

ایک قوم  
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ONE NATION, ONE CURRICULUM

# Single National Curriculum 2022

## GEOGRAPHY



## SNC - GEOGRAPHY (6-8)

### Progression Grid

Geography for Grades 6-8 has been organized in the following domains:

- A. Physical Geography**
- B. Human Geography**
- C. Environmental Geography**

SLOs in the Progression Grid have topics mentioned in brackets. These are important to follow to achieve the SLOs. However, not each item mentioned in brackets is mandatory for a textbook to be SNC compliant. Detailed guidelines on content for Textbook authors are given in the Curriculum Template in the Knowledge and Skills sections.

#### Domain A: Physical Geography

Grade 6	Grade 7	Grade 8
<p><u>Earth Processes &amp; Patterns</u></p> <p><b>Benchmark 1:</b> <i>Students will be able to investigate Earth's processes and patterns.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to analyze the formation of landscapes.</i></p> <p><b>Benchmark 3:</b> <i>Students will be able to gather, organize and interpret data about Earth's natural processes and patterns using multiple sources of information e.g. Google Maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips.</i></p> <p><b>Benchmark 4:</b> <i>Students will be able to compare the various geographical features of the world.</i></p> <p><b>Benchmark 5:</b> <i>Students will be able to analyze the causes and impact of natural disasters.</i></p>		
<p>[SLO: G-06-A-01] Describe Earth's processes &amp; patterns and how landscapes have changed over time. (structure and formation of the earth)</p>	<p>[SLO: G-07-A-01] Inquire about Earth's processes &amp; patterns and how landscapes have changed over time. (weather &amp;</p>	<p>[SLO: G-08-A-01] Construct arguments and provide evidence for their understanding of Earth's processes &amp; patterns and how landscapes are changing constantly.</p>

<p>[SLO: G-06-A-02] Use map conventions in different types of maps to gather information about landforms, relief, and resources.</p> <p>[SLO: G-06-A-03] Use coordinates to read 6 figure grid references to locate places on a map.</p> <p>[SLO: G-06-A-04] Gather information using maps and globes to inquire about geographical changes of a selected region or a landform.</p>	<p>climate, natural vegetation)</p> <p>[SLO: G-07-A-02] Use map conventions to understand time zones and datelines.</p> <p>[SLO: G-07-A-03] Gather information using maps, globes, photographs, aerial photographs, satellite images and graphs to inquire about geographical changes of a selected region or a landform.</p>	<p>(earthquakes, river systems, water cycle, rock cycle, mineral resources)</p> <p>[SLO: G-08-A-02] Interpret required information using maps, globes, photographs, aerial photographs, satellite images, and graphs to inquire about geographical changes of a selected region or a landform.</p> <p>[SLO: G-08-A-03] Investigate geographical, climatic, political, cultural, and economic aspects of places using geographic representations and geospatial technologies.</p>
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Grade 6	Grade 7	Grade 8
<p><u>Weather &amp; Climate</u></p> <p><b>Benchmark I:</b> <i>Students will be able to investigate the patterns of weather and climate in different parts of the world.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to compare the different climatic zones of the world.</i></p> <p><b>Benchmark 3:</b> <i>Students will be able to investigate the reasons and impact of deforestation, greenhouse effect, depletion of the Ozone layer, global warming, and climate change.</i></p>		
<p>[SLO: G-06-A-05] Recall the differences between weather and climate.</p> <p>[SLO: G-06-A-06] Study some of the elements of weather.</p> <p>[SLO: G-06-A-07] Study the distribution of</p>	<p>[SLO: G-07-A-04] Investigate how and why our climate is changing. (excessive agriculture)</p>	<p>[SLO: G-08-A-04] Investigate how and why our climate is changing. (soil erosion)</p> <p>Examine how weather and climate affect the processes of the earth.</p>

<p>climate in the world.</p> <p>[SLO: G-06-A-08] Investigate how climate is important for different vegetation.</p> <p>[SLO: G-06-A-09] Investigate how and why our climate is changing. (deforestation)</p>		
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## Domain B: Human Geography

