

**National Curriculum for**

# **CIVICS**

**Grades IX-X and XI-XII**

**2009**



**GOVERNMENT OF PAKISTAN  
MINISTRY OF EDUCATION  
ISLAMABAD**

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The core of sustained and successful democratic societies is their citizens, who uphold the best democratic institutions and procedures; and are committed to pass on democratic values from generation to generation. Responsible citizenship requires citizens amid key civic skills and values that go beyond the knowledge related to Civics. Together with the knowledge about democratic structures, institutions, rights & duties and processes; students must develop and be able to apply skills such as critical thinking, information gathering and processing, effective communication, problem solving, decision making, advocacy and others related thereto.

### **1.1 Rationale for Civic Education**

Civic education includes the study of the purpose of government, the nature of law, the way private behaviour affects the public order, the political system, and the international context of politics. In most countries, formal instruction in civics and government is provided to students to help them understand the workings of their own and other political systems as well as the role and relationship of their country's politics and government to world affairs. In most countries, Civic education has been interpreted narrowly as preparation for patriotism and largely included learning about the structure and functions of government and citizen rights and responsibilities. The realization that the creation and sustaining of a democratic society requires citizens to not only have knowledge but skills and dispositions for informed, responsible and active citizenship. Civic education must therefore, in addition to the focus on the knowledge emphasizes the development of skills of inquiry, critical thinking, decision making, problem solving, conflict resolution and reinforce dispositions such as commitment to equality, determination to act justly, respect for the rule of law and working for the common good so as to prepare students for responsible participation in the improvement of their societies. The body of knowledge, skills and dispositions that the literature suggests is required by students to take informed and responsible actions are summarized in Figure 1.

Constitutionally, Islamic Republic of Pakistan is a democratic state. In order to provide all citizens a say in the matters that affect them they elect their representatives through voting in free and fair elections. The role of citizens does not end with voting as democracy requires the informed, active and responsible participation of people for it to develop and be sustained. The Media serves to inform the public about various issues for citizens to act to address them or to get governments to act to address them so that they can hold public officials accountable for their actions.

This National Curriculum for Civics is therefore aimed at developing the civic knowledge, skills and dispositions and encouraging their use for civic action to create a just, peaceful and democratic society.

<p><b>Civic Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding the political system, institutions and processes</li> <li>• The rights and responsibilities of citizens</li> <li>• Human rights and responsibilities</li> <li>• The local, national and international context</li> </ul>	<p><b>Civic Skills</b></p> <ul style="list-style-type: none"> <li>• Critical-thinking</li> <li>• Problem-solving and decision-making</li> <li>• Social or interpersonal skills</li> <li>• Conflict resolution skills</li> <li>• Information gathering and communication skills</li> </ul>
<p><b>Civic Dispositions</b></p> <ul style="list-style-type: none"> <li>• Belief in the dignity and equality of every human being</li> <li>• Determination to act justly</li> <li>• Commitment to equality</li> <li>• Respect for freedom</li> <li>• Willingness to work with and for others</li> <li>• Value diversity</li> <li>• Take personal and civic responsibility</li> <li>• Respect for the rule of law</li> <li>• Concern for human rights</li> <li>• Practice of tolerance</li> </ul>	<p><b>Civic Actions</b></p> <ul style="list-style-type: none"> <li>• Vote in elections</li> <li>• Engage in community service</li> <li>• Become a member of civil society group(s)</li> <li>• Advocate for change <ul style="list-style-type: none"> <li>○ Sign petitions</li> <li>○ Write letters to government representatives</li> <li>○ Advertise your cause</li> <li>○ Participate in walks, demonstrations</li> </ul> </li> <li>• Refuse to buy certain things (e.g. plastic bags as they pollute the environment)</li> </ul>

Figure 1: Competencies required for Civic Education

## 1.2 Purpose of the Curriculum

The National Curriculum for Civics is directed to all stakeholders that are directly or indirectly involved in the teaching and learning process of civic education such as teachers, educational material developers, examiners (both teachers as examiners and paper setters/board examiners) and students. In order to meet the standards of this curriculum, formal teaching in the Classrooms must be augmented by related learning experiences, in both school and community. The school itself must become a microcosm of democracy, giving students a first hand experience of it by providing students opportunities to participate in their own governance and they must facilitate students in creating democratic communities through engagement with the community to improve it.

## 1.3 Aims of National Curriculum for Civics

1. To prepare students for a prosperous and peaceful future by inculcating in them socially useful knowledge and skills as well as values of peaceful co-existence with all citizens of the country and all countries of the world.
2. To prepare citizens who are cognizant of their own rights and duties with emphasis upon human rights, rights of women, rights of children and rights of minorities.

3. To develop citizens with a sense of normative behaviour and acts with loyalty to democratic ideals.
4. To promote among youth the unity of all humanity despite differences of nationality, ethnicity, gender, sect, creed, colour, dress, food, customs and appearances.
5. To build up the society with the educated citizens as co-operating member of the world community.

#### **1.4 Structure and Content of the Curriculum**

The National Curriculum for Civics (IX-XII) has been designed according to standards, benchmarks and student learning outcomes (SLOs). This curriculum sets out the civic knowledge, skills, dispositions and civic actions to be developed in students by developing the standards that must be met. **Curriculum standards** are broad, descriptive and qualitative statements which represent a set of expectations about what all students should know, be able to do and the values/attitudes they should hold in the subject area at the end of the learning cycle. Knowledge includes the important facts, concepts, issues and information. The skills include the ways of thinking, working, communicating, reasoning and investigating that characterize the subject. The values/attitudes are the feelings, attitudes, conscience, dispositions that are developed through the subject.

Standards enable teachers to support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgement to students' differing needs and actively engage them in learning so they can use and generate knowledge in effective and powerful ways thus improving teaching and learning process.

For each standard, **benchmarks** are delineated at various developmental levels. The benchmarks are statements that indicate what students will know, be able to do and the dispositions they should develop at various developmental levels (i.e. primary and secondary school). The benchmarks have been delineated for each stage of education with the exception of the primary years which have been divided into two. Thus there are benchmarks for grades III, V, VIII, X and XII. As Civics is an elective subject which is offered for grades IX - XII, benchmarks for Grades X and XII have been provided in Civics Curriculum for Grades IX-XII.

The curriculum also delineates the **Student Learning Outcomes (SLOs)** for each Grade that must be achieved by students at the end of each Grade. Thus SLOs are given for grades IX-X and IX-XII. In Civics Curriculum there are knowledge, skills, values and action outcomes. Teaching and learning processes must ensure that all students achieve the SLOs identified for each Grade. The SLOs generally begin with a key word which indicates what has to be achieved. Frequently used key words (with their meanings) are provided in Table-1.

**Table – 1**

S.No.	Terms	Explanation
1)	<b>Define</b>	1) To determine or identify the essential qualities or meaning of a word. 2) A formal statement or equivalent paraphrase being required.
2)	<b>Identify</b>	To identify the things that is tangible (the Nazim of the Town one lives in) or intangible (justice). To identify means to distinguish it from some thing else. It also means to Gradeify something with other items with similar attributes.
3)	<b>List</b>	To give a sequence of points, generally each of one word, with no elaboration. Where a given number of points are specified, this should not be exceeded.
4)	<b>Compare</b>	Required to provide both similarities and differences between things or concepts.
5)	<b>Describe</b>	To describe tangible or intangible objects, processes, institutions, functions, purposes, means and end, qualities. To describe something is to be able to give a verbal or written account of its basic attributes or characteristics.
6)	<b>Differentiate</b>	To perceive or show the difference in or between two or more.
7)	<b>Explain</b>	To identify, describe, clarify or interpret something. One may explain causes of events, the meaning or significance of events or ideas, reasons for various positions or acts.
8)	<b>Examine</b>	1) Observe, check out, and look over or inspect carefully. 2) Consider in detail and subject to an analysis in order to discover essential features or meaning.
9)	<b>Evaluate</b>	To use criteria to make judgements about the strengths and weaknesses of a position on a particular issue; goal promoted by the position, or means advocated to attain the goals.
10)	<b>Defend a position</b>	To advance arguments in favour of one's position and respond to or take into account arguments opposed to one's position.
11)	<b>Frame</b>	To put into a systematized statement or expression.
12)	<b>Record</b>	To put down in writing as a written evidence.
13)	<b>Develop</b>	To create or produce especially by intentional effort over time.
14)	<b>Use</b>	The act or practice of applying the concept, idea and knowledge.
15)	<b>Mediate</b>	Involvement of a third person or an intermediary to assist parties in order to reconcile them.
16)	<b>Assess</b>	Judge the worth of something.
17)	<b>Propose</b>	Put forward a point of view.
18)	<b>Trace</b>	Flow, discover, or ascertain the course of development of something.
19)	<b>Illustrate</b>	To draw/sketch to make meaning of something clear.
20)	<b>Infer</b>	A conclusion drawn from a set of facts or circumstances.
21)	<b>Gradeify</b>	To arrange or organize according to the grade or category.

## 1.5 Development of Civics Curriculum

Civic Education for democratic citizenship requires teachers to develop the knowledge, skills, dispositions and have students to develop competencies outlined in Figure 1. They must also make schools and colleges places where democracy is promoted so that a society reflective of the one to be created can be experienced first-hand in schools and colleges.

Approaches to citizenship education are often placed on a scale from minimal to maximal (Osler and Starkey, 2004). Minimal approaches to citizenship education emphasise learning about political and economic institutions – their structure, functions and some opportunities for community service activities. This is the nature of citizenship education in Pakistani schools. Maximal approaches broaden the scope of the content and encourage the use of more active-participatory approaches in the classroom. They combine knowledge with investigation, interpretation and participation. They also take citizenship education beyond the traditional classroom setting through school organization and structures by facilitating students' active participation in making school structures and processes more democratic through the setting up of school councils and school clubs. It also provides opportunities for students to engage in community action and reflection so as to learn from them.

The approach to citizenship education promoted in this curriculum is a maximal approach. The scope of the content has been enlarged to include knowledge, but also the development of skills and dispositions required for active citizenship. It suggests that in addition to the textbook, materials such as newspapers and magazines be brought into the classroom and the community and media also be seen as an important source of information. The curriculum encourages the use of active participatory strategies (see Chapter 4) such as class discussions, engage in inquiry, learn with and from each other in cooperative groups, engage in or develop role plays and simulations. While engaging in these activities students should be encouraged to think critically and creatively. Active participation must also be promoted in the school and community. The curriculum encourages teachers to create democratic classrooms through sharing some of their authority with students by involving them in making classroom rules and electing classroom monitors/prefects. It encourages the development of a democratic culture that extends beyond the classroom to the school with all members of the school community being involved in governance of the school, through representative teacher and students councils and giving teachers and students more autonomy in making decisions.

It is a well known fact that the appropriate present assessment practices may tend to restrain the best curriculum and the most innovative teachers. It is for this reason that this curriculum suggests more authentic and performance-based assessment. Paper pencil tests are useful for assessing knowledge but are not appropriate for assessing skills and values. Performance assessment is a more appropriate way of assessing them (see Chapter 6). In order to make assessment more democratic, teachers can involve students in identifying the criteria and levels of performance and use them for self and peer assessment Portfolio, assessment of student work and their reflections is yet another way of assessing students.

**Standards and Benchmarks for Grades IX –X**

**STANDARD – 1 CONSTITUTIONAL GOVERNMENT:** Students will explain the need for government, the way government is formed in a democracy, the structure of the government of Pakistan and the functions of creating, implementing and interpreting the law

**Benchmarks**

The students are expected to:

- Describe the need for government for functioning of a state
- Identify the key characteristics of democracy, assess democracy in Pakistan and identify challenges to strengthening democracy in Pakistan
- Describe the structure and function of the legislative, the executive and the justice system of Pakistan
- Compare presidential and parliamentary systems of government

**STANDARD 2 RIGHTS AND RESPONSIBILITIES:** Students will demonstrate an understanding of the concept of democratic citizenship, the rights and responsibilities of citizens (constitutional and human rights) and the roles of citizens in advancing rights in Pakistan.

**Benchmarks**

The students are expected to:

- Identify the rights and responsibilities of citizen (constitutional)
- Describe how the provision or denial of different rights affects democracy
- Describe the role of civil society/groups in advocating for the rights of citizens

**STANDARD 3 POLITICAL ECONOMY:** Students will recognize that economic and political processes affect each other in a country and around the world.

**Benchmarks**

The students are expected to:

- Identify the role of the government in the economy of Pakistan and the factors influencing economic decisions (such as on national budget)
- Describe the effects of political decisions on the economic rights of citizens of Pakistan



**STANDARD 4 CONFLICT MANAGEMENT AND RESOLUTION:** Students will develop conflict management and conflict resolution skills and use them in dealing with others in every day situations (community, national and global)

**Benchmarks**

The students are expected to:

- Describe the causes and effects of conflicts at the personal level
- Analyze conflicts to identify causes and reasons for escalation
- Use effective communication, negotiation and mediation strategies to resolve personal conflicts and conflicts at home, school and community

**STANDARD 5 INTELLECTUAL SKILLS:** Students will ask question about issues, problems and events of significance to society (local, national, and global) inquire, think critically and use the skills of problem solving, decision-making and communication effectively.

**Benchmarks**

The students are expected to:

- Use books and newspapers to acquire information to answer questions
- Use data and evidence to support or refute an argument
- Communicate ideas and informations in an informed, organized and persuasive manner
- Analyze issues by identifying the various perspectives on an issue and suggest possible resolution of that issue
- Make informed decisions

**STANDARD 6 NON-STATE INSTITUTIONS:** Students will know the importance and role of non-state institutions (media, NGO's and political parties) in a democratic society.

**Benchmarks**

The students are expected to:

- Describe the role and importance of media, political parties, organized structured groups and movements in Pakistan
- Describe the evolution and development of media, organized structured groups and movements, and political parties in Pakistan
- Describe the role of media, political parties, organized structured groups and movements in the promotion of democracy in Pakistan

**STANDARD 7 DEVELOPING VALUES:** Students will value diversity, human dignity, equality, tolerance, justice, cooperation, concern for environment and challenge the conditions that give rise to prejudice, discrimination, all forms of inequality (gender, grade, religion, age, ability, ethnicity and colour) and environmental issues in Pakistan and in the world.

