgeable, inquiring, caring and compassionate learners.

Note:

1. Different National and International Curricula were consulted while developing the NCP for this subject.
2. There are certain links given here for videos, websites and documents. All links were checked for authenticity on 7th April, 2023, it has been established that they are valid. Since these are third party links, NCC will not be responsible if they are changed or do not work in the future. NCC is working on creating a repository of information which will be sustainable and accessible, all information from links will be downloaded and made available in due time to avoid this issue in the future.
3. The mention of all websites and links, from which content for activities was adapted, will be referenced properly and cited after finalization of the Curriculum Guidelines.

Grade-9

Domain A: History of Pakistan

Standard 1: Ideological Basis, freedom movement and the Political Developments in Pakistan

| | |
|--|---|
| Grade 9: Ideological Basis, Struggle and Creation of Pakistan | Benchmarks: Promote an understanding of the Ideology of Pakistan and its relationship with the creation of Pakistan. Students should be able to delineate the struggle for a Muslim State in the subcontinent and familiarize themselves with the genesis, struggle and creation of Pakistan. |
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-09-A1-01] Relate the basis of Pakistan's Ideology to the basic values of Islam and the economic and social deprivations of Muslims in India, using historical evidence and scholarly analysis.● [SLO: PS-09-A1-02] Evaluate Pakistan's ideology with reference to the statements of Quaid Azam and Allama Iqbal, including their vision for a separate Muslim state and the role of Islam in Pakistan's identity and governance.● [SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.● [SLO: PS-09-A1-04] Recognize the significant role of Sir Syed Ahmed Khan as a reformer whose efforts, relations with the British and establishment of the Aligarh Movement played a crucial role in the success of the Pakistan Movement.● [SLO:PS-09-A1-05] Analyze the important political developments between 1906 - 1920 (from Simla deputation till Khilafat Movement.)● [SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance.● [SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947.● [SLO: PS-09-A1-08] Discuss the role of political leaders, including women and minorities, in the making of Pakistan. (Quaid-e-Azam, Fatima Jinnah and SP Singha) | |
| Knowledge: <ul style="list-style-type: none">● Define the term Ideology.● Identify two nations theory as the basic source of Pakistan's Ideology.● Relate the basis of Ideology of Pakistan with particular reference to the basic values of Islam and economic deprivation of Muslims in India.● Explain the ideology of Pakistan with reference to the statement of Quaid Azam and Allama Iqbal.● Understand the concept of colonialism with special reference to British colonialism in Sub-continent.● Highlight the impacts of British rule in Sub-continent (socio-economic and political).● Describe the conditions of Muslims after War of Independence 1857. | Skills: <ul style="list-style-type: none">● Student will expand the ability to critically analyze ideologies by breaking down their components, including beliefs, values, and principles.● Student will critically analyze ideology of Pakistan by breaking down its components, including beliefs, values, and principles.● Draw a timeline to show important events in the life of Sir Syed Ahmed Khan.● By using research oriented mind draw a timeline of events from 1857 to 1906.● Develop an organogram indicating key events from 1906 to 1947.● Make a comprehensive comparative analysis of Nehru Report and Jinnah 14 points.● Critically evaluate the role of prominent Muslim Leaders in freedom movement● Search and critically analyze the original |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Discuss the role of Sir Syed Ahmad Khan and his Aligarh movement in the revival of Muslims of the Sub-continent. ● Explain Simla Delegation and its significance for the Muslims of Sub-continent. ● Explain the factors leading to the formation of All India Muslim League. ● Describe the journey of Hindu- Muslim unity with special reference to Lucknow Pact. ● Discuss Khilafat Movement and its significance for the Muslims of Sub-continent. ● Describe the key events from 1930 to 1940 that led All India Muslim League to demand a separate home land for the Muslims of Sub-continent. ● Explain Lahore Resolution 1940 and its significance in the struggle for Pakistan. ● Explain the events and factors that led to the failure of British efforts of reconciliation Muslims and Hindus and the partition of Sub-continent. ● Highlight the major events from 1940-1947 that led to the creation of separate homeland for the Muslims of India. ● Elaborate the services of political leaders, including women and minorities, in the making of Pakistan. (Quaid-e-Azam, Fatima Jinnah and SP Singha) | <p>historical documents of:</p> <ul style="list-style-type: none"> ○ Allah Abad Address of Allama Muhammad Iqbal 1930. ○ Lahore Resolution 1940. ○ Indian Independence Act 1947. <ul style="list-style-type: none"> ● Make a comparative analysis of the policies and programs of AIML (All India Muslim League) and INC (Indian National Congress). |
|--|--|

Formative Assessments:

- Class Discussion on the concept of Ideology and Ideology of Pakistan etc.
- Written class and home assignment on the key historical events from 1920-1930
- Verbal responses on Establishment of Congress and Muslim League.
- Quiz sessions in classrooms on major historical events from 1940-1947.
- Entry tickets and Exit slips on short questions about major events in the Pakistan movement.
- Muddiest point at wrap-up of the lesson on journey of Hindu- Muslim unity.
- 2- minute summary about important leaders who played role in Freedom movement.
- Debate session / competition on two nation theory as a base for ideology of Pakistan. Some students may speak in favor or some against.

Summative Assessments:

- Quiz competition to assess the topic as a whole.
- **Evaluative questions. (For example)**
 - Justify the Muslims struggle for Independence.
 - Comment on role of Muslim leaders in Freedom movement.
 - Evaluate the contributions of Quaid e Azam for the Muslims of India.

Learning Activities:

- Extra Research work: Teachers can provide extra reading material / books for extended knowledge. Some web links are:

- <http://notesonpakistan.blogspot.com/2009/08/two-nation-theory.html>
- <https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/>
- <https://dergipark.org.tr/en/download/article-file/1033923>
- Class Presentation: Students can be assigned pair / group presentations on Ideology of Pakistan and sources of Ideology. Sharing of rubrics and criteria with students is necessary before they start their work.
- Develop a working / live board in the class. Draw a timeline in the middle of the board and keep on adding the events as the history lessons move on. Encourage students to add on their learning on this board as they cover the subtopics.

Domain B: Geography of Pakistan

Standard 1: Land of Pakistan

| | |
|---|---|
| Grade 9: Land of Pakistan | Benchmark: Develop understanding about the location of Pakistan and its geographical importance as well as comprehend the physical location of administrative areas of Pakistan. |
| Students' Learning Outcomes: Students will be able to: | |
| <ul style="list-style-type: none"> ● [SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on the world map. ● [SLO: PS-09-B1-02] Evaluate the significance of location of Pakistan in terms of its proximity to neighboring countries, oceans and seas. ● [SLO: PS-09-B1-03] Describe the significance of Pakistan's major cities based on their geographical location, including their relationship to surrounding physical features such as rivers, mountains, and coastal areas. | |
| Knowledge: | Skills: |
| <ul style="list-style-type: none"> ● Identify Longitude and Latitude of Pakistan on world map. ● Name the Neighboring countries of Pakistan. ● Explain the significance of Pakistan's geographical location, highlighting its proximity to neighboring countries, oceans and seas. ● Highlight the impact of Pakistan's geographical location on geopolitics, trade and cultural exchange in the region. ● Identify different latitudes and longitudes for major cities on the map of Pakistan. ● Identify the location of major cities in relation to each other and describe their physical features. | <ul style="list-style-type: none"> ● Identify Tropic of Cancer 23.5°N, latitudes 30°N, 36°N, longitudes 64°E, 70°E, and 76°E on Pakistan's Map. ● Study the relationship of latitudes and longitudes on temperature and time zone respectively. (Google Map /Mobile apps) ● Label or mark the neighboring countries including (Afghanistan, India, Iran and China) on the physical map of Pakistan. ● Label or mark Indian Ocean and Arabian Sea on the map. ● Analyze and evaluate the importance of Pakistan's location for trade and development. ● Analytically elucidate and design a plan or ways in which Pakistan's geographical location could be used to its economic advantage. (Tourism, CPEC and trade etc.) ● Mark major cities and explain them briefly (Islamabad, Lahore, Peshawar, Karachi, Quetta, Gilgit and Muzaffarabad) on the map of Pakistan. ● Critically evaluate the significance of Pakistan's major cities based on their geographical location, as |

well as their relationship to surrounding physical features such as mountains, rivers and coastal regions.

Formative Assessment:

- Identify the latitudes and longitudes of Pakistan and explain.
- Label the neighboring countries including (Afghanistan, India, Iran and China) on the map of Pakistan.
- Write a report to correlate Pakistan’s location to trade and tourism and its role in economic development.
- Short questions about different cities, their location, present administrative division, major industry etc.
- Map work can also be assessed.
- Class presentations on learned topics.

Summative Assessment:

- **MCQs** about:
 - Cardinal points of Pakistan.
 - Neighboring countries of Pakistan
 - Length of borders with Afghanistan, India, Iran and China.
 - Length of Pakistan’s coastline.
- **Map work:**
 - Identify the longitudes 64°E, 70°E, and 76°E on the map of Pakistan.
 - Identify the latitudes Tropic of Cancer 23.5°N, latitudes 30°N, 36°N on the map of Pakistan.
 - Locate the neighboring countries and Arabian Sea on the map of Pakistan.
 - True or false statements about major cities
 - Long questions on the learned topics
- **Analytical Questions**
 - How would you relate the location with the economic and industrial development of Pakistan?

Learning Activities:

- Use Google map or Google Earth to show Pakistan on the globe.
- A physical globe can be used to locate Pakistan.
- Engage students in independent as well as collaborative research and projects to identify the boundaries of Pakistan with Afghanistan, India, Iran and China.
- **Map work:** On a blank outline map of Pakistan, ask students to mark provincial boundaries, locate major cities and boundaries of divisions of provinces.
- **Research Work/ Presentation.** Students will be able to prepare a fact file of different cities in groups. Each group of students can be allocated a specific city. Students will be able to present on the location, importance, population profile and major economic activities of that city.

Standard 2: Topography and Vegetation of Pakistan

Grade 9: Topography

Benchmark: Develop understanding about the topographical division of Pakistan. Link natural topography of Pakistan with human activity with reference to causes and effects.

Students’ Learning Outcomes:

Students will be able to:

- [SLO: PS-09-B2-01] Label the important mountain ranges, plateaus, and plains of Pakistan on a physical map, and explain their importance to the country's physical and human geography.
- [SLO: PS-09-B2-02] Analyze the topography of Pakistan, including the spatial distribution of physical features such as mountains, plateaus, and plains using appropriate geographical vocabulary and terminology.

- [SLO: PS-09-B2-03] Investigate the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various types of Pakistan, using geographic representations and geospatial technologies to analyze the similarities and differences.
- [SLO: PS-09-B2-04] Construct well-supported arguments with relevant evidence to assess the potential of Pakistan's natural topography for future growth and sustainability, considering opportunities for leisure, commercial, and economic development.

Knowledge:

- Name and identify the Land forms of Pakistan:
 - Mountains
 - Plateaus
 - Plains
 - Deserts
 - Coastal Areas
- Explain the following land forms of Pakistan.
 - Mountains of Northeastern, Northwestern and Western ranges of Pakistan.
 - Potohar and Balochistan plateaus.
 - Upper and lower plains of the Indus.
 - Thar, Thal and Kharan deserts.
 - Coastal regions of Pakistan in Sindh and Balochistan.
- Recognize the influence of the physical environment on human activities.
- Explore the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various landforms of Pakistan.

Skills:

- Use a range of multiple sources such as Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps and field trips to derive information about natural topographic details of Pakistan including mountains, plateaus, plains, deserts and rivers.
- Annotate the major cities located in the different Landforms of Pakistan and highlight the reason for their importance. (Mountain, plains, deserts and plateaus)
- Compare the important cities, weather, natural vegetation, drainage system, lifestyle and economy of the people for these landforms.
- Annotate the ports on map and relate the natural features of coastline with the development of ports.
- Analyze the role of Gwadar port in the development of Balochistan.
- Analyze the potentials of ports for future growth and suitability for development of infrastructure, commercial activities, leisure activities and economic development.
- **Additional Skills:**
 - *Analyze, differentiate, and compare the mountain ranges of the Northeastern, Northwestern and Western Pakistan.*
 - *Analyze and design a development plan for Potohar and the Balochistan plateau.*
 - *Analyze and infer the economic potential of upper and lower Indus plains.*
 - *Distinguish the ways of life and economic prospects in the Thar, Thal and Kharan deserts.*
 - *Evaluate the significance of the coastal region of Pakistan.*
 - *Classify different types of physical terrain according to location, climate, vegetation, etc.*
 - *Critically evaluate and infer the influence of various physical factors on the lifestyle, economy and development of an area.*

Formative Assessment:

- Class presentations on the physical features of Pakistan.
- Written and verbal response during class on learned topics of the chapter
- Exit slip – muddiest point after the lesson on any day.

Summative Assessment:

- Highlight the position and territorial location of the occurrence of different landforms in Pakistan.
- Rank and assemble the differentiating features of the mountain ranges of the North-eastern, North-western and Western Pakistan.
- Compile and integrate the economic potential of upper and lower Indus plains.
- Comparatively analyze the ways of life and economic prospects in the Thar, Thal and Kharan deserts.
- Enumerate the important aspects of the coastal regions of Pakistan.
- Validate through analytical reasoning how the physical factors mediate the influence on the lifestyle, economy and development of an area.
- How would you differentiate the Northern and Western mountains in Pakistan?
- Can you identify the contrasts between Potohar and Balochistan Plateau?
- Why do you think the upper Indus Plain is different from Lower Indus plain?
- What are the major differences between the coastal region and the rest of Pakistan?
- How do you think Physical and Geographic factors influence various topographic regions of Pakistan?

Learning Activities:

- **Cross regional interactions:** Interactive session with the students of other countries/ regions to discuss terrain, climate and culture of those areas.
- **Group Work:** Divide the class into three or four groups to collect the information about each type of terrain. Present their findings to the rest of the groups. The teacher can guide other groups to take notes while one group is presenting. Rubrics and criterion must be shared with the students before allocating group work.
- Divide the class into three groups and allocate one desert to each group. Ask students to prepare a power point presentation on their assigned topic. They are expected to include information about the location, area, important cities, culture, resources present, major cities / towns, major economic activity and challenges faced in those areas. Encourage them to include pictures to make their work more presentable and colorful.
- **Case study:** Assign a group work on Gwadar port. Students in groups will collect information and data on location of Gwadar port, its natural strategic position, importance of its location, impacts of developing port on economy of local people and country and impacts of environment of that region.

