

Zero Draft  
Single National Curriculum  
**HISTORY**  
Grade VI – VIII, 2020

ONE NATION, ONE CURRICULUM



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



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## CHAPTER 1: INTRODUCTION

The people and events of the past can only be understood when viewed within the larger context in which they existed. The discipline of History requires objectivity, precision and dispassionate study of facts. The value of history depends upon the chronological presentation of events. It is only through a chronological survey that students can begin to understand the process of social, political and cultural change, which is one of the principal purposes of studying history. The different levels can be thought of in terms of a complex chain. At the most basic level, the chain is made up of links, each of which is a distinct story. Many links, hooked together, constitute strands that are stories in their own right. The rise of democratic institutions is one such strand. These strands, twisted together, make up a still larger story – the Tale of History.

The study of history is a broad and meticulous approach to the question of *who we are* as individuals and as members of a community. Exploring how humankind has changed since their first ancestors walked the earth is the best way to grapple with the question of *what makes us special*, in fact, *unique*, in relation to other living species. History teaches us what is distinctive about a particular land and people. History throws light on the distinctive characteristics of human beings and how their thought, behaviour, and interactions have changed over time.

The curriculum of History has been divided into four themes i.e. World History, Islamic History, Indo-Pak History and History of Pakistan. The first section of the curriculum for each grade comprises chapters from theme of world history to have students learn about civilizations and social advancements made from the ancient world/times to the present. The second section of the curriculum introduces the history of the rise of Islam and the consequent history of the Muslim dynasties until the twilight of the Ottoman Empire till the end of the institution of Caliphate (*Khilafat*). The third section of the curriculum contains the history of Indo-Pak from Indus Valley Civilization till Partition in 1947. The fourth section of this curriculum is about the history of Pakistan since its creation, constitutional development, foreign policy, armed conflicts, and consequent advances in the fields of economy, education, sports and industries etc till 2020.

Knowledge about socio-economic and political developments worldwide enhances the ability to keep abreast with global changes therefore, World History is part of this curriculum. This section includes Ancient Civilizations, Dark Ages in Europe, Crusades, Renaissance, Age of Enlightenment, the French Revolution, the World War I and II, League of Nations and United Nations (UN), UN Charter of Human Rights and the Cold War.

History teachers also have an obligation to teach about Islamic history and its profound impact on human civilizations without proselytizing or expressing personal viewpoints. The Golden Period of the early Islamic history spans from the life of Khatim ul Nabiyyeen Rasulallah (S.A.W.W) till the martyrdom of the last pious caliph Hazrat Ali (R.A). Later, administrative features of the Umayyad

Dynasty, advancement of Science and technology in Abbasid Dynasty and 600 years' rule of the Ottomans are the parts of this section of curriculum.

History of the Sub-Continent covers Indus Valley Civilization, Delhi Sultanate, Mughal Empire, British period, Freedom Movement leading to creation of Pakistan. The influences of various cultures and civilizations introduced in this region during different eras are still visible across the Sub-Continent.

It is hoped that this History curriculum will develop a positive change in students' learning about socio-cultural and political heritage of their country and the world. This curriculum will serve as a vehicle of identity-formation and the intellectual means for imparting world-wide political and social awareness. It is expected that teaching of the discipline of history at the school level will enhance sense of nationhood among students.

## **Objectives**

The objectives of the history curriculum for Grades VI-VIII are to:

- create an awareness about ancient civilizations evolved in various parts of the world.
- inculcate an understanding of the evolution, consolidation and culmination of various ruling dynasties worldwide, specifically in the Muslim World and South Asia.
- emphasize the salient features of the political structure, economy, and socio-cultural life during various phases of the world history.
- reiterate the importance of the Islamic History and the Muslim rule in India.
- portray the various phases of the rise and fall of the Muslims in Eurasia, the Middle East and South Asia.
- illustrate the examples of diverse development taken place in Europe since the Renaissance to the British Colonialism in India.
- outline the political awakening in the Sub-Continent, and subsequent freedom movement which resulted in the creation of Pakistan.
- highlight constitutional developments between 1947 and 1973 and subsequent amendments.
- create awareness about political changes till 2020.
- learn about the developments in the fields of infrastructure, technology, industry and sports.

**CHAPTER 2: STANDARDS AND BENCHMARKS****Strand-1: World History**

The first strand is about holistic view of human past. It includes Ancient Civilizations, Dark Ages, Crusades, Renaissance, Age of Enlightenment, French Revolution, World War I and II, League of Nations, United Nations (UN), UN Charter of Human Rights, Cold War and post-Cold War era. It provides general awareness about the evolution of human civilization in different parts of the world. It enables students to understand various patterns of history leading to the emergence of different cultural dimensions. The study of these cultural dimensions would unfold how world progressed from crude to advanced civic institutions to cultivate peace, harmony and respect for humanity.

<b>Standard 1</b>	Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.
<b>Benchmarks</b>  By the end of grade VIII, students are expected to:	<ul style="list-style-type: none"> <li>• learn the significance of studying human history and world Civilizations.</li> <li>• understand and explain the motivating force responsible for the process of change and development in the ancient world, medieval and modern world.</li> </ul>

**Strand- 2: Islamic History**

This section focuses on dawn of Islam, Islamic culture and history of Islamic world. It explains the emergence of Islamic state and spread of Islam. This strand introduces students to the early Islamic period, expansion and consolidation of the state and society. It also covers the western colonial supremacy and Muslim response in the form of freedom struggles and revivalist movements. It lays emphasis on Muslim contributions in various fields ranging from science, art, architecture, law and human rights. Islam's message of love, peace and tolerance has been reflected through struggle of Sufi saints.

<b>Standard 2</b>	Students will learn about the advent of Islam in Arabian peninsula, pious Caliphate, and the establishment and expansion of the Islamic state. Students will also explore the rise and decline of Muslim dynasties. Moreover they will be able to discuss the western colonization and Muslim resistance.
<b>Benchmarks</b>  By the end of grade VIII, students are expected to:	<ul style="list-style-type: none"> <li>• understand the effect of Islamic teachings on Arabian society.</li> <li>• analyse the contributions of pious Caliphate in the expansion and consolidation of the Islamic state.</li> <li>• appreciate the achievements of the subsequent Muslim dynasties</li> <li>• describe the influence of colonialism on the Muslim world and resultant revivalist movements.</li> </ul>

### Strand-3: Indo-Pak History

This strand will cover the history of the Sub-Continent including Indus Valley, Vedic and Gandhara Civilizations, Delhi Sultanate, the Mughal Empire, the British period, Freedom movement leading to the creation of Pakistan. It explores the influences of various cultures and civilizations in this region.