**Benchmarks**

The students are expected to:

- Describe the importance of diversity, tolerance and care for environment
- Hold and promote the values of diversity, tolerance for environment

**STANDARD 8 ACTIVE AND RESPONSIBLE CITIZENSHIP:** Students will take informed, responsible and appropriate actions and reflect on them to further their learning as citizens

**Benchmarks**

The students are expected to:

- Take informed and responsible actions to raise awareness or solve problems at the school & local level
- Reflect on the actions taken so as to learn and improve future actions

## **Standards and Benchmarks for Grades XI –XII**

**STANDARD 1 CONSTITUTIONAL GOVERNMENT:** Students will explain the need for government (ideology, history, culture, values), the structure of the government of Pakistan and the functions of creating, implementing and interpreting the law.

### **Benchmarks**

The students are expected to:

- Explain why governments are structured differently (ideology, history, culture, values)
- Distinguish between different forms of governments (monarchy, democracy, dictatorship, Islamic regimes, East Asian regimes) and assess their role in fulfilment of the needs of the people
- Propose and justify the choice of government for Pakistan

**STANDARD 2 RIGHTS AND RESPONSIBILITIES:** Students will demonstrate an understanding of the concept of democratic citizenship, the rights and responsibilities of citizens (constitutional and human rights) and the roles of citizens in advancing rights in Pakistan.

### **Benchmarks**

The students are expected to:

- Assess the degree to which citizens are assured their human rights
- Explain the need for human rights, children’s rights and women’s rights and identify the States responsibilities with respect to human rights, children’s rights and women’s rights
- Evaluate various Rights documents, suggest additions or deletions and justify them

**STANDARD 3 POLITICAL ECONOMY:** Students will recognize that economic and political processes affect each other in a country and around the world.

### **Benchmarks**

The students are expected to:

- Describe the role of regional and international organizations of economic cooperation and financial institutions on Pakistan’s economy and politics
- Explore the effects of foreign direct aid, international trade and national debt on Pakistan government’s economic and political decisions

**STANDARD 4 CONFLICT RESOLUTION SKILLS:** Students will develop conflict management and conflict resolution skills and use them in dealing with others in every day situations (community, national and global)

**Benchmarks**

The students are expected to:

- Analyze reasons for conflict and recognize structured ways of handling conflicts at national and international levels
- Analyze international structures and processes used for negotiation and mediation

**STANDARD 5 INTELLECTUAL SKILLS:** Students will ask questions about issues, problems and events of significance to society (local, national, and global) inquire, think critically and use the skills of problem solving, decision-making and communication effectively.

**Benchmarks**

The students are expected to:

- Use appropriate and current technology to acquire, organize, analyze, and communicate information
- Identify bias in news reports and how they can be used for propaganda purposes
- Obtain and evaluate information from various public records and other resources related to public policy issue
- Make informed and reasoned decisions

**STANDARD 6 NON-STATE INSTITUTIONS:** Students will know the importance and role of non -state institutions (media, NGOs and political parties) in a democratic society.

**Benchmarks**

The students are expected to:

- Explain the role and importance of organized structured groups and movements in Pakistan
- Explain the evolution and development of organized structured groups and movements in Pakistan.
- Critically examine the role of organized structured groups and movements in the promotion of democracy in Pakistan

**STANDARD 7 DEVELOPING VALUES:** Students will value diversity, human dignity, equality, tolerance, justice, cooperation, concern for environment and challenge the conditions that give rise to prejudice, discrimination, all forms of inequality (gender, grade, religion, age, ability, ethnicity and colour) and environmental problem in Pakistan and in the world.

**Benchmarks**

The students are expected to:

- Describe the systemic nature of inequality and injustice, and identify ways to develop a more just, equitable and peaceful society
- Be committed to the values of diversity, social justice, equity and peace in society

**STANDARD 8 ACTIVE AND RESPONSIBLE CITIZENSHIP:** Students will take informed, responsible and appropriate actions and reflect on them to further their learning as citizens.

**Benchmarks**

The students are expected to:

- Take informed actions to highlight issues at national and global levels. Reflect on actions taken so as to learn and improve future actions

## 2.1 CURRICULUM FOR CIVICS GRADE - IX

### STANDARD 1: UNIT 1

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Introduction of Civics</b></li>   <li>• <b>State</b></li>   <li>• <b>Islamic State</b></li>   <li>• <b>Democracy</b></li>   <li>• <b>Democracy in Pakistan</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the meanings and definitions of "Civics".</li> <li>• Identify the nature and significance of "Civics"</li>   <li>• Define the term 'state', 'government', 'community'</li> <li>• Identify the key elements/features of the state</li>   <li>• Identify key features of an Islamic state</li> <li>• Describe the ideology of Pakistan as basis for emergence of Pakistan as an independent Islamic State</li> <li>• Identify different kinds of states based on their roles</li>   <li>• Define the term 'democracy'</li> <li>• Identify the major characteristics of democracy (sovereignty of people, free and fair elections, the rule of law and majority rule coupled with minority rights)</li> <li>• Compare direct and representative democracies</li> <li>• Explain the importance of free and fair elections in democracy</li> <li>• Examine the importance of the rule of law for democracy</li> <li>• List the benefits of voting</li> <li>• Identify the qualities of a good political leader</li> <li>• Identify the role of citizens in a democracy</li>   <li>• Describe the structure of the federal parliament of Pakistan</li> <li>• Trace the historical evolution of democracy in Pakistan from 1947</li> <li>• Identify the challenges facing democracy in Pakistan</li> <li>• Suggest ways to make Pakistan a more democratic society</li> </ul>

**STANDARD 2: UNIT 2**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li>   <li>• <b>Rights and responsibilities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'citizenship'</li> <li>• Explain the ways someone can acquire citizenship</li> <li>• Identify ways citizenship can be lost</li>   <li>• Define the term 'rights', 'civil rights', 'political rights', 'social rights', 'economic rights'</li> <li>• Identify the Human Rights in Islam with reference to the last address of the Holy Prophet (PBUH)</li> <li>• Gradeify constitutional rights into civil, political, social and economic</li> <li>• Explain the importance of having a chapter on rights in the constitution of Pakistan.</li> <li>• Explain how rights given in the constitution can be denied through citing everyday examples</li> <li>• Propose a way in which all citizens can be ensured a right (students choice)</li> <li>• Describe the consequences of provision or denial of different rights.</li> <li>• Define responsibilities based on morality and social conscience</li> <li>• Identify the legal responsibilities of Pakistani citizens</li> <li>• Differentiate between legal and moral responsibilities</li> <li>• Discuss the consequences of not fulfilling one's responsibility</li> <li>• Evaluate oneself as a responsible citizen</li> <li>• Identify situations in which a citizen might not be expected to fulfil his/her responsibilities</li> </ul>

**STANDARD 3: UNIT 3**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Role of government in the economy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the involvement of the government of Pakistan in the economy (as supplier of infrastructure, provider of goods and services, regulator of competition etc)</li> <li>• Identify the need for a national budget</li> <li>• Identify major expenditure and revenue sources of Pakistan government</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Economic Growth</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the procedure for presenting, debating and approving the national budget</li> <li>• Identify the percentage of the current budget to be spent on development, administration, defence</li> <li>• Define the term 'economic growth'</li> <li>• Identify benefits and costs of economic growth (environment, education, development)</li> <li>• Define the terms 'Gross Domestic Product' (GDP) and 'Gross National Product' (GNP)</li> </ul>
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#### STANDARD 4: UNIT 4

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Conflict and conflict resolution</b></li> <li>• <b>Structured ways of resolving conflicts</b> (communication, negotiation, mediation, arbitration, adjudication and legislation)</li> <li>• <b>Anger</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'conflict' and 'conflict resolution'</li> <li>• Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences)</li> <li>• Identify the positions &amp; interests of those involved in a conflict.</li> <li>• Identify conflict management styles</li> <li>• Analyse your own personal power components</li> <li>• Identify the structured ways of resolving conflicts</li> <li>• Suggest how negotiation can be used for resolving political, economic &amp; diversity issues in the country and society (win-win negotiation process)</li> <li>• Use effective negotiation to resolve conflict at school and society (win-win conflict resolution)</li> <li>• Define the term 'anger' and 'anger management'</li> <li>• Analyze degrees of anger</li> <li>• Suggest techniques for controlling anger (calm down)</li> <li>• Use 'I' statement for assertive communication and anger management</li> </ul>



**STANDARD 5: UNIT 5**

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Inquiry and knowledge based inquiry</b></li>   <li>• <b>Critical thinking skills</b></li>   <li>• <b>Distinguishing between facts and opinion</b></li>   <li>• <b>Information gathering skills</b></li>   <li>• <b>Presentation skills</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'inquiry' and 'knowledge based inquiry'</li> <li>• Identify the steps in the inquiry process</li> <li>• Frame questions about a local or national issue, problem or event</li> <li>• Identify books best suited to gather information to answer questions</li>   <li>• Evaluate the reliability and creditability of the books</li> <li>• Identify information related to questions from the books</li>   <li>• Differentiate between facts and opinion in content</li> <li>• List the sources of information</li> <li>• Record information using note taking skills</li>   <li>• Analyze gathered information to ensure it is relevant to answer questions</li> <li>• Decide the best solution to the problem on the basis of the information collected</li>   <li>• Deliver an oral presentation using posters</li> <li>• Write a report to share findings</li> </ul>

**STANDARD 6: UNIT 6**

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Media</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'media'</li> <li>• Identify the various media</li> <li>• Describe the importance of an independent and free media for the development of a democratic society in Pakistan</li> <li>• Explain how the media contribute to provision of the rights of information and freedom of expression in Pakistani society</li> <li>• Identify the benefits, which media offer to the society</li> <li>• Examine the factors, which lead governments to restrict media independence</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Civil society and NGOs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assess the need of media regulations for maintaining the balance role of media</li> <li>• Define the terms 'Civil Society' and NGOs</li> <li>• Describe the role of civil society groups in Pakistani society</li> <li>• Identify the functions of organized groups in democratic society</li> <li>• List the factors which created the need for NGOs in the social sector</li> <li>• Define the term: 'volunteer'</li> <li>• Describe how 'volunteerism' can contribute to the development of Pakistan</li> </ul>
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### STANDARD 7: UNIT 7

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Environmental care</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'environment'</li> <li>• Identify the relationship between the natural environment and human beings</li> <li>• Explain the concept of 4-Rs (reduce, reuse, recycle and refuse )</li> <li>• Describe the effects of human activities on the environment locally and globally</li> <li>• Identify the implications of different views about social and economic development for environment</li> <li>• Identify alternative methods that could contribute to sustainable development (play pumps, ethanol)</li> <li>• Participate in a community level program that works to control environmental hazards in society and in the world</li> <li>• Demonstrate commitment to life style for a sustainable world (saving water, careful use of electricity, reduce-reuse-recycle approach)</li> <li>• Develop a plan of action for a personal lifestyle for a sustainable world</li> </ul>



## 2.2 CURRICULUM FOR CIVICS GRADE - X

### STANDARD 1: UNIT 1

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Institutions that facilitate government</b></li> <li>• <b>Legislature</b></li> <li>• <b>Executive: Political and Civil</b></li> <li>• <b>Judiciary</b></li> <li>• <b>Presidential and parliamentary system</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the institutions that facilitate democratic governance</li> <li>• Define the term 'legislature'</li> <li>• Describe the electoral process used to elect the members of the assemblies in Pakistan</li> <li>• Identify the functions of the legislature</li> <li>• Explain the importance of ensuring minority rights in making decisions</li> <li>• Define the term 'executive'</li> <li>• Identify the principal functions of the executive</li> <li>• Describe the role of the political executive</li> <li>• Identify the institutions and people that comprise the executive in Pakistan</li> <li>• Describe the functions of the civil bureaucracy</li> <li>• Define the term 'judiciary'</li> <li>• Identify the functions of judiciary</li> <li>• Explain the importance of Higher Courts in Pakistan</li> <li>• Illustrate the structure of the criminal and civil justice systems</li> <li>• Identify the role of the police in civil and political affairs</li> <li>• Explain why civil courts are required</li> <li>• Describe the qualities of a good law</li> <li>• Identify the checks and balances on government in a democratic system</li> <li>• Identify key features of the presidential system of government</li> <li>• List key features of parliamentary form of government</li> <li>• Compare checks and balances in a presidential and parliamentary government</li> </ul>

**STANDARD 2: UNIT 2**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Civil society</b></li>   <li>• <b>Advocacy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'civil society'</li> <li>• Describe the strategies civil society groups use to advance for citizens rights</li>   <li>• Define the term advocacy with examples</li> <li>• List the different strategies citizens can use to advocate for their rights</li> <li>• Describe the role civil society groups have played in advocating citizen's rights in Pakistan</li> <li>• Develop an advocacy strategy to advocate for a right of their choice (national and Provincial level)</li> </ul>

**STANDARD 3: UNIT 3**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Economic rights of citizens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the economic rights of citizens of Pakistan outlined in key legal documents</li> <li>• Describe the role of government in ensuring citizens of their economic rights</li> <li>• Identify the civil society organizations in Pakistan that protect and promote the economic rights of citizens (workers, consumers, producers, voters etc.)</li> <li>• Examine economic implications of political decisions on key issues (Large Dam construction, energy generation and distribution, education for all)</li> <li>• Explain what poverty line means</li> <li>• Identify the characteristics of citizens (people) of Pakistan that fall below poverty line</li> </ul>

**STANDARD 4: UNIT 4**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gradeify different types of conflicts (internal, interpersonal, inter group and international conflict)</li> <li>• Describe methods for solving problems</li> <li>• Use problem solving method to resolve conflict in the home, school and in community</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Mediation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'mediation'</li> <li>• Describe the basic principles of mediation</li> <li>• Identify the steps in the mediation process</li> <li>• Identify the qualities of a mediator</li> <li>• Analyze negative and positive consequences of conflicts</li> <li>• Mediate in conflicts at home and schools</li> <li>• Identify different point of views of people involved in a conflict</li> <li>• Analyze conflicts at school and community to identify how power, influence and economic status affect conflict</li> <li>• Analyze the reasons for conflict escalation (ammunition, misunderstanding and prejudice)</li> </ul>
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### STANDARD 5: UNIT 5

