National Curriculum for

SOCIAL STUDIES

Grades IV-V
2007

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD

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1.0   Introduction

1.1   Introduction to Social Studies Curriculum

Social Studies is the systematic study of the interaction of people with their environment and with other people. The disciplinary knowledge of Social Studies is drawn primarily from the social science disciplines of history, geography, economics, political science, sociology and anthropology. It also draws on the appropriate content from the humanities, mathematics, the natural sciences and personal life experiences.

The main purpose of teaching Social Studies is to prepare young people as citizens able to participate actively and responsibly in a democratic society. Citizens of a democratic society need to be informed about public affairs, act to safeguard their rights, fulfill their responsibilities as citizens and engage in community service and actions aimed at improving their own communities, the nation and the world. The Knowledge, Skills and Values taught in the Social Studies must enable students to accomplish these citizenship tasks effectively.

Thus the Social Studies education program must be designed for students to acquire the knowledge and understanding of the key concepts and ideas from the social sciences disciplines. It must also develops skills such as thinking skills, information gathering, interpreting, and analyzing skills, communication skills, problem solving and decision making skills; and values such as equality, social justice, fairness, diversity and respect for self and diverse opinions of others. It must also encourage the study of current and persistent problems and issues, the identification of innovative solutions and provides opportunities for participation in school (school council, school clubs, girl guides and boy scouts) and in the community activities (community service such as teaching the illiterate to read and write, conducting an awareness campaign on environmental cleanliness).

1.2   Curriculum Development

Traditionally, the Social Studies Curriculum was based on the widening horizons approach. The widening horizon model begins with the study of self, then moves on to familiarize students with the neighborhood, province, country, region and the world in advancing grades. It is based on the idea that students should be gradually exposed to the larger world. Research indicates that children from a very young age are interested in other people and other times and there is much that they can learn and understand about the larger world through innovative instructional strategies and learning materials. Furthermore, in today's world, the media exposes children from their early years to the wider world which makes the following of the widening horizons approach out-dated.

The widening horizons approach was used with an approach called the spiral Curriculum. The spiral Curriculum calls for Concepts, Skills, and Values to be introduced in the early years and progressively developed at each higher class level. For instance skills such as constructing timelines are introduced in the beginning years through pictorial timelines and at higher grade levels students construct more complex and meaningful timelines. This is an effective approach if the scope is clearly determined for each class level. The problem in the past was that a topic was introduced and repeated with little development of the concepts right through the school years. For example, the topic weather and climate was repeated through all the school years with largely the same content for different geographical regions. This repetition resulted in students finding Social Studies very boring.

This Social Studies Curriculum has been developed by setting Standards, Benchmarks and Students' Learning Outcomes.

Curriculum Standards determine expectations for students' performance and describe the Knowledge; Skills and Values students need to be successful in today's world. Social Studies Standards determine expectations of students' performance in the Social Studies and describe what students should know and do in the Social Studies to be successful. Each of the Standards of the Social Studies Curriculum must be pursued at each grade level.

Benchmarks establish what students are expected to know and be able to do at various developmental levels. Benchmarks for each Social Studies Standard are identified so as to indicate students' expectations at the end of each developmental level, that is, the early years (Grades I-III), primary level (Grades IV-V), middle level (Grades VI-VIII) secondary level (Grades IX-X) and higher secondary level (Grades XI-XII).

The Curriculum further identifies the Learning Outcomes for students in each class. Students' learning outcomes are specific statements that describe the Knowledge, Skills and Abilities that student must demonstrate at the end of the academic year when they have completed the study of their course. As students study Social Studies in each grade, the Students' Learning Outcomes have been identified for each grade.

The Curriculum must be supported by effective teaching in the classroom and assessment practices that measure the attainment of the Students' Learning Outcomes. Therefore, this Curriculum document includes guidelines on instructional strategies and assessment practices that will help teaching to meet the Standards and Benchmarks identified for grade five. Furthermore, a section on learning materials to support this Curriculum is also included.

2.0   **Curriculum Standards and Benchmarks**

HISTORY

History is the study of the past so as to understand the present and predict the future. It draws upon a variety of historical records and compares interpretations to provide students with different perspectives and promote the appreciation of individual existence in a global context.

STANDARD -1

All students will learn chronological skills and use them to sequence key historical events to identify relationships and explain cause and effect.

BENCHMARKS

Grades I-III	Grades IV-V
• Construct timelines to show events of their lives, their families, and the city/village in chronological order. • Use pictures to understand that transportation, tools and machines, schools and communities have changed over time.	• Measure chronological time by decades, centuries and millennia. • Use solar and lunar calendars to differentiate intervals of time. • Construct and interpret timelines of major historical events and development of the province and country.

STANDARD -2

All students will understand, interpret and reconstruct narratives of the past (identify people involved, describe setting, sequence events, compare interpretation of events, and create narratives from evidence).

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Identify the what, where, when and who in major historical events as presented in narratives of the local past. • Identify and explain how men and women in narratives of the local past demonstrate good character and personal virtues. • Construct narratives about their personal or families past from a variety of sources (photographs, letters, artifacts).	• Describe major historical events as presented in narratives of the provincial and national past. • Explain how men and women in different eras of the past demonstrated good character and personal virtues. • Compare life in the past (previous Civilizations) in the province with life today there. • Construct narratives of the local past using the local community as a resource (interview elderly people, visit local government offices, read old maps). • Identify problems and solutions from the narratives of the past and the short and long term effects of the solutions.

GEOGRAPHY

Geography is the study of the physical and human environment and their influence on each other. It includes studying about the physical (landforms, locations, vegetation and natural resources) and human (people, culture and characteristics of places), so as to understand the processes involved and to make environment friendly decisions.

STANDARD -3

All students will learn map and globe skills, use them to enhance geographical understanding and apply these skills to real life.

BENCHMARKS	
Grades I-III	**Grades IV-V**

• Use cardinal directions
 	
• Locate on a map:
 	
    - their School
 	
    - their Village
 	
    - their City
	• Locate on a map or globe.
	
	- Provinces of Pakistan, Pakistan and important countries of the world
	
	- Continents and Oceans.
	
	- Main lines or Latitude and Longitude
	
	- Read, draw and interpret Equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Maps using mapping elements (symbols, key, cardinal and intermediate directions and scales) using accurate map vocabulary.
	
	• Apply map skills in real life situations.

STANDARD -4

All students will describe, compare and explain the location and characteristics of places, people and cultures, and the social, economic, political activities they engage in themselves and with others at the local, national and international levels.