Standard 3: Climate of Pakistan and Environmental Hazards**Grade 9: Climate of Pakistan**

Benchmark: Develop understanding about the seasonal and regional climatic variations in Pakistan and their impacts on human geography.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-09-B3-01] Compare the climatic zones of Pakistan in terms of the distribution of temperature, precipitation, including monsoons, cyclones, Western Depressions, and convectional rain, using a variety of resources such as newspapers, weather charts, geographic representations and geospatial technologies.
- [SLO: PS-09-B3-02] Interpret the data collected on Pakistan's climatic zones to evaluate their impact on the country's physical and human geography including agriculture, infrastructure, and transportation systems.
- [SLO: PS-09-B3-03] Analyze the characteristics of arid, semi-arid, humid, coastal and high lands climates

in Pakistan including seasonal changes and evaluate their impact on the physical and human geography of the country.

- [SLO: PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure, and wind patterns on Pakistan's economy taking into consideration the effects of cold, ice, and snow on mountainous areas, as well as the effects of storms, floods, and droughts on agriculture, industry, and communication.

Knowledge:

- Describe and analyze the various climatic Zones of Pakistan (high lands, humid mountainous region, semi dry mountainous region, semi humid plain region, semi dry plain area, semi-arid region, arid region and coastal areas) with their characteristics.
- Compare the significance of latitude, altitude, sea distance and precipitation on the climate of Pakistan.
- Comprehend how latitude and longitude affect the day length and seasonal variation in different geographical regions of Pakistan.
- Interpret extreme weather conditions (floods and droughts) in different geographical regions of Pakistan.
- Relate the causes and effects of drought and floods in Pakistan.
- Evaluate the effects of climate on the lives of People, (agriculture, infrastructure, and transportation systems).

Skills:

- Employ cutting-edge geographical tools and methodologies, including maps, GIS, and Google maps, to identify Pakistan's diverse climatic zones.
- Identify various climatic factors in Pakistan including precipitation, wind, temperature and air pressure.
- Analyze the climatic factors in Pakistan including rainfall, wind, temperature and pressure by using maps and graphs.
- Evaluate the impact of altitude, latitudes & longitudes on temperature, air pressure and rainfall in Pakistan by using appropriate geographic representations and geospatial technologies.
- Analyze the effect of altitude and longitude on the climate zones and time zone of Pakistan respectively.
- Apply the impact of Altitude, Latitude and Longitude on the day length and seasonal variation in different geographical regions of Pakistan.
- Evaluate, elucidate and infer the effects of extreme weather conditions (floods and droughts) in different geographical regions of Pakistan.
- Analyze the effects of temperature and precipitation, including monsoons, cyclones (Western Depressions) and rainfall on the lifestyle of people.
- Compare the lifestyle, economic and human activities in different climatic zones of Pakistan.
- Analyze the effects of environmental disasters, such as storms, floods, and droughts, on the agricultural, industrial, and communication sectors of Pakistan, assessing their economic and social consequences.
- Design sustainable development plans for different climate zones of Pakistan to handle extreme climatic conditions (floods and droughts).

Formative Assessment:

- Short questions
 - What is the role of various climatic factors on the Climate of an area?
 - How would you describe the various climatic regions of Pakistan?
 - How would you relate longitudes and latitudes with the climate of an area?
 - Describe the causes of the following natural disasters:

Floods and Droughts.

- Can you suggest ways to prevent and reduce the damage caused by floods and droughts in Pakistan?
- Can you relate the lifestyles of people living in different climatic regions of Pakistan?

Summative Assessment:

- Differentiate between weather and climate.
- Identify the Climatic Factors.
- Describe rainfall due to Summer Monsoon, Western Depression and Convectional Currents.
- Explain the effect of Latitudes and Longitudes on Temperature, Air Pressure and Rainfall in Pakistan.
- Study recent Floods and Droughts in Pakistan.
- Identify the causes and consequences of Floods and Droughts.
- Identify Climatic Regions of Pakistan and effects on human lives.

Learning Activities:

- Use Maps, GIS and Google maps to help students identify different climatic regions of Pakistan.
- Use a range of sources such as Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, climatic maps to derive information about global warming, climatic change, and its effects on Pakistan.
- Asynchronous collaboration (Padlet Wall) to help students exchange notes on challenges caused by climate change and people's adaptability to climate change in terms of their lifestyle and economy etc.
- Provide all the necessary resources like reading material, videos, web-links etc. to facilitate students to understand the climate of Pakistan.
- **Group work:** Assign students, different climatic zones in groups. Each group will work on their assigned zone and collect data / information about the weather patterns, cities, culture, terrain, economic activity and industry of their climatic zone. Rubrics and criterion should be shared with the students earlier.

Domain C: Economy of Pakistan

Standard 1: Water, Mineral and Power Resources

| | |
|--|---|
| Grade 9: Water Resources | Benchmark: Students should be able to develop an understanding about the water resource availability and scarcity so that effective management can be planned for sustainable water management. |
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water.● [SLO: PS-09-C1-02] Evaluate the advantages and disadvantages of the extensive irrigation system in Pakistan and suggest sustainable solutions to water resource management in order to deal with threatening issues of water pollution, water shortage and wastage.● [SLO: PS-09-C1-03] Analyze the vital role of dams, barrages, canals, and water reservoirs offer towards sustainable solutions, (including hydroelectric power generation, flood control, and irrigation,) and their potential impacts on the agriculture environment, industry and human activities. | |
| Knowledge: <ul style="list-style-type: none">● Identify different surface and groundwater resources in Pakistan● Know the three River Systems in Pakistan (Indus River System, Interior River System, Makran Coast River System) | Skills: <ul style="list-style-type: none">● Demonstrate the ability to classify and distinguish between various surface water bodies (e.g., rivers, lakes, reservoirs) and groundwater sources (e.g., aquifers) in Pakistan through map analysis and case studies. |

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Describe the seasonal fluctuations in flow and quality of water and its impacts ● Learn about eastern and western tributaries of the Indus River system. ● Understand the irrigation system of Pakistan. ● Analyze the advantages and disadvantages of the extensive irrigation system in Pakistan ● Explore the small and big dams in Pakistan. ● Know the importance of dams, barrages, canals, and water reservoirs for Pakistan in power generation, flood control, and irrigation. ● Learn about water management systems and its role in addressing the issues of water pollution, water shortage and wastage. | <ul style="list-style-type: none"> ● Make a comparative analysis of three main river systems in Pakistan (Indus River System, Interior River System, Makran Coast River System) and describe their geographical features and socio-economic significance ● Quote practical example analyze seasonal variations in water flow and quality in Pakistan's rivers and groundwater sources, and evaluate their impacts on ecosystems, agriculture, and human activities. ● Comprehend the geographical distribution and characteristics of the eastern and western tributaries of the Indus River system and assess their contributions to water resources and regional development. ● Critically examine Pakistan's irrigation infrastructure, including canals, barrages, and irrigation schemes, and evaluate their role in agricultural productivity and water management ● Investigate the purpose, design, and impact of both small-scale and large-scale dams in Pakistan, and assess their contributions to water storage, flood control, hydroelectric power generation, and socio-economic development. ● Research and outline the impending impacts of dams, barrages and other water storage systems on the farming environment, industry and human activities. |
|--|--|

Formative Assessments:

- Class discussion on location of river systems, dams, barrages and headworks in Pakistan.
- Class Activities – group work on irrigation system and water management system in Pakistan
- Written response on uses of water in the form of classwork / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- MCQs or Quiz sessions on water pollution, water shortage and wastage

Summative Assessment:

- Long questions are Extended Response Questions (ERQs) including evaluative questions:
 - Suggest measures to deal with the challenges of water shortage and wastage.
 - Building smaller dams is better as de-siltation of big dams costs huge amounts.
 - Relate the location of main three dams of Pakistan with their catchment areas and watershed areas.
- Short questions are Restricted Response Questions (RRQs)
 - Compare advantages and disadvantages of dams.
 - Enlist some dams in Pakistan.
 - Identify the industries related to the rivers and associated terrains.

Learning Activities:

- Use survey of Pakistan maps or google maps for identification of rivers in Pakistan. Also help students in identifying canals, dams, headworks and barrages during the same activity and relate them all as important sources of water.

- Class presentations: teachers can assign class presentations in groups. Different topics will be assigned to different groups, for example: domestic use of water, industrial use of water, irrigation system of Pakistan, dams of Pakistan.
- Debate competition: Students can be assigned topics of small dams and big dams to prepare speech in favor of their topic and points against others topic.
- Use a google map to mark dams and other water bodies of Pakistan.

Standard 2: Population Structure, Growth, Employment and Industry

| | |
|---|---|
| Grade 9: Population Structure and Growth | Benchmark: Comprehend the demographic composition of Pakistan and scrutinize its statistics to analyze and interpret demographic data. |
|---|---|

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-09-C2-01] Analyze the demographic changes occurring in Pakistan specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the various social, religious, educational, economic, and political factors that contribute to sustainable population growth.
- [SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments.
- [SLO:PS-09-C2-03] Evaluate the problems of youth and dependent population in Pakistan and the role of the government/ NGOs in addressing the issue while identifying measures for sustainable human resource development.

Knowledge:

- Define population and population density.
- Identify birth rate, death rate and population growth in Pakistan.
- Describe the Demographic Transition Model.
- Understand the age pyramids.
- Identify the causes of population growth.
- Describe the effects of population growth on the economy and development of Pakistan.
- Define Migration and explain its types.
- Explain push and pull factors of migration.
- Define urbanization.
- Describe the problems caused by urbanization.
- Explain the causes of uneven distribution of population in Pakistan.
- Classify population densities according to climate, topography and agriculture.
- Relate population distribution to physical, economic, social and political factors.
- Highlight the problems faced by youth and dependent population in Pakistan caused by over population.

Skills:

- Analytically explain the reasons for high population density.
- Interpret and infer the population growth trends over the period of time using statically data.
- Evaluate through justified reasoning how a healthy and skilled population is the most important resource for a country.
- Analyze the outcome of migration.
- Assess the pros and cons of migration for Pakistani society and economy.
- Suggest ways to prevent urbanization for sustainable development in Pakistan.
- Evaluate with reasoning that the uneven distribution of population divergence in Pakistan results in intense problems.
- Suggest how healthy population distribution can be achieved in relation to climate, topography and agriculture.
- Classify the physical and human factors responsible for population distribution.
- Critically evaluate the role of government and NGOs in addressing youth and dependent population in Pakistan while identifying measures for sustainable

human resource development.

Formative Assessment:

- Describe and identify different nomenclature related to population.
- Analyze the causes and effects of population growth in Pakistan.
- Study migrations in respect to pull and push factors.
- Identify the population densities in different areas of Pakistan.
- Recommend sustainable population growth which is helpful for the development of Pakistan.

Summative Assessment:

- MCQs from causes of migrations
- Short questions on development problems caused by population growth in Pakistan.
- long questions including evaluative questions:
 - Define the following: population, population density, population growth, birth rate and death rate.
 - How would you evaluate the causes of the high population growth in Pakistan?
 - What are the pull and push factors responsible for migrations?
 - Can you evaluate the advantages and disadvantages of urbanization?
 - Suggest some ways to achieve sustainable population growth in Pakistan?
 - Discuss problems faced by young people in Pakistan due to over population.

Learning Activities:

- Study and understand the Age and major pyramid and its dynamics.
- Study and analyze the data tables and graphs.
- Extracting specific data from a complex table or graph.
- Analyzing data from the Statistical Bureau of Pakistan.
 - <https://www.pbs.gov.pk>

Class presentations:

Different groups of students can prepare presentations on the following sub topics:

- Types of migrations. One group of students can present on the rural-urban migration and another can work on seasonal migrations.
- Sustainable solutions to the challenges faced by the population distribution.
- Causes of various population distribution.
- Suggestions or measures to slow or stop down the rural-urban migrations.

Standard 3: Agriculture, various Livestock and Fisheries

Grade 9: Agriculture and Organic Farming

Benchmark: Recognize the scope and importance of arable farming and organic farming for sustainable development of Pakistan.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-09-C3-01] Demonstrate understanding of the different categories of agriculture recognizing agriculture as a complex system that involves various inputs, outputs and processes.
- [SLO: PS-09-C3-02] Demonstrate understanding of the major and minor food and cash crops cultivated in Pakistan as well as their respective growing areas and classify them on the basis of their importance and economic significance to the country's agricultural sector.
- [SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries and exports in boosting the country's economy. Offer sustainable approaches to agricultural development including organic farming.
- [SLO: PS-09-C3-04] Identify challenges the agriculture sector is facing including the threat to arable land

being converted to housing societies and propose sustainable strategies to address these challenges as well as to enhance agricultural output.

Knowledge:

- Define agriculture and its types.
- Understand Agriculture as a system of Input, Output and Process.
- Differentiate between subsistence farming, cash crops farming and organic farming.
- Classify and study the food and cash crops of Pakistan with reference to human and physical factors. (Wheat, rice, sugarcane, cotton, tobacco and oil seeds, millets, corn, pulses).
- Discuss the factors affecting the food production: physical, economic, political, technological advances.
- Identify the variation of food production in different parts of Pakistan.
- Relate the importance of Agriculture as an important sector to produce employment in Pakistan.
- Explain sustainable approaches for the development of agriculture in Pakistan.
- Identify challenges faced by agriculture sector such as conversion of arable land into human settlements, salinity and water logging.
- Propose strategies to address the challenges faced by agriculture sector.

Skills:

- Annotate and map the distribution of crops in Pakistan using appropriate geographical tools and techniques.
- Analyze and predict the past and future trends of crop production in Pakistan (from 1990-till to date).
- Comparatively analyze the intensification of food production activities since 1990 with the recent existing timeline.
- Explore and elucidate the factors affecting the intensity of food production: physical, economic, political, technological advances.
- Analyze the impact of the use of modern irrigation and industrial chemicals on water and soil quality.
- Suggest ways to develop agriculture on a scientific and sustainable basis in Pakistan keeping in view the population growth and future needs.
- Synthesize and relate the causative factors responsible for various crop production in different parts of Pakistan. (Physical and Human factors).
- Evaluate the primary, secondary and tertiary sector of employment related to agriculture.
- Suggest ways to cope with waterlogging and salinity in Pakistan.
- Search and outline sustainable strategies to address agricultural challenges as well as to enhance agricultural output.

Formative Assessment:

Assess verbal and written response about:

- Study agriculture and types of agriculture.
- Describe agricultural contribution in the economy of Pakistan
- Evaluate the importance of agriculture for the development of Pakistan.
- Suggest ways to sustainable agriculture and coping with food shortage threats in future.
- Propose do's and don'ts to develop agriculture for the sustainable development of Pakistan.