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Inquiry</b></li> <li>• <b>Critical thinking skills</b></li> <li>• <b>Presentation skills</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'issue based inquiry'</li> <li>• Identify the steps in the inquiry process</li> <li>• Frame inquiry questions about current issues (local or national)</li> <li>• Identify articles in the newspapers related to the issue</li> <li>• Identify point of views of different groups (government, CSOs, citizens) on issues</li> <li>• Take a position on the issue</li> <li>• Assess the soundness of the argument by using appropriate deductive techniques</li> <li>• Explain reasons for the position taken</li> <li>• Defend the position taken with support of factual information</li> <li>• Use inferences to reason carefully from clearly stated premises to important implications and consequences</li> <li>• Analyze the information to make informed decisions</li> <li>• Use diagrams, tables, graphs, charts to present findings in local and national newspapers</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Tolerance</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the ways to have Pakistanis come to value diversity</li> <li>• Identify key components of a lifestyle that promotes diversity and tolerance in society</li> <li>• Define the term 'tolerance'</li> <li>• Identify the causes of social intolerance in the society</li> <li>• Identify the causes of religious intolerance in society</li> <li>• Identify key components of a lifestyle that promotes tolerance</li> <li>• Identify the key characteristics of another culture (students choice)</li> <li>• Identify the nature of prejudice in a society</li> <li>• Identify ways to combat prejudice and discrimination</li> </ul>
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### STANDARD 8: UNIT 8

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Local government</b></li> <li>• <b>Community service</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the structure of local Government</li> <li>• Simulate meetings of local government</li> <li>• Invite members of local government, to their classrooms to learn about ways to influence public policy</li> <li>• Write letters to the editor of a newspaper to raise awareness of a local issue/problem</li> <li>• Write letters to Nazim seeking action on a local issue/problem</li> <li>• Meet the Nazim, Naib Nazim, Councillors to present position on local issue/problem</li> <li>• Identify a need in the community</li> <li>• Meet community members to discuss and help to address the need</li> <li>• Define the term 'community service'</li> <li>• Engage in community service</li> <li>• Report on their experiences</li> <li>• Keep a journal to reflect on their experiences</li> <li>• Identify the forms of major disasters with special reference to the local environment e.g. earthquake, fire, flood, landslide, hurricane, epidemics etc</li> <li>• Make plan for the safety measures to avoid such disasters</li> <li>• Listing the precautionary measures about disaster management</li> </ul>



## 2.3 CURRICULUM FOR CIVICS GRADE - XI

### STANDARD 1: UNIT 1

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>State, Government, Community</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the terms 'community', 'State', 'government'</li> <li>• Differentiate between the terms 'State' and 'government'</li> <li>• Explain the need for a government</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Constitution</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'constitution'</li> <li>• Identify the characteristics of effective constitution</li> <li>• Identify the salient features of the 1973 constitution</li> <li>• List the amendments made to the 1973 constitution</li> <li>• Identify key issues that have resulted from amendments to the 1973 constitution</li> <li>• Differentiate between written and unwritten constitutions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Political System</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key characteristics of a political system</li> <li>• Identify the main political institutions and processes used to make political decisions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Forms of Government</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various forms of government around the world: monarchy, democracy, Islamic regimes and dictatorship regimes</li> <li>• Explain the basis for different structures of the government (ideology, culture, history, values)</li> <li>• Identify the key characteristics of each form of government</li> <li>• Identify three countries with each form of government</li> <li>• Explain how each form of government is structured (key institutions)</li> <li>• Explain how institutions in each form of government functions to serve people's needs</li> <li>• Examine the roles that citizen play in each form of government</li> </ul>



**STANDARD 4: UNIT 4**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Conflict and conflict Escalation</b></li>   <li>• <b>Conflict Resolution and Structured ways of resolving conflicts</b></li>   <li>• <b>Conflicts in Pakistan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'conflict'</li> <li>• Identify the causes of conflicts (prejudice, discrimination, stereotype, cultural differences)</li> <li>• Identify the positions &amp; interests of those involved in a conflict</li> <li>• Analyze the reasons for conflict escalation in a conflict of choice (personal, local, national and global)</li>   <li>• Define the term 'conflict resolution'</li> <li>• Define the terms 'collaboration', 'compromise' and 'consensus'</li> <li>• Identify conflict management styles</li> <li>• Describe the structured ways of resolving conflicts (communication, negotiation, mediation, arbitration, adjudication and legislation)</li>   <li>• Identify key conflicts in Pakistan society</li> <li>• Identify the reasons for conflict at national level</li> <li>• Identify consequences of using violence to resolve inter-group conflicts</li> <li>• Describe how conflicts have been addressed at national level</li> <li>• Propose strategies to resolve national conflict using processes of collaboration and compromise</li> </ul>

**STANDARD 5: UNIT 5**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Inquiry</b></li>   <li>• <b>Critical Thinking Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'inquiry'</li> <li>• Identify the steps in the inquiry process</li> <li>• Identify problems/issues or key events in ones local/National community</li> <li>• Inquire into a local/National problems / issues/events (student's choice)</li>   <li>• Define the terms 'bias' and 'propaganda'</li> <li>• Identify the different techniques/devices used to create bias in what they read, view or hear</li> <li>• Identify different propaganda techniques</li> <li>• Compare the similarities and differences from the reports published in different newspapers and magazines</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Information Gathering Skills</b></li> <li>• <b>Presentation Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use logic to draw well supported conclusions from given information</li> <li>• Use a variety of information sources to collect information about the problems / issues/events (student's choice)</li> <li>• Suggest changes to existing local/provincial policy to address problems / issues/events</li> <li>• Identify the criteria for making an oral/PowerPoint presentation</li> <li>• Make an oral/power point presentation to share inquiry findings</li> <li>• Use the criteria to assess ones own and colleagues an oral/PowerPoint presentation</li> </ul>
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### STANDARD 6: UNIT 6

Themes	Student Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Media</b></li> <li>• <b>Civil Society</b></li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term 'media'</li> <li>• Explain the importance of a free, fair and independent media</li> <li>• Describe the role of media in the promotion and strengthening of a democratic system of government in Pakistan.</li> <li>• Identify the laws which are constituted by the different governments to impose checks on media</li> <li>• Define the term 'civil society', 'interest groups' and 'NGOs'</li> <li>• Identify the functions of civil society in democratic society</li> <li>• Describe the role of civil society in Pakistani society</li> <li>• Describe the challenges being faced by the social sector, NGOs in Pakistan</li> <li>• Assess the performance of NGOs for the socio-economic uplift of the people in Pakistan</li> <li>• Describe the importance of CSOs, NGOs, 'interest group' for democracy and welfare of citizens.</li> <li>• Differentiate between NGOs and interest groups</li> <li>• Define the term 'volunteer'</li> <li>• Explain the importance of volunteerism in Pakistani society</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Community Services</b></li> <li>• <b>Disaster Risk Reduction</b></li> </ul>	<p>debated in the National Assembly/Provincial Assembly (NA/PA)</p> <ul style="list-style-type: none"> <li>• Invite concerned members of government, civil society organization to learn more about the problem/issue to be debated in National Assembly/Provincial Assembly (NA/PA)</li> <li>• Prepare an election manifesto</li> <li>• Engage in community services</li> <li>• Report on one's experiences</li> <li>• Reflect on one's experiences in a journal</li> <li>• Simulate a disaster i.e. earthquake, cyclone, flood, etc.</li> <li>• Identify the disaster risk reduction measures</li> </ul>
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## 2.4 CURRICULUM FOR CIVICS GRADE - XII

### STANDARD 1: UNIT 1

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li><b>The Government of Pakistan</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain the basis on which the government of Pakistan is structured (ideology, history, culture, values)</li> <li>Compare eras of democracy with dictatorship in Pakistan</li> <li>Assess the role of democratic governments in fulfilling the needs of the people of Pakistan.</li> <li>Propose ways to make the government of Pakistan more democratic.</li> <li>Defend one's proposals for making the government of Pakistan more democratic</li> </ul>
<ul style="list-style-type: none"> <li><b>Institutions of Government</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of the executive, legislature and judiciary in Pakistan</li> <li>Compare the role of legislature, executive and judiciary in democratic and dictatorial forms of government</li> <li>Compare the roles of the President and Prime Minister in the 1973 constitution</li> <li>Explain the role of the police</li> <li>Identify the role of the military as a government institution</li> </ul>

### STANDARD 2: UNIT 2

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li><b>Children's Rights</b></li> </ul>	<ul style="list-style-type: none"> <li>Define the term 'child'</li> <li>Explain the need for Convention on children's rights</li> <li>Classify rights in the Convention on the Rights of the Child as protection, provision and participation</li> <li>Explain the basic principles on which the convention on children rights (CRC) is based (interest of the child, non-discrimination, survival, development and participation)</li> <li>Compare the children's rights in Islam with current children's rights documents</li> </ul>
<ul style="list-style-type: none"> <li><b>Women's Rights</b></li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between the terms 'sex' and 'gender'</li> <li>Explain the need for a Convention on women's rights</li> </ul>

	<ul style="list-style-type: none"> <li>• Assess the degree to which women are assured the rights given them in Convention on Elimination of Discrimination Against Women (CEDAW)</li> <li>• Compare the women's rights in Islam with other current contemporary women's rights documents</li> </ul>
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### STANDARD 3: UNIT 3

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Economic Globalization</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'foreign direct aid', 'economic globalization', 'sustainable development', 'self-reliant economy'</li> <li>• Identify the positive and negative effects of economic globalization on the economy of Pakistan</li> <li>• Analysis the pre-requisites of a self-reliant economy</li> </ul>
<ul style="list-style-type: none"> <li>• <b>International Economic Institutions and Political Implications</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the objectives and the functions of key economic institutions (World Bank, International Monetary Fund, Asian Development Bank)</li> <li>• Identify political effects of economic programs of key international institutions</li> <li>• Propose changes in the purpose, structures and procedures of key international economic institutions to achieve global economic security, fair trade and sustainable development</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Impact of International Trade and Finance on Political Economy of Pakistan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the contribution and position of Pakistan in international trade and finance</li> <li>• Describe the impact of international trade agreements on Pakistan's economy and politics</li> <li>• Describe the problems faced by Pakistan in achieving economic stability and prosperity (unemployment, untrained human capital, debt load, defence spending)</li> <li>• Describe how economic growth and recession of Pakistan could affect government policies and impact citizens of Pakistan</li> </ul>



**STANDARD 4: UNIT 4**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>International Conflicts</b></li>   <li>• <b>International Conflict Resolution: Structures and Processes</b></li>   <li>• <b>The Individual's Role in Conflict Resolution</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify current international conflicts in historical perspective (last 50 years)</li> <li>• Identify international contexts in which negotiation was used to resolve conflict</li> <li>• Identify reasons for international conflict</li> <li>• Identify effective conflict resolution strategies (truth and reconciliation South Africa)</li>   <li>• Identify mediation bodies at international level such as UN</li> <li>• Describe the functions of the international Court of Justice of the UN</li>   <li>• Explain the role of individuals to negotiate and mediate in International conflict</li> <li>• Identify the qualities of a good negotiator and mediator</li> <li>• Suggest how these can be developed in oneself</li> </ul>

**STANDARD 5: UNIT 5**

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Information Gathering and Processing Skills</b></li>   <li>• <b>Constructing Arguments</b></li>   <li>• <b>Problem-solving Skills</b></li>   <li>• <b>Dissemination Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify websites from the internet best suited to gather information</li> <li>• Read information from websites to identify the logical structure of the argument and determine the adequacy of support for conclusions</li> <li>• Examine public documents on problems/issues of ones choice (student's choice)</li> <li>• Synthesize information in order to arrive at reasonable conclusions</li>   <li>• Make an argument based on information gathered</li> <li>• Support ones argument with evidences and factual information</li>   <li>• Identify different ways to solve the problems/issues on the basis of the information collected</li> <li>• Examine each possible solution to identify advantages and disadvantages</li> <li>• Propose a public policy to address issues</li>   <li>• Use a variety of means such as newsletter, bulletin boards, media and electronic databases to disseminate information</li> </ul>



	<ul style="list-style-type: none"> <li>• Differentiate between global culture and Pakistani culture with reference to diversity</li> <li>• Identify the need for celebrating diversity at global level</li> <li>• Identify the ways to strengthen diversity at global level</li> <li>• Identify the ways of Pakistan's value diversity</li> <li>• Identify key components of a lifestyle that promotes diversity and tolerance in society</li> </ul>
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### STANDARD 8: UNIT 8

Themes	Student Learning Outcomes
	The students will be able to:
<ul style="list-style-type: none"> <li>• <b>Learning through Simulation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Watch the proceedings of meetings of international bodies on TV/internet</li> <li>• Simulate meetings of the UN General Assembly/Security Council</li> <li>• Simulate the process of lobbying an international body to act in one's interest</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Public Service Message</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify issues about which one would like to educate the public</li> <li>• Prepare a Public Service announcement (text, visuals and sound) for TV</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Signature Campaign</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a signature campaign on a national / international issue of choice</li> <li>• Use the internet to get people to sign up the signature campaign create awareness/sensitize and local community</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Community Service</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make a plan to create awareness through mobilizing the local community about cleanliness of environment</li> <li>• Engage the community service for having better environment</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Disaster Management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a plan to participate in the disaster risk management campaign by involving community, Civil defence, NGOs, volunteers</li> <li>• Prepare a plan for rehabilitation of disaster effected people and family</li> </ul>

## Teaching and Learning Skills and Strategies

### 3.1 Teaching and Learning Skills

The core of sustained and successful democratic societies is their citizens, who uphold the best democratic institutions and procedures and are committed to pass on democratic values from generation to generations. Citizens are not born with required knowledge, skills and dispositions, thus educating citizens from their young age for these prerequisites for democracy should be a paramount importance for democratic societies. Democratic citizenship requires citizens with key civic skills and values that go beyond the knowledge related to civics. Together with the knowledge about democratic structures, institutions, rights and duties and processes, students should develop and be able to apply skills such as critical thinking, information gathering and processing, effective communication, problem solving, decision making, advocacy and others. Key civic values and dispositions such as belief in dignity and equality of human beings, respect for oneself and others, determination to act justly, respect for freedom, value for diversity, respect for the rule of law, practice tolerance and concern for human rights should be further developed and be able to apply these dispositions. The major teaching learning skills include the following:

#### I. Critical Thinking Skills

Critical thinking skills assist to determine the accuracy and worth of information or claims. Critical thinking skills include such skills as: distinguishing between facts and opinions, detecting bias, examining evidence and considering alternatives before making a decision. Critical thinking is making a judgment about what would be sensible or reasonable to believe or do in any situation. Simply engaging in thinking processes cannot be viewed as engaging in critical thinking rather a particular set of qualities of thinking are required for critical thinking. The intellectual tools required for critical thinking include background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies and habits of mind. Detail of which is as under:-

- **Background Knowledge:** Students need to possess relevant background knowledge from different sources for thoughtful reflection about the topic and make well-informed judgments on the matter before students.
- **Criteria for Judgment:** Students need to understand and apply appropriate criteria for judgment. Criteria like accuracy, reliability, logical coherence, weight of evidence, clarity, precision and relevancy must be developed. These criteria can be used in judging and monitoring the reasoning and actions of oneself and others.
- **Critical Thinking Vocabulary:** Students need to understand meanings of some vocabulary or set of concepts that permits them to make important distinctions among the different kinds of issues and thinking tasks facing them.
- **Thinking Strategies:** Strategies that guide thinking can be making lists of reasons for and against value positions, talking through a problem, using models (metaphors, drawings, symbols) to simplify problems and various graphic organizers to represent information.