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Gather information about the local community (village, city) from maps of the area. • Describe and compare the physical and human characteristics of local places. • Explain the ways in which communities benefit from or are limited by the physical environment (e.g., people make their living by farming on fertile land, fishing in local water, effects of weather, recreational activities, availability of water).	• Gather and interpret information, and draw conclusions using maps and other geographic tools about provinces and the country. • Locate and compare places and their environments (e.g. oceans, continents, river system, islands, mountains or in areas where civilizations developed). • Explain the characteristics of places that are shaped by physical and human processes (e.g., effect of agriculture or changing land use and vegetation's, effects).

POLITICAL SCIENCE

Political Science provides understanding of the different purposes of the government, the decisions of its institutions, their organization functions. It equips students to make informed decisions about organizing and governing their communities, to evaluate domestic and national governments and ensure that the rights of individuals or communities are protected within these decisions.

STANDARD -5

All students will identify the purpose of national, local, provincial and local governments and describe the political and legal processes that are used to make decisions, seek consensus and resolve conflicts.

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Make rules for their class and identify consequences of breaking each rule. • Describe the importance of rules and consequences of not having or not observing rules. • Provide examples of local government's actions to improve their and local community's condition. • Identify ways in which conflicts are resolved at home, school and local community level. Explain how they might be resolved if underpinned by core democratic values such as justice, equality and freedom freedom.	• Distinguish among local, provincial and national governments in Pakistan. • Describe the way government is organized at the local, provincial and national levels. • Identify the government institutions at the local, provincial and national levels and describe the role of the institutions (legislature, executive and judiciaries). • Identify the limits and reasons for limiting the power of government. • Understand the importance of the constitution. • Interpret the meaning of specific rights and freedoms protected in the constitution particularly equal protection under the law and freedom of access to information and freedom of expression).

STANDARD -6

All students will identify the key ideas and values in the Constitution of Pakistan and understand the rights and responsibilities of citizens at the local, national and global level.

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Identify the rights and responsibilities of young people in schools and local community.	• Explain the responsibilities of citizens with respect to their rights. • Describe the role of citizens in a democracy.

ECONOMICS

Economics deals with the idea that wants are unlimited and the means to satisfy them are limited so choices needed to be made by individuals and societies in order to satisfy their wants for goods and services. It is important to foster economic awareness in students through newspapers, discussions, games and simulations in order to make them understand the basic economic functions and the importance of interdependence.

STANDARD -7

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

BENCHMARKS

Grades I-III	Grades IV-V
• Identify and explain the idea of scarcity which leads to the need to of making choices regarding allocation of personal and family resources. • Describe ways in which we can conserve limited resources at the personal and family level.	• Explain why people and societies must face scarcity when making economic decisions. • Compare prices, quality and features of goods and services, and weigh / identify alternatives / opportunity costs in personal, local, provincial, and national decision-making situations.

STANDARD -8

All students will describe how Pakistan's economic system works to facilitate production, consumption, distribution and exchange of goods and services at home and describe the challenges and benefits of trade for consumers, producers and government.

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Identify markets and their role in the distribution of goods and services. • Distinguish between produces and consumers and explain their role in the market. • Explain how producers and consumers make decisions (what, how etc. to produce and consume). • Identify the goods and services which they consume and describe a good or service provided by the local government and the method of payment.	• Describe the economic role of the local, provincial and federal governments. • Describe how decisions about resource-allocation affect the well-being of a society (with respect to Pakistan). • Describe the challenges & benefits of trade for consumers. • Describe how banks play the role of intermediaries in collecting the savings from many individuals and providing them to producers / manufacturers for use at a cost.

INQUIRY

It is a systematic investigative process that helps students in problem solving and decision making.

STANDARD -9

All students will conduct inquiry/investigation to answer questions about society by asking questions, gathering information from a variety of sources (books, newspapers, community members, institutions and internet) and interpreting the information to solve these problems and make decisions. They will report results in appropriate ways (oral presentation, timelines, graphs, charts, reports, role plays etc.). Electronic technologies such as computers and multimedia can be used to access and manage information and report results.

BENCHMARKS

Grades I-III	Grades IV-V
• Gather information from books, their environment and community members to answer the question. • Present the information through simple charts, pictographs, timelines and reports.	• Gather information using a variety of sources to answer their question. • Manage and organize information • Analyze the information to derive meaning out of it and draw conclusions on the basis of the analysis. • Present the inquiry in appropriate ways (oral presentations, graphs, reports).

STANDARD -10

All students will trace the origins of local and national problems and issues, understand various perspectives and identify ways to resolve the problems and issues about them and take ethically responsible actions to address them.

BENCHMARKS	
Grades I-III	**Grades IV-V**
• Identify issues in their school, and community that they have encountered or learnt about. • Gather information about school & community issues. • Identify their own and others viewpoints. • Identify ways to resolve them. • Identify the effects of their action on others.	• Identify local, provincial and national issues. • Gather information from a variety of sources. • Compare their viewpoint with that of others. • Analyze possible solutions for these issues. • Take responsible actions (lawful, ethical).

3.0 Learning Themes and Students' Learning Outcomes

3.1 Grade - IV
Learning Themes and Students' Learning Outcomes
Knowledge, Skills and Attitudes

Themes	Students' Learning Outcomes
GEOGRAPHY: GLOBE AND MAP SKILLS • The Globe and Maps.	All the students will be able to: • Understand that north is towards the North Pole and south is towards the South Pole. • Understand that up is away from the Earth and down is towards the Earth. • Identify the differences between the shape of things as seen from the ground with shapes seen from above • Define the terms globe and map. • Distinguish between a "globe" and a "map". • Locate and name the continents and oceans on the "globe" and world's "maps".
• Elements of Map • Titles • Symbols	• Name the key elements of a map. • Understand that all map titles show areas mapped and particular features. • Identify the area mapped and feathers shown on different maps. • Understand that real objects can be represented by pictures or symbols on a map. • Use the legend for interpreting pictorial and other symbols, dots, lines, colours used on maps.

Grade-IV

Themes	Students' Learning Outcomes
• Directions	• Define the terms "cardinal" and "intermediate" directions. • Name familiar places located in the cardinal (North, East, West, South) and intermediate (North-West, North-East, South-West, South-East) direction of their school. • Identify the position of things on maps using the terms cardinal and intermediate directions.
• Scale	• Determine distance between two points on a map using the scale given on the map. • Compute distance between two points on maps of different scale. • Make simple large scale maps of familiar areas such as classroom, house, and neighbourhood using all map elements • Gather information about an area (city/province) from two or more maps; use the information to draw conclusions (e.g. rainfall and agricultural production).
HISTORY: THE WAY WE WERE • Historical Events of the Province.	• Describe the major historical events of the province. • Interpret timelines of major local and provincial historical events. • Construct timelines of major local and provincial historical events.