<b>Standard 3</b>	Students will develop a critical approach toward the emergence of civilizations in the Sub-Continent. They will appreciate the contributions of Muslim rulers/ Sultans in various fields. In addition, students will evaluate the effects of British Colonialism and subsequent political struggle for freedom.
<b>Benchmarks</b>  By the end of grade VIII, students are expected to:	<ul style="list-style-type: none"> <li>• describe the features of various civilizations emerged in the Sub-Continent.</li> <li>• analyse the rise and fall of Delhi Sultanate and Mughal Empire.</li> <li>• explain the British expansion and their influence in the Sub-Continent.</li> <li>• evaluate the political struggle for freedom.</li> </ul>

### Strand-4: History of Pakistan

The focus of the strand is on the problems which Pakistan faced at the time of Partition. Students will learn about efforts of the leadership in order to consolidate the nascent state. This strand highlights the constitutional development from Objective Resolution to the 1973 constitution. Moreover, it throws light on the development in the fields of education, agriculture, industry, sports, science and technology.

<p><b>Standard 4</b></p>	<p>Students will analyse the initial difficulties and the response of the nation to resolve these issues. They will assess the constitutional development and progress made by various governments. They will appreciate foreign policy of Pakistan and its role in international organizations.</p>
<p><b>Benchmarks</b></p> <p>By the end of grade VIII, students are expected to:</p>	<ul style="list-style-type: none"> <li>• describe the initial problems and efforts for the solutions made by the leadership of the nascent state.</li> <li>• explain the constitutional development in Pakistan.</li> <li>• evaluate the developments and progress in various fields.</li> <li>• analyse foreign relations of Pakistan.</li> </ul>

**CHAPTER 3: STUDENTS' LEARNING OUTCOMES**
**3.1. Grade VI**
**3.1.1. WORLD HISTORY**

Contents	Students' Learning Outcomes	Suggested Activities
<p><b>Chapter 1: Ancient World</b></p> <p><b>Discovering the Past</b></p> <ul style="list-style-type: none"> <li>• Significance of the study of history</li> <li>• The River Valley Civilizations</li> </ul> <p><b>The Fertile Crescent</b></p> <ul style="list-style-type: none"> <li>• Sumer Valley Civilization</li> <li>• Society, Culture and Governance</li> <li>• Trade and Agriculture</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>define</b> history</li> <li>• <b>describe</b> significance of learning history</li> <li>• <b>differentiate</b> between the terms <b>culture</b> and <b>civilization</b></li> <li>• <b>enlist</b> the components of civilization</li> <li>• <b>explain</b> the River Valley Civilization</li> <li>• <b>illustrate</b> the methods used in agriculture in River Valley Civilization</li> <li>• <b>enumerate</b> the features of the Fertile Crescent</li> <li>• <b>locate</b> the Fertile Crescent on the map</li> <li>• <b>summarize</b> salient features of society in the Sumer Valley: governance, religion and agriculture</li> </ul>	<p><b>Documentary Review (Oral and Written)</b></p> <ul style="list-style-type: none"> <li>• Teacher will show any of the documentaries for review.</li> <li>• Students will be asked to make a model of ancient village.</li> <li>• Perform role play to introduce history</li> <li>• Ask students to draw a crescent shape step ladder showing progress at each step ultimately leading to the Fertile Crescent Civilization.</li> <li>• Show the Fertile Crescent video by Todd Lavogue's West Palm Beach class.</li> </ul>

<p><b>Chapter 2: Egyptian Civilization</b></p> <ul style="list-style-type: none"> <li>• Significance of Nile</li> <li>• Society, Culture and Governance</li> <li>• Trade and Agriculture</li> <li>• Religion and Languages</li> <li>• Pyramids and the Sphinx</li> </ul> <p><b>Ancient China</b></p> <ul style="list-style-type: none"> <li>• Early times in China</li> <li>• Qin Dynasty:             <ul style="list-style-type: none"> <li>○ Society, Culture and Governance</li> <li>○ Trade and Agriculture</li> </ul> </li> <li>• The Great Wall of China and Terracotta Army</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>define</b> Egyptian Civilization</li> <li>• <b>explain</b> the structure of society and daily life in ancient Egypt</li> <li>• <b>explore</b> trade links and routes with other civilizations</li> <li>• <b>trace</b> evolution of Egyptian languages</li> <li>• <b>differentiate</b> between pictographs and hieroglyphs</li> <li>• <b>state</b> the religious beliefs practiced in Egypt</li> <li>• <b>identify</b> main features of governance in Egypt</li> <li>• <b>explain</b> the process of mummification</li> <li>• <b>identify</b> mega structures: Pyramids and the Sphinx</li> <li>• <b>analyse</b> main features of the Qin dynasty: religion, governance, agriculture, discoveries and inventions</li> <li>• explore trade links and routes of the Qin dynasty</li> </ul>	<p><b>Model Making:</b></p> <p>Students will be asked to make models and write description of any one:</p> <ul style="list-style-type: none"> <li>○ Famous Pyramids</li> <li>○ Mummification</li> </ul> <p><b>Documentary:</b></p> <p><i>A tour of the Great Wall of China</i></p> <p><b>Time-Travellers</b></p> <p>Students will pretend they are time travelling tourists and explore <i>The Story of China</i>.</p>
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	with other regions of the world <ul style="list-style-type: none"> <li>• <b>discuss</b> significance of the Great Wall of China and establishing Terracotta Army</li> </ul>	
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### 3.1.2. Islamic History

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<b>Chapter 3: The Dawn of Islam</b> <ul style="list-style-type: none"> <li>• Arabia before Islam</li> <li>• Advent of Islam</li> <li>• Life of <b>Hazrat Muhammad (PBUH)</b></li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• locate Arabian Peninsula on the map</li> <li>• <b>analyse</b> the religious, social, cultural, economic and political conditions of Arabs before the advent of Islam</li> <li>• outline the early life of the <b>Holy Prophet (PBUH)</b></li> <li>• describe the concept of Prophet-hood and difficulties in preaching Islam in Makkah</li> <li>• <b>discuss</b> the migration to Madinah and establishment of Islamic State</li> <li>• <b>signify</b> the role of charter of Madinah in establishing</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify Makkah, Madinah and Taif on the map.</li> <li>• Trace the route of migration to Madinah on a given map.</li> </ul> <b>Group Presentation</b> <ul style="list-style-type: none"> <li>• Students will prepare a group presentation on the assigned topic (Charter of Madina, Muakhat, Hudabiya Pact).</li> <li>• Quiz on <b>Seerat-e-Rasulullah (S.A.W.W)</b></li> </ul>