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- **Thinking Strategies:** Strategies that guide thinking can be making lists of reasons for and against value positions, talking through a problem, using models (metaphors, drawings, symbols) to simplify problems and various graphic organizers to represent information.

- **Habits of Mind:** Open-mindedness, an inquiring attitude, an intellectual work ethic, respect for quality are habits of mind required to apply relevant criteria and strategies in promoting critical thinking.

Students should be able to analyse the information from different sources using the criteria. Teacher may encourage them to record their analysis in the following grid or in different other forms.

Sources Criteria	Source 1	Source 2	Source 3
What is the purpose of the information? Who is presenting this information? What are the political/ideological views of the author?			
Are the ideas relevant to the argument/claim? What supporting and disconfirming ideas are presented?			
On what evidence is the claim based? Where do these evidences come? Who produced these evidences? Are the evidences sufficient to support the claim?			
Are facts and opinions clearly defined? Are there any distortions or errors or omissions? Whose point of view is being expressed? Are different voices included?			
Are ideas clear? Is the purpose of the author clear? Are the conclusions clear? Are implications clear?			
What similarities and differences are there in the way the information was presented by each source?			

After students analyse the information from sources, they need to know how draw conclusions regarding the information. Have them avoid being unduly influenced by what others say and decide what they think and why, defend their position with strong and worthy evidences.

Students and their teachers should agree on the principles of classroom environment which encourages critical thinking. Critical thinking is not a set of abilities that one uses from time to time rather it is a way of approaching everything that one encounters. Through participation as a member in a community, students actively develop, supplement and test their ideas in conjunction with others, think through the problems together. Teachers personally model the attributes of a good critical thinker, employ effective questioning techniques, set appropriate classroom expectations and develop tools for active student participation in classroom discussions.

## **II. Information Gathering and Processing Skills**

The ability to acquire information from different sources, interpret the meaning and significance of the information and make sound decisions on the basis of the processed information are key skills for democratic citizenship. The key steps in gathering and processing information should deliberately and systematically be taught and developed in the students. The steps are described below with the example related to fair and free elections:

### **a. Formulate Question(s)**

Have the students formulate question(s) about the issue/problem/event which they want to find out more about. The question could be: How can we assess the process of the transparent, fair and free election in Pakistan?

### **b. Locate Information**

Students should be able to locate information from multiple sources, identify varying approaches, viewpoints, interpretations, reference books, newspapers, magazines, and recognize primary and secondary sources, tables, globes, diagrams, artefacts.

Since the question is regarding elections, the best sources might be:

- Election experts (Election Commission staff, constitutional lawyers)
- Books on Democratic Elections
- Newspaper reports
- Reviews and reports by election observers

### **c. Acquire Information**

Once students have identified the relevant sources, they need to decide how they can acquire information from them. They can acquire information through

- Conducting interviews from relevant people: experts, general public, the target group
- Reading the texts: books, journals, newspapers, websites
- Observing events, behaviour of people, and pictorial/graphic/statistical images: election campaign advertisement, daily media coverage

After they got this information, students should know how to identify main ideas, elements and supportive ideas and elements from the sources.

### **d. Use Organizers to Record Information**

Students can record their information using organizers:

- Timeline; order chronologically the development of an issue/problem/event: For example, development of election process
- Fishbone; identify two different positions to the issue/problem/event: For example, different positions about election process
- Venn diagram; compare ideas/arguments/characteristics: For example, the actual election process against the ideal

- Spider map; identify key ideas/concepts/arguments with supporting evidences / sub-themes: For example, arguments about the actual election process
- Storyboard; summarize answers to questions: Who, what, when, where, why and how: For example, political party campaigns

To record their information they need to take notes by using short forms, abbreviations and symbols or write short information in bullet points.

<b>Abbreviations/symbols/pictures</b>	<b>Words</b>
Devt	Development
?	Question
☐	Happy
*	Important

Furthermore, students should be able to organize collected information orderly, precise, with summarised notes and cited sources.

#### **e. Interpret Information (Use Critical thinking skills to interpret information)**

After students have recorded information from different sources they need to interpret the information using the critical thinking skills. They should be taught how to differentiate fact from opinion, identify frames of reference, value laden words, detecting evidences of propaganda and bias and evaluate author's or person's backgrounds. They need to evaluate whether they have answered the questions about the issue/problem/event and need to make sense of and assess all the information they have gathered. Encourage them to use criteria that are shared above in critical thinking skills to analyse and synthesize the information.

#### **f. Draw Inferences**

Students should be taught how to identify relationships among the parts, detecting inconsistencies and weighing conflicting facts and statements.

#### **g. Draw Conclusions**

From the information, students should draw conclusions and ensure they base on and are supported by facts and statements.

### **III. Communication skills**

Communication skills are skills that help one express information and ideals in oral, written and visual form.

- Students should be to develop vocabulary, clearly express thoughts in oral form in a variety of situations, to a variety of audiences, for a variety of purposes; express ones ideas with confidence; and defend one's point of view
- To be able to visually communicate, students should have ability to select an appropriate medium, and to produce and display it
- For written communication it is to be able to express ideas clearly and coherently in a variety of methods (paragraphs, essays, reports), for a variety of audiences; write in order to express one's views and to support a position; and, to be able to make notes from the material read or heard



Two communication skills are shared below as samples to teach students the skills to effectively communicate.

### **i. Making Oral Presentations**

Students choose a topic for their presentations related to civics. They learn how to prepare an effective oral presentation by using the following steps:

- Preparation: Select a topic, identify the purposes, carry out research, make an outline, review and remove irrelevant information, make notes on cards of important points to cover in presentation and plan an interesting and effective opening
- Practice: speak clearly, time the length of presentation, vary the voice to avoid monotonous pattern, speak slowly, practice in front of those who can give feedback
- Delivery: look at audience, start slowly, be enthusiastic and confident

### **ii. Making Posters**

Students should be taught how to make posters to communicate their ideas. The following steps should be learnt and practiced by the students.

- Make a plan: decide upon the message of the poster, how to deliver that message visually, choose colours and decide and text that should be concise, arresting and informative
- Poster Layout and Making the poster: Place your information accordingly, get all the information and pictures, graphs together and put them together
- Placing posters. Find the best location to put the poster and ask others to go through the posters

## **IV. Advocacy Skills**

Advocacy is a systematic process of working to make positive changes by using a problem-solving approach. Advocacy includes activities such as letter writing, conducting signature campaigns and fund raising.

The steps in advocacy are the following:

### **a) Identify the Issue to be addressed.**

Students should be encouraged to answer questions: What is the issue? Who is involved in this issue? Who can make the difference in the solution of the issue? This will help them to think about an issue or a problem that they or other are facing in communities or society in general in which they would like to make a positive change. (e.g. Having garbage dumped on school ground or Illegal housing schemes for the area

that was planned to build a park have been approved).

### **b) Develop a Goal and a Set of Objectives.**

Students require framing their objectives or desired outcomes they want to achieve from their advocacy e.g. a proper garbage collection mechanism is desired by the city/local government.

### **c) Identify the Intended Audience for Advocacy Efforts.**

Students are required a person/group of people who would be able to bring about the desirable change. e.g. City/Local government officials and people of a community in an area who have the power to implement the change.

### **d) Decide on the Specific Message to be Communicated and conveying it**

#### **Effectively:**

Students should be encouraged to identify specific concerns and solutions to address the issue. e.g. Creating, awareness among people in the community that dumping garbage in the school ground is not ethical and threat to health of school children and city/local government is expected to provide garbage collection mechanism for the community.

### **e) Decide a Strategy to be used to Advocate to Solve the Issue:**

There are different strategies to advocate such as writing a letter to the editor of a newspaper, sending a picture as evidence, conducting a corner meeting with people of the community, arranging a rally or walk, signature campaign, peaceful protests, boycotting. Students should choose a strategy that suits best to solve the issue at stake.

### **f) Evaluate and Follow up the Results:**

Students should be encouraged to evaluate the results of their actions and follow up the results. If the previous strategy did not work well then they need to choose another strategy to make it more workable.

Teachers are expected to teach students about each advocacy strategy. In addition, required skills of advocacy should be systematically and deliberately taught and developed in the students. Students should be encouraged to use advocacy strategies for issues related to school and then move to issues in community and society in general. For students to have successful advocacy campaigns or projects, teachers should provide ample feedback and guide throughout their projects/campaigns.

## **V. Problem-Solving and Decision-Making Skills**

Problem-solving and decision-making are thinking strategies that make use of variety skills. Problem solving involves using a variety of skills to solve a problem. Decision making through a strategy of using values and a variety of skills to determine the choice, one should make in a particular situation.

### **Steps of problem solving:**

1. Define the problem clearly
2. Define the objectives
3. State what you know about the problem and identify areas where there is a lack of information
4. Identify sources of information and collect the necessary data
5. Interpret the information to identify ways to solve the problem
6. Eliminate the obstacles
7. Examine each possible solution, looking at its advantages and disadvantages
8. Make an action plan

Possible solution	Advantages	Disadvantages
1.		
2.		

9. Carry out the plan

10. Reflect on what has worked, what did not and why

The similar steps can be also used to develop students' decision making skills.

### 3.2 Teaching and Learning Strategies

To develop the knowledge, skills and dispositions of the students, appropriate teaching learning strategies are needed, most commonly practiced strategies includes the following.

- 1) Discussion strategies
- 2) Role playing
- 3) Cooperative learning strategies
- 4) Inquiry/investigation strategies
- 5) Simulation strategies
- 6) Lecturing strategies
- 7) Strategies for controversial issues

Students learning through these strategies generally learn the importance of social responsibility and public participation as well.

#### I. Discussion Strategy

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

**a) Preparation for discussion:** Successful discussion needs, on the part of teacher, to plan carefully by reviewing the material and choosing a question or a problem on a topic and framing it as interrogative question instead of a statement or a phrase. For example, 'What are the major reasons (causes) for the high rate of unemployment in developing countries?' 'How can we stop discrimination against women?' Although, to mention that students have some knowledge of the topic chosen for discussion, however, they should be asked to study the topic, interview concerned individuals, and engage in observation.

**b) Conducting the discussion:** Rearrange the classroom or move to another place (lab, playground) so students can sit in a circle or semicircle as it promotes better interaction between the students. Start by presenting the question orally and in writing it on the board to enable students to read and understand the question. Give students time to think and note down ideas in response to the question. Indicate the start of the discussion by repeating the question, while students write down some answers so as to track and guide the discussion. During the discussion, ask probing questions such as "Why do you think?"

"Can you elaborate further?" Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to the discussion.

**c) Concluding the discussion:** Conclude the discussion by summarizing all the ideas shared and also identify questions for further inquiry or discussion. Summaries should be short but accurate.

## **II. Role-Play Strategy**

Role-playing is a strategy in which students learn by acting and observing, where some students act out a scenario in front of the class. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills. As students examine their own and others' feelings, attitudes and perspectives they develop an understanding of themselves and others. If students are asked to write the content of the role-play themselves rather than simply enacting roles handed to them it will enable them to collect and process information, and will be creative to facilitate the role playing, the teacher should follow the steps given below:

### **a) Preparation for role-play**

1. Determine the purpose of the role-play, appropriateness to the objectives, and whether it is suitable for the age group.
2. Write a role-play:
  - Teacher or students develop a realistic situation and decide how to portray it (newscast, courtroom scene, press conference, puppet show, talk show, panel discussion, drama)
  - Define the problem or issues in the situation that the role-players have to deal with
  - Determine the number of role-players needed
  - Develop short and specific roles for each person. What characteristics and background should the person have? How does this person feel about the problem and other person(s) in the situation?
3. Determine the time for each role-play
4. Develop a set of questions for the post role-play discussion

### **b) Introducing Students to Role-Play**

- Describe briefly and clearly the purpose, story and problem of the role play
- Select role-players. Be careful in assigning roles (e.g. do not choose students who might over-identify with the problem, etc.). Give each role-player a name tag with his/her imaginary name on it so other students do not confuse the players and their roles
- Allow students enough time to read and understand their roles and prepare to enact it
- Involve the rest of the class by having them suggest questions for the discussion to follow

### **c) Enacting and Monitoring the Role-Play**

While students are acting, ensure that all students quietly observe the role-play.

#### **d) Discussion following the Role-Play**

Teacher to review the role-play with the class. Then open the discussion to the audience, ensuring they discuss only the content of role-play while discussing a problem, students can explore alternative solutions. Summarize the role-play, focusing on student's understanding of the problem that was being dramatized and/or attempt to solve the problem.

### **III. Cooperative Learning Strategy**

Cooperative learning is a strategy in which students work together in small groups to maximize their own and each others' learning. In cooperative classrooms, students have two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all members of the group do so as well. A score of academic, social and psychological benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work with others in groups and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives, five elements of cooperative learning as per detail below.

**Positive Interdependence** means that students believe they will achieve their cooperative learning group goals if and only if the other group members achieve their goals. Teacher can structure positive interdependence by setting a goal which students can only achieve if they work together cooperatively providing a group a single set of materials; or assigning roles to each group/member.

**Individual Accountability** is an element in which each group member is able to do an assignment similar to the group's task on his/her own. Individual accountability can be structured within learning groups by calling on individual students to answer a question on some part of the work they did in their group and conducting regular quizzes and tests that group members must take individually on material learned in their groups.