Grade-IV

Themes	Students' Learning Outcomes
• Social Problems and their Solutions.	• Identify social problems and solutions from narratives of the past. • Identify short and long term effects of solutions to problems in the past • Identify ways people of the province have progressed overtime. • Identify the effects of key historical events at that time and today. • Use maps to explain the geographic setting of historical events.
• Recognizing Viewpoints.	• Identify the viewpoints in historical narratives • Compare life in any two provinces today. • Construct personal historical narratives (own self, family, school) using photographs, letters, and interviews with family members as sources of information.
• Contributions and Virtues of key Personalities Rephrasing.	• Identify examples of personal virtue in past and present key personalities of the province. • Identify contributions (social, political, religion) of key personalities for the development of the province.

Grade-IV

Themes	Students' Learning Outcomes
• Personalities (Heroes/Heroism).	• Define heroism. • Identify the qualities of the personalities (social, political, religious) that we admire. • Understand the importance of heroism in our daily lives. • Explain how individual beliefs, culture, time and situations change our choices of heroes/heroines. • Identify how common people, male and female in different circumstances become heroes and ideas.
GEOGRAPHY: OUR VARYING LAND AND ITS PEOPLE • Physical Features.	• Name the various physical features (plains, mountain etc.) in the province. • Locate the physical features of the province on an outline map of the province. • Represent in tabular form the physical features of their province, in tabular form, their location and importance for the people of the province.

Note: The content for History should focus not only on political but also social and cultural history and personalities from all walks of life should be identified.

Themes	Students' Learning Outcomes
• Population.	• Define the terms population, census, migration. • Explain the importance of a census. • Identify the causative factors of population growth in the province. • Identify thickly and thinly populated area of their province. • State the reasons why volume of population varies in different provinces. • List the major problems caused by over population.
• Interaction between the Land and People.	• Compare the land features and the way people live on them. • Explain how different processes engaged in by the people change the natural environment (e.g. deforestation, building dams etc.). • Explain how natural phenomena change the land. • Identify how changes in the land affect people. • Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data (e.g. minerals found, industries, City – population density). • Conduct an inquiry about a geographic problem (water logging & salinity, deforestation, etc) of the province and share findings with classmates.
• Weather	• Define the term weather.

Themes	Students' Learning Outcomes
• Factors that Affect Weather.	• Explain the factors that effect weather. • Construct a table showing the instrument and units of measurement related to weather (temperature, pressure, wind speed and direction, humidity, precipitation). • Make weather instruments from low cost and no cost materials. • Compare temperature and rainfall of any two provinces in Summer and Winter. • State the importance of forecasting, measuring and recording weather. • Identify how daily weather conditions affect the human body, (food we eat, the clothes we wear, and our recreational activities.)
• Natural Disasters.	• Explain how common natural disasters occur (floods, earthquakes, cyclones, avalanches). • Identify safety measures that can be taken in case of natural disasters.
GOVERNMENT: THE WAY WE GOVERN OURSELVES	• Define the terms society, democracy, law, government, rule and give examples. • Identify the reasons for a provincial government. • List the main branches of the provincial

Themes	Students' Learning Outcomes
• Government Institutions.	government (legislature, judiciary and executive). • Describe the formation of the provincial assembly. • Conduct an election to select the class monitor. • Describe the work of the executive branch of the government. • Identify the functions of a court • Explain the role of a judge in a court • Demonstrate understanding of the working of a court through a role play. • Collect information about the role of the branches of the provincial government (through newspaper, books, and elders) and present the information in a written report. • Describe how local and provincial government institutions serve to provide citizens with their rights.
• Rights and Responsibilities of Citizens.	• Define the term citizens. • Identify the ways people become citizens. • State the importance of rights of citizens of a country. • List important rights and responsibilities of citizens.

Themes	Students' Learning Outcomes
	• Identify the ways in which individuals can behave as responsible citizens at provincial level (demonstrate responsible citizenship (provincial). • Identify the groups that citizens form to protect and promote their rights (professional associations, welfare institution (etc).
ECONOMICS: THE CHOICES WE MAKE	• Define the terms 'economic choice' and 'opportunity cost'. • Identify economic choice and opportunity cost from personal examples (such as having to choose between buying an ice cream and a packet of chips). • Explain cause and effect resulting from economic decisions. (spending money for buying a book to buy an ice-cream). • Recognize that governments make economics choices because of limited resources.
• Goods and Services	• Identify the goods and services used in their daily life. • Compare price, quality and features of similar goods and services used in their daily lives (chips, sweets, transport, and health services).
CULTURE: THE WAY WE LIVE TOGETHER	• Explain the term culture with examples. • Describe their family culture (language,

Grade-IV

Themes	Students' Learning Outcomes
	food, dress, how the festivals are celebrated etc.) • Compare their own family culture with that of a family in another country. • Compare the culture of different provinces of Pakistan. • Identify the ways in which the people of their province are similar and different with each other. • Recognize that culture is dynamic and keeps changing over time.
• Getting Along with Others	• Define the terms conflict and peace. • Identify the possible consequences of peace and conflict. • Understand that their attitude may result in peace or conflict. • Identify ways to create peace. • Recognize that conflicts are inevitable and can be managed (dealt with positively).
• Ways of Resolving Conflict	• Identify ways of resolving conflicts. • Explain that communication is a way for resolving conflict. • Use problem solving method to suggest solution to a personal (home, school) problem.

Grade-IV

Themes	Students' Learning Outcomes
• Communication	• Identify the forms of communication.
	• Trace the history of any one modern form of communication.
	• Identify the advantages and disadvantages of any one modern form of communication.
	• Explain the ways in which computers have made communication easier.
	• Design a postcard and write a message and post it to a friend.
	• Use a telephone directory to identify the telephone numbers of emergency services in their area (police, fire brigade, ambulance).