	<p>harmony and co-existence in the welfare society</p> <ul style="list-style-type: none"> <li>• <b>explain</b> the challenges faced by the Muslims in Madinah</li> <li>• <b>enlist</b> factors which changed the socio-economic and political system of the Arabian Society</li> </ul>	
<p><b>Chapter 4: The Pious Caliphate</b></p> <p>The Pious Caliphate:</p> <ul style="list-style-type: none"> <li>• Hazrat Abu Bakr (R.A)</li> <li>• Hazrat Umar (R.A)</li> <li>• Hazrat Usman (R.A)</li> <li>• Hazrat Ali (R.A)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>describe</b> the term Caliphate (<i>Khilafat</i>) and its importance</li> <li>• <b>discuss</b> the spread of Islam and expansion of the Muslim State during the Pious Caliphate</li> <li>• <b>enumerate</b> key features of the Islamic State: governance, administration, social values and justice</li> <li>• <b>identify</b> main contributions of the four Pious Caliphs in preserving the spirit of the Muslim State</li> </ul>	<ul style="list-style-type: none"> <li>• Divide the class into four groups and ask each group to gather information (using sources other than textbook) about one Pious Caliph and share with the class.</li> </ul> <p>Students' work may be placed on the display board.</p> <ul style="list-style-type: none"> <li>• Develop timeline of the Pious Caliphate according to Islamic Calendar</li> <li>• Students will show expansion of the Islamic State during the periods of four pious caliphates using different colors.</li> </ul>

## 3.1.3. History of Indo-Pak

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 5: Indus Valley Civilization</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Key Features:                             <ul style="list-style-type: none"> <li>○ Religion, Governance, Culture, Society and Economy</li> </ul> </li> <li>• Town Planning</li> <li>• Decline</li> </ul> <p><b>Aryans to Alexander</b></p> <ul style="list-style-type: none"> <li>• The Aryans: Origin and Arrival</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>define</b> the Indus Valley Civilization</li> <li>• <b>locate</b> Indus Valley on the map</li> <li>• <b>describe</b> the religion and governance in the Indus Valley Civilization</li> <li>• <b>enumerate</b> salient features of the socio-economic system</li> <li>• <b>analyse</b> town planning in the Indus Valley Civilization</li> <li>• <b>enlist</b> causes of decline of the Indus Valley Civilization</li> <li>• <b>describe</b> the origin and the arrival of Aryans in India</li> <li>• <b>compare</b> the main features of Hinduism, Buddhism and Jainism</li> <li>• <b>analyse</b> impact of the caste system on</li> </ul>	<p><b>Model Making</b></p> <ul style="list-style-type: none"> <li>• Students will make models with clay or thermo sheets and will exhibit the town planning of the Indus Valley Civilization. They will add labels to explain its significance. Models will be exhibited in the classroom corner/resource room.</li> </ul> <p><b>Peace Messages of Various Religions</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to quote peace messages from various religions and write them on separate charts. A group presentation / morning assembly will be organized on the theme.</li> <li>• Students will list sacred places of various religions, situated in Pakistan.</li> </ul>

<ul style="list-style-type: none"> <li>○ Religion, Socio-economic system</li> <li>● Hinduism, Jainism and Buddhism</li> <li>● Gandhara Civilization</li> <li>● Alexander's Invasion</li> </ul>	<p>socio-economic structure</p> <ul style="list-style-type: none"> <li>● <b>examine</b> the key features of Gandhara Civilization</li> <li>● <b>explain</b> Alexander's invasion of India by locating route on the map</li> </ul>	<p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>○ Show recorded interviews of famous diplomats/press conferences to help students identify questions which media generally ask. Ask students to imagine Alexander the Great living in today's media age. Simulate an interview with Alexander the Great with carefully prepared questions.</li> </ul>
<p><b>Chapter 6: Muslims in South Asia</b></p> <ul style="list-style-type: none"> <li>● Arrival of Arabs and conquest of Sindh</li> <li>● Mahmud of Ghazna</li> <li>● Shahabuddin Muhammad Ghauri</li> <li>● The Slave Dynasty             <ul style="list-style-type: none"> <li>○ Qutbuddin Aibak</li> <li>○ Razia Sultana</li> <li>○ Balban</li> </ul> </li> <li>● The Khalji Dynasty             <ul style="list-style-type: none"> <li>○ Alauddin Khalji</li> <li>● The Tughluq Dynasty</li> </ul> </li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>narrate</b> the arrival of Arabs in South Asia</li> <li>● <b>enlist</b> causes and impact of the conquest of Sindh</li> <li>● <b>discuss</b> the Ghaznavids expedition</li> <li>● <b>analyse</b> Ghauri's military conquests and the establishment of Muslim rule in South Asia</li> <li>● <b>identify</b> important rulers of the Slave Dynasty with short description of reign of Qutbud Din Aibak, Razia Sultana and Balban</li> </ul>	<p>Search about History through timelines and stories of India available at:</p> <p><a href="http://afe.easia.columbia.edu/tps/1450_sa.htm">http://afe.easia.columbia.edu/tps/1450_sa.htm</a></p> <p>A timeline of Islam in South Asia <a href="http://www.columbia.edu">www.columbia.edu</a> <i>Overview</i></p> <p>Role play/quiz (to enhance the understanding) of any ruler/dynasty</p>



<p><b>Socio-cultural Developments (711-1526)</b></p> <ul style="list-style-type: none"><li>• Sufism</li><li>○ contribution and impact</li></ul>		<p>about differences and recognizing similarities. Ask students to come together as a group to reach an agreement/compromise. Then students will write a brief summary of their experience in the process of seeing both sides and outcomes.</p>
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## 3.1.4. History of Pakistan 1947-1956

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 7: Pakistan 1947 - 1956</b></p> <ul style="list-style-type: none"> <li><b>Initial Problems</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li><b>identify</b> the initial problems of Pakistan</li> <li><b>explain</b> how the problems were addressed under the leadership of Quaid-i-Azam</li> <li><b>assess</b> the role of rulers of princely states to cope up with initial problem of Pakistan</li> <li><b>discuss</b> Kashmir issue since 1947</li> <li><b>explain</b> the importance of UN resolutions on Kashmir</li> <li><b>discuss</b> the issue of Junagarh</li> </ul>	<p>Students may be shown videos/pictures of migrants and relief camps during the migration in 1947.</p> <p><b>Observance of Kashmir Day</b></p> <p>Arrange a morning assembly and have students recite poems and conduct speeches or a tableau on freedom struggle of Kashmiris.</p>
<ul style="list-style-type: none"> <li><b>Constitutional Development</b></li> </ul>	<ul style="list-style-type: none"> <li><b>introduce</b> constitution, its evolution and importance</li> <li><b>differentiate</b> between Bill, Act, Law, Amendments and Ordinance</li> </ul>	<p><b>Role Play:</b> Conduct an activity on the parliament and its functions.</p>