**Processing involves** group members discussing and evaluating how well they are achieving their goals and maintaining successful working relationships. A simple way of guiding group processing is by asking the group to 'think of something that they did to successfully complete, tell what it is and list the thing that could be done to make the group even more successful tomorrow'.

**Social Skills** are skills required for working in cooperative learning groups. Many students lack such skills and need to be taught. Teachers should help students see the need for and understand the skill. They must create situations where students can practice and master the skill. Ensure that students process use of the skill and continue to practice it.

**Face-to-Face Promotive Interaction** occurs when students encourage and facilitate one another's efforts, share information and materials, challenge one another's reasoning, motivate one another to achieve group goals, in trusting and trustworthy ways.

Two examples of cooperative learning structures that incorporate the five basic elements are described below:

#### **a) Think-Pair-Share**

To begin 'Think-Pair-Share' Teacher must first pose a question to the class that requires students to think critically.

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

'Think Pair Share' structures are effective only when students participate equally, practice social skills, and individually demonstrate what they have learned from their partners.

## **b) Jigsaw**

Research indicates that students learn best when they teach to others, what they have learnt, Jigsaw helps students to learn and teach each other. It has following four steps:

- Cooperative groups are formed which are called HOME groups. Each HOME group member is given different material to learn and teach to the rest of the group. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, etc. To ensure that students learn the material at this stage teachers can provide them with study questions to guide their learning, and ask them to write out their answers
- EXPERT groups are formed by grouping students with the same assigned material together. EXPERT group members must study their material together, and plan ways to teach the material to their HOME group members and check for understanding. As teachers the groups should give pointers on how to teach. For example, they can suggest the use of visual aids to convey information
- Students return to their HOME groups and take turns teaching their HOME group members the material they were assigned and are now experts on. The group goal is for every member of the group to master all the material presented
- Check student mastery of the material and how well they have worked together. For example, have students take a quiz or make presentations. Let them reflect on how well they worked in their HOME groups and identify ways to improve

## **IV. Inquiry/Investigation Strategy**

Inquiry/investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. Inquiry develops students' knowledge of the topic of investigation inquiry, skills of questioning, hypothesizing, information gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.

### **Teaching Students to Conduct an Inquiry Investigation**

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

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

1. Teacher helps the students to choose a topic and have students to frame inquiry questions.
2. Have students formulate a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions.
3. Help students to plan the inquiry on the following questions:-
  - What is the best place to find information on the topic/what is the best way to gather data to solve the problem?
  - How to allocate time?
  - Whom to consult
4. Help students to locate information/gather data.
5. Student's should record information as they find it. While using books they should note main idea and supporting evidence (Note down the reference for future use) or students can record the interview of a community member.
6. Help students to evaluate their findings and draw conclusions. Students should look for relationships in the information gathered, analyze the information and try to answer of the inquiry question. Teach them to support their opinions with evidence from their data.
7. Students should communicate their findings in creative ways, written, oral and visual. For example, as a poster, article, talk show, role-play, etc.
8. Encourage student to suggest possible action based on findings. Select actions that are practicable. Look at possible consequences of each action and choose the best action.
9. Make an action plan and carry out the action.
10. Reflect on the success/challenges of the action.  
(use inquiry steps 1,2,3,4,5,6,and communication skills for inquiry step 7, and problem solving skills and advocacy skills for step 8,9)

## **V. Simulation as a Strategy**

Simulations provide opportunities for students to learn about elements of real life situations and structures in simplified form within 'safe' environment such as classroom. When used effectively, simulations develop students' conceptual understanding, enhance and reinforce their skills and build up their positive attitudes and dispositions. Simulations are strongly student-centred and develop creativity and initiative taking in the students They also enable students to experience situations which are not experienced by them directly in real life e.g. simulation on law making process to learn functions of three branches of government. They develop interpersonal skills especially when other players are required in the process. There are commercially designed educational simulations for civics, however most of them are context-specific and may not be useful for the context of Pakistan. Hence, teachers may develop educational simulations (online as well as hard copies) and share with others on different civics concepts/topics.

There are stages/phases in using simulations such as orientation/introduction, participant training, actual simulation and debriefing as detail given below.

### **a) Orientation and Introduction Stage**

Students are introduced to the topic to be explored and learnt, detail of concepts within the topic and overview of the simulation process. For example;

#### **i) Simulation of lobbying**

Teach students about the role of interest groups and lobbyists, role of public officials, members of advocacy groups

- ii) **"A simulation of the process of trial proceeding in civil or criminal course"**.

Teach students about legal procedures, applicable laws and advocacy skills.

### **b) Participant Training**

Under this phase Students are trained about the rules of simulation, the procedures and goals of simulations, role of participants and decisions to be made. Students are provided a short practice to see whether they understand the rules and procedures and can carry out their roles. Example

- i) Simulation of lobbying

Train students to the role of attorney, judge, etc.

Explain them about the rules of simulation and goals of simulations.

- ii) **"A simulation of the process of trial proceeding in civil or criminal course"**.

Train students to the role of lobbyist, public official, member of advocacy skills.

Explain them about the rules of simulation and goals of simulations.

### **c) Actual Simulation**

Students experience some elements of reality while participating in the simulation. Teacher should monitor the progress of the simulation note his/her observations and instruct students to do the same. He should ask questions by periodically stopping the simulation to see whether students are clear about the topic, concepts and process.

### **d) Debriefing**

Initiate discussion on the simulation, the process and he should help students to identify the relationship between the simulation and real-life application. Extract events, perceptions and reactions of participants, help students analyze the process, draw relationship between civics contents and ask for ideas to re-design the simulation. He should also make suggestion and clarify misconceptions if happened in actual simulation.

## **VI. Effective Lecturing Strategy**

A lecture is a method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. Lack of active intellectual engagement by students could make the lecture boring and students lose interest which hinders learning. Generally, lecturing spoon-feeds the students without developing their power of reasoning. However, if used with different activities and exercises that call for students' participation, the lecture can stimulate students intellectually and facilitate learning.

To deliver an effective lecture, the teacher must plan it. First, the teacher should identify the purpose of the lecture. The procedure of the lecture will follow from the purpose. If the purpose is to introduce new knowledge and concepts, the teacher can structure it in the Gradeic way. However, if the purpose is to make students aware of different approaches to a particular problem, then the problem-oriented structure can be used.

- a) **Gradeic Lecture Structure** In the Gradeic lecture, the teacher outlines the purpose of the lecture and the main themes/subtopics that will be covered. Each theme/subtopic is then explained with examples. At the end, the teacher summarizes each theme/subtopic and concludes the lecture. A lecture can be made more effective by the use of diagrams, photos, graphics, etc. using charts, an overhead or multimedia projector.



- b) **Problem-oriented lecture;** In a problem-oriented lecturer, the teacher states the problem and then offers one positive solution followed by a discussion of the weaknesses and strengths of the solution. Then he/she continues with the second solution and discusses its strengths and weaknesses. At the end, the teacher makes some concluding remarks.

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

In order to keep students of ask a question at the end of each theme/sub-topic. The activity of asking questions requires students to quickly process and use newly presented information to answer the question or solve the problem. Following the question give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students participation teacher will use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class. Sum up responses and move on. Alternatively, use Buzz groups. Buzz groups are small groups of three to five students who discuss the question before answering. Clear instructions regarding what to do, for how long and what is expected at the end of 'buzzing' must be given. After groups 'buzz', randomly choose students from 2-3 buzz groups to share their groups' discussion points or solutions. Sum up and move on.

## **VIII. Teaching Controversial Issues**

A controversial issue is considered as an important issue by many people, which involves value judgements and cannot be resolved by facts and evidence only. These issues can divide the society by generating often conflicting explanations and solutions based on alternative value systems. Controversial issues have conflicting values, opinions, priorities and material interests. Emotions are strongly awakened and where the topic/issue is complex to explain and resolve. Living in the age of multiple controversial issues, students need to develop their knowledge, skills and attitudes to deal with such issues. They are not born knowing and skilful to deal with controversial issues so they need to develop knowledge and practise their skills of listening to other's perspectives, stating their positions clearly, being prepared to change their minds, find more information and deal with differences politely. Learning to deal with controversies in the Classroom setting, will prepare students to live in a democratic society where controversial issues are discussed and argued without bringing it to violence.

### **a) Planning**

Planning a lesson on controversial issues thoroughly in a learner-centred classroom in which the role of the teacher is required as a facilitator and guide in the learning process. Teacher should search for information about controversial issue, identify the controversies and positions, collect more evidence and explanations for both or more sides/positions and enlarge his own understanding of the issue. Help his students, read as many explanations as possible about conflicting positions about the issue prior to any activity. Stipulate possible issues while students are discussing or tackling with the controversial issues such as some students becoming emotional about the issue, possible arguments, drifting away from the topic. Be prepared to handle these and other issues his classroom skilfully and professionally. Choose a strategy to teach controversial issue which suits best to the

topic/issue, to the level of the students and to the allocated time and available resources. Start teaching controversial issues from the ones which are not close and sensitive to students' experiences or contexts e.g. environmental issues as climate change, global warming, and when his students develop their skills and attitudes to deal with complex issues, more to the ones that are close to their own experiences and contexts, e.g. honour killing, human rights abuses in the country.

Prior to ask students to deal with controversial issues, Teacher needs to set up a **supportive and caring classroom environment**. He should start by encouraging students to develop classroom rules that are required for teaching and learning about controversial issues. For example, classroom rules such as: agree to disagree in polite manner, state the idea or point clearly, support idea with more explanations, evidence and examples, accept alternative perspectives, recognize the complexity of the issue/topic, listen to others attentively, treat others with respect and so on. For these and other students should be rule for learning to deal with controversial issues. Teacher should explain, demonstrate and teach each skill systematically and provide students some situations to practise the skill and give constructive feedback to improve further.

## **Strategies for Controversial Issues**

There are different instructional strategies to teach for dealing with controversial issues.

The following are few of them.

### **a) Discussion**

It is an essential element in addressing controversial issue, where every student has the opportunity to voice his or her opinion and when handled properly, it helps students to recognize multiple ideas, opinion, explanations and solutions on the issue. Discussion skills are not innate. The students' age, knowledge and interests should be considered in selecting and preparing who is to lead discussion of a controversial issue: this can be done by a student or the teacher. Effective discussion skills encompass three stages: preparation, conduct and evaluation. Establishing an open discussion climate is a prerequisite for conducting effective discussions as students must feel free and secure to share their views and argue with each other. The teacher's role is to act as a moderator to ensure that diverse and competing perspectives are fairly heard, to ask questions and challenge ideas. In the case of controversy over values, teachers should help students identify, interpret and clarify their values. Finally the discussion itself should be summarized and evaluated collaboratively by the teacher and students.

### **b) Demystification**

Demystification requires extensive knowledge of the issue along with critical thinking skills and open mindedness. The strategy differs from discussion in that existing arguments are analysed, whereas in discussion, argument are generated.

There are four steps to this strategy.

*1. What is this issue about?*

- The nature of the controversy is identified; namely what information, concepts and values underpin it.

*2. What are the arguments?*

- What is the content of the arguments?
- Is the position taken valid?

The criteria used to judge validity can either be moral or prudential, where moral criteria are concerned with how all people will be affected, and prudential criteria with how the concerned and his group will be affected.

3. What is assumed?

- The assumptions behind the argument are identified and evaluated on the basis of who is making the argument.

4. *How are the arguments being manipulated?*

- What information has been selected and emphasized or ignored.

### **c) Debate**

This requires reasoning skills, analysis of multiple relationships and consideration of multiple perspectives. Students learn to organize their ideas, present their opinions clearly and support them with facts using the conventional formal debate structure of speaking for and against a motion, without necessarily taking a vote at the end. The teacher's role is to judge and assess the process of the debate, and the quality of arguments presented. Teachers need sound knowledge of the topic, so that they deepen students' understanding of the concepts and issues.

### **d) Role play**

This involves learning through acting and observing. During role play participants examine their own feelings, attitudes and perspectives as well as those of others and develop self-understanding and empathy. Role play can facilitate problem-solving, communication and social skills. When students take control, they draw on creativity and imagination. Effective role playing follows four steps: preparation, introduction, enacting and monitoring. It is important to follow up role-play with discussion. Non-participant students can play the role of engaged audience and join in the discussion that follows the role play.

## 4.0 Guidelines For Developing Teaching Learning Resources

In most Pakistani classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. However, if students are to remember, understand and embody what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple, varied teaching learning resources is integral so that student's experience as they learn and also develop their multiple intelligences.

Teaching and learning materials should provide opportunities for teachers to reinforce, challenge, and expand the students existing knowledge and skills. The materials should present a range of viewpoints and perspectives. Although materials are sometimes chosen to illustrate a particular point of view (for example, letters to the editor, submissions to a public inquiry, or historical documents), they should generally be selected to provide balance and, in particular, to avoid perpetuating stereotypes of people.

**Teaching and Learning Materials/Resources:** In most Pakistani schools, the government prescribed textbook is considered the only teaching learning tool. Teachers rarely use other resources to support students learning. Resources are required to facilitate student's learning. There should be a range of materials available so that all students have access to information and ideas that enable them to meet the achievement objectives. However, some examples of teaching and learning resources (including both human and material resources) are:

- the experiences of the students themselves and of their families, friends, and neighbours
- community resources, such as historical sites, museums, shops, farms, and factories
- biographies, myths and legends, literature, diaries, newspaper articles, yearbooks and letters
- interpretations of the past, present, and possible future
- photographs, charts, maps, radio interviews, posters, films, and television programmes
- the Internet, the World Wide Web, and simulation software

Among the above mentioned resources, Guidelines is being provided to develop teaching and learning materials that can be made available, accessible and affordable to all students in order to make the teaching and learning of civics significant in the schools:

- Textbooks
- Teachers guides
- Students workbooks
- Documentaries (audio and visual)
- Electronic Instructional materials (websites and the internet)

### 4.1 Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in Pakistani classrooms. It is, therefore, important to improve both the quality of content and presentation to support the successful implementation of the present curriculum.

**Basic Features of a Textbook:** Writing a good textbook requires an insight into the teaching and learning situations, the specific learning objectives at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students. This can be done by keeping the following things in mind.