3.2 Grade - V Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes	
Themes	**Students' Learning Outcomes**
GEOGRAPHY • Map Skills • Latitudes and Longitudes	All the students will be able to: • Understand that there are 180 imaginary lines of latitude and 360 imaginary lines of longitude. • Name the main lines of latitude and longitude. • Locate on a globe and on a map of the world main lines of latitude & longitude. • Use longitude and latitude to locate major cities of Pakistan and of the world. • Use the index of an atlas to locate places. • Use latitudes and longitudes in determining direction. • Identify time zones and relate them to longitude. • Identify the significance of the location of Pakistan.
• Kinds of Maps	• Recognize that there are many kinds of maps and choose the best map for the purpose at hand. • Use different maps to explain the geographical setting of historical and current events.
• Scale	• Read and interpret scales (expressed as a statement or bar) on different maps. • Use the map scale to measure roads and rivers and determine distance between places.

Themes	Students' Learning Outcomes
PHYSICAL REGIONS	• Define the term "regions" and give examples • Identify the key physical regions of Pakistan. • Describe the distinctive characteristic / features of each physical region of Pakistan. • Locate physical regions sharing similar characteristics on a world map. • Compare the life of the people living in different physical regions of Pakistan with people living in similar regions in other countries. • Locate, interpret and present information in the form of a tourist guide book of the country of their choice.
• Interdependence	• Define the term Interdependence. • Identify the variety of ways in which people are interdependent. • Describe the ways the people of Pakistan are interdependent. • Explain various ways in which the countries of the world are dependent.
CLIMATE	• Define climate. • Explain the reasons for differences in climate.

Grade-V

Themes	Students' Learning Outcomes
• Climatic Regions	• Differentiate between climate & weather.
	• Identify the general types of climate (based on latitude).
	• Identify the different climatic regions on a world map.
	• Compare different climatic regions.
	• Describe the climate in the different physical regions of Pakistan.
	• Describe how climate of different physical regions affects the life over there.
	• Use given information to calculate the average temperature and monthly rainfall of different places.
	• Construct bar graphs from given climatic data.
• Effects of Human Activities on Climate	• Explain the various ways in which human activities affect climate.
	• Explain how human activities are responsible for the greenhouse effect.
	• Identify individual and societal actions that can be taken to reduce adverse effects of human activities on climate.
HISTORY	• Differentiate between solar & lunar calendars.
	• Use solar and lunar calendars to

Themes	Students' Learning Outcomes
	differentiate intervals of time.
	• Differentiate between Decades, Centuries and Millennia.
	• Place key events on a timeline using the time intervals of decades.
• Major Historical Events (Pakistan and World)	• Describe major historical events that led to the creation of Pakistan.
	• Construct timelines of major historical events (Pakistan, other country/world).
	• Interpret timelines of major historical events (Pakistan, world).
	• Identity different viewpoints in historical narratives.
	• Recognize that events in various parts of the world affect each other.
	• Compare life in Pakistan's early years with life in Pakistan today.
	• Construct narratives of key current events (Pakistan, world) using internet, news magazines, newspapers, etc.
	• Identify examples of good character from lives of important men and women in history (Pakistan, world).
	• Construct narratives of key historical events (Pakistan/ world) using literature, newspapers, magazines etc.

Grade-V

Themes	Students' Learning Outcomes
• Historical Problems, Effects and Solutions	• Identify problems and solutions from narratives of the past and the short and long-term effects of the solutions • Identify problems that started in the past and still exist today • Identify alternative solutions to problems of the past and recognize their possible implications.
• The Ideas or decisions of individuals effect history	• Recognize that particular individuals, ideas, events and decisions have had a great impact on history. • Predict how events might have turned out differently if specific individuals/ groups had chosen their steps differently.
• Explorers and Explorations	• Explain the reason for exploration. • Identify key past explorations and explorers Marco Polo, Ibn-e-Batuta, Neil Armstrong, Vasco De Gama, etc.). • Identify the effects of past explorations. • Trace the route of any voyager on a world map. • Identify what motivated past explorers to conduct exploration. • Construct a third person account of the experiences of any explorer. • Explain the successes and challenges faced by the explorer of their choice.

Themes	Students' Learning Outcomes
	• Predict areas of future exploration and changes that could result from these explorations.
GOVERNMENT (LEADERS, COMMUNITY, CITIZENS) • Federal Government	• Give reasons for the need of a federal government. • Compare the formation of government at provincial and federal levels. • Compare the working of the three branches of government. • Describe the functions of political parties in a democratic system. • Explain the relationship between the provincial and federal governments in Pakistan. • Identify the steps of the law making process in Pakistan. • Construct a simple chart to show the relationship and processes between the different courts in Pakistan. • Discuss the importance and authority of Supreme Court over the High Court. • Identify a major issue and investigate how the law can help to solve the issue.
• The Constitution	• Understand the importance of the Constitution. • Interpret some rights of citizens given in the Constitution of Pakistan.

Grade-V

Themes	Students' Learning Outcomes
	• Identify behaviours that have been guided by the concerns for the law. • Use a problem-solving strategy to suggest ways to solve a national problem. • Participate in projects designed to help others in their local community. • Identify a national/current issue and find the actions that the government is taking and suggest alternative actions to solve the problem.
MEANS OF INFORMATION	• Identify the various means of information. • Differentiate between mass and non-mass media. • Identify the advantages and disadvantages of various means of information. • Identify the role of the media in the political process. • Distinguish between relevant and irrelevant information. • Differentiate between on different points of view on a subject in newspaper articles and news reports. • Identify bias in advertisements and news reports. • Interpret information from newspapers,

Themes	Students' Learning Outcomes
	television and internet.
	• Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, jokes, etc.).
	• Create a public service message on a current social or environmental issue for radio, television, newspaper or internet.
	• Conduct a survey with students in their school to identify the most and least popular TV program and share the information (organize information in the form of tables, graphs and charts).
	• Defend their position on which is the most important means of information today.
CULTURE • Culture of Pakistan	• Identify the different cultural groups living in Pakistan.
	• Identify the common characteristics of different cultures.
	• Describe the cultural diversity of Pakistan (crafts, languages, festivals, clothes, important events, foods).
	• Identify the advantages of a multicultural society.
	• Compare (similarities and differences) the culture of Pakistan with that of another country.

Themes	Students' Learning Outcomes
• Institutions of Socialization	• Identify the main institutions that socialize children into culture (religious institutions, family, school etc.). • List the ways families socialize their children into their culture. • Show through an example how culture changes to accommodate new ideas.
• Everyone Values Something	• Recognize that there are different values. • Identify the factors that influence values (culture, education, religion, etc.). • Describe their personal values and how they developed these values. • Identify values from given scenarios • Recognize the values underpinning their behaviours. • Understand that responses to a given situation may differ because of different values.
ECONOMICS • Public Goods and Services	• Define the terms public goods and services, exports and imports. • Differentiate between public and private goods and services. • Identify some public goods and services • Identify the ways in which the government provides goods and services (taxes and loans).