	<ul style="list-style-type: none"> <li>• <b>explain</b> importance of the Objective Resolution 1949</li> <li>• describe constitutional developments between 1947 and 1956</li> <li>• enlist salient features of 1956 constitution</li> </ul>	
<b>Governance</b>	<ul style="list-style-type: none"> <li>• <b>define</b> state and government, good governance, (rule of law, democratic process, transparency and social justice)</li> <li>• <b>list</b> the names of heads of state and the heads of government between 1947 and 1956</li> </ul>	<p>Students will develop timeline of the heads of state heads of government. These may also be presented on charts and albums. Select the favourite one and justify.</p>
<b>Development</b> <ul style="list-style-type: none"> <li>• Education</li> <li>• Agriculture, Industry</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse</b> the development in the fields of education, agriculture, science &amp; technology and industry</li> </ul>	<p>Prepare a list of important universities and industries of Pakistan.</p>

## 3.2. Grade VII

## 3.2.1 World History

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<b>Chapter 1: Medieval World (Part - I)</b> <ul style="list-style-type: none"> <li>• Introduction to Medieval World</li> <li>• Split in The Roman Empire</li> <li>• Feudalism</li> <li>• The Byzantine Empire</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>explain</b> term Medieval</li> <li>• <b>introduce</b> the Roman Empire</li> <li>• <b>enlist</b> main features of golden period of the empire</li> <li>• <b>analyse</b> causes and effects of decline of the Roman Empire</li> <li>• <b>define</b> feudalism</li> <li>• <b>evaluate</b> hierarchical social structure of feudal society</li> <li>• <b>Introduce</b> the Byzantium Empire and locate its boundaries on map</li> <li>• <b>analyse</b> economy of the Byzantium Empire</li> <li>• <b>assess</b> the causes of the downfall of the Byzantium Empire</li> </ul>	<b>Middle Age Diaries</b> <ul style="list-style-type: none"> <li>• Discuss with the students that the vast majority of people during the Middle Ages were uneducated. Only the rich lords, ladies and warriors were literate and wrote records of their lives as diaries that helped historians to learn much about the life and culture of the Roman Empire.</li> <li>• Now explain to the class that they are going to pretend that they are lords, ladies and warriors and they would have to write about their lives in their diaries/journals about topics such as attacks on their castle, a hunting expedition, an entertainment occasion, daily life in a castle etc.</li> </ul>
<b>Chapter 2: Medieval World (Part - II)</b>	<ul style="list-style-type: none"> <li>• <b>describe</b> role and impacts of the Catholic</li> </ul>	<b>Information Gathering and Role Play:</b> <ul style="list-style-type: none"> <li>• Ask students to prepare a role play about Salah-ud-Din Ayyubi</li> </ul>

<ul style="list-style-type: none"> <li>• Rise of the Catholic Church</li> <li>• The Dark Ages</li> <li>• The Mongol Empire</li> <li>• The Crusades</li> </ul>	<p>Church on the Western Society</p> <ul style="list-style-type: none"> <li>• <b>explain</b> the Dark Ages</li> <li>• <b>discuss</b> rise of Mongols and its impact on Europe</li> <li>• <b>define</b> Crusades and <b>highlight</b> the role of Salah-ud-Din Ayyubi</li> <li>• <b>evaluate</b> impacts of the Crusades on Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a movie or a documentary on crusades and share findings</li> <li>• Make a time line of the major Crusades</li> </ul>
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## 3.2.2 Islamic History

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 3: The Umayyad Caliphate</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Expansion and Consolidation</li> <li>• Culture, Administration and Economy</li> <li>• Decline</li> <li>• Umayyad in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> the founding of the Umayyad Caliphate</li> <li>• <b>identify</b> role of the Umayyad in expansion of the state</li> <li>• <b>discuss</b> development of Islamic Art and Culture</li> <li>• <b>highlight</b> main features of the economic system</li> <li>• <b>explore</b> reasons for the downfall</li> <li>• <b>examine</b> main features of the Umayyad rule in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to collect pictures of the Umayyad art and culture (artworks, artefacts, masjid, calligraphy etc.) and organize them into a collage. The work may be displayed on the soft board/wall with suitable captions.</li> <li>• An activity may be organized on the basis of Iqbal's Poem "<i>Masjid e Qurtuba mein beth kar</i>"</li> </ul>

Chapter 4: The Abbasid	Student will be able to:	Activity
<p><b>Caliphate</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Contribution in Knowledge and Civilization / Culture</li> <li>• Administrative System</li> <li>• Decline</li> <li>• Fatimid in Egypt</li> <li>• The Saljuqs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognise</b> the factors which paved the way for the founding of the Abbasid Caliphate</li> <li>• <b>highlight</b> Muslim scientists, their inventions and contribution</li> <li>• <b>describe</b> promotion of art and architecture</li> <li>• <b>evaluate</b> causes of the Abbasid decline</li> <li>• <b>discuss</b> Saljuqs, Fatmids, and Ayyubids</li> </ul>	<ul style="list-style-type: none"> <li>• The Golden Age of Islam worksheet Available at <a href="https://www.pinterest.com/pin/202239839495368073">https://www.pinterest.com/pin/202239839495368073</a> <b>(12-08-2020)</b></li> <li>• Students may be asked to gather information about Muslim Scientists and their inventions other than the ones mentioned in the textbook. Later, presentations / Role Play may be arranged.</li> <li>• Arrange a dialogue on 'why Muslim world is lagging behind in scientific discoveries and inventions'.</li> </ul>

## 3.2.3 History of Indo-Pak

Content	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 5: The Mughal Empire</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Zaheer-ud-Din Muhammad Babar</li> <li>• Nasir-ud-Din Muhammad Humayun</li> <li>• The Afghan Interregnum: Sher Shah Suri</li> <li>• Jalaluddin Muhammad Akbar</li> <li>• Nur-ud-Din Muhammad Jahangir and Nur Jahan</li> <li>• Shahab-ud-Din Shahjahan</li> <li>• Aurangzeb Alamgir</li> <li>• Education System</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>introduce</b> the Mughals</li> <li>• <b>identify</b> factors which contributed to the conquest of India</li> <li>• <b>discuss</b> Nasir-ud-Din Humayun, his rule, exile and restoration</li> <li>• <b>analyse</b> the salient features of Suri's administration</li> <li>• <b>recognise</b> Akbar's role in expansion and consolidation of the Empire</li> <li>• <b>interpret</b> Akbar's reforms: <i>Mansabdari</i> system, religious and Rajput policies</li> <li>• <b>illustrate</b> the contribution of Mujaddad Alf Sani in revival of Islamic teachings</li> <li>• <b>appraise</b> role of Jahangir and Nur Jahan as the cultural</li> </ul>	<p><b>Role Play:</b></p> <p>Working of the Mughal Court</p> <ul style="list-style-type: none"> <li>• King</li> <li>• Wazir</li> <li>• public</li> </ul> <p>Role plays may also be recorded and shared</p> <ul style="list-style-type: none"> <li>• Students may be asked to collect the pictures of important archeological sites of Mughal era.</li> </ul> <p><b>Documentary review</b></p> <p><i>The Life of Aurangzeb</i></p>