- Textbooks must have accurate and up-to-date material
- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills of engaging in higher order thinking and value development
- The materials must be mistake free so it can be trusted
- The material must be unbiased and non controversial
- The book must include a number of activities throughout the textbook
- Illustrations must vary from page to page
- End-of-the-chapter exercises and suggested activities must vary from chapter to chapter. They should encourage students to think, develop skills and values, and use information for a variety of purpose
- Table of contents including subtopics should be given
- Textbooks must have an Index and glossary
- Introduction to textbook explaining how to use the textbook
- Textbooks must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

**Stages of Textbook Development:** Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

Textbook development involves at least five stages:

- Planning
- Material Writing
- Editing
- Reviewing
- Piloting, Testing and Revisions

### **a) Planning**

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage. While planning it is important to:

- Decide on a topic (in relation to the civic education curriculum)
- Review the curriculum document to identify learning outcomes that are to be met for each chapter
- Select topics from the given themes/sub-themes in relation to the age level and interest of the students
- Decide on the key ideas, skills, sub-skills and values to be included in each chapter
- Organize the key ideas

- Decide the facts and concepts to be included, what vocabulary/terms will be used, what values and skills can be developed
- Decide the illustrations to be used and prepare an art brief for the illustrator and designer
- Decide the kind of activities appropriate for text type, age level and SLOs

### **b) Material Writing**

While writing the materials, it is important to:

- Write the reading texts as if talking to a group, keeping in mind the age and grade level of the students
- Select a range of authentic reading texts in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts
- Develop activities on the selected concepts, skills, sub-skills and value. Make sure the activities are in line with the SLOs for the particular grade
- Include sufficient review exercises
- Provide a progress test after two or three units to assess the SLOs focused upon in these units
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer
- To make writing and studying the textbook easy, colour coding, different levels of headings, etc. can be used

### **c) Editing**

In the editing stage,

- Ensure accuracy and authenticity of facts in line with the civics curriculum
- Ensure clarity of instructions, illustrations, captions etc
- Check to see if the meaning hasn't changed even if words have

### **d) Reviewing: Self and Peer Review**

This stage is necessary to ensure

- Accuracy and authenticity of the facts
- Relevance to the SLOs
- Appropriateness to Pakistani teaching and learning environment
- Variety and appropriateness of the activities
- Sufficient review activities and exercises

### **e) Pilot Testing and revision**

In this stage,

- Have teachers teach, observe, change the prepared materials as required
- Revise the materials according to the feedback received from the teachers

## Checklist for Textbook Writers, Teachers and Reviewers

The following questions can help in reviewing the quality of textbooks:

S.#	Statements	Responses (Y/ N)										
1.	Is the textbook material related to the goals of the curriculum?											
2.	Is the content accurate and up to date?											
3.	Are important skills developed?											
4.	Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?											
5.	Do the end-of-the-chapter exercises encourage students? a. to think b. to develop their skills c. to be creative											
6.	Activities? a) Are the activities suitable for the needs of the learner? b) Do activities include student participation in real life issues? c) Do activities promote the social studies skills (thinking, information, map and global, inter-personal, participation, etc.)?											
7.	Are a variety of assessment strategies suggested? (e.g. fill-in-the-blank, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.)											
8.	Does it motivate students to think?											
9.	Do the text, questions and suggested activities stimulate interest that would lead to further study?											
10.	Are there biases? a) religion b) national origin c) gender d) occupation e) Grade											
11.	Does the textbook present issues from different perspectives? Give examples?											
12.	Does it include current issues, problems and happenings?											
13.	Is a teacher's guide included?											
14.	Is it attractive and appealing to children?											
15.	Is the language readable, understandable, and easy to follow? Appropriate for the children who will use it?											
16.	Put a tick in the appropriate column According to you, are the following adequate or inadequate <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Particulars</th> <th style="text-align: center;">Adequate</th> </tr> </thead> <tbody> <tr> <td>Page Size</td> <td></td> </tr> <tr> <td>Line Spacing</td> <td></td> </tr> <tr> <td>Titles and Sub-Titles</td> <td></td> </tr> <tr> <td>Font Size</td> <td></td> </tr> </tbody> </table>	Particulars	Adequate	Page Size		Line Spacing		Titles and Sub-Titles		Font Size		
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## **4.2 Guidelines for Developing a Teacher's Guide**

A teacher's guide serves to educate teachers and thus, could be seen as a means of helping teachers develop professionally. Textbooks are usually accompanied with a teacher's guide aimed at informing teachers of how best to use it to facilitate student learning. Teacher's guide provides detailed explanation of key concepts, the way to teach a particular topic and provides further examples that could be given to facilitate learning.

### **Basic Features of a Teachers' Guide**

Teacher's guide should:

- Help teacher's teach text and extend activities by keeping contextual realities in view
- Expand and develop teacher's repertoire of knowledge and skills
- Provide various teaching strategies and rationale for suggested teaching
- Familiarise teachers with various assessment strategies
- Provide additional teaching learning resources e.g. photocopy materials (PCMs) that teachers can use in the classrooms
- Provides extended activities and how to conduct them
- Contains information sources for teachers' ongoing professional development.

### **Structure/Outline of Teachers' Guide**

A teachers' guide should have the following:

- Title
- Introduction
- Overview of the SLOs
- Detailed instructions regarding methodology, learning activities and assessment procedures
- Further reading materials

## **Stages of Teachers' Guide Development**

### **a) Planning**

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

### **b) Writing**

- Address the teacher(s)

- Write each chapter sequence corresponding to the text so teachers can cross-reference easily
- Identify constraints and strengths of each strategy or activity, especially if likely to be new for teachers
- Explain how to implement each instructional strategy, adding resources or sources of information as needed
- Give clear, sequences instructions for each activity, adding resources where necessary
- Explain each assessment strategy (strengths, weaknesses, how to implement) and give examples of questions, tests
- Give teachers choices of strategy/activity for each chapter (let them decide which to use)
- Explain how and where teachers can develop low-cost or no-cost resources
- Decide where illustrations needed and prepare brief for illustrator
- Recommend additional reading materials for teachers

#### **c) Edit**

- Check guide is error-free
- Check if contextually relevant and revise, remove, if needed
- Check that steps for each strategy and activity are easily understood

#### **d) Pilot**

- Ask teachers to use the guide for teaching the textbook
- Revise according to suggestions/feedback from teachers

### **4.3 Guidelines for Writing a Workbook**

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

#### **Basic Features of a Workbook**

- many exercises and activities for each chapter, topic, subtopic
- exercise and activities effectively help to develop, practice and assess students' content knowledge, skills and higher order thinking
- accurate exercises (mistake free)
- correspond to text – exercises and activities for same topic, chapter grouped together; presuppose knowledge and skills developed in text only
- different from exercises, activities in text and guide
- non-repetitive in style, structure – engage students
- easy for students to understand and follow – clear instructions
- illustrations/examples/explanations

## **Stages in Developing a Workbook**

### **a) Planning (for each chapter)**

- Identify key learning targets (knowledge, skills/Higher Order Thinking (HOT) )
- Decide what and how many activities will be used to develop students' skills and HOT through practice
- Decide what and how many exercises/activities will be used to assess students' knowledge, skills and HOT.
- Organize exercises and activities (lower → higher order, practice → assess)

### **b) Writing**

- Write as if talking to students
- Keep enough space for students' responses (where appropriate)
- According to plan made, write each exercise/activity. (Instructions, example and/or illustration, exercise OR instructions, activity)
- Keep teaching/learning environment in view, ensure vocabulary is appropriate for grade level
- Avoid repeating the style or structure of activities/exercises
- Avoid using too many activities for one topic or skill. However, where possible, integrate skills and/or topics into exercises/activities at different points for deeper development and assessment

### **c) Design**

- Design layout
- Illustrator prepares illustrations

### **d) Edit**

- Check appropriateness and accuracy
- Check if corresponds to text and learning targets
- Check if instructions clear and explicit
- Check if illustrations help in clarifying understanding or show what children are supposed to do, what product looks like
- Check for contextual constraints – remove or revise if not feasible

### **e) Pilot Testing**

- Ask students to read and do
- Change as needed

## **4.4 Developing Documentaries**

Documentaries are movies presenting facts and information, about a political, historical or social issue rather than telling a fictional story. Documentaries give students the opportunity to express themselves using the latest technologies. At the same time, they master basic skills — such as researching, reading, writing, and speaking. They also build critical skills including problem solving, collaboration, gathering and analysing data.

**Engaging Students Create Documentaries:** Creating documentaries is a challenge. It requires that students understand an issue, its complexity, and the multiple perspectives through which different people view the subject.

Students who create a documentary on a topic will be challenged to understand their topic from multiple perspectives, and they will have to represent those realities accurately through video. In an excellent documentary, students show the viewers different perspectives through carefully chosen video clips and have the viewers arrive at their own conclusions.

Encourage the students to consider carefully the subject of their documentary and find footage that supports their assertions. If they are doing a documentary on solid waste or recycling, they should have footage of a landfill or recycling plant. There should be interviews with people on all sides of the issue, and the students have an obligation to try to represent everyone's reality with accuracy. It is a difficult task, but one worthy of the effort. The stages to develop a documentary are listed below.

#### **a) Watching Documentary Movies**

Students may see the documents on the big screen. Learn what makes or breaks a documentary film. Think about what kinds of documentary film he/she likes learn. Various genres and filmmaking styles.

#### **b) Becoming Familiar with the Technical Equipments**

Students should experiment with lighting setups, audio recordings, splicing clips together. Read to get technical advice from experienced filmmakers.

### **4.5 Electronic Instructional Materials**

Electronic instructional material is gaining popularity in the developed countries. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualised learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far as the educational scenario in Pakistan is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

Students who can access to computer technologies should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the different learning materials into electronic formats e.g. CD- ROMs. The CD- ROMs should be made available at the school and retail outlets.

## What Is Assessment?

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

## Why Do We Need an Assessment System?

- To assess teaching and learning
- To check proficiency in a wide variety of tasks at a class level.
- To provide information to different people on how well standards are being met.

## What is an Assessment System?

Assessment system is a coordinated process of gathering information to improve students learning. Such a system must include:

- The specific purpose(s) for which the assessment is being carried out
- A wide variety of tools and techniques that measure what students know, value, and are able to do
- How the assessment can be interpreted and used to evaluate the standards and learning outcomes

What criteria will be used to determine performance levels for the standard, i.e. to determine if students are partially proficient, proficient or exceptional.

## Types of Assessment Methods

Four methods that can be used to assess teaching and learning are as under, however, two major methods (selected Response and constructed response) are used to assess the teaching-learning process as well as students.

1. Selected Response
2. Constructed response
3. Teacher observations
4. Self assessment

- 1. The Selected Response:** Students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a limited time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item. (detail of selected response method has been given in the coming pages)
- 2. A Constructed Response:** Format requires students to create or produce their own answer in response to a question or task and eliminate guesswork. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. In constructed response format, scoring is more subjective and therefore clear criteria are necessary to

maintain validity. (detail of constructed response method has been given in the coming pages)

3. **Teacher Observations:** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Teachers observing students often get greater insight through their nonverbal communication, such as inattention, looks of frustration, and other cues rather than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
4. **Self Assessment:** refers to students evaluating themselves. In *self-evaluation of academic achievement*, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.

## A. Selected Response

There are following types of selected response methods/tools used to assess the students:

- i) Multiple-Choice Item
- ii) Binary Choice Items
- iii) Matching Items
- iv) Interpretive Exercises

Detail of each category is given as under:

### i) Multiple-Choice Items or Multiple Choice Questions (MCQs)

Multiple choice items or Multiple Choice Questions (MCQs) have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options. The options contain one correct or best answer, and two or more distracters.

*Example:*

After reading each question, circle the letter representing the choice you think is the correct answer:

Which of the following is a local government body?

- a. Supreme Court
- b. Water and Electricity Supply Company
- c. Naib Nazim's Office
- d. Parliament

### Strengths of the Method:

- Having students pick the 'best or correct' answer measures higher order thinking such as reasoning and critical thinking
- With answer choices provided, students focus on recognizing information rather than recalling or memorising it
- By evaluating students' wrong answers, teachers can see what students misunderstood or need clarification

### **Weaknesses of the Method:**

- Relatively difficult to write, especially good distracters
- Having students pick the 'correct' answer assesses only knowledge and understanding

### **Hints for designing better multiple-choice items**

Following is the checklist of writing a multiple choice items.

- ✓ Does each stem contain a single, main problem, stated simply and incorporating **all** the relevant information?
- ✓ Is each stem a question rather than an incomplete statement?
- ✓ Use of excess words and difficult complex language be avoided?
- ✓ Have negatives like "no," "never," "none," "not" been avoided? (Students tend to overlook these. If such words must be used, bold and/or capitalize them)
- ✓ Is the correct answer unquestionably right and complete? Is it the **ONLY** correct or best choice?
- ✓ Are all the options plausible or reasonable? Have obviously ridiculous options, options that say the same thing, or those that are clearly opposite in meaning, been revised? (Students should not be able to guess the answer by elimination)
- ✓ Are the options arranged systematically i.e. in alphabetical/chronological/numerical order? (This ensures students cannot guess the position of the correct answer).
- ✓ Are the numbers of options for each item appropriate to the students' age/grade levels? (2 or 3 options for lower grades and 4 or 5 options for older students).
- ✓ Have "clues" to the correct answer been avoided (making the correct option longer, more complex, or grammatically different from other options, using a/an to show if the correct option begins with a vowel)?
- ✓ Are all options for an item as brief and as clearly stated as possible?

**Different Assessment Methods**

Selected-Response	Constructed-Response		Teacher Observation	Student Self-Assessment					
<ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• Binary-choice (e.g., true/false)</li> <li>• Matching</li> <li>• Interpretive</li> </ul>	<p><i>Brief Constructed-Response Items</i></p> <ul style="list-style-type: none"> <li>• Short answer</li> </ul>	<p><i>Performance Tasks</i></p> <table border="0"> <tr> <td data-bbox="878 679 911 777"><i>Products</i></td> <td data-bbox="878 878 911 940"><i>Skills</i></td> </tr> <tr> <td data-bbox="407 679 846 1079"> <ul style="list-style-type: none"> <li>• Paper Project</li> <li>• Poem</li> <li>• Portfolio /ideo/audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul> </td> <td data-bbox="634 878 846 1079"> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul> </td> </tr> </table>	<i>Products</i>	<i>Skills</i>	<ul style="list-style-type: none"> <li>• Paper Project</li> <li>• Poem</li> <li>• Portfolio /ideo/audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul>	<p>Essay items</p>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>	<p><i>Self-Report</i></p> <ul style="list-style-type: none"> <li>• Attitude survey</li> <li>• Sociometric devices</li> <li>• Questionnaires</li> <li>• Inventories</li> </ul> <p><i>Self-Evaluation</i></p> <ul style="list-style-type: none"> <li>• Ratings</li> <li>• Portfolios</li> <li>• Conferences</li> <li>• Self-reflection</li> <li>• Evaluate others' performances</li> </ul>
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<ul style="list-style-type: none"> <li>• Fill-in (may be oral or written)</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted-response</li> <li>• Extended-response</li> </ul>								



## II) Binary Choice Items

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

### Example:

Please encircle the following true and false statements.