Themes	Students' Learning Outcomes
• Trade	• Explain the importance of international trade for the development of Pakistan. • Identify the three largest exports and three largest imports by interpreting the data from the bar graph. • Trace the origin of common imported items and explain how they are brought to Pakistan.
• Evolution of Money	• Narrate with examples the evolution of money. • Understand that different countries have different currencies. • Describe the role of money in people's lives. • Interpret a graph of wages and professions to identify the relationship between the two. • List the various ways in which income is generated and describe how a business is run.
• Banks	• Describe the role of bank in the lives of individuals and businesses. • Identify the role of state Bank of Pakistan. • Understand the role of federal government in the economy of Pakistan. • Describe the economic system of Pakistan.

4.0   Instructional Strategies

Traditional Teaching and Learning

In traditional classrooms teachers "transmit" textbook facts to students who are expected to memorize these facts for examinations. The methods of lecture and recitation (teacher asks questions and student answers) are good ways of teaching the large number of students in their classrooms and preparing students to do well in examinations that check textbook contents. While it is important that teachers ensure students do well in examinations, it is also necessary that the education provided prepares students for life in a modern society, enhances students' chances of receiving higher education and employability and develop their social consciousness so that they become agents of positive social change.

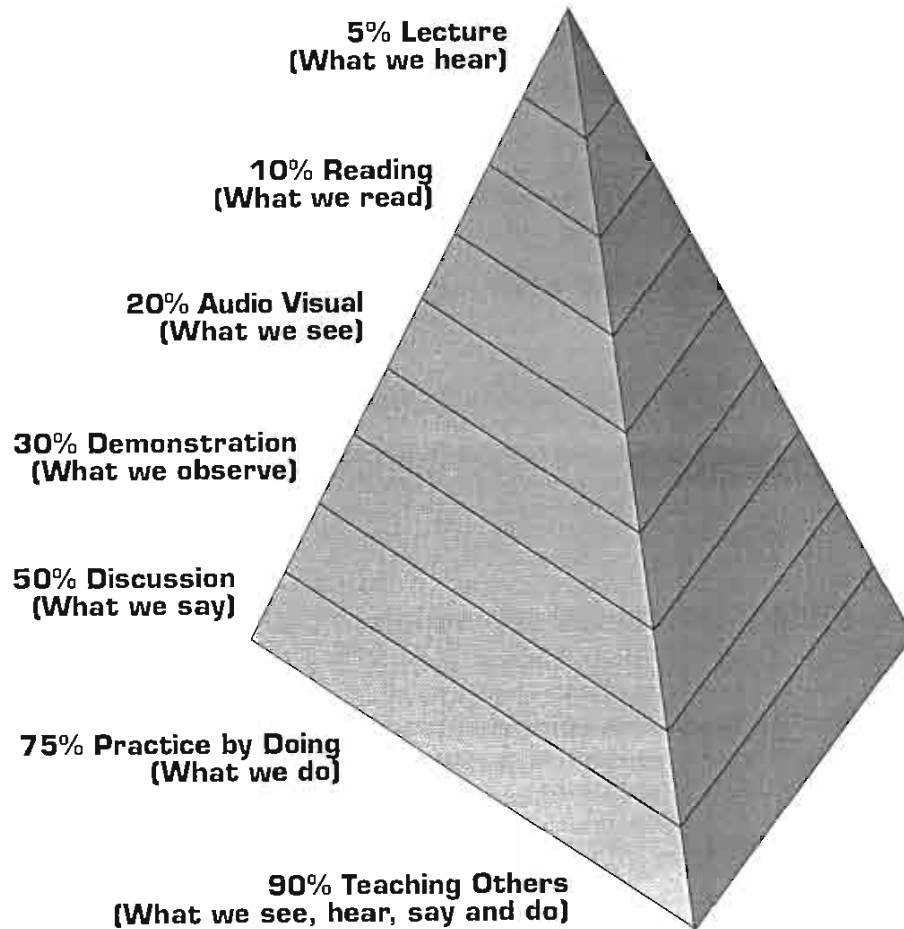There are many reasons for using instructional strategies other than lecture and recitation.

First, research shows that students learn very little (5%) when taught through the lecture method. However, as their active intellectual engagement in the learning process increases they retain more of their learning.

Second, living in the information age where knowledge is growing exponentially and facts are available at the click of a button students need to learn "how to learn".

Third, many instructional strategies, besides facilitating students' academic learning, also help in development of a number of skills and values and promote their psychological health preparing them for the various roles they will play in today's society, and

Finally in any class of students there will be a range of interests, abilities and learning styles. Varying the teaching strategies will address these differences allowing all children to learn.

Outcomes for Traditional Learning Methodology vs. Outcomes for Active / Experiential Learning Methodology

5% Lecture
(What we hear)

10% Reading
(What we read)

20% Audio Visual
(What we see)

30% Demonstration
(What we observe)

50% Discussion
(What we say)

75% Practice by Doing
(What we do)

90% Teaching Others
(What we see, hear, say and do)

The Learning Pyramid

A. Lecture Method

Effective Lecturing Strategy

Lecture is method in which, the teacher transmits ideas, concepts and information to the students orally. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students. The lack of active intellectual engagement by students could make the lecture boring so that therefore the students may lose interest which hinders learning. Lecturing is like spoon-feeding 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.

Some ways to make a lecture interactive

- ***Posing questions***

In order to keep students engaged in a lecture, ask a question at the end of each theme/subtopic. This activity 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.

- ***Inviting students' questions***

Before giving the lecture, ask students to share questions they want answers of and modify your lecture to answer them. Encourage students to ask questions on completion of each theme/subtopic.

Assessing students' learning from a lecture

Students' learning can be assessed by asking students to answer questions orally, writing down the 2-3 most important things they learnt in the lecture, and by lasting giving a test a few days later.

B. Discussion

Discussion is a unique form of group interaction where students join together to address a topic or question 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.

Conducting a discussion

Preparation for discussion

Choose a question or a problem on a topic, framing it as an interrogative statement. For example, 'What are the major reasons (causes) for the high rate of unemployment in developing countries?' 'How can we stop discrimination against women in our country?' It is important that students have some prior knowledge of the topic chosen for discussion. Good ways of ensuring this are; asking students to read on the topic, interview concerned individuals, and engage in observation.

Conducting the discussion

Present the question orally and in writing, give students time to think, and then start the discussion by repeating the question. While students share their own views write down some answers so as to track and guide the discussion.