	<p>metaphors of the age: poetry, miniature, painting, music, clothing and culinary arts, etc.</p> <ul style="list-style-type: none"><li>• <b>justify</b> Shah Jahan's reign as the Golden Age</li><li>• <b>discuss</b> the salient features of Aurangzeb's reign</li></ul>	
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<p><b>Chapter 6: Downfall of the Mughals and rise of the British</b></p> <ul style="list-style-type: none"> <li>• Decline of the Mughals (Socio-Economic and Political causes)</li> <li>• Rise of the British</li> <li>• Resistance to the British:             <ul style="list-style-type: none"> <li>○ Haider Ali</li> <li>○ Fateh Ali Tipu Sultan</li> </ul> </li> <li>• War of Independence 1857</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> the succession disputes</li> <li>• <b>evaluate</b> causes of collapse of the Mughal Empire</li> <li>• <b>assess</b> the importance of Battle of Plessey (1757) and the British rise to power in Bengal</li> <li>• <b>explain</b> importance of the Third Battle of Panipat</li> <li>• <b>evaluate</b> significance of Tipu Sultan as a symbol of resistance</li> <li>• <b>list</b> causes and consequences of the major events during the War of Independence (1857)</li> </ul>	<p><b>Venn Diagram</b></p> <p>Ask students to draw a Venn diagram to show the internal, external and the intersecting causes of downfall of the Mughal Empire.</p> <p>Encourage students to give a pictorial/graphic representation of each reason.</p> <p><b>Role Play</b></p> <p>Role Play on the life of the following characters after collecting some extra information;</p> <ul style="list-style-type: none"> <li>• Tipu Sultan</li> <li>• Haider Ali</li> <li>• Siraj-ud-Daula</li> </ul> <p>Costumes may be arranged for the students. They may also be encouraged to use some sentences of their native language.</p> <p><b>Documentaries</b></p> <ul style="list-style-type: none"> <li>• <i>First War of Indian Independence</i></li> <li>• <i>Causes of 1857 Revolt</i></li> </ul>
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## 3.2.4 History of Pakistan 1956-1977

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<b>Chapter 7: Pakistan 1956-1977</b> <ul style="list-style-type: none"> <li><b>Governance</b></li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li><b>enlist</b> the names of the heads of state and the heads of governments between 1956 and 1977</li> <li><b>discuss</b> the important policies of governments between 1956 and 1977</li> </ul>	Collect the pictures of the heads of governments and the state between 1956 and 1977 <b>Role Play</b> Students will play the roles of different leaders of the era by mentioning their achievements
<ul style="list-style-type: none"> <li><b>Constitutional Developments</b></li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li><b>describe</b> constitutional developments between 1958 and 1977</li> <li><b>enlist</b> salient features of 1962 and 1973 constitutions</li> </ul>	<b>Compare and Contrast</b> Salient features of 1962 and 1973 constitutions. Use any graphic organizer for this activity.
<b>Wars</b> <ul style="list-style-type: none"> <li>Wars between Pakistan and India (1965 &amp; 1971)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li><b>narrate</b> the events of wars 1965, 1971</li> <li><b>describe</b> the bravery of Pakistan Army, Navy and Air Force</li> <li><b>Enlist</b> the recipients of Nishan-e-Haider</li> </ul>	<b>Documentary</b> Students will watch documentary on Pak-India war 1965. They will also be asked to highlight the sacrifices of the nation.
<b>Development</b> <ul style="list-style-type: none"> <li>Education</li> </ul>	Students will be able to:	<ul style="list-style-type: none"> <li>field trip to nearby farmland</li> </ul>

<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Science and Technology</li> <li>• Industry</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the development in the fields of education, agriculture, science and technology, industry and sports</li> </ul>	<ul style="list-style-type: none"> <li>• debate on agricultural advancement in Pakistan</li> <li>• group presentation on role of stock exchange in the economy</li> </ul>
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### 3.3. Grade VIII

#### 3.3.1 World History

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 1: The Modern World (Europe)</b></p> <p>Part-1</p> <ul style="list-style-type: none"> <li>• The Renaissance and the Reformation</li> <li>• Voyages of Discovery</li> <li>• The Scientific Revolution</li> <li>• The Industrial Revolution</li> <li>• The Age of Enlightenment</li> <li>• The French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• <b>define</b> term Renaissance and highlight its importance</li> <li>• <b>define</b> Reformation</li> <li>• <b>describe</b> the voyages of discovery</li> <li>• <b>define</b> Industrial Revolution and its effects</li> <li>• <b>discuss</b> the Age of Enlightenment</li> <li>• <b>elaborate</b> effects of the French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Students will locate on a map routes taken by the explorers during the Age of Exploration and the areas they explored.</li> </ul> <p><b>Documentary review:</b> Teacher will show a documentary on the French Revolution and ask the students to write a review on the French Revolution.</p> <p><b>Documentaries:</b></p>

		<p><a href="https://www.youtube.com/watch?v=Xh_Lk7kDrUI">https://www.youtube.com/watch?v=Xh_Lk7kDrUI</a> <b>18-08-2020</b></p> <ul style="list-style-type: none"> <li>• <i>The French Revolution</i></li> <li>• <i>Napoleon: Hero or Tyrant</i></li> </ul>
<p><b>Chapter 2: The Modern World (Europe)</b></p> <p>Part-II</p> <ul style="list-style-type: none"> <li>• The Age of Imperialism/Colonization</li> <li>• World War I</li> <li>• League of Nations</li> <li>• World War II</li> <li>• United Nations (UN)</li> <li>• Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> the term colonialism</li> <li>• <b>identify</b> contenders of the World War I</li> <li>• <b>analyse</b> causes of the World War I</li> <li>• <b>describe</b> formation of the League of Nations</li> <li>• <b>highlight</b> causes and contenders of the World War II</li> <li>• <b>enlist</b> reasons of formation of the UN and name its main organs</li> <li>• <b>discuss</b> Cold War and its consequences</li> </ul>	<p><b>Information Gathering and Role Play</b></p> <ul style="list-style-type: none"> <li>• Students will do a role play of various characters of the World War II such as soldiers, survivors, children and mothers about what challenges they faced during the war.</li> </ul> <p><b>Tableau</b></p> <ul style="list-style-type: none"> <li>• Students will perform a tableau on Allama Iqbal's poem: Huzoor (S.A.W.W) Risalat Maab mein"/ "Fatima Binte Abdullah" with narration in the background. Poems are available at <a href="http://iqbalurdu.blogspot.com/2011/04/ban">http://iqbalurdu.blogspot.com/2011/04/ban</a></li> </ul>