Grade 6	Grade 7	Grade 8
<p><u>Natural, Capital, and Human Resources</u></p> <p><b>Benchmark 1:</b> <i>Students will be able to gather, organize, and interpret data about the economic activities related to natural (forests, water, minerals, fossil fuels, renewable energy), capital, and human resources.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to compare patterns of distribution and consumption of resources of some selected geographical regions of the world.</i></p>		
<p>[SLO: G-06-B-01] Recall economic activities related to natural, capital, and human resources. (forestry, education, and industrialization)</p> <p>[SLO: G-06-B-02] Explore the ways in which forests of the world and forests of Pakistan contribute to the economy of the region they belong to.</p>	<p>[SLO: G-07-B-01] Describe economic activities related to natural, capital, and human resources. (agriculture, land supply, and population)</p> <p>[SLO: G-07-B-02] Suggest ways to utilize resources and conserve them.</p>	<p>[SLO: G-08-B-01] Investigate economic activities related to natural, capital, and human resources. (fishery, Mineral &amp; Energy resource)</p> <p>[SLO: G-08-B-02] Find ways to utilize and conserve resources.</p>

Grade 6	Grade 7	Grade 8
<p><u>Human Activities and Changing Landforms</u></p> <p><b>Benchmark 1:</b> <i>Students will be able to investigate how landforms are changing due to human activities.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to analyze the impact of excess land use.</i></p>		
<p>[SLO: G-06-B-03] Inquire why landforms are changing due to human activity (Agriculture).</p> <p><i>(Note: This varies according to provinces)</i></p>	<p>[SLO: G-07-B-03] Inquire why landforms are changing due to human activity (high population, scarcity of livable land).</p> <p>[SLO: G-07-B-04] Understand and describe the effects of excess land use (causes and effects of population increase, excessive agriculture, and excessive urbanization).</p> <p><i>(Note: This varies according to provinces)</i></p>	<p>[SLO: G-08-B-03] Express opinions on why landforms are changing due to human activity.</p> <p>[SLO: G-08-B-04] Understand and describe the effects of excess land use.</p> <p><i>(Note: This varies according to provinces)</i></p>

Grade 6	Grade 7	Grade 8
<p><u>Settlements</u></p> <p><b>Benchmark 1:</b> <i>Students will be able to analyze reasons for selecting a place to develop settlements.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to gather, organize, and interpret data about economic activities, infrastructure, jobs, and transport in various types of settlements in the world.</i></p>		
<p>[SLO: G-06-B-04] Study reasons for selecting a place to develop settlements. (economic activity, jobs &amp; transport)</p> <p>[SLO: G-06-B-05] Compare settlements to</p>	<p>[SLO: G-07-B-05] Study reasons for selecting a place to develop settlements. (economic activity, jobs &amp; transport)</p> <p>[SLO: G-07-B-06] Compare urban and</p>	<p>[SLO: G-08-B-05] Study reasons for selecting a place to develop settlements. (economic activity, jobs &amp; transport)</p> <p>[SLO: G-08-B-06] Study a selected</p>

<p>understand adaptation according to human needs.</p> <p>[SLO: G-06-B-06] Use a range of multiple sources such as conventional maps, Google Maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips to derive information of physical, human and environmental geography of Pakistan and of the world to reach and support conclusions.</p>	<p>rural infrastructure to understand adaptation according to human needs.</p> <p>[SLO: G-07-B-07] Use a range of multiple sources as conventional maps, Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps, and field trips to derive information of the physical, human, and environmental geography of Pakistan and of the world to develop and support conclusions.</p>	<p>infrastructure to understand adaptation according to human needs (CPEC).</p> <p>[SLO: G-08-B-07] Use a range of multiple sources such as conventional maps, Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, geographical journals, thematic maps, and field trips to derive information on the physical, human and environmental geography of Pakistan and of the world to reach and support personal conclusions and critique with credibility.</p>
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Grade 6	Grade 7	Grade 8
<p><u>Responsible Use of Resources</u></p> <p><b>Benchmark 1:</b> <i>Students will be able to suggest ways of utilization and conservation of resources keeping in view Sustainable Development Goals.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to analyze the interdependence of resources within a global economy.</i></p>		
<p>[SLO: G-06-B-07] Analyze how the scarcity of resources compels people to use resources wisely.</p> <p>[SLO: G-06-B-08] Analyze how the interdependence of resources within the global economy.</p>	<p>[SLO: G-07-B-08] Analyze how the scarcity of resources compels people to wisely use and modify resources.</p> <p>[SLO: G-07-B-09] Understand the basic role of global economic systems and interdependence within the global economy.</p>	<p>[SLO: G-08-B-08] Demonstrate efficient use of resources in scarcity</p> <p>[SLO: G-08-B-09] Analyze and describe basics of global economic systems and interdependence of resources in a selected region.</p>