Summative Assessment:

- What are the different types of Agriculture?
- How would you differentiate between subsistence and commercial farming?
- Why do you think Pakistan is a suitable country for agriculture?
- Do you think intensive agriculture is causing environmental damage?
- Why is there a threat of global food shortage in future?
- Suggest some ways for the sustainable development of Agriculture in Pakistan

Learning Activities:

- Related maps to show main areas where major (cash and staple) crops are grown.
- Pictures, videos etc. to explain types and methods of agriculture.
- Collaborate face to face or (if possible) online with at least one school in rural areas of Pakistan and have

a question answer session with the students (and their families) to find out the challenges they face in terms of agriculture production, their sale and distribution.

- Organize field trips to arable farms for in depth learning and observation.
- Divide the class into two large groups to collect some information about cash and staple crops. Present their findings to the rest of the groups. Teacher can guide other groups to take notes while one group is presenting.

Project Work:

- Analysis of the impact of climate change on agriculture and farming practices.
- Evaluation of the benefits and drawbacks of organic farming practices compared to conventional farming practices.
- Investigation of the use of technology in agriculture, including precision farming, drones, and robotics.
- Comparative study of the environmental and economic impact of different crop types and farming practices.
- Assessment of the impact of pesticides and herbicides on the environment and human health, and potential alternatives.

Standard 4: Transport, Trade and Telecommunication

| | |
|-------------------------------------|---|
| Grade 9: Transport and Trade | Benchmarks: Comprehend the way various modes of transportation contribute to social and economic advancement by evaluating their benefits and drawbacks. |
|-------------------------------------|---|

Students’ Learning Outcomes:

Students will be able to:

- [SLO: PS-09-C4-01] Categorize the modes of transportation in Pakistan based on their purpose, and assess the regional differences in the concentration and arrangement of road, rail, and air transportation networks throughout Pakistan, taking into account factors such as topography, population, and economic activity.
- [SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports.
- [SLO: PS-09-C4-03] Compare and contrast the advantages and disadvantages of different transport modes for the movement of both goods and people within Pakistan, considering factors such as speed, cost, reliability, and environmental impact.
- [SLO: PS-09-C4-04] Analyze the role of trade in Pakistan's economy, including benefits such as increased competitiveness and access to global markets.
- [SLO: PS-09-C4-05] Assess the influence of Pakistan's trade routes, such as the Gwadar Port, CPEC, and Karachi Port, on global trade with China, Central Asia, and the Middle East to comprehend the factors that impact international trade, including trade agreements, tariffs, transportation expenses, political stability, and market demand.
- [SLO: PS-09-C4-06] Analyze the internal challenges that developing countries like Pakistan may face in maintaining or increasing their share of trade with other nations and suggest some sustainable solutions.

| | |
|--|--|
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Understand the transportation system of Pakistan. ● Explain with examples three system of transportation in Pakistan. (road, rail, and air transportation) ● Describe merits and demerits of three types of | <p>Skills:</p> <ul style="list-style-type: none"> ● Identify the importance of having a well-developed road network. ● Deduce maps to describe the regional variations in the density and pattern of the road, rail and air transport networks within Pakistan. ● Evaluate Pakistan’s rail and road network by |
|--|--|

| | |
|---|--|
| <p>transport system in Pakistan considering factors such as speed, cost, reliability, and environmental impact.</p> <ul style="list-style-type: none"> ● Understand the concept of dry ports. ● Highlight the advantages of dry ports in the transportation of goods while reducing dependence on conventional seaports of Pakistan. ● Know the contributions of trade in economy of Pakistan. ● Explore Pakistan's trade challenges related to increased competitiveness and access to global markets. ● Enlist the impacts of Pakistan's strategic trade routes, including Gwadar Port, China-Pakistan Economic Corridor (CPEC), and Karachi Port, on global trade dynamics with China, Central Asia, and the Middle East: ● Identify internal challenges faced by developing countries like Pakistan in maintaining or increasing their share of trade with other nations and also propose some measures to combat these challenges. | <p>comparing their advantages and disadvantages.</p> <ul style="list-style-type: none"> ● Analyze the factors which help and hinder the location, maintenance and development of roads, railways, and airports. ● Compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people. ● Compare the three ports of Pakistan with reference to their location, economic importance, and geopolitical position- ● Demonstrate proficiency in synthesizing information and drawing informed conclusions about the positive and negative impacts of Pakistan's strategic trade routes on global trade dynamics, including their implications for regional stability, security, and geopolitical relationships. ● Analyze internal challenges encountered by developing countries like Pakistan in sustaining or enhancing their trade share with other nations, and propose effective measures to address these challenges. |
|---|--|

Formative Assessment:

- Class Discussion on Transport and its importance.
- Quiz on Transportation system in Pakistan.
- Class presentations can be assessed.
- Exit slips - for the recap of any lesson / topic.
- 1 minute summary for the wrap up of a lesson on modes of transportation.

Summative Assessment:

- Multiple choice questions on importance of transportation.
- Quiz competition on three ports of Pakistan.
- Short questions or long questions.
- Evaluative questions:
 - Discuss the benefits of rail transport over air and road transport.
 - Analyze the factors that affected the development of railways network in Pakistan.

Learning Activities:

- Map work on Trade routes, railway tracks and major roads.
- Research work: Ask students to carry out research on development of the rail network over a period of time.
- Divide students in three groups and assign them following tasks.
 - Group one will prepare a presentation on roads transport system in Pakistan.
 - Group two will prepare a presentation on railway transport system with main railway tracks in Pakistan.
 - Group three will prepare summary on the air transport system of Pakistan with elaborating challenges to PIA. (Pakistan International Airline)

Grade-10

Domain D: Cultural Diversity in Pakistan

Standard 1: Society, Culture and National Integration

| | |
|---|--|
| Grade 10: Society and Culture of Pakistan | Benchmark: Students will be able to examine the elements of society and diversity of cultural aspects and the way they have evolved over time to forge social and cultural harmony in Pakistan. |
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-10-D1-01] Investigate how various cultural elements/components influence the promotion or variation of cultural diversity within a society.● [SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.● [SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan.● [SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture.● [SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism.● [SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to social inequality that affects both individuals and society as a whole.● [SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they have become a cohesive spiritual entity in Pakistani society and culture. | |
| Knowledge: <ul style="list-style-type: none">● Define the term 'Culture' and identify the elements/components of culture.● Identify various regional cultures of Pakistan linking them with the various languages and dialects spoken as well as peculiar norms and traditions.● Analyze the role and importance of folklore and festivals in development of regional cultures citing examples from the regional cultures of Pakistan.● Define the term 'Cultural Diversity and describe means for promotion of cultural diversity within a society with special reference to the Pakistani society.● Describe the concept 'Diversity for unity' in the context of Pakistani society.● Analyze the various facets of Pakistani society like women's status, feudalism, and tribalism.● Define social stratification and its determinants (class, caste, gender etc). Describe how it leads to inequality and exploitation.● Analyze the effects of globalization on Pakistani society and culture. | Skills: <ul style="list-style-type: none">● Differentiate between language and Dialect.● Identify the major dialects in different areas of Pakistan.● Discuss role of Urdu language as an important agent in Pakistan Movement.● Comment: Urdu as a national language is very important for national integration.● Discuss some of the famous folktales of Pakistan.● Comment on some famous festivals celebrated in Pakistan, including religious festivals, cultural festivals, regional festivals, festivals of minorities and international festivals.● Trace the development of Drama/Performing art in Pakistan.● Identify the various forms of Pakistani literature.● Develop an account of some famous writers and poets of Pakistan.● Evaluate the role of famous poets and writers in awakening Muslims of the subcontinent for a separate nation.● Analyze the contribution of Sufi saints in Pakistani areas.● Recognize the impact of teachings of Sufi saints on moral and spiritual development of society. |

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Name various mystical orders (Sufi silsilah) in Pakistan and prominent saints (sufis) associated with each order. ● Describe the contribution of sufis in spreading the message of tolerance, peace, diversity and unity. ● Discuss the contributions of any six of following Sufis: <ul style="list-style-type: none"> ○ Hazrat Abdullah al Ashtar (Abdullah Shah Ghazi) RA ○ Hazrat Lal Shahbaz Qalandar (RA) ○ Hazrat Shah Abdul Latif Bhitai (RA) ○ Hazrat Ali Bin Usman Hajveri(Data Ganj Baksh) RA ○ Hazrat Bahauddin Zakariya (RA) ○ Hazrat Shaikh Gharib Shah (RA) ○ Hazrat Pir Dupasi (RA) ○ Hazrat Rahman Baba (RA) ○ Hazrat Shaikh Rahamkar (Kaka Sahib) ○ Hazrat Pir Mehr Ali Shah (RA) ○ Hazrat Mian Mohammad Bakhsh (RA) ○ Hazrat Shah Hamadan (RA) ○ Hazrat Khawaja Ghulam Farid Ganjshakar (RA) ○ Hazrat Bulleh Shah (RA) ○ Hazrat Syed Ali Tirmizi (Pir Baba) RA ○ Hazrat Mahdu Lal (RA) ○ any provincial or local sufi/saint | <ul style="list-style-type: none"> ● Establish relationships between various Sufi saints in different regions and provinces. ● Appreciate how the messages of various Sufis in different provinces and parts carried a lot of commonalities and have emerged. |
|--|---|

Formative Assessments:

- Class Discussion on
 - National and regional languages of Pakistan and their role in cultural diversity and unity in Pakistan.
 - Role of saints/sufis in spreading the message of peace, love, humanity and formation of harmonious society in Indo-Pakistan sub-continent.
 - Pros and cons of traditional Pakistani society & challenges brought by modernization and westernization to the traditional patterns of life.
- Class Activities in different languages, forms of art and literature, folktales and festivals etc.
- Written responses in form of classwork / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- MCQs or Quiz sessions in classrooms.

Summative Assessments:

- Multiple choice questions on culture and its elements, languages and dialects, different forms of literature, sufis and their silsilas, facets of Pakistani society etc.
- Fill in the blanks on folktales, festivals, languages and dialects, elements of culture etc.
- True/False or correcting the wrong statements on Drama or performing art etc.
- Quiz competition on languages and dialects.
- Enumerate the elements of culture.
- Differentiate between language and dialects.
- Differentiate between national culture and regional culture.

- Comment on the importance of the national language by discussing its role in the Pakistan movement and development of the country.
- Muslim poets and writers played a very important role in political awakening during the Pakistan Movement. Elaborate with the help of examples.
- How traditional institutions like patriarchy and feudalism are affecting the socio-economic and political dynamics of Pakistan.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material/books for extended knowledge. Some web links are:
 - https://en.wikipedia.org/wiki/Languages_of_Pakistan
 - <http://www.pakistanhotline.com/2016/02/list-of-languages-in-pakistan.html#gsc.tab=0>
 - <https://manaky.com/almanak/languages-of-pakistan>
- **Cultural Display:** Students can be assigned different cultures and they can present by displaying dresses, household items, cuisines, artifacts, embroideries and other components of culture. This display can be planned at some event like Parent teachers meeting day, open day or exhibition day.
- **Display board in the class:** Classroom display boards can be allocated to different groups of students where they can display their items and artifacts related to their assigned cultures.
- **Quiz Competition:** A quiz can be planned about language of different regions, regional folklores, regional literature, poets, writers, dramas and cultural monuments.

Standard 2: Recreation, Sports and Tourism

| | |
|--|---|
| Grade 10: Recreation and Sports | Benchmark: Students will be able to develop an understanding of the importance of recreational activities particularly with reference to sports and identify the challenges faced by the sports and sportsmen in Pakistan by giving sustainable solutions for its development. |
|--|---|

| |
|---|
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> ● [SLO: PS-10-D2-01] Recognize the significance of leisure activities within a community and explore some notable leisure activities that are popular in Pakistani society. ● [SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalent popular traditional, non-traditional, national and international sports in Pakistan. |
|---|

| | |
|--|--|
| Knowledge: <ul style="list-style-type: none"> ● Understand recreation and its importance in society. ● Enlist various recreational activities in Pakistan. ● Identify sports and its significance as an important recreational activity. ● Name various national, international and traditional sports. ● Describe status of Pakistan in International Sports. | Skills: <ul style="list-style-type: none"> ● Distinguish some important traditional and international recreational activities. ● Recognize some of the important sports activities at international and national levels. ● Comment on some indigenous and traditional games in Pakistan. ● Highlight status of Pakistan in International sports ● Explore the challenges faced by the Pakistani players in different sports activities. ● Suggest some sustainable measures for the promotion of sports activities in Pakistan. |
|--|--|

Formative Assessments:

- Class Discussion on importance of sports activities.
- Class presentation on different sports activities.
- Verbal / Written responses in the form of classwork / homework or during different activities.
- MCQs or Quiz sessions in classrooms.
- Warm up or brainstorming sessions and wrap up activities like exit slips.

Summative Assessments:

- Multiple choice questions
- Fill in the blanks
- True / False
- Quiz competition
- Short questions
 - Reflect the history of development of cricket in Pakistan.
 - Hockey has been an important sports and national game of Pakistan Comment.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material/books for extended knowledge.
- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teacher can comment on it or mark it.
- **Playing different sports:** Schools can plan inter-section competitions of different sports including the traditional and indigenous games.
- **Video show:** Students can be shown different videos related to tourist places or sports activities. A number of videos are available on YouTube as well as on other weblinks.

Domain E: The Constitution of Pakistan**Standard 1: Constitution of Pakistan**

| | |
|---|--|
| Grade 10: Constitutional Development | Benchmark: Students will be able to understand the constitutional developments/reforms in Pakistan and relate it with the future prospects of the country. |
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> ● [SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan. ● [SLO: PS-10-E1-02] Identify salient features of Objectives Resolution (1949) in order to signify its impact on constitutional development in Pakistan ● [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962 and 1973. ● [SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956, 1962 and 1973 particularly with reference to the Islamic features included in both constitutions. ● [SLO: PS-10-E1-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962. | |
| Knowledge: <ul style="list-style-type: none"> ● Identify the problems in constitution-making and causes of delay. ● Understand main features of Objective Resolution (1949) and its significance in the constitutional history of Pakistan. | Skills: <ul style="list-style-type: none"> ● Define 'constitution' and understand its importance for the nation-states. ● Draw a timeline to reflect the constitutional developments in British India. ● Draw a timeline to reflect constitutional |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Describe the salient features of Constitutions of 1956, 1962 and 1973. ● Explore the factors leading to the failure of constitution of 1956 and 1962. ● Enlist and discuss the salient features of 1973 constitution. ● Describe main amendments made in the 1973 constitution. | <p>development in Pakistan.</p> <ul style="list-style-type: none"> ● Differentiate between parliamentary and presidential forms of democratic systems. ● Make a comparative analysis of constitutions of 1956, 1962 and 1973. ● Read and understand the document of the constitution of 1973. ● Identify the key political figures who played role in developing and promulgating the constitution of 1973. |
|--|---|

Formative Assessments:

- Class Discussion on salient features of all three constitutions.
- Written response in form of classwork / homework on comparative features of constitutions.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions while comparing constitutions.
- Quiz sessions in the classroom about different features of constitutions.