Concluding the discussion

Conclude the discussion by summarizing all the ideas.

Assessing students' learning from a discussion

The knowledge, skills and values developed through discussion can be assessed during the discussion by using different assessment strategies, for example a checklist.

C. Role-play

Role-playing is a teaching strategy in which students learn by acting and observing. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills (Blatner, 2002). If students are asked to write the content of role-plays themselves, it will enable them to collect and process information, and be creative.

Conducting Role-plays

Preparation for role-plays

1. Determine the purpose of the role-play.

2. Write a role-play.

3. Determine the time duration for each role-play.

4. Develop a set of questions for the post role-play discussion.

Introducing students to role-plays

1. Describe the role-play's purpose, story and problem briefly and clearly.

2. Select role-players.

3. Allow students for enough time to read and understand their roles and prepare to enact it.

4. Involve the rest of the class by having them suggest questions for the discussion to follow.

Enacting and monitoring the role-play

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

Discussion following the role-play

Discuss only the role-play's content and summarize the role-play, focusing on students' understanding.

Assessing students' learning after a role-play

Following the role-play, students can be asked to write an assignment outlining the arguments in the discussion of an issue/problem or identifying the feelings, attitudes and perspectives of one of the characters. If students wrote the role-play scripts themselves, the teacher can assess the script for its content, ability to communicate an issue/problem, problem-solving skills, etc.

D. Cooperative Learning

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

     i.   to learn and complete assigned material and,

    ii.   to make sure that all members of the group do so as well.

A score of *academic, social and psychological* benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, ability to work with others in groups

and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfactory lives.

Ways of using Cooperative learning in the classroom

Think-Write-Pair-Share

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

- **'Think':** Students 'Think' alone about the answer to the question for a specified amount of time.

- **'Write':** Students write their answers to show what that they thought about the question individually.

- **'Pair':** Students 'Pair' up with a partner to discuss the question, listen to and expand on one another's ideas.

- **'Share':** Students 'Share' their answers to the question with the entire class.

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

Jigsaw

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

1. Form cooperative groups called HOME groups. Each HOME group member is given different material to learn and teach to the rest of the group. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, etc.

2. 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.

3. Students return to their HOME groups and take turns teaching their HOME group members the material they were assigned with and are now experts on. The group goal is for every member of the group's to master all the material presented.

Assessing students' learning in Cooperative learning

Success on the academic task is assessed by randomly asking students questions, checking their work, or through individual tests or quizzes. For the social skills task, students are evaluated through teacher's observation and students' evaluation of their own and group effectiveness.

E. Inquiry/investigation

Inquiry/investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. The inquiry 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

1. Choose a topic and ask students to frame inquiry questions(s) based on the topic. For example: Why the number of students absent this week is more than in previous weeks?

2. Have students formulated a hypothesis, i.e. provide possible explanations or educated guesses in answer to the questions. For example:

   Mughals contributed to art, architecture and administration.

   Students are sick; there is a problem in a community.

3. Help students locate information/gather data. For example: Read students' attendance data; read letters of excuse by students; read the newspaper, record number of students absent over the time period being studied for books on the Mughals; visit a museum; search the internet. Check each class; list the excuses given in each letter.

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

   The Mughals made significant contribution in _____, _____, _____ by doing _____. However, _____, _____, areas were left unattended…. _____% of students were absent from _____ to

_____. This showed an increase of _____%. The excuses in the letters show students were suffering from _____ and _____. Analyse the data to see if there are similarities and differences and explain finding.

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

A Power Point presentation showing the contributions of the Mughals. Graphs showing increased absences.

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

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

Write a letter to the government to presence a monument built by the Mughals which is in a dilapidated condition.

Make a flyer to inform the community of steps to take to prevent the spread of a disease.

7. Make an action plan and carry out the action. For example:

Write the letter.

Design and prepare a flyer.

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

Assessing students' learning from an inquiry/investigation

The products of an inquiry can be assessed through:

- **Observation:** Students' abilities and skills can be observed during each stage of the inquiry/investigation. For example, you can observe a student conducting an interview, looking for relevant information in the library or making a graph. Teachers can provide detailed descriptive feedback to the students on their abilities and skills observed.

- **Document's analysis:** Teachers can ask students to share anything they have documented during the process of inquiry, including notes made from material read,

analysis of findings, etc. Teachers can give marks on the relevance of material accessed, and analysis of information etc.

- **Written or Oral presentations:** Written or oral presentations can be marked in terms of the quality of content, creativity in the presentations, ability to answer questions.

5.0   Guideline for Using Teaching Learning Resources

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

There are a number of teaching and learning materials required for effective teaching of particular subjects. For Social Studies some examples are:

Primary and secondary source material: Maps/Globe (different kinds), case studies, encyclopedias, documentaries, museums, and newspaper/news magazines.

OTHER EDUCATIONAL RESOURCES

Educational Tours (visits)

What to do

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

Resources

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

Cautions

- Use language (jargon);appropriate to the subject matter at hand;

- Avoid discriminatory language;

- Time allocation;

- Students may need special clothing, food and water, etc. depending on the venue of visit; and

- Ensure that they know program and its requirement beforehand.

Guest Speaker

What to do

- Identify and contact appropriate guest speaker;

- Agree on time, duration and venue;

- Give information about student, outcomes of learning to be covered;

- Brief the learners on what they are expected to do;

- Inform the relevant authority (Principal, HOD);

- Receive and introduce speaker to the relevant management and learners;

- Allow speaker to take charge of the session, instruct students to pay attention, note down questions for question-answer session;

- Facilitate question-answer session and have student(s) thank speaker also thank speaker yourself; and

- Follow up activity with learners; relate session to the outcomes of learning.

Resources

- Arrange venue with required equipment;

- Guest speaker; and

- Task sheet.

Cautions

Ensure materials are appropriate for the audience (if possible preview the material);

- Be aware of sensitivity; and

- Inform speaker about the language level of the target group.

Video

What to do

- Preview video and edit (take numbers on counter to mark sections to be viewed);

- Prepare task sheets and handouts;

- Show video pausing at appropriate intervals/points;

- Give learners time to complete tasks; and

- Summarize discussions relating to outcomes of learning.

Resources

- Video;

- Video equipment;

- Task sheets; and

- Handouts.

Cautions

- Try out equipment before use;

- Rehearse prior to session; and

Be sensitive to learners.