1. The function of the Legislative is to make laws. T/F
2. The Executive has the power to veto laws. T/F

### Strengths and Weaknesses

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

### **Hints for designing more effective binary choice items (Teachers should be able to answer 'yes' to each checklist question).**

- ✓ Have **important** knowledge targets, values or opinions been assessed (versus tricky, trivial or irrelevant material)?
- ✓ Is each item expressed in a single, short statement in clear, simple language?
- ✓ Have items using 'no', 'not' or negative prefixes (un – as in unimportant) been omitted? (Difficult to understand especially if the 'false' option is being considered).
- ✓ Have vague statements that are partly true, partly false or use words with different interpretations ('sometimes', 'a few') been avoided?
- ✓ Have generalizations such as 'all,' 'none,' 'impossible,' 'always,' 'never,' etc., been avoided? (Items using such words are likely to be seen as false)
- ✓ Do the items avoid copying from textbooks? (Students assume that these statements are true)
- ✓ Is the answer type consistent with the statement (e.g. agree/disagree for questions about the students' opinion)?
- ✓ Can students pick one of the two choices as the absolute and complete answer?
  - a) Are there approximately the same number of true and false items?
  - b) Have patterns of the answers been avoided?
- ✓ Is the format clear?

### iii) Matching Items

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

#### *Example of a typical matching item*

Match the historical event on the left with the year in which it happened on the right. (Put the letter of your chosen answer in the blank next to the number).

<u>Premises</u>	<u>Options</u>
1. Jinnah became the first Governor General of Pakistan	1988
2. Ayub Khan became the president of Pakistan	1978
3. Zulfikar Ali Bhutto became the Prime Minister of Pakistan	1960
4. Zia-ul-Haq became President of Pakistan	1948
5. Benazir Bhutto became the Prime Minister of Pakistan	1973
	1987

### Strengths

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

Following is the checklist for writing matching items (Teachers should be able to answer 'yes' to each checklist question)

- ✓ Is the exercise presented in a clear format (premises on the left numbered, options on the right and ordered by letters)?
- ✓ Are the instructions clear and explicit (saying how and where students put their answer, and whether each option can be used only once, more than once or not at all)?
- ✓ Are all premises, and all options, of the same category (e.g. all premises are shapes, and all options are formulas used to find areas of shapes)?
- ✓ Are there 5-10 premises?
- ✓ Are there 3-4 more options than premises?
- ✓ Are the premises longer and more complex than the options (but clear to understand)?
- ✓ Are the premises and options arranged in some systematic order (alphabetical, chronological, etc.)?
- ✓ Is there only one correct option for each premise?
- ✓ Do both lists (premises and options) appear on the same page?
- ✓ Are the lists as free of irrelevant clues as possible?

### iv) Interpretive Exercises

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

**Strengths:**

- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills
- Multiple questions about the same information allow reasoning skills to be measured in greater depth
- Allows reasoning skills to be assessed separately from content knowledge of the subject (in other selected-responses, unsuitable answers can be due to students' lack of knowledge or lack of reasoning skills)
- Allows students to focus on applying and connecting knowledge
- Uses information in formats that students encounter daily, such as maps and newspaper articles, which increases meaning and relevance of the exercise

**Weaknesses:**

- Students must use the reasoning skill the exercise asks for, thus teachers can see which skills individual students need more practice with
- Exercises are time-consuming to construct (appropriate material must be located/developed, along with multiple questions)
- Disadvantages students with poor reading ability
- Cannot see students' ideas or reasoning methods

**Hints for designing more Interpretive Exercises items (Teachers should be able to answer 'yes' to each checklist question).**

- ✓ Does the exercise test reasoning (rather than recall or simple understanding)?
- ✓ Before the exercise was written, were reasoning skills to be assessed (critical thinking, predicting, comparison, etc.) decided upon?
- ✓ Is introductory material new for the students?
- ✓ Is introductory material brief? (not more than students need to answer the questions, 2-3 paragraphs at most for older students)
- ✓ Are there several questions for each exercise?

**B. Constructed Response:**

There are three following types of the constructed response methods/tools used to assess the students:

1. Fill-in Items
2. Short Answer
3. Essay Items

**i) Fill-in Items**

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

**Example of a fill-in item**

In Pakistan, the Head of State is the\_\_\_\_\_.

### Strengths

- Quick and reliable scoring
- Easy to construct
- Responses can be words, numbers or symbols
- Responses are short, so students can be tested on more information in less time

### Weaknesses

- Cannot check understanding or higher order thinking
- Offer least freedom of student response, so ideal to check factual recall
- Be careful though-poorly written questions can leave students confused as to the correct answer!

### **Hints for designing better fill-in items (Teachers should be able to answer 'yes' to each checklist question).**

- ✓ a) Have direct questions been used, where feasible, rather than incomplete statements?
- b) Are questions and directions clear, brief and easy to understand?
- ✓ Do the items avoid copying textbook language? (Copying tends to encourage rote learning).
- ✓ Have clues been avoided? (A/an, blanks of different lengths, verbs in plural form, etc.)
- ✓ a) Have two or less fill-in blanks been used?
- b) Are blanks at the end of the statement? (Multiple blanks at many places confuse students)
- ✓ Is it clear that each answer must be short? (one word, number or symbol)
- ✓ a) Is there only one agreed-upon correct answer?
- b) Is the specificity of the answer clear? (For numerical answers, the units should be given. For 'where' questions, indicate if a city or country is required)

### ii) Short Answer

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

*Example:*

1. Define State?

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2. List three features of the Judiciary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Strengths**

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

### **Hints for designing better short answer items (Teachers should be able to answer 'yes' to each checklist question)**

- ✓ Is it clear to the teacher whether knowledge, understanding or reasoning is being assessed?
- ✓ Are textbook questions avoided?
- ✓ Is the question brief and easy to understand?
- ✓ Is it clear to students that the answer must be short? (Use lines to indicate the maximum length of the answer)
- ✓ Is the specificity of the answer clear?

### **iii) Essay Items**

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

Example

Why are free and fair elections critical to democracy? (Extended)

Define the term political system. Explain the key attributes of democracy. (Restricted)

### **Strengths**

- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students' ability to communicate their ideas

### **Weaknesses**

- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

**Hints for writing essay items (Teachers should be able to answer 'yes' to each checklist question)**

- ✓ Can the targeted reasoning skill be measured by an essay (e.g. comparison, analysis, deduction etc)?
- ✓ Does the question clearly indicate the desired response? (students should know exactly what and how much information to use and should not be confused as to what aspect is asked for).
- ✓ Does the question allow for more than a right or wrong answer and/or process, justification, examples?
- ✓ Is there enough time to answer the questions?
- ✓ Are choices among several questions avoided?
- ✓ Has the teacher drafted many possible responses so she/he knows what to expect?
- ✓ Are the scoring criteria clear to teachers and students?

**Scoring Essays:** Scoring essay is difficult because each essay is unique. Obviously scoring is subjective, so it is important to practice a few procedures to ensure that professional judgements are accurate.

1. After constructing the essay question, even before administering it to students, outline what would be the best answer to the question. (Doing this now lets teachers further clarify the question and prevents their being influenced by the first responses they read).
2. Then, select an appropriate scoring method – here you can proceed in 3 ways:
  - i. Holistic/Rating Method: Using the outline as the best answer, the teacher reads each essay as a whole, forms a general impression and puts it in one of the rating categories (exceptional, proficient, partially proficient, etc.).  
Advantages: simpler and quicker than the analytical methods  
Disadvantages: more subjective than the analytical method, no clear justification for the assigned grade, no specific feedback to students about problem areas  
Recommended for: shorter essay items (half page) which are more likely to elicit uniformly structured responses.
  - ii. In between Method: Using the outline as the best answer, teachers construct samples of different answer categories (partially proficient, proficient, exceptional, etc.). They use these samples to decide criteria for each category. These criteria are used to separate and score student essays.  
Advantages and disadvantages are similar to those for the holistic method except that this way is more objective.
  - iii. Analytical (point-score) Method: The outline for best answer is broken down into points of information. Each point is assigned a score (awarded to student if essay contains that point). Targeted writing skills are also assigned point values. Making a checklist with criteria and points is the most objective way to score an essay.  
Advantages: increases objectivity and reliability of scoring, makes it easier for the teacher to discuss and justify marks with students and parents.  
Disadvantages: laborious and time-consuming to prepare the checklist and score the responses  
Recommended for: extended type essay questions (2-3 pages long)

**Hints for more valid scoring Essays (Teachers should be able to answer 'yes' to each checklist question)**

- ✓ Is the answer outlined before testing students?
- ✓ Is the scoring method–holistic or analytic–appropriate?
- ✓ Has it been decided exactly how important writing skills are? (Does each skill get point, does better writing change the category of a response, or are spelling mistakes irrelevant?)
- ✓ Are writing skills, vocabulary, spelling, neatness important? (e.g. for maths, it isn't important if students misspell a word)
- ✓ Is the identity of the student anonymous where possible?
- ✓ When scoring many essays, has one item been checked for all papers in one sitting (i.e. all question 1's, then all question 2's, and so on)? This allows teachers to apply criteria more consistently.
- ✓ When scoring many papers has the order of papers been changed between items (after checking all question 1's, were papers shuffled before checking all question 2's)? This prevents teachers' fatigue and the quality of students' first replies from influencing further scoring.

**Sample scoring checklist**

<b>Content:</b> <i>Convincing, pertinent, specific, perceptive</i>	4
<b>Point of View:</b> Clear, consistent, appropriate in approach	3
<b>Essay Organization:</b> Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	5
<b>Paragraph Organization:</b> Precise statement of topic, effective development.	1
<b>Style:</b> Interesting, original, expression suited to content, flow	3
<b>Sentence Structure:</b> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation).	1
<b>Diction:</b> Vocabulary appropriate for grade level, vivid, precise.	2
<b>Use of Language Conventions:</b> Correctness in punctuation, spelling, and grammar	1
<b>TOTAL</b>	<b>20</b>

### c) Performance-based Assessments

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

#### Characteristics of Performance-based Assessments

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

#### Strengths and Weaknesses:

##### Strengths

- Can assess communication, presentation, psychomotor skill
- Through products, can assess performance of process/skill, and also see what learning students got from it
- Teaching and learning occur during the assessment
- Students find real-life application and contexts engaging
- Provide a different way for students to show what they know and can do
- Students learn how to ask questions, and since such tasks often involve group work, to work effectively with others
- Emphasis on higher order thinking and application – allows in-depth assessment of main content ideas
- Forces teachers to establish specific criteria to identify successful performance
- Encourages re-examination of instructional goals and the purpose of schooling

##### Weaknesses

- Scoring may be very subjective
- Inconsistent student performance across time may result in inaccurate conclusions
- Few samples of student achievement
- Requires considerable teacher time to prepare and student time to complete
- Difficult to plan for amount of time needed because new method, students work at different paces, use different processes
- Cannot generalize proficiency to include other knowledge or skills
- Difficult with time constraints to give each student meaningful feedback at different times as they work on the process
- Needs significant energy and resources from both teacher and students