Summative Assessments:

- MCQs on salient features of different constitutions of Pakistan.
- Quiz competition can be conducted in class on different articles of constitution.
 - Evaluate 1973 Constitution in terms of parliamentary democracy and human rights.
 - Identify the key political figures who played role in developing and promulgating the Constitution of 1973.

Learning Activities:

- **Draft of Objective Resolution 1949.**
Teacher will provide the draft of Objective Resolution 1949 to the students. After discussing the points of the draft, the teacher will generate the discussion on it. Following websites can be consulted for this purpose.
 - Objectives Resolution
 - <http://www.pakistani.org/pakistan/constitution/annex.html>
- **Display of Important Aspects of 1973 Constitution:** Students can be assigned different themes of the 1973 Constitution. They can then display the important articles, amendments, argue the impact on people of Pakistan, and debate on the implementation of these Articles in present day. This will give all students a quick review of the Constitution 1973.
- **Display / graffiti board in the class.**
Classroom display boards can be allocated to different groups of students where they can display important themes of three Constitutions 1956, 1962 and 1973.

Standard 2: Citizenship

| | |
|---|---|
| <p>Grade 10: Citizenship and Sustainable Society</p> | <p>Benchmarks: Develop an understanding of fundamental concepts like citizenship, democracy, justice, equality, human rights and the rule of law. Also appreciate diversity, digital citizenship, critical media literacy, conflict resolution, peace, and sustainable development to be imparted as responsible citizens.</p> |
|---|---|

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-10-E2-01] Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law and order situation in Pakistan.

- [SLO: PS-10-E2-02] Explore the concept and importance of participation of citizens in community services or volunteer works.
- [SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, neutralization, emigration, marriages)
- [SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.
- [SLO: PS-10-E2-05] Highlight the importance of being a knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, religious, cultural, historical and aesthetic factors.

Knowledge:

- Define the concepts of 'Citizen' and 'Citizenship'.
- Describe the rights and responsibilities of citizens.
- Explain the role of citizens in the community and nation-state.
- Identify and describe the importance of participation of citizens in community services or volunteer works.
- Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)
- Explain how has innovation in science and technology influenced the concept of citizen and citizenship.
- Define the concept 'Digital citizen' and its relevance and significance in the modern world.
- Understand the concept of 'Rule of law' and its significance for the modern nation-state and citizens.
- Explain the impediments to the rule of law and suggest means/ways for establishing rule of law.
- Understand the importance of free press, justice and equality for a prosperous country.

Skills:

- Analyze the traits of a good citizens.
- Determine the modes of acquiring and losing citizenship. (Immigration, neutralization, emigration, marriages)
- Know about the different roles of the legislature, executive and judiciary.
- Make a comparative analysis situation of Rule of law in developed world (western societies) with that of developing societies like that of Pakistan.
- Discuss the factors behind better rule of law situation in the western societies.
- Determine the factors/reasons for worsening conditions of rule of law in Pakistan and suggest remedies.
- Evaluate the need and presence of free press for rule of law.
- Suggest measures to improve law and order situation in Pakistan.

Formative Assessments:

- Class Discussion on
 - The importance of volunteer work and services of a good citizen
 - Significance of the rule of law for state and society
- Class presentation on
 - The role and responsibilities of a good citizen
 - Importance of free press for a healthy society
- Written response in form of classwork/homework on concept of digital citizenship, traits of a good citizen and its importance etc.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions on the importance of free press etc.

- MCQs or Quiz sessions in classroom on modes of acquiring and losing citizenship and democratic process in Pakistan.

Summative Assessments:

- Multiple choice questions- citizen, citizenship, digital citizenship, modes of acquiring and losing citizenship etc.
- Fill in the blanks- citizenship, digital citizenship, modes of acquiring and losing citizenship, democratic process in Pakistan etc.
- Quiz competition – citizenship, digital citizenship, modes of acquiring and losing citizenship roles and responsibilities of a good citizen etc.
- Short questions or Evaluative questions: for example:
 - An individual can play a vital role in betterment of a society. Comment.
 - Differentiate between immigration and emigration.
 - Prevalence of justice and equality in society is necessary for a balanced and emotionally stable society that can progress well. Justify with the help of examples

Learning Activities:

- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teachers who may comment on it or mark it. For example: the role of citizens in betterment of society.
- **Quiz Competition:** A quiz can be planned on the democratic process / system of Pakistan.
- **Debate competition:** A debate competition can be planned in favor and against the presence of free press.

Domain F: Pakistan and International Affairs

Standard 1: Foreign Policy of Pakistan

| | |
|--|--|
| Grade 10: Foreign Policy of Pakistan | Benchmark: Explore the key aspects of Pakistan's foreign policy and to raise awareness about the fundamental tenets that constitute the pillars of Pakistan's foreign policy. |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives. ● [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states. ● [SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighboring countries in the region, its impacts and prospects for future relations. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Define foreign policy and relate its significance for a country. ● Enlist the determinants of foreign policy of a nation. ● Understand the fundamental role of national interest in determining the foreign policy of a country. ● Evaluate the guiding principles, objectives and | <p>Skills:</p> <ul style="list-style-type: none"> ● Critically analyze the terms policy and foreign policy. ● Discuss the need and the importance of foreign policy for a state. ● Introduce International Relations as a field of study ● Mark and locate Pakistan on the map with respect to neighboring countries (China, India, Iran and Afghanistan) and regions (East Asia, Central Asia, |

| | |
|--|--|
| <p>determinants of foreign policy of Pakistan.</p> <ul style="list-style-type: none"> ● Identify the location of Pakistan with respect to neighboring countries and regions & its significance in shaping the foreign policy of Pakistan. ● Critically assess the diplomatic ties of Pakistan with other nations like <ul style="list-style-type: none"> ○ Major powers like USA, China and Russia. ○ Neighboring states like India, Iran and Afghanistan. ○ Muslim countries like Saudi Arabia, Turkey and UAE. | <p>Middle East).</p> <ul style="list-style-type: none"> ● Relate the location of Pakistan with its foreign policy. ● Relate the National Interest with the foreign policy of Pakistan. ● Evaluate the strategic importance of Pak-China relationship particularly in context of CPEC. ● Analyze the Pak- US relation after the incident of 9/11. ● Highlight Pakistan’s stance for Palestine. ● Analyze the strength and issues of Pakistan’s relations with Saudi Arabia ● Evaluate the future prospects of good relations with Saudi Arabia for the betterment of the Muslim Ummah. |
|--|--|

Formative Assessment:

- Identify and define the importance of foreign policy.
- Describe the salient features of the foreign policy of Pakistan.
- Relate foreign policy with international relations in the world.
- Study Pakistan relations with different countries of the world.
- Analyze the effects of Pakistan’s foreign policy in coping with different conflicts.

Summative Assessment:

- MCQs/ fill in the blanks/ true or false on importance and need of foreign policy.
- Short questions – Pakistan's relationship with other countries.
- long questions including evaluations:
 - Why do you think foreign policy is important for a country?
 - What do you know about the foreign policy of Pakistan?
 - In today’s world foreign policy and International Relations are very important for a country. Explain the statement.
 - How are international relations important for the economic development of Pakistan?
 - Do you think foreign policies and international relations are important for coping with different conflicts?

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge on foreign policies of Pakistan.
- **Display board in the class.** Classroom display boards can be allocated to different groups of students where they can display their presentations. One group can work on relations with China, another can work on foreign relations with Iran, one with Afghanistan and one with India.
- Class discussions on a recent development related to foreign policy.
- Kashmir/ Afghanistan related articles from newspapers should be used as a resource.
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example, importance of foreign policy

Standard 2: Pakistan and International Organizations

| | |
|---|--|
| <p>Grade 10: Pakistan and International Organizations</p> | <p>Benchmark: Understand the role of Pakistan in the global community of nations and how does it participate in the international matters of peace and harmony amongst nations.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-G2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UNO in different global peacekeeping activities particularly on occasions of natural calamities and disasters. ● [SLO: PS-10-G2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC countries, OIC countries, Great Britain and Commonwealth countries and relate its efforts in highlighting issues of Muslim World on all platforms including OIC. ● [SLO: PS-10-G2-03] Analyze the difficulties faced by UNO in resolving the crisis of Jammu Kashmir, Afghanistan and Palestine. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Introduce United Nations Organization (UNO) as the world leading inter-state organization ● Identify United Nations (UN's) principles and objectives. ● Enlist major organs of UN and their main functions (General Assembly, Security Council, Economic and Social Council, Secretariat, International Court of Justice). ● Describe the role of UN in preventing wars and conflicts emphasizing its global peacekeeping efforts. ● Analyze the failure/difficulties faced by UNO in resolving the crisis in Kashmir, Afghanistan, and Palestine. ● Identify Pakistan as a peace-loving nation. ● Understand contributions of Pakistan to the UNO in different global peacekeeping activities. ● Define the term Regional Organization. Differentiate regional organization from international organization. ● Introduce SAARC as a regional organization citing names of member states as well as its aims and purpose. ● Highlight the role of Pakistan in SAARC. ● Explain the reasons for the failure of SAARC and suggestions for making it a viable organization. | <p>Skills:</p> <ul style="list-style-type: none"> ● Comprehend the concepts of organization, international organization, regional organization as well as non-governmental organizations (NGOs). ● Know the dates of formation of UN and the date on which Pakistan became a member of UN. ● Understand the background of the formation of UN (World War II). ● Discuss the successes and failures of UN as an international organization. ● Study and understand the UN Charter. ● Understand the concept of regional organization and its role in the development (especially economic development) of a country. ● Study European Union as a model to follow for regional organizations like SAARC. ● Draw a timeline of the OIC conferences. ● Discuss OIC conference 1974 and its significance. ● Explain the role of Pakistan in solving the issues in the Muslim World from the platform of OIC. ● Make a list of all those regional organizations of which Pakistan is a member. ● Know international organizations working for the welfare and rights of children, women, IDPs, minorities and migrants. |

- Introduce OIC, its member states as well as its aims and purposes.
- Highlight the role of Pakistan in OIC.
- Explain the reasons for the failure of OIC in solving the issues of Muslims like Kashmir, Palestine.
- Give suggestions for making OIC a viable organization.
- Introduce ‘Commonwealth of Nations’ sketching its brief historical background, aims and purposes.
- Highlight the role of Pakistan in Commonwealth of Nations.

Formative Assessment:

- Describe principles, objectives and major organs of UN.
- Describe the role of UN in preventing conflicts and maintaining peace.
- Evaluate SAARC as a regional organization of South Asian Countries.
- Why OIC is not an effective platform. Suggest remedies for making it a viable organization.
- Analyze Pakistan’s role in SAARC and OIC.

Summative Assessment:

Short questions or long questions including evaluative questions.

- Evaluate the role of the UN in keeping peace in the world.
- Analyze the effectiveness of OIC in the region.
- Compare the SAARC and OIC with respect to their effectiveness.
- Enlist all the international organizations in which Pakistan has been a member state.

Learning Activities:

Video Watching Activities

- To understand the structure of the United Nations and its committees along with the important duties they have performed in international scenarios, videos from YouTube can be shown to students using the following link.
 - <https://www.youtube.com/c/unitednations/videos>
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example: role of UN in world peacekeeping or contribution of Pakistan in global peace keeping.
- **Case study:** evaluate the role of different international organizations in the Türkiye and Syrian Earthquake of February 2023.
- Class presentation: Pakistan and UN.
- Enlist all the International Organization where Pakistan has been a member state and analyze Pakistan’s role in solving different issues. Following web link can be useful in this regard.
 - https://en.wikipedia.org/wiki/Outline_of_Pakistan
- **MUN:** Model United Nations can be designed keeping current affairs as topic of discussion.

Grade-11

Domain A: History of Pakistan

Standard 1: Ideological Basis, Freedom Movement and Political Developments in Pakistan

| | |
|---|---|
| <p>Grade 11: Initial problems and Political developments in Pakistan</p> | <p>Benchmarks: Critically review the first decade of a newly emergent state in relation to the problems faced, efforts done to solve them, political developments, and Jinnah’s role as well as his Vision for Pakistan. Also relate the political development process in different eras and analyze the impacts on common people.</p> |
| <p>Students’ Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-A1-01] Analyze the basic components of the ideology of Pakistan ● [SLO: PS-11-A1-02] Analyze the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations. ● [SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional and administrative issues. ● [SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced. ● [SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan analyzing their impact on the country's political, social, and economic development. ● [SLO: PS-11-A1-06] Study the initial political development in Pakistan from 1947 to 1958. ● [SLO: PS-11-A1-07] Critically analyze the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social and economic development from 1958 till 2024. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● State the core components of the ideology of Pakistan. ● Understand the origin and explanation of the Two-Nation Theory. ● Explain economic and social deprivations dynamics of Two-Nation Theory. ● Identify and elaborate the problems faced by Pakistan at the time of Independence 1947. ● Describe with examples how did Pakistan overcome these initial problems. ● Highlight the contributions of Quaid e Azam as the first Governor General for the stability and development of Pakistan. ● Identify the role of Liaqat Ali Khan as the first Prime Minister of Pakistan for uplift of the country. ● Describe Pakistan's key political, social and economic developments in democratic eras from 1958 to 2024 | <p>Skills:</p> <ul style="list-style-type: none"> ● Using historical references critically analyze the ideology of Pakistan. ● Recognize the administrative problems faced by Pakistan at the time of independence 1947 and the ways they were handled by leadership. ● Evaluate the reasons and impact of Kashmir Conflict / war of Kashmir in 1948 and trace back its roots to unfair distribution of military assets as well as controversial boundary division. ● Boundary Commission and Radcliffe Award were not justified decisions. Evaluate the impacts on Pakistan and India. ● Quaid e Azam was a great leader, a seasoned politician, an expert barrister and a visionary Governor General. Evaluate the statement in light of his addresses and speeches made at different points in time with people of different walks of life. ● Analyze the contributions of Liaqat Ali Khan as First Prime Minister of Pakistan. |

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Narrate Pakistan's key developments in autocratic regimes from 1958 to 2024. | <ul style="list-style-type: none"> ● Discuss the long-term effects of the initial problems/challenges faced by Pakistan and the way they have impeded the development of Pakistan. ● Critically evaluate the causes of military intervention in politics and propose some strategies to tackle this issue ● Make a comparative analysis of Pakistan state and society under democratic and autocratic rules. |
|--|---|

Formative Assessments:

- Classroom discussion on origin and dynamics of two nations theory
- Written response in form of class work / homework on the contributions of Quaid –E- Azam as the first Governor General of Pakistan
- Verbal responses during different activities, rapid questioning, short question answer session on various topics of the unit
- MCQs or Quiz sessions on key topics learned in the unit.
- Muddiest point at wrap-up of the lessons
- 1- Minutes verbal summary about important topics.
- Verbal responses during different activities.
- Written response in form of class work / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.