6.0   Assessment

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

TYPES OF ASSESSMENT METHODS

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

- Multiple choice

- Binary choice

- Matching

- Interpretive

1. **The selected response -** students select the answer to a question from two or more given choices. Such items are generally easy to develop. Their short response time allows more information to be assessed in a short time. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.

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

   Three types of constructed response items are:

   a. *Brief constructed response* **items,** especially the fill-in type, have students provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

   b. *Essay Items,* may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response.

    c. ***Performance assessments*** require students to construct a more extensive response to a well-defined task, often involving real-world application of knowledge and skills. Performance assessments can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play. Examples of performance assessment are:

- Project

- Poem

- Video/audio tape

- Spreadsheet

- Web page

- Graph

- Table

- Illustration

- Debate

- Enactment

3. **Teacher's observations** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. In addition, nonverbal communication, such as inattention, looks of frustration, and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher's effectiveness, and other dimensions of the classroom.

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*. Most teachers are aware of and generally use selected response, brief constructed response and essay items to assess students. Because of teachers familiarity with these. Only performance based assessment, teacher's observation and self assessment are described with examples below:

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.

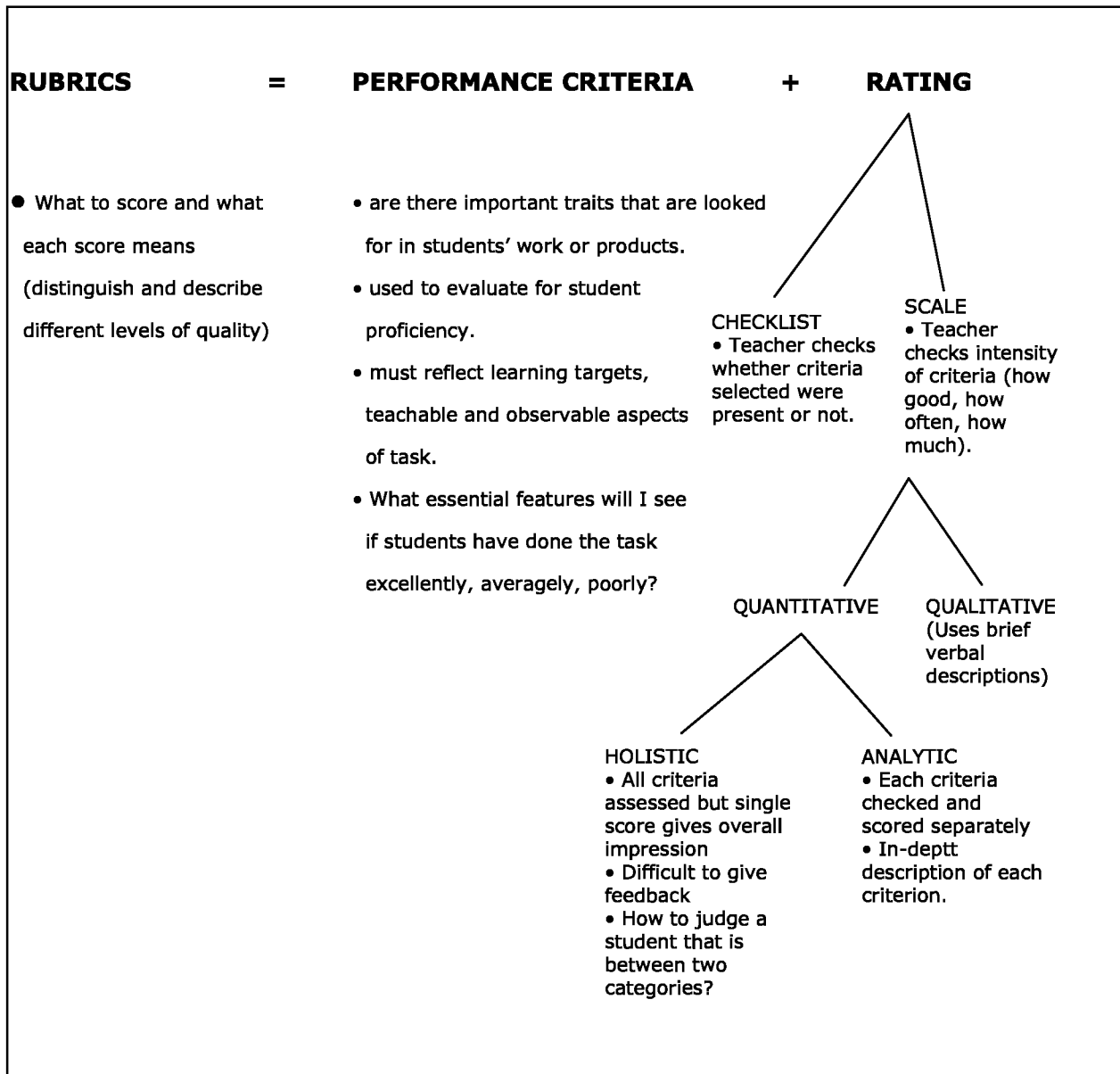- Usually students work with real-world contexts and constraints.

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

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

✓ Is performance-based assessment appropriate for learning targets?

✓ What essential content and skills targets should be integrated?

✓ Are multiple targets included?

✓ Has the kind of task been decided/restricted? (Target a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?

✓ Have clear, detailed descriptions of the task and its context been developed to indicate what process(es) and/or products(s) is wanted, whether work is individual or in groups, if help is allowed, what resources are needed, what the teacher's role will be?

✓ Does the task question given to students identify the context, the final outcome, what students should do, and the scoring criteria?

✓ Is the task feasible? Will students be able to complete it successfully?

✓ Are multiple products and processes possible so that exploration and judgment are necessary?

✓ Is the task integrating, challenging, stimulating, requiring inquiry and innovation?

✓ Is the task cyclic, with repeated performance-feedback-revision occurring?

✓ Does the task have long-term value beyond school?

✓ Are constraints for completing the task included?

✓ Are criteria for scoring included?

Scoring Rubrics

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

RUBRICS   =   PERFORMANCE CRITERIA   +   RATING

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

• are there important traits that are looked for in students' work or products.

• used to evaluate for student proficiency.

• must reflect learning targets, teachable and observable aspects of task.

• What essential features will I see if students have done the task excellently, averagely, poorly?

CHECKLIST
• Teacher checks whether criteria selected were present or not.

SCALE
• Teacher checks intensity of criteria (how good, how often, how much).

QUANTITATIVE

QUALITATIVE
(Uses brief verbal descriptions)

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

ANALYTIC
• Each criteria checked and scored separately
• In-deptt description of each criterion.