Grade 6	Grade 7	Grade 8
<u>Cultures of the Settlements</u> <b>Benchmark 1:</b> <i>Students will be able to compare the cultures/lifestyles of people living in different types of settlements in terms of geographical features, resources, beliefs, climate, technological development, and human needs.</i> <b>Benchmark 2:</b> <i>Students will be able to develop a deep sense of empathy for diverse groups in different settlements.</i> <b>Benchmark 3:</b> <i>Students will be able to evaluate that the social and economic development of settlements are interrelated.</i>		
[SLO: G-06-B-09] Discover differences in lifestyles of two different settlements to appreciate and respect diversity.	[SLO: G-07-B-10] Study reasons for selecting a place to develop settlements. (socio-economic status & lifestyle of people in the city)  [SLO: G-07-B-11] Develop a sense of respect for diversity and empathy to tolerate differences in near and far settlements.	[SLO: G-08-B-10] Develop a deep sense of empathy for the diverse groups in different settlements.  [SLO: G-08-B-11] Discover differences in lifestyles of a selected region to understand that cultures are determined according to place, resources, beliefs, climate, technological development, and human needs.

Grade 6	Grade 7	Grade 8
<u>Role of Science and Technology in Economy</u> <b>Benchmark 1:</b> <i>Students will be able to understand and evaluate that advancements in scientific education, research, and technology influence the economic progress of a country.</i>		
[SLO: G-06-B-10] Understand that advancements in science and technology influence the economic progress of a region.	[SLO: G-07-B-12] Understand that the economic progress of a region relies upon the specialization of resources through education, scientific research, and technology.	[SLO: G-08-B-12] Evaluate how the economic progress of a region relies upon the specialization of resources through education, scientific research, and technology.

## Domain C: Environmental Geography

Grade 6	Grade 7	Grade 8
<u>Environmental Changes</u>		
<b>Benchmark I:</b> <i>Students will be able to investigate the causes and effects of natural and human activities on the physical environment.</i>		
<p>[SLO: G-06-C-01] Inquire about the relationship between physical &amp; human geography.</p> <p>[SLO: G-06-C-02] Understand and describe the effects of the physical environment on humans. (adaptation &amp; lifestyle)</p> <p>[SLO: G-06-C-03] Understand and describe the effects of human activities on the physical environment. (urbanization, industrialization)</p>	<p>[SLO: G-07-C-01] Inquire why landforms are changing due to the natural processes of the earth. (causes and consequences)</p> <p>[SLO: G-07-C-02] Inquire why landforms are changing due to human activity. (causes and consequences of pollution)</p>	<p>[SLO: G-08-C-01] Inquire about the impact of overusing natural and other resources on the environment.</p> <p>[SLO: G-08-C-02] Identify how places are interdependent on each other and how human activity in one place affects the other. (deforestation, pollution &amp; climate change)</p>

Grade 6	Grade 7	Grade 8
<u>Managing &amp; Changing Environment</u>		
<b>Benchmark 1:</b> <i>Students will be able to suggest ways to improve the quality of their own and the global environment.</i>		
<p>[SLO: G-06-C-04] Find ways to improve the quality of their own and global environment. (deforestation, global warming)</p>	<p>[SLO: G-07-C-03] Find ways to improve the quality of their own and global environment. (deforestation, global warming)</p>	<p>[SLO: G-08-C-03] Reflect on their role to improve the quality of their own and global environment. (managing land and water resources)</p>

Grade 6	Grade 7	Grade 8
<p><u>Patterns of Global Economic Interactions</u></p> <p><b>Benchmark I:</b> <i>Students will be able to identify the basic roles of global economic institutions e.g. World Bank and International Monetary Fund.</i></p> <p><b>Benchmark 2:</b> <i>Students will be able to understand that exports of finished goods generate revenue for a country.</i></p>		
<p>[SLO: G-06-C-05] Understand that exports generate revenue for a country which is necessary for a country to operate and progress.</p>	<p>[SLO: G-07-C-04] Understand that high revenues can be generated by exporting finished goods as per current demand.</p> <p>[SLO: G-07-C-05] Beginning to understand the basic role of global economic institutions. (World Bank &amp; IMF)</p>	<p>[SLO: G-08-C-04] Analyze that high revenues can be generated by exporting finished goods through technological advancements, marketing trends, and professional ethics.</p> <p>[SLO: G-08-C-05] Describe the basic role of global economic institutions. (World Bank &amp; IMF)</p>