		<p><a href="http://www.allamaiqbal.com/poetry.php?bookbup=22&amp;order=129&amp;lang_code=en&amp;lang=2&amp;conType=IAP">g-e-dra-118-hazoor-e-risalat-maab.html</a> <a href="http://www.allamaiqbal.com/poetry.php?bookbup=22&amp;order=129&amp;lang_code=en&amp;lang=2&amp;conType=IAP">http://www.allamaiqbal.com/poetry.php?bookbup=22&amp;order=129&amp;lang_code=en&amp;lang=2&amp;conType=IAP</a></p> <p>Teachers will share the background of the poems before this activity.</p> <p><b>Class Debate</b></p> <ul style="list-style-type: none"><li>• Teacher will divide the class into two large groups and give them a topic on the United Nations. Each group will present argument for or against the case. Rules for the debate will be set by the teacher.</li></ul> <p><b>Suggested topic:</b> How far UN has achieved the goal of peace?</p>
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## 3.3.2 Islamic History

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 3: The Ottoman Empire</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Ottoman Caliphate</li> <li>• Administrative, Political and Social System</li> <li>• Conquest of Constantinople and Expansion of the Empire</li> <li>• Decline of the Empire</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> causes which led to founding of the Ottoman Empire</li> <li>• <b>elucidate</b> main features of social and political system</li> <li>• <b>discuss</b> expansion of the Ottoman Empire and its role in the world politics</li> <li>• <b>explain</b> education system of the Ottomans</li> <li>• <b>elaborate</b> causes of decline of the Ottoman Empire</li> </ul>	<ul style="list-style-type: none"> <li>• Student as a historian/ archaeologist will research the Ottoman culture and design a layout on a chart, paste pictures and write brief description of each for the class display. (Group activity)</li> </ul> <p><b>Role Play</b></p> <p>The students will play the role of glorious sultans of Ottoman era, describing their achievements</p>
<p><b>Chapter 4: Colonization and Post-Colonial Era in the Muslim World</b></p> <ul style="list-style-type: none"> <li>• Colonialism</li> <li>• The Impact of Colonialism on the Muslim World</li> <li>• Revivalists Movement                             <ul style="list-style-type: none"> <li>○ Shah Wali Ullah</li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> Western colonialism and its impact on the Muslim World</li> <li>• <b>identify</b> reasons behind supremacy of the West</li> </ul>	<p><b>Hot Seat Activity:</b></p> <ul style="list-style-type: none"> <li>• One of the Students will assume the role of a character such as Shah Wali Ullah, Syed Ahmad Shaheed etc. and the classmate audience will ask questions related to their works and</li> </ul>

<ul style="list-style-type: none"> <li>○ Haji Shariat Ullah</li> <li>○ Jamal-ud-Din Afghani</li> <li>○ Badiuzaman Said Nursi</li> <li>○ Muhammad Abduhu</li> <li>● Struggle for Freedom             <ul style="list-style-type: none"> <li>○ Syed Ahmed Shaheed Barelvi</li> <li>○ Imam Bonjol</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>discuss</b> response of colonized countries towards the Western colonization</li> <li>● <b>explain</b> the role of Shah Wali Ullah and Haji Shariat Ullah in the revival of Islam in Subcontinent</li> <li>● <b>analyse</b> efforts of Jamal-ud-Din Afghani, Mufti Muhammad Abduhu, and Badiuzaman Said Nursi for the religious, socio-economic and political revival of the Muslim World</li> <li>● <b>explain</b> the importance of freedom struggles headed by Syed Ahmed Shaheed Barelvi and Imam Bonjol</li> </ul>	<p>achievements or challenges faced.</p> <p>Students who will be more at ease in the hot seat may encourage other students as well.</p> <p>This format is meant to compare different points of view about the works of Muslim leaders in response to colonization.</p>
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## 3.3.3 History of Indo-Pak

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 5: The British Rule in Subcontinent</b></p> <ul style="list-style-type: none"> <li>• Queen Victoria's Proclamation and the Act of 1858</li> <li>• The British Raj                             <ul style="list-style-type: none"> <li>○ Education Policy</li> <li>○ Socio-economic Policy</li> <li>○ Communication Networks</li> <li>○ Constitutional Reforms</li> </ul> </li> </ul> <p><b>Political Awakening in the British India</b></p> <ul style="list-style-type: none"> <li>• Sir Syed Ahmed Khan and Aligarh Movement</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> salient features of the 1858 Act</li> <li>• <b>Outline</b> structure of the British administration</li> <li>• <b>explain</b> objectives and impacts of the British education policy</li> <li>• <b>analyse</b> salient features of colonial economic policy</li> <li>• <b>specify</b> advantages and implications of communication networks</li> <li>• <b>describe</b> condition of the Muslims in post-1857 era</li> <li>• <b>highlight</b> contributions of Sir Syed Ahmad Khan</li> <li>• <b>explain</b> services of Aligarh, Deoband and Nadva schools/madaris</li> <li>• <b>trace</b> out background and the formation of the Indian National Congress</li> </ul>	<p><b>Internet Search and Sharing Information</b></p> <ul style="list-style-type: none"> <li>• Watch any documentary on the British Indian Railways or visit any nearby railway station.</li> <li>• Make a timeline of constitutional reforms 1861-1935.</li> </ul> <p><b>Hot Seat Activity</b> Sir Syed Ahmad Khan</p> <p><b>Role Play</b></p> <ul style="list-style-type: none"> <li>• Muhammad Ali Jinnah</li> <li>• Gandhi</li> <li>• British official(s)</li> </ul>