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

✓ Do criteria focus on the most important aspects of the performance?

✓ Is the type of rating matched with purpose of the assessment?

✓ Are the traits directly observable? (have criteria such as attitude, interest and effort, that are easily _____ 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 OHP or power point. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.

3. Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve: content, structure, time, clarity and audibility of voice and use of visual aids.

4. Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student with a copy of the student handout "Peer Evaluation of Oral Presentations" and ask them evaluate the presentations of their fellow students, using the handout. Use the Teacher Resource "Evaluation of Oral Presentation" for evaluating the presentations and provide constructive feedback to each pair.

Making an oral presentation

1. *Preparing an oral presentation:*

   - Select a topic.

   - Identify the objectives.

   - Carry out research.

   - Make an outline, review it, add important information and remove the irrelevant one.

   - Make notes important points on the cards to cover (These should serve as reminders only and are not to be read)

   - Plan an effective and interesting opening

2. Practice:

- Speak clearly and distinctly

- Time the length of the report

- Make sure you are audible

- Vary your voice, according to need, and avoid monotonous pattern

- Speak slowly rather than quickly, pausing occasionally

- Practice in front of those who can give constructive feedback

3. Delivery of the presentation:

- Look at the audience (establish eye contact)

- Start slowly

- Aim voice at someone at the back of the room

- Be enthusiastic and confident since this helps keep the attention of the audience.

Evaluation of Students' Oral Presentations using a rubric

Performance Criteria

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

Assessing Affective Traits and Dispositions

Affective Traits and Dispositions

Attitudes, values, motivation, social relationships, classroom environment, concept of one's own academic ability – these are affective traits and dispositions. They are those factors (of the student, teacher, and classroom) that *AFFECT* the way students learn.

(NOTE: All teachers know that students with positive affective traits learn better, are more confident, and enjoy learning. But few, if any, teachers assess affective targets. Reasons include the subject, matter-knowledge and skills – and are seen as the primary focus education in school; the difficulty of defining affective targets because they are private and different for individual students; assessment is influenced by transient moods especially for younger students; students take self-reporting lightly or take results to please teachers).

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 or 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

What is it?

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:

What tools to use?

Anecdotal Tools

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

At-A-Glance Sheet

At-A-Glance is a very brief anecdotal jottings made on each student on a regular basis (e.g., weekly).

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

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

Checklist

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

Rating Scale

Like the checklist, a listing of pre-selected behaviour/skills. However, after observing, the teacher makes a decision about the <u>degree</u> or <u>frequency</u> 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 is usually unstructured, unsystematic – especially if behaviours are not pre-selected.

- Tendency to emphasize on 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, and 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?

7.0   Guideline for Writing a Textbook

Guideline for writing a textbook

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

This Curriculum requires a new way of writing a textbook. The textbook author is free to decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. For example, a chapter could be entitled "Famous explorers". In writing the chapter some of the students' learning outcomes from this theme, also from other themes such as map skills or interdependence could be included.

The textbook author must also keep in mind that a number of SLOs can not be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the Curriculum). These SLOs could be realized through questions and practical activities at the end of the chapter exercise.

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

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

Basic features of a textbook

- The textbooks serve as a framework for teaching through the year.

- Must have accurate and up-to-date material

- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills and engage in higher order thinking

- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard.

- The materials must be mistake free so it can be trusted.

- The material must be unbiased.

- The book must be attractive and engaging

- Illustrations must vary from page to page.

- Activities suggested must vary from page to page.

- End-of-the-chapter exercises must vary from chapter to chapter. They should encourage students to think, develop skills, use information for a variety of purpose.

- Table of contents including subtopics.

- Index

- Glossary

- Introduction to textbook explaining how to use the textbook.

- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

How to start writing textbook

Planning

- Decide on a topic (in relation to the Curriculum)

- Review Curriculum to identify learning outcomes that are to be met for each chapter.

- Decide on the key ideas to be included in each chapter

- Organize the key ideas

- Decide which facts and concepts are to be included, what vocabulary/terms will be used, what values and skills can be developed.

- Decide which illustrations are to be used and prepare an art brief for the illustrator and designer.

- Decide which activities would develop further understanding of the concepts

Writing

- Write as if talking to a group.

- Edit
  - Ensure accuracy and authenticity of facts
  - In line with Curriculum
  - In keeping with local teaching/learning environment

- Check meaning hasn't changed even if words have.

- Include activities.

Design

- Designer finalizes layout of the text. Illustrator prepares illustrations.

- To make writing and studying the textbook easy, colour coding, different levels of headings, etc. can be used.

Edit

- Check clarity of illustration, captions, activities etc.

- Do they show what they are supposed to show?

- Do they add anything to the text?

Review

- Have peers (experts) review and provide critico-constructive feedback?

- Incorporate relevant feedback.

Pilot Test

- Have teachers teach, observe, made changes as required.

Guideline for writing a Chapter

How to write

Planning

- Learning outcomes chapter will realize (put at beginning of chapter)

- Identify topics and subtopics that will be included (Develop outline)

- Decide on key ideas, facts, concepts, skills, values that can be developed.

- Decide potential illustrations

- Activities – nature of activities that call student to do inquiry.

Writing

- Ensure that content is up to date, accurate and developmentally appropriate.

- Inclusion of otherwise excluded
  - Women
  - Minorities
  - Other perspectives

- Language
  - Consistent.
  - Culturally appropriate.
  - Does not use disparaging, patronizing language or stereotypes about any religion, ethnic group, sex, for people of differing ability or any other community.
  - Gender neutral language.
  - Grammatically correct.
  - Age appropriate.
  - Vocabulary.

- Engage and hold readers attention

- Recall previous learning, where possible.

- Structure writing so sentences are simple, paragraphs deal with single idea etc.

- Write a summary/concept map at the end of chapter reviewing key knowledge and skills

- Decide illustrations required

- End-of-chapter exercises:

  - Recall and integrate previous learning

  - Engage students and develop their creativity

  - Move from lower to higher order thinking

  - Develop multiple intelligences

  - Contextually relevant in keeping with local teaching and learning

(Note: answer to higher order thinking questions, problems, experiment not in text or book)

(Note: Specific structure for Math, Physics, and all other subjects to ensure students can do on their own)

- Explanation

- Examples

- At the end of chapter, rules required

- End of chapter exercise to test knowledge of entire chapter

- After 2-3 units a test.

- End of book sample exam papers.

- Edit

Ensure accuracy and authenticity in line with chapter outcomes spellings Examples for tests, exams in any subject.

8.0   Acknowledgements

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