Summative Assessments:

Traditional Tests and Exams:

- **Multiple Choices:** Students select the correct answer from a set of options.
- **True/False:** Students indicate whether a statement is true or false.
- **Short Answer:** Students provide brief responses to questions.
- **Essay:** Students write detailed responses to prompts or questions.

Performance Assessments:

- **Presentations:** Students deliver oral presentations on a topic, demonstrating their understanding and communication skills.
- **Projects:** Students complete a project that showcases their knowledge and skills, such as research projects, social experiments, or artistic creations.
- **Portfolios:** Students compile a collection of their work over a period, demonstrating their progress and achievement.
- **Final Projects/Presentations:**
Culminating assignments that require students to integrate and apply knowledge and skills acquired throughout the course.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge. Some web links are:
 - <http://notesonpakistan.blogspot.com/2009/08/two-nation-theory.html>
 - <https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/>
 - <https://dergipark.org.tr/en/download/article-file/1033923>
- **Class Presentation:** Students can be assigned pair / group presentations on ideology of Pakistan and sources of Ideology. Sharing of rubrics and criteria with students is necessary before they start their work.
- **Develop a working / live board in the class.** Draw a timeline in the middle of the board and keep on adding the events as the history lessons move on. Encourage students to add on their learning's on this board as they cover the subtopics. Actions which supported the Pakistan Movement or were in favor of

Muslims can be marked in blue or green colour and could be placed on top of the line, whereas events showing negative impact to Muslim Cause can be placed below the line and in red colour.

- **Role play:** A role play can be planned by making two groups, Hindus and Muslims and reflecting the problems of exploitations of Muslims in pre-partition Indian society. Some students can become the leaders and present the Two Nation Theory.
- **Display of Political Regimes:** Students can be assigned different political eras of Pakistan's politics. They can then display the reforms they undertook, argue the impact on common people and the economy, debate on the success and failures, reflect their reviews about other major parties and even can dress up like their leaders. This will give all students a quick comparison of all the political parties.
- **Display / graffiti board in the class.**

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

Domain B: Geography of Pakistan

Standard 1: Land of Pakistan

| | |
|--|--|
| Grade 11: Land of Pakistan | Benchmark: Develop understanding about the location of Pakistan and its importance in relation to South and Central Asian countries. |
| Students' Learning Outcomes: Students will be able to: | |
| <ul style="list-style-type: none"> ● [SLO: PS-11-B1-01] Locate Pakistan on the world map and assess the significance of its geographical location in terms of its geopolitical and economic importance. ● [SLO: PS-11-B1-02] Analyze the strategic significance of Pakistan's location in relation to its neighboring countries and other countries in South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development. | |
| Knowledge: | Skills: |
| <ul style="list-style-type: none"> ● Identify Pakistan's location on world map. ● Identify neighboring countries of Pakistan. ● Recognize and explain geopolitical and economic importance of Pakistan location. ● Recall the strategic significance of Pakistan's geographical location in relation to its neighboring countries and other countries in South and Central Asia. ● Examine the impact of Pakistan's location on its economic, political, and social development. ● Highlight the historical and contemporary implications of Pakistan's geopolitical positioning on regional dynamics and international relations. | <ul style="list-style-type: none"> ● Use world map to locate Pakistan and evaluate its importance of location in terms of its geopolitical and economic importance. ● Label the neighboring countries including (India, China, Afghanistan and Iran) on the physical map of Pakistan. ● Critically analyze the strategic significance of Pakistan's geographical location in world politics. ● Make a research based presentation on the role of geographic location in economic, political, and social development of Pakistan. ● Evaluate the complex interplay between geopolitical factors, regional dynamics and international relations, synthesizing diverse sources of information to form well-supported analyses and conclusions. |
| Formative Assessment: | |
| <ul style="list-style-type: none"> ● Identify the important latitudes and longitudes on the map of Pakistan. ● Short questions on key concepts like geopolitical and economic importance of Pakistan location. ● Map work can also be assessed. ● Class presentation on the impact of Pakistan's geographical location on its economic, political, and social | |

development

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

Summative Assessment:

- **MCQs** about:
 - Cardinal points of Pakistan.
 - Neighboring countries of Pakistan
 - Length of borders with Afghanistan, India, Iran and China.
 - Length of Pakistan's coastline.
 - True or false statements about important cities
 - Long questions including evaluations. For example:
- How would you relate the location with the economic and industrial development of Pakistan?
- **Map work:**
 - Identify the longitudes 64°E, 70°E, and 76°E on the map of Pakistan.
 - Identify the latitudes Tropic of Cancer 23.5°N, latitudes 30°N, 36°N on the map of Pakistan.
 - Locate the neighboring countries and Arabian Sea on the map of Pakistan.

Learning Activities:

- Use Google map or Google Earth to show Pakistan on the globe.
- A physical Globe can be used to locate Pakistan.
- Engage students in independent as well as collaborative research and projects to identify the boundaries of Pakistan with India, Iran, Afghanistan and China.
- **Map work:** On a blank outline map of Pakistan, ask students to mark provincial boundaries, locate important cities and boundaries of divisions of provinces.

Standard 2: Topography and Vegetation of Pakistan

| | |
|---|---|
| Grade 11: Natural Vegetation and forests of Pakistan | Benchmark: Identify the vegetation cover and forests present in Pakistan, their location on map, their importance for the environment, economy, industry, tourism and raw material. |
| Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-11-B2-01] Investigate geographical, climatic, political, cultural, economic and industrial aspects influencing natural vegetation and forests using geographic representations and geospatial technologies for deeper understanding.● [SLO: PS-11-BA2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of the different types of forests in Pakistan, including productive and protective forests, and also elaborate their uses for the country and benefits.● [SLO: PS-11-B2-03] Investigate different factors.<ul style="list-style-type: none">● affecting the different types of forests and evaluate the advantages and disadvantages of irrigated plantations and mangroves with regards to sustainability and climatic impacts and protecting against natural disasters.● [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan. Also propose sustainable solutions to address deforestation. | |
| Knowledge: <ul style="list-style-type: none">● Define forests and natural vegetation.● Identify the effects of geographical, climatic, political, cultural, economic and industrial | Skills: <ul style="list-style-type: none">● Utilize geographic tools and techniques to annotate and map the different types of forests in Pakistan.● Compare productive and protective forests. |

| | |
|---|---|
| <p>factors on natural vegetation and forests using geographic representations and geospatial technologies.</p> <ul style="list-style-type: none"> ● Know the impacts of human activities such as deforestation, urbanization, and agricultural expansion on natural vegetation and forests. ● Identify and explain spatial distribution of various types of forests in Pakistan, including productive and protective forests by using geographic tools and techniques. ● Describe the importance and usefulness of productive and protective forests in Pakistan. ● Explore the environmental, social, and economic factors effecting different types forest in Pakistan. ● Describe climatic impacts of forests and their effectiveness in our natural disaster mitigation. ● Define and differentiate between afforestation and deforestation. ● Identify causes of deforestation in Pakistan. ● Highlight the effects of deforestation on climate and society in Pakistan. | <ul style="list-style-type: none"> ● Compare and contrast the advantages and disadvantages of irrigated plantations in Pakistan. ● Analyze the importance of Mangrove forests of Pakistan. ● Evaluate the effects of afforestation and deforestation on the environment and economy of Pakistan. ● Evaluate the significance of natural vegetation and forests on the environment in Pakistan. ● Evaluate the role of Mangrove forests in mitigating climate change. ● Comment on the importance of mangrove for sustainable development of marine life. ● Discuss how the economy, industry and tourism are linked with forests. ● Critically evaluate the causes of deforestation and propose sustainable solutions to address deforestation in Pakistan. ● Critically analyze the advantages and disadvantages of irrigated plantations and mangroves with regards to sustainability and climatic impacts and protecting against natural disasters. |
|---|---|

Formative Assessments:

- Class Debates on the role of forests in maintaining a healthy atmosphere and managing the environment.
- Written responses on questions related to mangrove forests in form of classwork / homework. Question will focus on location and distribution of mangrove, their adaptation and importance to their environment and economy.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- Quiz sessions in classrooms about the factors affecting forests.

Summative Assessment:

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

Evaluative Questions:

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

Learning Activities:

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

Standard 3: Climate of Pakistan and Environmental Hazards

| | |
|---|--|
| <p>Grade 11: Environmental Hazards in Pakistan</p> | <p>Benchmark: Understand the concept of global warming and its effects on the environment and environmental hazards such as floods, droughts, and pollution. Also establish correlations between them and global warming, the economy, public health, social life, human activities, and the environment specifically in Pakistan.</p> |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks. ● [SLO: PS-11-B3-02] Analyze the factors that contribute to global warming, as well as the resulting physical processes and phenomena that are linked to flooding, climate change, and other environmental hazards. ● [SLO: PS-11-B3-03] Recognize the potential advantages and disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts. ● [SLO: PS-11-B3-04] Evaluate the environmental impacts of fossil fuel consumption and suggest approaches to minimize the impacts of climate change and global warming, emphasizing the roles of governments and societies in environmental management. {Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in disaster management and propose measures to improve disaster preparedness and response.} ● [SLO: PS-11-B3-05] Elaborate the main sources of freshwater and ocean water pollution such as agricultural and industrial sectors and develop solutions to manage these issues. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Define Climate Change with example. ● Highlight the impacts of climate change on south Asia focusing on extreme weather events. ● Define global warming. ● Identify causes and effects of global warming on the environment of Pakistan. ● Explain global warming as one of the main factor responsible for climate change. ● Identify the human activities that are responsible for climate change and global warming. ● Describe how climate change trigger Floods and droughts in Pakistan. ● Recognize the potential advantages and disadvantages of floods in Pakistan. ● Suggest some ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts in Pakistan. ● Know the sources of freshwater and ocean | <p>Skills:</p> <ul style="list-style-type: none"> ● Relate global warming with climate change, flooding or drought and environmental hazards. ● Analyze the causes and effects of extreme and abrupt weather spills. (Case Study: Murree Snow Storm 2022). ● Evaluate Pakistan's weather in terms of changes due to global warming. ● Evaluate the impact of the extreme use of fossil fuels on the environment. ● Suggest solutions to minimize the effects of environmental hazards and climatic changes. Controlled burning method, Tsunami Warning system, deforestation, weather forecast etc. ● Examine the role of National Disaster Management Authority (NDMA) in managing the disaster in Pakistan. ● Critically evaluate the role and effectiveness of Pakistan's NDMA in disaster management by exploring case studies. ● Propose measures to improve disaster preparedness and response in Pakistan. |

| | |
|--|---|
| <p>water pollution.</p> <ul style="list-style-type: none"> ● Describe some measures and actions to solve the water pollution issue in Pakistan. | <ul style="list-style-type: none"> ● Suggest sustainable solutions to reduce droughts and manage the effects of droughts. ● “Agricultural and industrial sector developments are main contributors in freshwater and ocean water pollution”. Evaluate the statement. ● Suggest measures to handle water pollution caused by the industries. ● Suggest sustainable solutions to the deal with water wastage, shortage and drought conditions. ● A case study on water shortage in deserts of Pakistan in the last 20 years. |
|--|---|

Formative Assessments:

- Poster competition on effects of global warming.
- Class presentations can be assessed if given with rubrics and criterion.
- Quiz competition climate change and its implications for Pakistan.
- Project work on flooding.
- Create a mind map of different types of environmental hazards and their impacts on human health and the ecosystem.
- Conduct a group discussion on the causes and consequences of water pollution in your community and suggest measures to reduce it.
- Assign a research project to students to investigate the role of NDMA in disaster response and management.
- Ask students to create an infographic on Floods and droughts.

Summative Assessment:

- How would you prove global warming in recent years?
- Can you justify the statement “global warming is causing climate change”?
- What could be the consequences of climate change if not addressed?
- Suggest some ways to prevent global warming.
- Analyze the relationship between Global Warming and Climate Change.
- How do environmental disasters such as floods, and droughts affect the environment and human populations and what steps should be taken to for preparedness?

Learning Activities:

- Use weather charts and climatic maps to show main areas where major climatic changes are occurring. Maps from Survey of Pakistan can be used. Below given link has a few examples of presentations that teachers can share with students to show.
 - <https://www.slideshare.net/search?utf8=%E2%9C%93&search+from=header&q=climate+of+Pakistan>
- An article having maps of climate zone and changing climate can be read at the below given link:
 - https://www.pmd.gov.pk/rnd/rnd_files/vol8_issue17/4.pdf
- Launch awareness programs to deal with environmental hazards for the public. Students can design posters to do so.
- **Project work on flooding and drought:** teacher to divide the students in groups. Few groups will work on flooding and few on droughts. On each topic, students will be asked to prepare physical models, banners to spread awareness, prepare presentations, write poems, and hold an art competition. An easy writing competition can be planned as well.
- **Same plan can be designed for a safe water project as well.**
- Study the climate change in South Asia over 100 years using given links.
 - https://www.researchgate.net/figure/Numbers-of-extreme-weather-events-globally-by-year_fig4_283653329

- <https://upload.wikimedia.org/wikipedia/commons/2/2f/Greenhouse-gas-emissions-by-gas.png>
- <https://www.thethirdpole.net/en/hub/climate-disasters/>