<ul style="list-style-type: none"> <li>• Dar-ul-Uloom Deoband and Nadva-tul-Ulema</li> <li>• Formation of Indian National Congress (INC) and All India Muslim League (AIML)</li> <li>• Khilafat Movement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discuss</b> reasons behind the formation of All India Muslim League</li> <li>• <b>explain</b> significance of the Khilafat Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Hawks and Doves from all Indian communities</li> </ul> <p><b>Present views about</b></p> <ol style="list-style-type: none"> <li>a) Hindu-Muslim Unity</li> <li>b) British approach towards self-rule</li> <li>c) Quest for Independence</li> </ol> <p>Class will participate through question and answer session at the end of role play.</p>
<p><b>Chapter 6: Quest for Pakistan</b></p> <ul style="list-style-type: none"> <li>• Allahabad Address</li> <li>• Congress Ministries</li> <li>• Lahore Resolution</li> <li>• Road to Independence</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>infer</b> message from Allahabad Address 1930</li> <li>• <b>describe</b> the 1937 Elections and formation of Congress Ministries</li> <li>• <b>recognise</b> significance of the Lahore Resolution</li> <li>• <b>enlist</b> important events from 1940 to 1947</li> </ul>	<p><b>Essay Competition</b></p> <p>Students will write essays on the struggle for Pakistan and the role of Muslim leaders.</p> <p><b>Project Work</b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Role of Women in Freedom Struggle</li> <li>• Story of Pakistan through pictures</li> <li>• Educational trip to the National Archives of Pakistan / Museum / to any local site related to Pakistan Movement</li> </ul>

		<ul style="list-style-type: none"> <li>Interview of an elder regarding struggle for creation of Pakistan</li> </ul> <p><b>Follow Up</b></p> <ul style="list-style-type: none"> <li>Report writing on the visit to a historical site</li> </ul>
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### 3.3.4 History of Pakistan 1978- August 2020

Contents	Students' Learning Outcomes	Suggested Activities and Web Links
<p><b>Chapter 7: Pakistan 1977- August 2020</b></p> <ul style="list-style-type: none"> <li><b>Governance</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>list names of the heads of state and the heads of government from 1977 to 2018</li> <li>Identify salient features of the governments between 1977 to 2018</li> <li>describe important institutions of Pakistan: Parliament, Judiciary, Military and Police</li> </ul>	<p><b>Develop timeline of Governments from 1977 to 2018</b></p> <p><b>Role Play:</b> Students may be asked to play role of different heads of state and heads of government.</p> <p><b>Parliament Simulation</b> Elections for Student Council may be conducted.</p> <p>Simulation of the session of parliament may be conducted.</p>
<ul style="list-style-type: none"> <li><b>Constitutional Developments</b></li> </ul>	<ul style="list-style-type: none"> <li>explain process of constitutional developments between 1962 and 1973</li> </ul>	<p>Trace information on architects of 1973 constitution.</p> <p>Constitution Gallery may be organized in the school with</p>

		posters reflecting constitutional development since 1947
<b>Foreign Policy of Pakistan</b> <ul style="list-style-type: none"> <li>• Relations with Neighbouring Countries</li> <li>• Border Disputes with India</li> <li>• International Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> salient features of the foreign policy of Pakistan towards the neighbouring countries</li> <li>• <b>define</b> the terms: Line of Control, Working Boundary and International Border</li> <li>• <b>appreciate</b> sacrifices of Kargil Shuhada (Captain Col. Sher Khan and Havaldar Lalak Jan) who were awarded with Nishan-e-Haider</li> <li>• <b>identify</b> Pakistan's role in the UN, OIC, ECO, SAARC and SCO</li> </ul>	Description of <i>Working Boundary</i> and <i>LoC</i> on the map. Role play/quiz, speeches about Kargil heroes <ul style="list-style-type: none"> <li>• Pakistan's role in United Nations Peacekeeping (A guest lecture)</li> </ul>
<b>Development</b> <ul style="list-style-type: none"> <li>• Education</li> <li>• Agriculture</li> <li>• Science and Technology</li> <li>• Industry</li> <li>• Sports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> development in the fields of education, agriculture, science and technology, industry and sports</li> </ul>	<b>Scrapbook</b> Students will collect and paste pictures of leading, sportsmen, sportswomen and artists along with their contributions. Project on important development projects across Pakistan.

**CHAPTER 4: ASSESSMENT**

Assessment is the systematic practice of collecting evidence of student learning. It is the process of defining, selecting, designing, analysing, interpreting and using information for all round development of the learner. The primary aim of assessment is to educate and improve students' performance. It is a vital and integral part of teaching-learning process and serves several purposes and audiences.

It gives feedback to students, teachers, school administration, parents and policy makers on the effectiveness of teaching and students' strengths and weaknesses in learning. It provides evidence-based data to the stakeholders to enable them to monitor standards and to facilitate decisions.

There are three main types of assessment.

- **Assessment for Learning or Formative Assessment**

It is concerned with obtaining feedback on teaching and learning, and utilizing this to make learning more effective and to introduce any necessary changes to teaching strategies. Formative assessment should take place on regular basis. It typically involves close attention to small "chunks" of learning. It is not limited to pen and paper tests but includes observation, oral feedback etc.

- **Assessment of Learning or Summative Assessment**

It is concerned with determining progress in learning. It is all about summarizing how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger "chunks" of learning.

- **Assessment as Learning**

Assessment as learning actively involves students in the learning process. It teaches critical thinking, problem-solving skills and encourages students to set achievable goals for themselves and objectively measure their progress.

In practice, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes.

The main focus should be on formative assessment for refining instructional decision-making in teaching and generating feedback to improve learning.

#### 4.1. Guiding Principles as Basis for Designing Assessment

Assessment practices should be aligned with curriculum planning, teaching progression and student abilities. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching. Some of the principles for designing assessment are:

- a. Alignment with the curriculum objectives
- b. Fairness, objectivity, reliability and inclusiveness
- c. Standards-referencing
- d. Catering for the range of student ability
- e. Tracking progress over time
- f. Making reference to current progress in student learning
- g. Feedback from peers and from the students themselves
- h. Appropriate use of assessment information to provide feedback

#### 4.2. Self-Assessment

History involves a wide variety of skills, ranging from lower-order ones such as understanding important historical facts to higher-order ones such as interpreting historical sources and formulating arguments. Teachers should encourage students to evaluate their own work, and reflect on their learning processes at regular intervals in order to plan improvements.

To facilitate students' self-assessment, teachers should explain to students the assessment criteria that they employ in assessing students' work to help students apply that to their own work. They will then understand what they have accomplished, what level they are in and how they can improve their work.