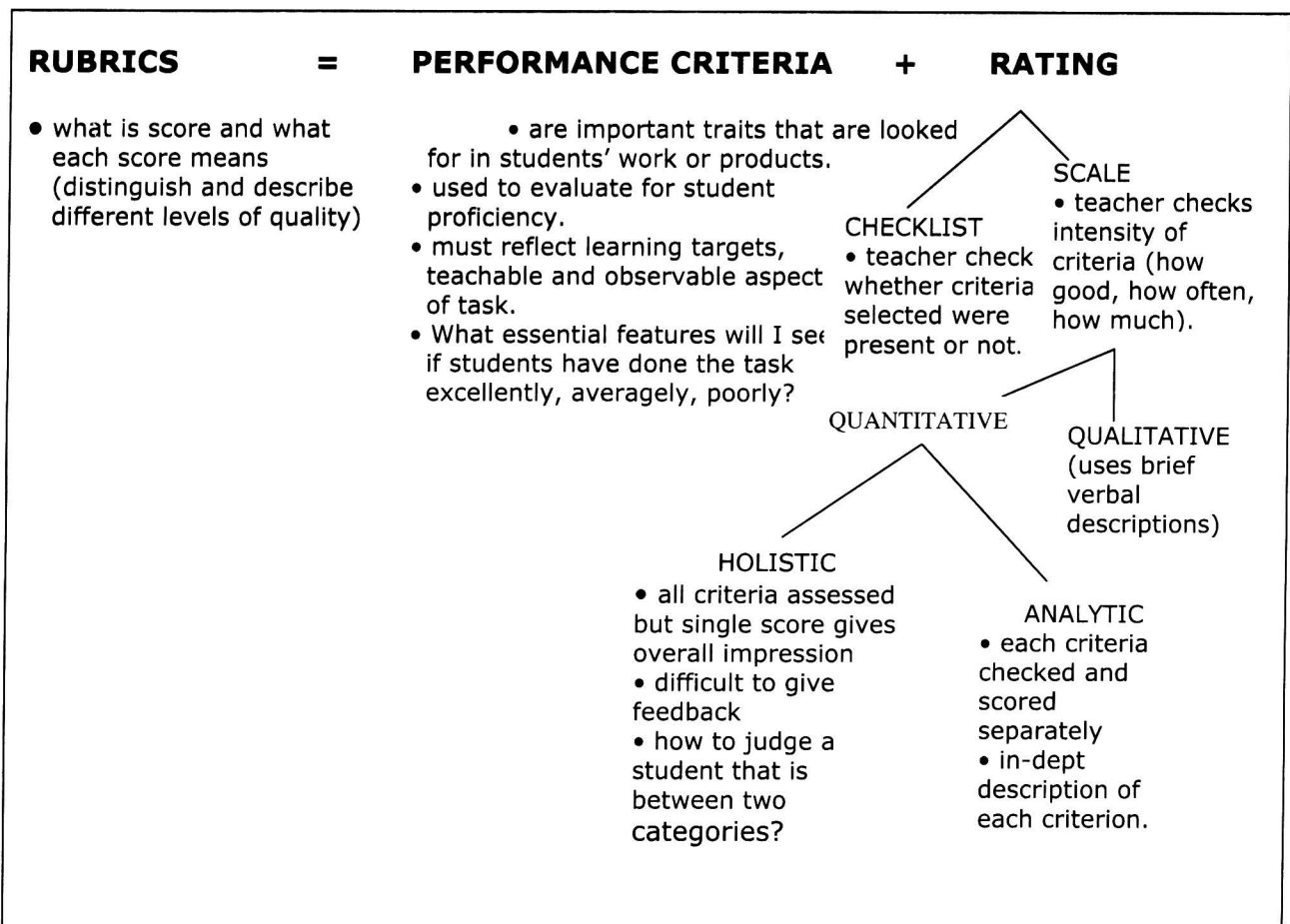


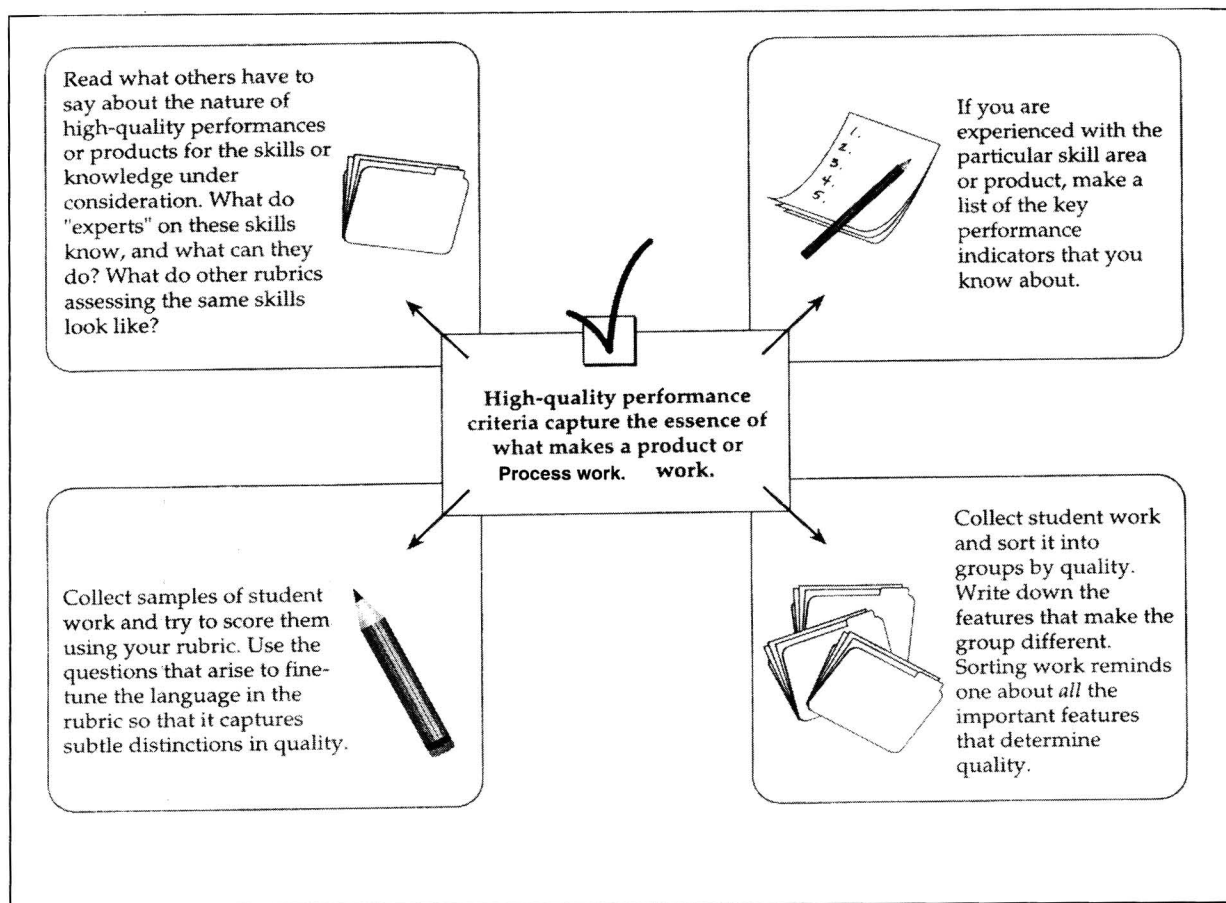
**Following is the checklist on performance-based tasks (Teachers should be able to answer 'yes' to each checklist question)**

- ✓ Is performance-based assessment appropriate for learning targets?
- ✓ What essential content and skills targets should be integrated?
- ✓ Are multiple targets included?
- ✓ Has the kind of task been decided / restricted? (Targets a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?
- ✓ Are multiple products and processes possible so that exploration and judgement are necessary?
- ✓ Is the task integrative, challenging, stimulating, requiring inquiry and innovation?
- ✓ Is the task cyclic, with repeated performance-feedback-revision occurring?
- ✓ Does the task have long-term value beyond school?
- ✓ Are constraints for completing the task included?
- ✓ Are criteria for scoring included?

**Scoring Rubrics**

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





## How to Identify Performance Criteria for Rubrics

### Hints for Writing and Implementing Rubrics (Teachers should be able to answer 'yes' to each checklist question)

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

## **Performance-Based Task**

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

## **Rubric to Assess Students' Oral Presentation Skills**

**NOTE:** The next two sections, observation and self-assessment are particularly useful in performance-based assessment.

### **Assessing Affective Traits and Dispositions**

The affective traits and disposition includes: Attitudes, values, motivation, social relationships, classroom environment, and concept of one's own academic ability. The factors (of the student, teacher, classroom) affect the way students learn.

#### **Why do it?**

Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn to analyse themselves and refine behaviours and disposition.

#### **How to do it?**

Once students are assured anonymity, affective traits can be assessed through self-reporting, teacher observation and peer evaluation.

#### **Observation**

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

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

- **At-A-Glance:** Very brief anecdotal jottings made on each student on a regular basis (e.g. weekly)

### **i) At-A-Glance Sheet**

This tool is especially useful for doing a regular observational “scan” of the students. It provides a format for recording very brief anecdotal observations on each student, and it allows students to see “at-a-glance” which of the students have not yet been observed.

You should try for weekly observation of each student. An at-a-glance approach can be used for recording either planned or incidental observations. If you are using this as a new approach, start small! Target only a few students, and limit the number of behaviours you observe.

### **ii) Checklist**

A listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not shown.

### **iii) Rating Scale**

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

- **Checklist**

- **Rating scale**

} Same as in performance-based assessment (scoring rubrics), except pre-selected behaviours to be observed are assessed, instead of performance criteria.

### **Strengths and Weaknesses**

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

- Tendency to emphasize negative behaviour
- Helpful in planning and reporting instruction and outcomes

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

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

## Chapter-wise weightage of periods Civics Grade- IX

S.No	Chapter (proposed title)	Themes	Grade Periods	Percentage (%)
1.	<b>Civic</b>	<ul style="list-style-type: none"> <li>▪ Introduction to Civics</li> </ul>	02	02
2.	<b>State</b>	<ul style="list-style-type: none"> <li>▪ State</li> <li>▪ Islamic State</li> </ul>	06	06
3.	<b>Democracy</b>	<ul style="list-style-type: none"> <li>▪ Democracy</li> <li>▪ Democracy in Pakistan</li> </ul>	14	14
4.	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>▪ Citizenship</li> <li>▪ Rights and responsibilities</li> </ul>	14	14
5.	<b>Political Economy</b>	<ul style="list-style-type: none"> <li>▪ Role of Government in Economy</li> <li>▪ Economic Growth</li> </ul>	10	10
6.	<b>Conflict Resolution</b>	<ul style="list-style-type: none"> <li>▪ Inquiry and Conflict Resolution</li> <li>▪ Structured ways of resolving conflicts</li> <li>▪ Anger</li> </ul>	14	14
7.	<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>▪ Inquiry and knowledge based inquiry</li> <li>▪ Critical Thinking Skills</li> <li>▪ Distinguishing between facts and opinions</li> <li>▪ Information gathering skills</li> <li>▪ Presentation skills</li> </ul>	10	10
8.	<b>Media and Civil Society</b>	<ul style="list-style-type: none"> <li>▪ Media</li> <li>▪ Civil Society and NGOs</li> </ul>	10	10
9.	<b>Developing Values</b>	<ul style="list-style-type: none"> <li>▪ Environmental Care</li> </ul>	10	10
10.	<b>Active and Responsible citizenship</b>	<ul style="list-style-type: none"> <li>▪ Election campaign</li> <li>▪ School Council</li> </ul>	10	10

## Chapter-wise weightage of periods Civics Grade - X

S.No.	Chapter (proposed title)	Themes	Grade periods	Percentage (%)
1.	<b>Institutions of Government</b>	<ul style="list-style-type: none"> <li>▪ Institutions that facilitate Government</li> <li>▪ Judiciary</li> <li>▪ Legislature</li> <li>▪ Executive: Political and Civil</li> </ul>	18	18
2.	<b>Forms of Government</b>	<ul style="list-style-type: none"> <li>▪ Presidential and Parliamentary system</li> </ul>	09	09
3.	<b>Civil Society and Advocacy</b>	<ul style="list-style-type: none"> <li>▪ Civil Society</li> <li>▪ Advocacy</li> </ul>	07	07
4.	<b>Political Economy</b>	<ul style="list-style-type: none"> <li>▪ Economic Rights of Citizens</li> </ul>	10	10
5.	<b>Conflict Resolution</b>	<ul style="list-style-type: none"> <li>▪ Problem Solving</li> <li>▪ Mediation</li> </ul>	12	12
6.	<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>▪ Inquiry</li> <li>▪ Critical thinking skills</li> <li>▪ Presentation skills</li> </ul>	12	12
7.	<b>Political party and Social Movement</b>	<ul style="list-style-type: none"> <li>▪ Political party</li> <li>▪ Social Movement</li> </ul>	11	11
8.	<b>Developing Values</b>	<ul style="list-style-type: none"> <li>▪ Diversity</li> <li>▪ Tolerance</li> </ul>	10	10
9.	<b>Active and Responsible citizenship</b>	<ul style="list-style-type: none"> <li>▪ Active participation in Local Government</li> <li>▪ Community service</li> </ul>	11	11

## Chapter-wise weightage of periods Civics Grade - XI

S.No.	Chapter (proposed title)	Themes	Grade periods	Percentage (%)
1.	<b>Political system</b>	<ul style="list-style-type: none"> <li>▪ State, Government and Community</li> <li>▪ Constitution</li> <li>▪ Political system</li> </ul>	12	12
2.	<b>Forms of Government</b>	<ul style="list-style-type: none"> <li>▪ Forms of Government</li> </ul>	08	08
3.	<b>Rights</b>	<ul style="list-style-type: none"> <li>▪ Human Rights</li> <li>▪ Constitutional Rights</li> </ul>	08	08
4.	<b>Political Economy</b>	<ul style="list-style-type: none"> <li>▪ Political Economy</li> <li>▪ The politics of trade</li> </ul>	09	09
5.	<b>Conflict Resolution</b>	<ul style="list-style-type: none"> <li>▪ Conflict and conflict escalation</li> <li>▪ Conflict resolution and structured ways of resolving conflict.</li> <li>▪ Conflicts in Pakistan</li> </ul>	16	16
6.	<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>▪ Inquiry</li> <li>▪ Critical thinking skills</li> <li>▪ Information gathering skills</li> <li>▪ Presentation skills</li> </ul>	16	16
7.	<b>Media and Civil Society</b>	<ul style="list-style-type: none"> <li>▪ Media</li> <li>▪ Civil Society</li> </ul>	10	10
8.	<b>Developing Values</b>	<ul style="list-style-type: none"> <li>▪ Inequality</li> <li>▪ Injustice</li> </ul>	10	10
9.	<b>Active and Responsible citizenship</b>	<ul style="list-style-type: none"> <li>▪ Learning through simulation and direct participation</li> <li>▪ Active participation</li> <li>▪ Community service</li> <li>▪ Disaster Risk Reduction</li> </ul>	11	11



## Chapter-wise weightage of periods Civics Grade- XII

S.No.	Chapter (proposed title)	Themes	Grade periods	Percentage (%)
1.	<b>Political System of Pakistan</b>	<ul style="list-style-type: none"> <li>▪ The Government of Pakistan</li> <li>▪ Institutions of Government</li> </ul>	12	12
2.	<b>Rights</b>	<ul style="list-style-type: none"> <li>▪ Children's Rights</li> <li>▪ Women's Rights</li> </ul>	08	08
3.	<b>Political Economy</b>	<ul style="list-style-type: none"> <li>▪ Economic Globalisation</li> <li>▪ International Economic Institutions and Political Implications</li> <li>▪ Impact of International Trade and Finance on Political Economy of Pakistan</li> </ul>	15	15
4.	<b>Conflict Resolution</b>	<ul style="list-style-type: none"> <li>▪ Historical and current International conflicts</li> <li>▪ International Conflict Resolutions: Structures and Processes</li> <li>▪ The Individual's role in conflict resolution</li> </ul>	15	15
5.	<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>▪ Information gathering and processing skills</li> <li>▪ Constructing arguments</li> <li>▪ Problem solving skills</li> <li>▪ Dissemination skills</li> </ul>	13	13
6.	<b>Political party and Social Movement</b>	<ul style="list-style-type: none"> <li>▪ Political party</li> <li>▪ Social Movement</li> </ul>	11	11
7.	<b>Peace and Diversity</b>	<ul style="list-style-type: none"> <li>▪ Peace</li> <li>▪ Diversity</li> </ul>	13	13
8.	<b>Active and Responsible citizenship</b>	<ul style="list-style-type: none"> <li>▪ Learning through simulation</li> <li>▪ Public service message</li> <li>▪ Signature campaign</li> <li>▪ Community service</li> <li>▪ Disaster Management</li> </ul>	13	13

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