Domain C: Economy of Pakistan

Standard 1: Water, Mineral and Power Resources

| | |
|--|---|
| Grade 11: Mineral and Power Resources | Benchmark: Analyze the impact and potential of mineral and power resources and their utilization on the economic development of a country. Recognize the importance of Natural Resources by proposing measures to achieve sustainability. |
| Students' Learning Outcomes: Students will be able to: | |
| <ul style="list-style-type: none"> ● [SLO: PS-11-C1-01] Describe the types and location of mineral resources in Pakistan outlining their importance in the national industry and economy. ● [SLO: PS-11-C1-02] Investigate Pakistan's mining industry's potential for economic growth by providing a list of essential minerals, their uses and challenges faced by the mining industry, environmental impacts and protective measures to recommend sustainable economic development. ● [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel. Also examine their advantages and disadvantages. | |
| Knowledge: | Skills: |
| <ul style="list-style-type: none"> ● Define mineral with examples. ● Outline different types of minerals in Pakistan. ● Identify the areas in which minerals are found in Pakistan. ● Describe the importance of minerals in the national industries of Pakistan. ● Explain the significance of minerals in the economy of Pakistan. ● Understand the mining industry of Pakistan and its potential for economic growth of the country. ● Define energy and its resources. ● identify and classify the different energy resources available in Pakistan, including renewable (such as hydroelectricity, wind, solar power, and bio-fuel) and non-renewable sources (such as coal, natural gas, and oil). ● Describe the importance of energy and its resources in the economy of country ● Enlist the advantages and disadvantages of renewable and non-renewable resources of energy. ● Understand the energy crisis in Pakistan and provide some sustainable solution to energy crisis. | <ul style="list-style-type: none"> ● List down the important minerals found in Pakistan and their uses for economic development. ● Critically evaluate the problems of the mining industry and suggest solutions to deal with them for development of the mining industry. ● Analyze the effects of mining on the environment and measures for environmental protection. ● Use mineral map and label the location of mineral resources in Pakistan. ● Make a comparative analysis of renewable and non-renewable energy resource of Pakistan. ● Evaluate different types of alternative energy resources by comparing their advantages and disadvantages. ● Compare the uses of petroleum and coal as sources of power for industrial and economic development. ● Nuclear energy is a great alternative resource for power. Compare its advantages and disadvantages. ● Compare hydroelectric, nuclear, wind and solar power ● Evaluate different types of alternative energy resources by comparing their advantages and disadvantages. ● Scrutinize non-conventional sources of energy including wind energy and solar energy. |

| | |
|--|--|
| <ul style="list-style-type: none"> Promote and value the use of renewable sources of energy. | <ul style="list-style-type: none"> Critically analyze the three types of electricity in the country and their comparative advantages and disadvantages. |
| <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Class Discussion on minerals and other sources of energy in Pakistan. Class Activities on different sources of energy available in Pakistan. Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions. MCQs or Quiz sessions in classrooms on the water, wind and solar energy. <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> Short questions about advantages and disadvantages of renewable and non-renewable sources of energy. <u>Long questions:</u> <ul style="list-style-type: none"> Minerals found in Pakistan are not beneficial as extraction cost is greater than the cost benefit of minerals. your opinion. <u>Short questions</u> <ul style="list-style-type: none"> Enlist the types of coals mines in Pakistan. Analyze the challenges faced by the industries due to the energy resource crisis. Evaluate nuclear power as an alternative energy resource. Compare solar and hydroelectric power sources in terms of its effect on the environment. | |
| <p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> Use survey of Pakistan maps or Google maps for identification of minerals in Pakistan. Also help students in identifying canals, dams, headworks and barrages during the same activity and relate them all as important energy resources. Class presentations: Teachers can assign class presentations in groups. Different topics will be assigned to different groups, for example: <ol style="list-style-type: none"> Analysis of the impact of mining on the environment and local communities. Exploration of renewable energy sources, such as wind, solar, and geothermal power, and their potential to replace non-renewable sources. Comparative analysis of the economic benefits and drawbacks of different mineral and power resources. Investigation of the impact of coal mining on air and water quality and possible solutions. Assessment of the global demand for different mineral and power resources, and how it is affected by economic and geopolitical factors. Analysis of the use of rare earth metals in renewable energy technologies and the environmental and social costs of their extraction. Comparative study of the energy efficiency of different power generation technologies, such as coal-fired power plants, natural gas power plants, and nuclear power plants. Divide students into 7 groups and assign each group a topic as listed below: <ul style="list-style-type: none"> Solar energy Biomass energy Biogas energy Geothermal energy Tidal energy | |

Standard 2: Population Structure, Growth, Employment and Industry

| | |
|---|---|
| <p>Grade 11: Employment and Industry</p> | <p>Benchmarks: Create an understanding of the primary, processing, and tertiary job sectors in Pakistan, along</p> |
|---|---|

| | |
|--|--|
| | with their predominant occupations, to gain insight into the issues confronting the industrial sectors suggesting feasible and long-lasting solutions to address these problems. |
|--|--|

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-11-C2-01] Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts.
- [SLO: PS-11-C2-02] Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan and evaluate the effectiveness of government policies towards them with reference to government led industrial estates and zones.
- [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development and training in the development of Pakistan.

Knowledge:

- Define industries with examples.
- Recognize major industries of Pakistan such as sugar, cement, cotton, fertilizer and steel.
- Classify primary, secondary and tertiary industries.
- Describe the role of efficient industries in the economic development of Pakistan.
- Highlight the challenges faced by industrial sector in Pakistan.
- Identify the advantages and disadvantages of industries with reference to their economic, environmental, and social impacts.
- List and discuss job classifications for primary, secondary, and tertiary industrial sectors.
- Identify and describe the importance of literacy, education and training to the development of Pakistan.
- Distinguish between skilled and unskilled labor in Pakistan.
- Describe the role of skilled labor in the development of a country.
- Explain the issues of underemployment and unemployment in Pakistan
- Enlist key measures and actions to solve the unemployment problem in Pakistan.

Skills:

- Depict analytically the importance of different sectors/ industries in the future development of Pakistan.
- Analyze the factors affecting the location of different industries in Pakistan.
- Locate the major industries of Pakistan on the map. (Iron, Steel, Cotton, Cement and fertilizer)
- Critically analyze the challenges faced by industries in Pakistan. (Iron, Steel, Cotton, Sugar, Cement and Fertilizer)
- Evaluate the efficiency or inefficiency of government industrial policies with reference to government led industrial estates and zones.
- Comparatively analyze the relationship between literacy, education and training for better employment opportunities in Pakistan.
- Evaluate the role of skilled labour in the development of a country.
- Analyze the potential of CPEC for employment, industrial development and assess its impact on Pakistan's overall social and economic infrastructure.
- Critically evaluate the causes of unemployment in Pakistan and propose solutions.
- Elucidate and evaluate using evidence why tertiary and quaternary employment areas (Service Industry) are most important in a changing world.
- Propose sustainable solutions for the development of major industries of Pakistan. (Iron, Steel, Cotton, Sugar, Cement and Fertilizer)

Formative Assessment:

- Identify and differentiate between Cottage, Small Scale and Large-Scale industries in Pakistan.
- Describe the various types of industries in Pakistan. (cement, cotton, sugar, crafts, fertilizer, iron and steel, sports goods, surgical instruments)

- Relate the types of industries and their location in Pakistan.
- Analyze the Government policies for the development of the industrial sector in Pakistan.
- Evaluate the creation of Industrial development zones in Pakistan.
- Study Tourism, Foreign Investment, Banking and Education for the development of industries and trade in Pakistan.
- Study factors such as the energy/ financial crisis that poses a threat to industrial growth.
- Describe the scope of CPEC for trade and industry in Pakistan.

Summative Assessment:

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

Long questions:

- Why do you think the cottage industry should be developed in Pakistan?
- How would you evaluate the importance of small scale and largescale industries for the development of the country?
- State the importance of following industries for the development of Pakistan. (cement, cotton, sugar, crafts, fertilizer, iron and steel, sports goods, surgical instruments)
- Can you determine the factors which are responsible for the location of Industries in Pakistan?
- How would you evaluate the role of Industrial development zones in Pakistan?
- Describe the following for the industrial development of Pakistan tourism, foreign investments, banking and education.
- Why do you think the energy crisis is one of the major hurdles in the industrial development of Pakistan? Explain.
- How would you evaluate the importance of CPEC for the trade and industrial development of Pakistan?
- How would you differentiate between Primary, Secondary and Tertiary employment?
- Why do you think education and training are important for the development of skilled human resources in Pakistan?
- Can you describe the quaternary employment sector and its importance in the future?

Learning Activities:

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

Graffiti Board:

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

Standard 3: Agriculture, various Livestock and Fisheries

Grade 11: Livestock and Fish Farming

Benchmark: Recognize the scope and importance of livestock farming and fish farming for sustainable development of Pakistan.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-11-C3-01] Develop comprehensive understanding of the distinct classifications of farming, including livestock farming and fish farming, with a focus on animal husbandry and fish farming and their distinctive features.

- [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as diseases, outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize adverse environmental and social impacts.
- [SLO: PS-11-C3-03] Assess the possible economic impact of the fishing industry in Pakistan, including the socio-economic advantages of fish farming while analyzing infrastructure development initiatives such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries and suggest potential solutions for achieving this goal.

Knowledge:

- Identify the distinct classifications of farming, specifically focusing on livestock farming, animal husbandry and fish farming.
- Know the key features of livestock farming, animal husbandry and fish farming.
- Explain the importance of livestock farming, animal husbandry and fish farming with reference to food for peoples and economy of the country.
- Recognize livestock as the important sector of Pakistan's economy.
- Explore main challenges faced by the livestock industry of Pakistan, such as diseases, outbreaks, limited market access and inadequate infrastructure.
- Understand fisheries as an important economic sector of Pakistan.
- Compare inland and marine fishing.
- Identify main types of fishing in commercial marine fishing.
- Discuss the problems faced by the fishing industry.

Skills:

- Evaluate the fishing industry as one of the potential industries for the economic development of Pakistan.
- Differentiate between subsistence fishing and commercial fishing.
- Compare and contrast the scope of economic growth of marine fishing, inland fishing, and farm fishing in Pakistan.
- Suggest solutions for sustainable fisheries in the country.
- Suggest measures for sustainable growth of fisheries.
- Search and suggest sustainable strategies to promote livestock practices and minimize environmental and social impacts.
- Evaluate the significance of various modern and traditional methods of fishing.
- Analyze the problems of the fishing industry, including overfishing and pollution.
- Critically evaluate the infrastructure development initiatives such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries.
- Evaluate subsistence livestock farming in Pakistan as a system of input, output, process. Also elaborate in subsistence farming types practiced in the regions of Pakistan.
- Highlight the importance of livestock farming for the economy of the country.
- Suggest some sustainable solutions for the development strategy of livestock farming in Pakistan.

Formative Assessment:

- Explain classification of farming.
- Describe fisheries and its types.
- Describe livestock and fisheries as necessary component of food and economy.
- Evaluate the importance of livestock farming and fisheries for the development of Pakistan.
- Suggest ways to sustainable livestock farming and fisheries and coping with food shortage threats in future.
- Propose do sand donts to develop livestock farming and fisheries for the sustainable development of Pakistan.

Summative Assessment:

Short questions

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

Learning Activities:

- Related maps to show main areas where major (cash and staple) crops are grown.
- Pictures, videos etc. to explain types and methods of livestock and fisheries.
- Collaborate face to face or (if possible) online with at least one school in rural areas of Pakistan and have a question answer session with the students (and their families) to find out the challenges they face in terms of livestock and fisheries production, their sale and distribution.
- Organize field trips to arable farms for in depth learning and observation.
- Divide the class into two large groups to collect some information about cash and staple crops. Present their findings to the rest of the groups. Teacher can guide other groups to take notes while one group is presenting.
- Use diagrams or a PPT to explain different aspects of the unit like methods to evaluate agricultural projects to develop their understanding.
- Techniques like SWOT (Strengths, Weaknesses, Opportunities, and Threat) analysis to guide students to construct arguments and provide evidence for assessing students' understanding problems and challenges faced by the livestock and fisheries industry.
- Collaboration techniques e.g., face to face or (if possible) synchronous or asynchronous collaboration (Google slides/docs) with at least one more school of Pakistan/ World to help students exchange notes on opportunities, challenges and threats they face in livestock and fisheries in terms of climatic and economic aspects.
- All the necessary resources like reading material, videos, web-links etc. prior to group work to facilitate students to understand the unit in terms of food, recreation, economic activities, and power production.
- Use pictures, magazines, books and videos etc. to explain the importance of livestock and fisheries in Pakistan.
- Use PowerPoint presentations, diagrams and videos to explain types of farming in Pakistan.
- Provide resource material e.g. articles, web links, ideas and assistance in creating Vlogs and awareness posters
- Use diagrams, graphs or PPTs to explain and discuss different aspects of the unit like risk factors and ways of improving livestock and fisheries.

Project Work:

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

Standard 4: Transport, Trade and Telecommunication

Grade 11: Telecommunication

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

Students' Learning Outcomes:

Students will be able to:

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

Knowledge:

- Define telecommunication and elaborate with examples.
- Understand the role of telecommunication technologies including radio, television, phones, fax machines, emails and internet in various sectors such as education/e-learning, industry, services and trade/e-commerce in Pakistan.
- Highlight the significance of telecommunication (radio, television, phones, fax machines, emails and internet) in the social life and development of Pakistan.
- Describe the advantages of telecommunication in economy, business and industry.
- Elaborate the potential negative effects of telecommunication on the social and political aspects of society.
- Identify the obstacles in the provision of telecommunication in remote areas of Pakistan.

Skills:

- Evaluate the role of key technological advancements in telecommunication in facilitating the growth of international trade recently.
- Take an interview from telecommunication officer and analyze the key challenges associated with using telecommunication technologies to support international trade, and propose potential solutions to address these challenges.
- Design a research project to know the effectiveness of telecommunication tools and methods in enhancing the teaching learning experiences in the education sector.
- Evaluate the importance and role of radio, television, phones, fax machines, emails, and internet, in e-learning and e-commerce in the development of Pakistan.
- Make critical analysis of recent improvements in the telecommunication sector, particularly in relation to the education sector, and their potential for future growth.

Formative Assessment:

- Class discussion on telecommunication.
- Quiz on different types and devices of telecommunication.
- Class presentations can be assessed.
- Exit slips at the end of the lesson on the importance of telecommunication.
- 1-minute oral summary for the wrap up of lesson disadvantages of telecom on social and political life of people in the country.
- Have students watch a documentary or read an article about the impact of the internet on global trade. Ask them to summarize the main arguments and provide their analysis of the link between telecommunication and trade.
- Conduct a debate in class on the question of whether telecommunication technology has increased or decreased interactions among people support. Your narrative with solid arguments.
- Assign a research project to students to investigate the role of telecommunication infrastructure in the development of export-oriented industries of Pakistan.

Summative Assessment:

- Multiple choice questions on telecommunication and its different forms.

- Quiz competition on the role of telecommunication in business and education.
- Short questions or long questions on the learned topics.
 - Suggest how we can benefit from developing telecom in the field of trade.
 - Comment on the challenges faced by the telecommunication industry in Pakistan.

Learning Activities:

- Make a descriptive chart on the importance of telecommunication.
- Ask students to prepare a presentation on the use of telecommunication in daily routine life.
- Research work: Ask students to carry out research on development of telecommunication networks over a period of time.
- Design a project to start a telecommunication business indicating all the necessary requirements.