##### 4.2. Anatomy of an Assessment

Each time a teacher uses an assessment in class, he/she is really answering following questions:

1. Why do I want to assess students? (The purpose or goal of the learning and by extension, the purpose of the assessment)
2. What do I want students to know or be able to do? (To what extent learning outcomes have been achieved?)
3. What is the best assessment method to use given instructional goals? (The kind of assessment)
4. How am I going to evaluate the students' responses? (The analysis of the results)
5. What am I going to do with the information? (Predetermined use for the assessments)

For appropriate assessment of students' knowledge, comprehension, application, analysis, evaluation and creative skills must be tackled very carefully. The teacher must assess how well each learner masters the basic competencies and then a picture of all-round development of the learner. The students and the parents must be given authentic, relevant, effective and timely feedback to crop the results of assessment.

**CHAPTER 5: TEACHING STRATEGIES AND LEARNING RESOURCES**

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Effective teachers are always looking for new teaching strategies that will keep their students motivated and engaged avoiding the spoon-feeding style of traditional classroom teaching. The strategies should intellectually engage the students according to their interests, abilities and learning styles. It should strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

Some of the teaching strategies are:

**5.1. Cooperative Learning**

Co-operative learning gives students the opportunities to work with others and see different points of view. Research shows that students learn more effectively when working together rather than apart. It is also known to improve self confidence in students. For instance, the jigsaw technique is effective because each student is responsible for one another's learning and students find out really quick that each group member has something equally important to contribute to the group.

**5.2. Inquiry Based Instruction**

Inquiry based learning implies involving students in the learning process so they will have a deeper understanding of what they are learning. It engages students to learn by asking questions, investigating, exploring and reporting what they observe. It prepares them for the challenges of 21<sup>st</sup> century as they would be able to answer complex questions such as:

- a. The teacher may choose a topic and have students frame inquiry question(s) based on the topic, for instance, *how was Haider Ali able to defeat the British?*
- b. Students formulate a hypothesis, i.e. provide possible explanation or educated guesses in answer to the question, for instance, *Haider Ali was a war strategist.*
- c. Students plan the inquiry. For example:  
What is the best place to find information on the topic? What is the best way (source) to gather data?  
How to allocate time?  
Whom to consult?

### 5.3. Differentiated Instruction – Learning Stations

This strategy allows teachers to engage each student by accommodating to their specific learning style. According to Howard Gardner’s Multiple Intelligence Theory, every person has a different mind and therefore each person learns and understands information differently. Differentiating instruction offers a way to meet all students’ needs.

One helpful strategy to differentiate instruction is learning stations. Learning Stations can easily be designed to enable students with diverse learning needs. Teachers can setup each learning station where students will be able to complete the same task but at the level and style that is specifically designed for them.

### 5.4. Lecture

Lectures must be well planned, problem-oriented and accompanied by the use of appropriate diagrams, photos, graphics, charts etc.

A lecture should not be one sided. It should be interactive so as to engage students’ participation. Students should be encouraged to ask questions. It helps students’ involvement and improves their social skills and individually demonstrates what they have learned from their partners.

### 5.5. Graphic Organizers

Graphic organizers are simple and effective tools to help students brainstorm and organize their thoughts and ideas in a visual presentation. They help students to comprehend easily. Graphic organizers can be used for any lesson to structure writing, brain storming, planning, problem solving and decision making. The most popular organizers are concept maps and K-W-L (Know-Want to Know-Learned) charts.

### 5.6. Utilizing Technology in the Classroom

Integrating technology into the classroom is a great way to empower students to stay connected in this technological era. Technology rich lessons have been found to keep students motivated and engaged longer.

Some examples of utilizing technology in the classroom is to create web based lessons, multimedia presentations such as a video, animation or some type of graphic using a tablet or an iPad, taking your class on a virtual-field trip or participating in an online research project. Technology integration strategies have a positive impact on student learning.

An experienced teacher knows that not every teaching strategy that one uses will be an effective one. One would figure out which strategies or combination of strategies work and which do not in different scenarios. It may take some trial and error but it doesn’t hurt to try them all.

To conclude, these strategies besides promoting academic achievements would enable students to explore a range of views on a topic, gather information, answer questions, improve their problem solving and communicative skills and teach them how to work as a team.

### 5.7. 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. Since each student is unique and learns differently, he/she must be part of experience learning. Multiple and varied teaching learning resources are integral to help students learn according to their own style and pace of learning.

There are a number of teaching and learning materials required for effective teaching of particular subjects. For *history* some examples are; primary and secondary source material i.e. artefacts, diaries, letters, documents, achieves maps/globes (different kinds), encyclopaedias, documentaries, museum, and newspapers/news magazines etc.

**Chapter 6: GUIDELINES FOR DEVELOPMENT OF TEXTBOOKS****6.1. Purpose**

Textbook is the most extensively used resource in the classrooms as learning material. It is, therefore, important to improve both the quality of content and presentation to support the successful implementation of the curriculum.

The main purpose of the guideline is to:

- a) provide sufficient knowledge of the basic steps involved in designing innovative learning materials
- b) help develop an insight into writing relevant and contextually appropriate textbooks and developing teachers' guides, keeping in mind the learning objectives and the assessment procedures, specified in the curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different teaching materials.

**6.2. Process of Textbook Development**

Writing a good textbook requires an insight into the teaching/learning situation, the specific learning objectives at a particular development 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.

Criteria, therefore, need to be set not only for the production of quality material, design and development, but also for the textbook writers. The textbook writers must adhere to the following:

- a) be able to develop a variety of well structured, skills-balanced materials that cater for a complete developmental level and not for single grade
- b) have the requisite background, experience and expertise in teaching and materials writing; bio-data of the author's background, experience, and expertise should be proved at the end of the textbook.

It is to be noted that textbook will not be the only resource used for assessment. In fact, a textbook will be a contributing resource to the acquisition of SLOs given in this document. For History Curriculum, the materials chosen should be authentic.

Although it is not desirable to have rigid rules of textbook development, it is necessary that the textbook writers develop a common framework to serve as a reference point.

Present History Curriculum requires the textbook authors to include seven chapters in the textbooks for each grade. These chapters have already been mentioned with the headings. The distribution of the chapters will be as under:

- Chapter 1 and 2 will be on World History
- Chapter 3 and 4 will be on Islamic History
- Chapter 5 and 6 will be on History of Indo-Pak
- Chapter 7 will be on Pakistan since Creation

Attractive visuals and quality diagrams should be added to enhance the learning experience of the students as well as to involve them in the subject in more effective way. In history textbooks, timelines and information boxes may prove to be more helpful in giving the concept in more effective manner. Moreover, teaching points and note for the teachers should be given at the bottom of the page.

Use of authentic resources and avoidance from plagiarised or unreliable data should be observed at all costs. Glossary should be added at the end of each chapter/book as appropriate.

The assessments will be of varied nature, comprising objective and subjective, both type of questions. Questions should be devised innovatively and carefully with appropriate use of command words of the questions.

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