Grade-12

Domain D: Cultural Diversity in Pakistan

Standard 1: Society, Culture and National Integration

| | |
|---|---|
| Grade 12: Standard: National Integration and Social Cohesion | Benchmarks: Students will be able to identify the factors important for developing national cohesion and realize its importance. |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-D1-01] Explain the role of individuals in shaping a meaningful community, state and society. ● [SLO: PS-12-D1-02] Enumerate the constraints individuals face in fostering national cohesion and integration, while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress. ● [SLO: PS-12-D1-03] Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan. ● [SLO: PS-12-D1-04] Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society. ● [SLO: PS-12-D1-05] Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace. ● [SLO: PS-12-D1-06] Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Understand the terms of community, society, government and state. ● Identify various roles of individuals can assume within a community. ● Understand idea of unity and solidarity among citizens of a nation. ● Recognize importance of inclusivity and respect for diversity. ● Highlight and explain the key elements that contribute to the unification and solidarity of Pakistan as a nation. ● Identify and explain the constraints individuals face in fostering national cohesion and integration. ● Identify various supplementary measures in enhancing the overall socio-economic development. ● Understand the significance of mutual respect and understanding among diverse regional, cultural, religious and ethnic identities in Pakistan. ● Demonstrate an understanding of how mutual | <p>Skills:</p> <ul style="list-style-type: none"> ● Differentiating between the concepts of community, society, government and state and explain their interrelationship. ● Critically evaluate the concept of Nation. ● Evaluate personal interests, skills and values to determine potential roles they could assume within their own communities. ● Make analysis of the difference between national integration and cohesion. ● Analyze and articulate importance of unity and solidarity in fostering a cohesive society. ● Demonstrate empathy and respect for diverse communities, recognizing their role in fostering unity. ● Comment on religious freedom in terms of human rights and importance for national integration. ● Analyze historical and contemporary examples of how minority groups have contributed to the socio-political fabric of Pakistan. ● Apply critical thinking skills to assess the challenges and opportunities associated with minority inclusion in state-building process. |

| | |
|--|---|
| <p>respect and understanding among diverse regional, cultural, religious and ethnic identities in Pakistan contribute to the creation of a peaceful society.</p> <ul style="list-style-type: none"> ● Understand Quaid’s vision for religious freedom as outlined in his speeches, writings and actions. ● Analyze significance of minorities in the development of state structures and promotion of culture of peace within a society. ● Identify and explain the roles of society, government and state in establishing a welfare state. ● Analyze the concepts of equality, equity and justice in the context of gender, religion and social classes. ● Identify and describe the historical, cultural and socio-political challenges that impede the unification and solidarity of Pakistan. | <ul style="list-style-type: none"> ● Highlight the leadership of Quaid e Azam and other prominent leaders in mobilizing and unifying the masses. ● Formulate strategies to promote religious tolerance and inclusivity in contemporary society, inspired by Quaid’s vision. ● Propose innovative supplementary measures that could contribute to the socio-economic progress of the country. ● Discuss historical and current disparities in gender. ● Highlight the importance of respecting diverse religious beliefs. ● Articulate and analyze the differentiated roles played by society, government and state. ● Explore strategies for promoting equality, equity and justice. ● Engage in advocacy and activism for marginalized groups. ● Describe how socio-political factors such as governance structures, ethnic tensions and regional disparities affect the national solidarity. ● Propose strategies to overcome the challenges impeding unification and solidarity of Pakistan. |
|--|---|

Formative Assessment:

- **Essays or presentations:** to assess understanding of key concepts, definitions and interrelationships between community, government society and state as well as nation and Ummah.
- **Class Discussions:** role of minorities in national cohesion.
- **Group Discussion and debate:** on activities related to;
 1. Diversity and mutual respect.
 2. On challenges impeding national unity and proposed remedial steps.
- **Written assignments:(Essays/reflections)** exploring the significance of mutual respect among diverse identities in Pakistan.
- **Group activities/presentations:** showcasing understanding and empathy towards different cultural, religious and ethnic group.
- **MCQs:** on society and community.
- **Quiz:** on any topic as assigned by the teacher for example: community, its significance and family in the community system.
- **Individual or group presentations:** where students demonstrate their understanding of elements of national unity.
- **Entry slips or exit slips:** on nation, nationality and Ummah.
- **Written reflections:** on Quaid e Azam’s vision for religious freedom and role of minorities in Pakistanis development.
- **Class discussions and debates:** on welfare state concepts and issues.

Summative Assessment:

- **Multiple choice questions** on concepts of nation, Ummah, nationality, society etc.
- **Short questions** on suggestions to increase national cohesion and integration.
 - Differentiation between national integration and national cohesion.

- Evaluate the role of family in community.
- Suggest how an individual can bring betterment in society.

Learning Activities:

- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and teacher can comment on it or mark it. Possible topics could be:
 - Nation and nationality.
 - Characteristics of society in Islam.
 - Relations between society and individuals.
- **Quiz Competition:** how national cohesion plays an important part in economic development.
- Engage in activities, discussions and case studies to explore real life examples of individuals fulfilling different roles within various communities.
- **Group Discussion:** On challenges confronted by national unity and how to overcome these challenges.

Standard 2: Recreation, Sports and Tourism

| | |
|---|--|
| Grade 12: Recreation and Tourism | Benchmarks: Students will be able to develop understanding of the importance of recreational activities particularly with reference to tourism and identify the challenges faced by the tourism industry in Pakistan by giving sustainable solutions for its development. |
|---|--|

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-12-D2-01] Acknowledge the significance of tourism as a vital recreational pursuit and identify renowned historical, religious, and commercial tourist destinations in Pakistan.
- [SLO: PS-12-D2-02] Assess the challenges encountered by the tourism industry in Pakistan and propose viable and sustainable measures to foster tourism development.
- [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data on revenue generation and its role in the economic development of that particular area as well as for the country as a whole.

| | |
|--|--|
| Knowledge: <ul style="list-style-type: none"> ● Understand significance of engaging in recreational activities for maintaining physical, mental and emotional well-being. ● Assess the significance of tourism as a vital recreational pursuit. ● Describe various forms of tourism, such as eco-tourism, cultural tourism and adventure tourism. ● Identify knowledge of Important tourist places in Pakistan. ● Identify the renowned historical, religious and commercial tourist destinations in Pakistan. ● Explain economic significance of tourism, including generating income, employment opportunities and foreign exchange. ● Highlight challenges faced by the tourism | Skills: <ul style="list-style-type: none"> ● Evaluate tourism as an important industry for developing countries like Pakistan. ● Justify that Pakistan has a lot of potential for tourism owing to the presence of its majestic mountain ranges, deep gorges and valleys, fertile green plains, gushing rivers, beautiful deserts and beaches at coastline. ● Identify the major historical tourism and religious sites of Pakistan. ● Analyze the scope of tourism in revenue generation through regional case studies from Gilgit Baltistan (GB), Naran and Kaghan valleys. ● Recognize the challenges faced by the tourism industry particularly focusing on the role of government and efforts done by the society. ● Justify that the efforts for the development of |
|--|--|

| | |
|--|---|
| <p>industry in Pakistan.</p> <ul style="list-style-type: none"> ● Propose sustainable solutions / suggestions for development of tourism in Pakistan. ● Define Pakistan Tourism Development Corporation (PTDC) and role played by it in promoting tourism in Pakistan. | <p>tourism have brought in climatic problems and environmental hazards.</p> <ul style="list-style-type: none"> ● Suggest some sustainable environment friendly practices and solutions for the development of the tourism industry. ● Evaluate the initiative taken up by PTDC and how it has impacted on the development of tourism in Pakistan over the period of time. |
|--|---|

Formative Assessments:

- **Class Discussion** on importance of sports activities / tourism.
- **Class presentation** on different tourist activities / sports activities in Pakistan.
- **Group projects** exploring sustainable tourism initiatives in different regions of Pakistan.
- **Oral presentations** sharing tourist experiences.
- **Research presentation** on selected tourist destinations.
- **Verbal / Written response** in form of classwork / homework or during different activities in daily lessons. For example, exit slips for need of leisure activities.
- **MCQs or Quiz sessions** in the classroom on any topic like sports activities in Pakistan.
- **Warm up or brainstorming sessions** and wrap up activities like exit slips on tourism.

Summative Assessments:

- **Multiple choice questions** on advantages and disadvantages of tourism.
- **Short questions** about problems faced by the tourism industry and sustainable solutions to deal with.
 - State any three steps to be taken to develop the tourism industry in the coastal regions of Pakistan.
 - Justify that tourism can change the fate of the region.

Learning Activities:

- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teacher can comment on it or mark it. Possible topics can be:
 - Tourist attraction places of historical importance in Pakistan.
 - Tourist spots of religious importance.
 - Tourist spots of pleasant environment
- Students can collect images from internet for their presentation.
- **Develop a working / live board in the class.** A blank outline map of Pakistan can be placed in the middle of the board. Teachers need to assign different tourist attraction places to students and ask them to bring pictures and facts related to that place which can be pinned onto the board over the map. In this way many tourist places can be placed, and students can have an idea of their location as well.
- **Video show:** Students can be shown different videos related to tourist places or sports activities. Number of videos are available on YouTube as well as on other web links.
- **Virtual tours:** Virtual tours of some tourist places are available online which can be shown to the students either in school or links can be shared to be seen at home. Some sites are as below:
 - <https://www.google.com/search?client=firefox-b-d&q=virtual+tour+of+pakistan>
 - https://www.hd360.pk/VirtualTour_Portfolio.php
 - <https://virtualpakistan.pk/>

Domain E: The Constitution of Pakistan

Standard 1: Constitution of Pakistan

| | |
|---|--|
| Grade 12: Constitutional Development | Benchmark: Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution. |
| <p>Students’ Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-E1-01] Discuss the salient features of 1973 constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. ● [SLO: PS-12-E1-02] Infer the responsibilities of good citizens, women rights, children rights and rights of minorities in the light of the constitution of 1973. ● [SLO: PS-12-E1-03] Explain the federal structure of Pakistan and its functioning in the light of the constitution of 1973. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Overview the historical journey of Pakistan constitutional development. ● Discuss the reasons for delays in constitution making in Pakistan. ● Describe the salient features of the constitution of Pakistan 1973. ● Explain and discuss the fundamental human rights enshrined in 1973 constitution. ● Comprehend the Islamic provision/principles embedded in the 1973 constitution. ● Demonstrate an understanding of amendments made to the 1973 constitution (2nd, 8th, 13th, 18th and 25th). ● Infer the responsibilities of a good citizen in accordance with 1973 constitution. ● Explain the fundamental principles of 1973 constitution of Pakistan related to the rights of women, children and minorities. ● Define federalism and identify its key principles. ● Understand federal structure of government of Pakistan and its functioning as outlined in the 1973 constitution of Pakistan. ● Discuss important Constitutional Institutions enshrined NFC, ECC, IIC, ECP, CCI. | <p>Skills:</p> <ul style="list-style-type: none"> ● Construct a timeline illustrating the evolution of constitutional developments in Pakistan. ● Identify and discuss the reasons for the delay in the development process of the constitution. ● Compare and contrast the Islamic provisions of 1962 and 1973 constitutions of Pakistan. ● Understand structure and functions of three branches of government: executive, legislature and judiciary. ● Critically analyze the key features of the constitution of Pakistan 1973. ● Compare the “Fundamental Human Rights” outlined in UN Declaration of Human Rights 1948 with constitution of 1973. ● Elaborate the women rights outlined in the 1973 constitution. ● Discuss the procedure for amending the constitution of 1973 of Pakistan. ● Reflect on their own roles and responsibilities as citizens of Pakistan. ● Explore specific provisions in the constitution of 1973 related to the rights of women, children and minorities. ● Summarize the Structure of Government of Pakistan as dictated by the constitution of 1973. ● Discuss the rights granted to Minorities by the constitution of 1973 and its consequent impact on society (contribution to culture of Peace in country). |
| <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class Discussion on salient features of all three constitutions. ● Written response in form of class work / homework on comparative features of constitutions. | |

- **Verbal responses** during different activities, brainstorming sessions, warm up activities and wrap up sessions while comparing constitutions.
- **Quiz sessions** in the classroom about different features of constitutions.
- **Assignments:** to assess understanding of key concepts and principles.
- **Project-based assessments:** Students to analyze historical events to infer citizenship responsibilities.

Summative Assessments:

- **MCQs** on salient features of 1973 Constitution.
- **Evaluative Questions** on salient features of all three constitutions.

Learning Activities:

- **Group work:** class can be divided into three groups. Each group should be assigned a constitution. After studying the salient features of their constitution, students will present it in front of the class.
- **Lecture and interactive discussion:** on the concepts of federalism, Parliamentary system, and Power and functions of three branches of Government according to current constitution of Pakistan.
- **Document of the Original 1973 Constitution:** Teacher will provide the Original 1973 Constitution documents to the students. After discussing the points of the documents, the teacher will generate the discussion on it. Following websites can be consulted for this purpose.
 - <http://www.pakistani.org/pakistan/constitution/annex.html>

Standard 2: Citizenship

| | |
|--|---|
| Grade 12: Rights and Duties | Benchmarks: Develop an awareness of human rights, including women's rights, children's rights, and the rights of minorities from Islamic perspective and UN declaration. Also gain an understanding of both human and animal rights in Pakistan. |
| <p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-E2-01] Analyze the UN Declaration of Human Rights 1948 and the corresponding clauses in the 1973 Constitution of Pakistan from the perspectives of Islamic Principles. Specifically, examine the clauses related to child rights, gender equality and animal protection with a particular focus on education, health and poverty alleviation. ● [SLO: PS-10-E2-02] Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development. ● [SLO: PS-12-E2-03] Evaluate the prevalent conditions of women, child labor and underage employment in Pakistan and propose measures to be taken up for its eradication specifically in some industries of Pakistan. ● [SLO: PS-12-E2-04] Evaluate the extent to which the Sustainable Development Goals (SDGs) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030. | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Identify fundamental rights and duties of a citizen. ● Evaluate the significance of respecting the rights of others while fulfilling one's duties as a citizen. ● Understand and analyze the articles of UN Declaration of Human Rights 1948. | <p>Skills:</p> <ul style="list-style-type: none"> ● Differentiate between rights and duties of a citizen. ● Discuss the Islamic concept of human rights and relate it with the concept of a welfare state in Islam. ● Explore the clauses of the 1973 Constitution related to fundamental rights. ● Examine the status of fundamental rights in Pakistan focusing particularly on the health and education |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Analyze and compare key articles from UN Declaration of Human Rights of 1948 and fundamental rights provided by Islam as outlined in the 1973 constitution. ● Describe sustainable solutions to animal rights issues. ● Define rights of differently abled persons (DAP). ● Examine articles in the 1973 constitution that address the rights of education, health and livelihood comparing them with corresponding principles outlined in UN Declaration of Human Rights 1948. ● Analyze the significance of self-sufficiency in food, understanding it both as a fundamental human right and as a crucial factor in a country's development. ● Identify prevalent conditions regarding women rights, child labor and under aged employment in Pakistan. ● Propose measures to eradicate child labor, under aged employment and violation of women rights in Pakistan. ● Define Sustainable development Goals (SDGs) and realize their importance. ● Evaluate progress of Pakistan towards achieving the Sustainable Development Goals (SDGs). ● Analyze and assess Pakistan's progress towards achieving the SDGs. | <ul style="list-style-type: none"> sector. ● Critically evaluate the role of education in poverty alleviation. ● Analyze the importance of self-sufficiency in food as a fundamental right as well as important for development of the state. ● Religious freedom is an important human right, comment and evaluate in light of minorities in Pakistan. ● Infer the present state of animal rights in Pakistan. ● Suggest measures / solutions for challenges faced by the animal right activists. ● Enlist the rights of a child according to Child Rights convention (CRC) 1948. ● Examine the state of child labor and suggest ways of improvement. ● Discuss the importance of women's rights. Also highlight the factors contributing to the worsening situation in Pakistan's social structure. ● Discuss case studies of women role models: for example, mountaineer Samina Baig, Cricketer Sana Mir, Flying Officer Maryam Mukhtiar and others. ● Illustrate the impact of gender discrimination on society. ● Examine the status of basic human rights in Pakistan focusing particularly on the health and education sector. ● Analyze the case studies of child heroes of Pakistan -Iqbal Masih, Arfa Kareem, Aitezaz Hasan, Ralalay Yousipain and others. ● Understand 17 Sustainable Development Goals (SDGs) set by UN including their objectives and significance. ● Identify the specific Sustainable Development Goals (SDGs) that are most pertinent to Pakistan's development agenda. OR ● Propose actionable recommendations to achieve Sustainable Development Goals (SDG's). |
|---|--|

Formative Assessments:

- **Class Discussion, presentations and role plays** on importance of Human rights.
- **Class presentations** on UN declaration of Human Right and Human Rights 1948 clauses in the constitution of 1973.
- **Written responses in form of class work / homework** on animal rights.
- **Verbal responses** during different activities, brainstorming sessions, warm up activities and wrap up sessions in daily lessons.
- **MCQs or Quiz sessions** in the classroom on rights of child, women and animals as stated in the UN Charter versus Constitution in 1973.

Summative Assessments:

● Evaluative questions:

- Compare and contrast the basic human rights declared in the UN Declaration of Human Rights and 1973 Constitution.
- Out of 30 rights declared in the UN Declaration of Human Rights, identify the five most important in your opinion.
- Relate SDGs with the basic fundamental rights situation in the country.
- State some common actions that we all take in daily life which link to violation of animal protection laws.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge. Some web links are:
 - https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf
 - https://opseu.org/wp-content/uploads/2018/12/30_basic_human_rights_list_english.pdf
 - <https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>
- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teacher can comment on it or mark it. For example, the status of women rights in Pakistan.
- **Display board in the class.** A comparison can be made on the board between the UN declaration of Human rights and Clauses of Human rights in the Constitution of 1973.
- **Quiz Competition:** A quiz can be planned about the UN declaration of Human Rights.
- **Debate competition:** A debate competition can be planned in favor and against rights of minorities in Pakistan.

Domain F: Pakistan and International Affairs

Standard 1: Foreign Policy of Pakistan

| | |
|---|--|
| Grade 12: Foreign Policy of Pakistan | Benchmark: Explore the guiding principles of the foreign policy and foreign relations of Pakistan generating discussion about the main pillars of Pakistan's foreign policy and Pakistan's international relations. |
|---|--|

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-12-F1-01] Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles while exploring the determinants of the current state of Pakistan's foreign policy and the way it has impacted its relationships with countries like US, Great Britain, China, Central Asian states, SAARC nations, EU members and OIC countries.
- [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkiye, Saudi Arabia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs).
- [SLO: PS-12-F1-03] Analyze Jammu & Kashmir conflict and expected outcomes of the issue if solved as best-case scenario of the Kashmiris inferring its impact on Pak - India relations.
- [SLO: PS-11-F1-04] Critically analyze the causes and impacts of the Wars of 1948, 1965, 1971 and Kargil 1999 between Pakistan and India.
- [SLO: PS-12-F1-05] Criticize Pak-US relations before and after the 9/11 incident and its impact on the socio-economic status of Pakistan.

- [SLO: PS-11- F1-06] Analyze the social, political and economic impacts of international wars (War on Terror and Soviet-Afghan war) on Pakistan.

| | |
|--|--|
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Define foreign policy and its importance in international relations. ● Analyze Pakistan’s current foreign policy and assess its alignment with the state objectives and guiding principles. ● Identify primary objectives of Pakistanis foreign policy. ● Importance of material and moral support to oppressed and suppressed people/Nations in the world. ● Comprehend and analyze the determinants influencing Pakistan’s current foreign policy. ● Analyze the historical, political and economic factors, shaping Pakistan’s relationships with the US, Great Britain, China, Central Asian States, SAARC Nations, European Union (EU) members and OIC countries. ● Comprehend the current status of Pakistan’s relationship with Turkey, Saudi Arabia, Qatar, UAE and Russia, including diplomatic, economic and strategic dimensions. ● Analyze factors contributing to Pakistan’s strategic significance in the region such as its geographical location, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs). ● Understand historical background of Jammu & Kashmir conflict. ● Analyze impact of Jammu Kashmir conflict on Indo-Pak relations. ● Enlist and explain causes, events and impacts 1948, 1965, 1971 and 1999 Kargil wars between Pakistan and India. ● Name and value the martyred (Shuh ha da) in these wars between Pakistan and India. ● Evaluate the potential outcomes and benefits of resolving Kashmir issue for both Pakistan and India. ● Demonstrate an understanding of historical background of Pak-US relationships. ● Critically analyze the shifts in Pak-US relationship post-9/11, identifying changes in diplomatic, military and economic interactions between the two countries. | <p>Skills:</p> <ul style="list-style-type: none"> ● Associate the foreign policy of Pakistan to international relations. ● Highlight the geo-political importance of Pakistan in context of its location. ● Analyze to what extent Pakistan is successful in supporting the less privileged people/nations in the world. ● Evaluate the impact of Pakistan’s humanitarian aid and assistance to OIC countries facing political, social and economic challenges. ● Rationalize the impact of Jammu Kashmir Conflict (Future prospects) on Pakistan’s relations with India. ● Explore the determinants to the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like China, US, Central Asian states, SAARC nations, (EU) members, and OIC countries. ● Compare the Pak - US relation before and after the incident of 9 /11. ● Identify key diplomatic interactions of Pakistan with countries like Turkey, Saudi Arabia, Qatar, UAE and Russia. ● Evaluate economic ties of Pakistan with Turkey, Saudi Arabia, Qatar, UAE and Russia, including trade agreements, investments and economic aids. ● Analyze strategic significance of Pakistan’s relationship with Turkey, Saudi Arabia, Qatar, UAE and Russia, considering geo-political factors, military cooperation and regional alliances. ● Identify key historical, political and social factors contributing to the Jammu Kashmir conflict. ● Assess various proposed solutions to the Jammu Kashmir conflict, including autonomy, independence and status quo options. ● Assess how improved relations between Pakistan and India, could positively influence regional stability and economic development. ● Analyze the historical context of Pak-US relations pre an post 9/11. ● Critically evaluate the socio-economic implications of Pak-US relations before and after 9/11 on Pakistan. ● Search, think and comment on our losses and gains by participating in Soviet-Afghan war and war on |
|--|--|

| | |
|---|---------|
| <ul style="list-style-type: none"> ● Examine the key social, political and economic impacts of Pakistan’s participation in Soviet-Afghan war. ● Discuss the key social, political, and economic impacts of Pakistan’s participation in the US-led war on terror in Afghanistan ● Discover the concept of war on terror. ● Explore the effects of war on terror on Pakistan society, economy and peace. ● Relate the location of Pakistan with the importance of international relations. | terror. |
|---|---------|

Formative Assessment:

- Define the importance of foreign policy of Pakistan.
- Classroom discussion and debates on Pakistan Foreign policy issues.
- Describe the salient features of the foreign policy of Pakistan.
- Relate foreign policy with international relations in the world.
- Explain Pakistan relations with different countries of the world.
- Analyze the effects of Pakistan’s foreign policy in coping with different conflicts.

Summative Assessment:

- MCQs/ fill in the blanks/ true or false on importance and need of foreign policy.
- Short questions – Pakistan's relationship with other countries.
- long questions including evaluations:
 - Why do you think foreign policy is important for a country?
 - What do you know about the foreign policy of Pakistan?
 - In today’s world foreign policy and International Relations are very important for a country. Explain the statement.
 - How are international relations important for the economic development of Pakistan?
 - Do you think foreign policies and international relations are important for coping with different conflicts?

Learning Activities:

- **Classroom discussion and debates:** on Pakistan Foreign Policy issues.
- **Extra Research work:** Teachers may provide extra reading material / books for extended knowledge on foreign policies of Pakistan.
- **Essays/assignments:** to make students analyze specific aspects of Pakistan’s foreign policy.
- **Presentations:** on selected topics related to foreign policy of Pakistan, where students demonstrate their understanding, research and critical analysis skills.
- **Display board in the class.** Classroom display boards can be allocated to different groups of students where they can display their presentations. One group can work on relations with China, other can work on foreign relations with Iran, one with Afghanistan and one with India.
- Class discussions on a recent development related to foreign policy.
- Jammu Kashmir/ Afghanistan related articles from newspapers should be used as a resource.
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example importance of foreign policy of Pakistan.

Standard 2: Pakistan and International Organizations

| | |
|---|---|
| Grade 12: Pakistan and International Organizations | Benchmark: Understand the role of Pakistan in international organizations, its importance, involvement |
|---|---|

with international issues of peace and conflicts.

Students' Learning Outcomes:

Students will be able to:

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

Knowledge:

- Demonstrate an understanding of founding principles, objectives and structure of UN.
- Identify the core principles and objectives of UN in promoting global welfare.
- Explain the importance of human rights and religious freedom in fostering peace and stability in developing and conflict-affected regions.
- Analyze the role of UN peace-keeping missions in resolving conflicts and maintaining stability.
- Understand Pakistan's contributions for UN peace making/peace keeping missions in various areas of world.
- Evaluate significance of UN initiatives in providing access to food and healthcare to vulnerable populations.
- Discuss impact of UN supported educational programs in fostering sustainable development and empowerment.
- Examine strategies employed by UN to alleviate poverty and promote economic progress in developing countries.
- Demonstrate their understanding of Pakistan's status, role and contribution SCO and ECO.
- Analyze the role of global monetary institutions in the development of countries.
- Understand economic challenges faced by Pakistan and their impact on the country's economic development.
- Examine the efforts made by IMF to assist Pakistan in addressing its economic challenges.
- Critically assess the effectiveness and limitations of IMF interventions in Pakistan's

Skills:

- Analyze Pakistan's role in UN and its major organs.
- Role of major organs of UN and their objectives.
- Analyze Pakistan's contribution in global peacemaking and peacekeeping activities and environmental hazards.
- Analyze the reasons for the failure of UN in case of Jammu Kashmir and Palestine.
- Evaluate the role of the UN in keeping peace in the world.
- Analyze the effectiveness of OIC in the region.
- Compare the SAARC and ECO with respect to their effectiveness.
- Discuss the IMF as an important monetary organization.
- Analyze role of global monetary institutions in shaping the economic development of countries.
- Evaluate the specific functions and operations of IMF in assisting countries facing economic challenges.
- Critically assess current state of Pakistan's economy and the challenges it faces.
- Understand the IMF's recent efforts to assist Pakistan in addressing its economic challenges.
- Make a detailed survey of different specialized agencies of UN and other international organizations working under the banner of UN with focus on their key areas of operations.

economic development.

Formative Assessment:

- Demonstrate comprehension through written reflections, class discussions and quizzes
- Describe and explain the importance of foreign policy.
- Describe the principles of the foreign policy of Pakistan.
- Evaluate the foreign relations with China, Russia, US and EU.
- Study Pakistan relations with different countries of the world.
- Analyze the effects of Pakistan’s foreign policy in coping with different conflicts.

Summative Assessment:

Short questions or long questions including evaluative questions.

- Evaluate the role of the UN in keeping peace in the world.
- Analyze the effectiveness of OIC in the region.
- Compare the SAARC and ECO with respect to their effectiveness.
- Enlist all the international organizations in which Pakistan has been a member state.

Learning Activities:

Video Watching Activities

- To understand the structure of the UN and its organs along with the important functions they have performed in international scenarios, videos from YouTube can be shown to students using the following link.
 - <https://www.youtube.com/c/unitednations/videos>
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example: role of UN in world peacekeeping or contribution of Pakistan in global peace keeping.
- **Class Presentations and debates/group discussions:** where students defend their viewpoints on effectiveness of IMF intervention in addressing Pakistan’s economic challenges.
- **Case study:** evaluate the role of different international organizations in the Turkiye and Syrian Earthquake of February 2023.
- Class presentation: Pakistan and International Organization.
- Enlist all the International Organization where Pakistan has been a member state and analyze Pakistan’s role in solving different issues. Following web link can be useful in this regard.
 - https://en.wikipedia.org/wiki/Outline_of_Pakistan
- **MUN:** Model United Nation can be designed keeping current affairs in front.

Guidelines for Textbook Authors

Textbook authors play a crucial role in shaping young minds through their writing. A well-planned textbook, written by qualified and competent subject experts, and presented in an attractive and engaging manner, should captivate both teachers and students. While textbooks for lower levels typically incorporate more learning features, certain aspects should be considered in textbook writing across all levels:

- Ensure the textbook aligns with the objectives of the Curriculum.
- Maintain focus on standards and benchmarks throughout.
- Make the textbook visually appealing to sustain student interest.
- Design an attractive title page that reflects the content of the textbook.
- Use a color scheme for pictures that closely resembles real life.
- Include a detailed table of contents.
- Write clear and concise text.
- Avoid cramming information; break it into smaller, digestible parts with headings.
- Adapt to the mental level of the students.
- Keep the length of the textbook reasonable.
- Provide accurate and up-to-date information.
- Organize the text material logically, progressing from simple to complex, familiar to unfamiliar, and concrete to abstract.
- Ensure the text material is free from ambiguities and errors.
- Keep the volume of the textbook reasonable, with the number of pages restricted to approximately 180-210 pages per grade.

Curriculum Review Committee

- Mr. Munir Ahmed,
Associate Professor GPGC No.1 Abbottabad

- Mr. Salar Islam Tariq,
Principal GHS Tehkal Bala Peshawar

- Muhammad Zubair,
SS GHSS Richbhen Abbottabad

- Mr. Babur Bashir Khan,
Desk Officer DCTE KP Abbottabad

Review Supervision:

- **Mr. Gohar Ali Khan**
Director
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad

- **Syed Amjad Ali**
Additional Director (Curriculum & Textbooks Review)
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad