

ایک قوم
ایک نصاب
ONE NATION, ONE CURRICULUM

Single National Curriculum 2022

**SOCIAL
STUDIES**



**SNC - SOCIAL STUDIES (4-5)
Progression Grid**

Social Studies for Grades 4-5 has been organized in the following domains:

- A. Citizenship
- B. Culture and Diversity
- C. State and Government
- D. History
- E. Geography
- F. Economics

Domain A: Citizenship

Standard 1: All students will develop an understanding of citizenship, good character, responsibilities, diversity, and tolerance by observing some common etiquettes.

Grade 4	Grade 5
<p>Benchmark I: Students will be able to describe and practice the rights and responsibilities of a citizen, global citizen, and digital/cyber citizenship.</p> <p>Benchmark II: Students will be able to distinguish between various forms of communication and assess their advantages and disadvantages.</p> <p>Benchmark III: Students will be able to identify basic human rights.</p> <p>Benchmark IV: Students will be able to identify and practice common etiquette for peace and harmony in society.</p>	
Student Learning Outcomes	
<p><u>[SLO: SS-04-A-01]</u> Define and differentiate between the terms/concept citizen, global citizen, and digital/cyber</p>	<p><u>[SLO: SS-05-A-01]</u> Establish that all individuals have equal rights, irrespective of religious and ethnic differences.</p>

<p>citizenship.</p>	<p><u>[SLO: SS-05-A-02]</u> Appreciate and respect differences in opinion.</p> <p><u>[SLO: SS-05-A-03]</u> Explain the importance of freedom of speech and demonstrate using it appropriately.</p> <p><u>[SLO: SS-05-A-04]</u> Recognize the ethics of being digital citizens when connected online, how to deal with differences of opinion.</p> <p><u>[SLO: SS-05-A-05]</u> Propose ways to create peace and harmony.</p> <p><u>[SLO: SS-05-A-06]</u> Demonstrate the importance of discussion and negotiation as tools for resolving conflicts at home and school.</p> <p><u>[SLO: SS-05-A-07]</u> Reflect on their own and society's common etiquettes in today's world.</p>
<p><u>[SLO: SS-04-A-02]</u> Define the term 'Human Rights'.</p> <p><u>[SLO: SS-04-A-03]</u> Differentiate between rights and responsibilities.</p>	<p><u>[SLO: SS-05-A-ADD]</u></p> <p><i>Identify the fundamental human rights as stated by the UN Charter.</i></p>
<p><u>[SLO: SS-04-A-04]</u> Describe the term 'Tolerance'.</p> <p><u>[SLO: SS-04-A-05]</u> Describe the importance of living in harmony with each other by accepting differences (social and cultural).</p> <p><u>[SLO: SS-04-A-06]</u> Explain that attitudes affect and create conflict and peace.</p> <p><u>[SLO: SS-04-A-07]</u> Recognize the causes of disagreements at</p>	

<p>the personal and peer-level, household and neighborhood level.</p> <p>[SLO: SS-04-A-08] Resolve conflicts through discussions.</p> <p>[SLO: SS-04-A-09] Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline.</p> <p>[SLO: SS-04-A-10] Describe the concept of 'civic sense' with examples (traffic rules, keep the environment clean, WASH).</p>	
<p>[SLO: SS-04-A-11] List and describe forms of communication.</p> <p>[SLO: SS-04-A-12] Investigate how forms of communication have evolved with time.</p>	<p>[SLO: SS-05-A-08] Describe the concept of mass media and social media.</p> <p>[SLO: SS-05-A-09] Investigate their respective advantages and disadvantages.</p> <p><i>[SLO: SS-05-A-ADD] Recognize the need to verify information received through social media and mass media.</i></p>

Domain B: Culture and Diversity

Standard 2: All students will learn about the coexistence of diverse groups of people in Pakistan as a nation.

Grade 4	Grade 5
<p>Benchmark I: Students will be able to explain the concept of nation and nationalism.</p> <p>Benchmark II: Students will be able to understand and appreciate the diversity of cultures, gender, religion, ethnicities, differently-abled in Pakistan.</p>	

Student Learning Outcomes	
<p>[SLO: SS-04-B-01] Describe the concept of ‘nation’ and ‘nationalism’.</p>	
<p>[SLO: SS-04-B-02] Relate with being a proud part of a nation.</p>	
<p>[SLO: SS-04-B-03] Describe culture and its components.</p> <p>[SLO: SS-04-B-04] Describe the term ‘diversity’.</p> <p>[SLO: SS-04-B-05] Recall the diverse cultural groups living in Pakistan.</p> <p>[SLO: SS-04-B-06] Illustrate the cultural diversity of Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, foods, and art).</p> <p>[SLO: SS-04-B-07] Identify the major diverse groups and their key characteristics in Pakistani society: gender, religions, ethnicities, mixed abilities – physical and mental.</p> <p>[SLO: SS-04-B-08] Recognize how different minorities celebrate their festivals.</p> <p>[SLO: SS-04-B-09] Explain how diversity aids society to prosper.</p>	<p>[SLO: SS-06-B-01] Describe inclusion and explain its benefits for a nation.</p> <p>[SLO: SS-06-B-02] List ways in which Pakistan can be made more inclusive for women , religious and ethnic minorities, and mixed ability groups.</p> <p>[SLO: SS-06-B-03] Explain shared values and norms amongst diverse cultures of Pakistan (hospitality, sports, events, resilience).</p> <p>[SLO: SS-06-B-04] Identify the norms and advantages of a multicultural society.</p> <p>[SLO: SS-06-B-05] Describe the term “Interfaith Harmony”.</p>

Domain C: State and Government

Standard 3: All students will identify the purpose of a government and constitution, and describe the components of a democratic government used to make decisions, seek consensus, and resolve conflicts.

Grade 4	Grade 5
Benchmark I: Students will be able to describe how the government is organized (including differences in local, provincial, and national governments).	
Student Learning Outcomes	
<p><u>[SLO: SS-04-C-01]</u> Define and differentiate between 'state' and 'government'.</p> <p><u>[SLO: SS-04-C-02]</u> Describe the concept of a constitution.</p> <p><u>[SLO: SS-04-C-03]</u> Define the term 'General Elections'.</p> <p><u>[SLO: SS-04-C-04]</u> Demonstrate the voting process and how the government is formed.</p> <p><u>[SLO: SS-04-C-05]</u> Describe the term 'leader'.</p> <p><u>[SLO: SS-04-C-06]</u> Discuss the qualities of a good leader.</p>	<p><u>[SLO: SS-05-C-01]</u> Give reasons for the need for a federal government.</p> <p><u>[SLO: SS-05-C-02]</u> Describe and analyze the need and importance of a constitution.</p> <p><u>[SLO: SS-05-C-03]</u> Explain the interdependence between federal, provincial, and local governments in Pakistan.</p> <p><u>[SLO: SS-05-C-04]</u> Describe the components of a government: Legislature, Executive, Judiciary.</p> <p><u>[SLO: SS-05-C-05]</u> Describe the concept of democracy and its importance for the people.</p> <p><i><u>[SLO: SS-05-C-ADD]</u> Discuss the rights and responsibilities of a Pakistani citizen according to the 1973 Constitution.</i></p> <p><i><u>[SLO: SS-05-C-ADD]</u> Describe the Importance of Rule of law against unjust and illegal activities.</i></p> <p><i><u>[SLO: SS-05-C-ADD]</u> Distinguish between rules and laws and how they help create a just and healthy political environment in a country.</i></p> <p><i><u>[SLO: SS-05-C-ADD]</u> Describe the formation and function of political parties in a democratic government, how do they contest elections according to their manifesto.</i></p>

Domain D: History

Standard 4: All students will learn major historical events chronologically and enlist key historical events from pre-historic man and early civilizations to date. The students will also be able to recognize the international and national events and personalities.

Grade 4	Grade 5
<p>Benchmark I: Students will be able to trace the advent of civilizations, their timelines, and the chronology of major historical events.</p> <p>Benchmark II: Students will be able to explain the main events and major contributions that led to the formation of Pakistan.</p> <p>Benchmark III: Students will be able to recognize the role of minorities and regions/provinces in the formation of Pakistan.</p>	
Student Learning Outcomes	
<p><u>[SLO: SS-04-D-01]</u> Define ‘history’ and recognize the importance of history.</p> <p><u>[SLO: SS-04-D-02]</u> Illustrate ancient civilizations such as Mesopotamia/Egyptian/ Indus valley/ on a timeline</p> <p><u>[SLO: SS-04-D-03]</u> Describe significant aspects of daily life, society and culture of the Indus Valley Civilization</p> <p><u>[SLO: SS-04-D-ADD]</u> Describe key events (social and political) during life of Hazrat Muhammad (S.A.W.W) and Khalafat-e-Rashida</p>	<p><u>[SLO: SS-05-D-01]</u> Illustrate ancient civilizations such as Mesopotamian, Egyptian, Indus Valley, Gandhara on a timeline</p> <p><u>[SLO: SS-05-D-02]</u> Describe significant aspects of daily life, society and culture of the Egyptian civilization</p> <p><u>[SLO: SS-05-D-ADD]</u> Describe significant aspects of daily life, society and culture of the following early civilizations: Mesopotamia/Chinese/Gandhara.</p>
<p><u>[SLO: SS-04-D-04]</u> Analyze and discuss the role of the following key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.</p>	<p><u>[SLO: SS-05-D-03]</u> Analyze and discuss the key contributions of the following national heroes: Sir Syed Ahmed Khan, Begum Rana Liaqat Ali Khan,</p> <p><u>[SLO: SS-05-D-04]</u> Explain the region’s/province’s</p>

<p><i>[SLO: SS-04-D-ADD] Describe the major historical events of the province or area (AJK, GB, ICT)</i></p> <p><i>[SLO: SS-04-D-ADD] Identify contributions (social, political, religious) of key personalities for the development of the province or area (AJK, GB, ICT)</i></p>	<p>contribution to the creation of Pakistan.</p> <p><u>[SLO: SS-05-D-05]</u> Describe the role of minorities in the creation and development of Pakistan.</p> <p><u>[SLO: SS-05-D-ADD]</u> Analyze and discuss the key contributions of the following national heroes: Begum Jahanara Shahnawaz, Chaudhry Rehmat Ali</p>
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Domain E: Geography

Standard 5: All students will learn to read the globe/map, along with the ability to use it to enhance their understanding of geography, landforms, and various physical features of Pakistan. They will understand the interaction between land and its people, weather, and climate. They will develop an awareness of the prevalence and management of natural disasters and the required safety measures. Students will be able to develop an understanding of population and its implications.

Grade 4	Grade 5
<p>Benchmark I: Students will be able to find and locate places on a map using BOLTSS, scale, longitudes, and latitudes.</p> <p>Benchmark II: Students will be able to identify various landforms and their distinctive features.</p> <p>Benchmark III: Students will be able to explain how the physical environment affects the lifestyle of people.</p> <p>Benchmark IV: Students will be able to determine how people affect the physical environment.</p> <p>Benchmark V: Students will be able to recognize various natural disasters and their described safety measures in case of each.</p> <p>Benchmark VI: Students will be able to explain the effects of the imbalance of population and resources.</p>	
<p>Student Learning Outcomes</p>	
<p><u>[SLO: SS-04-E-01]</u> Describe the terms maps and globes.</p>	<p><u>[SLO: SS-05-E-01]</u> Recognize different types of maps e.g.,</p>

<p><u>[SLO: SS-04-E-02]</u> Enlist the uses of maps and globes.</p> <p><u>[SLO: SS-04-E-03]</u> Identify the key elements in a map/globe.</p> <p><u>[SLO: SS-04-E-04]</u> Locate all continents and major oceans/seas.</p> <p><u>[SLO: SS-04-E-05]</u> Recognize the concept of directions with the help of cardinal points and compass.</p> <p><u>[SLO: SS-04-E-06]</u> Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.</p>	<p>road map, tourist map, weather map, political map, and topographical map.</p> <p><u>[SLO: SS-05-E-02]</u> Recognize the characteristics of latitudes, longitudes, and time zone.</p> <p><u>[SLO: SS-05-E-03]</u> Use latitudes and longitudes in determining location through Grid Reference.</p> <p><u>[SLO: SS-05-E-04]</u> Apply the concept of BOLTSS (Border, Orientation, Legend, Title, Scale and Source) with the help of a political or physical map.</p> <p><u>[SLO: SS-05-E-05]</u> Define 'scale' in reading maps and their types with the help of diagrams.</p>
<p><u>[SLO: SS-04-E-07]</u> Identify major landforms and their types in Pakistan.</p>	<p><u>[SLO: SS-05-E-06]</u> Briefly describe the distinctive characteristics/features of each physical region of Pakistan.</p>
<p><u>[SLO: SS-04-E-08]</u> Define and distinguish between weather and climate.</p> <p><u>[SLO: SS-04-E-09]</u> Explain the effect of the physical environment on the lifestyle of people in Pakistan.</p> <p><u>[SLO: SS-04-E-10]</u> Explain how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc. (Positive and negative impact)</p> <p><u>[SLO: SS-04-E-11]</u> Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH).</p> <p><i><u>[SLO: SS-04-E-ADD]</u> Emphasize the importance of sustainability in how people interact with their natural environment.</i></p>	<p><u>[SLO: SS-05-E-07]</u> Describe factors that determine/affect climate</p> <p><u>[SLO: SS-05-E-08]</u> Explain the concept of global warming.</p> <p><u>[SLO: SS-05-E-09]</u> Analyze the impact of Global Warming on climate change.</p>

<p><u>[SLO: SS-04-E-ADD]</u> Describe the consequences of non-sustainable actions.</p>	
<p><u>[SLO: SS-04-E-12]</u> Define the terms 'Population' and 'Census'.</p> <p><u>[SLO: SS-04-E-13]</u> Explain the importance of 'Census'.</p> <p><u>[SLO: SS-04-E-14]</u> Survey the distribution of population in the region and give a map of the region/province.</p> <p><u>[SLO: SS-04-E-15]</u> Enlist the major problems caused by overpopulation.</p> <p><u>[SLO: SS-04-E-16]</u> Define the term 'Growth Rate' and 'Population Density'.</p> <p><u>[SLO: SS-04-E-17]</u> Describe the factors affecting population increase in Pakistan.</p> <p><u>[SLO: SS-04-E-18]</u> Determine the impact of population increase on the quality of daily life in the students' community.</p>	<p><u>[SLO: SS-05-E-10]</u> Explain how the physical environment affects the lifestyle of people.</p> <p><u>[SLO: SS-05-E-11]</u> Identify different occupations of people (agriculture, mining, and industry).</p> <p><u>[SLO: SS-05-E-12]</u> Reflect on which occupation appeals the most to them.</p>
	<p><u>[SLO: SS-05-E-13]</u> Examine how common natural disasters occur (floods, earthquakes, cyclones, avalanches) and how they affect human life.</p> <p><u>[SLO: SS-05-E-14]</u> Describe the concept of and assess the need for food security in Pakistan.</p> <p><u>[SLO: SS-05-E-15]</u> Suggest safety measures that can be taken in case of natural disasters such as floods and earthquakes (before, during, and after).</p> <p><u>[SLO: SS-05-E-ADD]</u> Investigate how at least one natural disaster in the past affected the affected areas and their population.</p>

Domain F: Economics

Standard 6: All students will describe how resources and choices regarding production, distribution and consumption of goods and services affect the well-being of the individual and society.

Standard 7: All students will describe the economic system of Pakistan, along with the role of banks in enhancing the trade activities for individuals and businesses.

Grade 4	Grade 5
<p>Benchmark I: Students will be able to explain how people and societies make economic decisions.</p> <p>Benchmark II: Students will be able to identify key elements of an economy (goods and services, producers, and consumers).</p> <p>Benchmark III: Students will be able to evaluate the causes and types of inflation and how it affects the buying power of people.</p> <p>Benchmark IV: Students will be able to inquire what is ‘entrepreneurship’ and demonstrate their entrepreneurial skills.</p> <p>Benchmark V: Students will be able to describe the importance of international trade for the development of Pakistan.</p> <p>Benchmark VI: Students will be able to discuss the importance of money management and how banks help in this process.</p>	
Student Learning Outcomes	
<p>[SLO: SS-04-F-01] Recall the concept of scarcity.</p> <p>[SLO: SS-04-F-02] Recognize how choices are made according to one’s personal needs and resources.</p>	.
<p>[SLO: SS-04-F-03] Define the terms ‘goods’ and ‘services’, and list some examples.</p>	<p>[SLO: SS-05-F-01] Recall the terms goods and services.</p> <p>[SLO: SS-05-F-02] Differentiate between public and private goods and services.</p>
<p>[SLO: SS-04-F-04] Identify the function of consumers and producers.</p> <p>[SLO: SS-04-F-05] Differentiate between producers and</p>	

<p>consumers.</p> <p><i>[SLO: SS-04-F-ADD] Demonstrate the interdependence of consumers and producers.</i></p>	
<p><u>[SLO: SS-04-F-06]</u> Define and differentiate between different types of entrepreneurship (production, trade, services, manufacturing) with examples of businesses from Pakistan.</p> <p><u>[SLO: SS-04-F-07]</u> Read stories of at least one male and one female entrepreneur from Pakistan.</p>	<p><u>[SLO: SS-05-F-03]</u> Define ‘trade’, ‘business’, and ‘e-commerce’.</p> <p><u>[SLO: SS-05-F-04]</u> Define ‘export’ and ‘imports’.</p> <p><u>[SLO: SS-05-F-05]</u> State the major imports and exports of Pakistan.</p> <p><u>[SLO: SS-05-F-06]</u> Describe the importance of International Trade for the development of Pakistan.</p> <p><u>[SLO: SS-05-F-07]</u> Identify major means of transportation in trade and business.</p> <p><u>[SLO: SS-05-F-08]</u> Illustrate examples of entrepreneurial skills and competencies.</p> <p><u>[SLO: SS-05-F-09]</u> Discuss the contribution of at least two Pakistani entrepreneurs (one male and one female).</p> <p><u>[SLO: SS-05-F-10]</u> Create and present their own hypothetical business/enterprise.</p>
	<p><u>[SLO: SS-05-F-11]</u> Define the term “Inflation” and evaluate how it affects the purchasing power of people.</p> <p><u>[SLO: SS-05-F-12]</u> List different causes and types of inflation.</p> <p><i>[SLO: SS-05-F-ADD] Identify the importance of taxes and government loans to pay for goods and services (roads,</i></p>

	<i>hospitals, schools, electricity, etc).</i>
<p><u>[SLO: SS-04-F-08]</u> Describe the role and importance of money in peoples' lives.</p> <p><u>[SLO: SS-04-F-09]</u> Apply economics and money management in personal life (pocket money, expenditure, and savings).</p>	<p><u>[SLO: SS-05-F-13]</u> Narrate with examples the evolution of money, trade via the barter system before money was introduced.</p> <p><i><u>[SLO: SS-05-F-ADD]</u> Identify the currencies of different countries.</i></p>
<p><u>[SLO: SS-04-F-10]</u> Describe 'banking'.</p> <p><u>[SLO: SS-04-F-11]</u> State the services provided by banks.</p>	<p><u>[SLO: SS-05-F-14]</u> Explain the role of commercial banks in the lives of individuals and businesses.</p> <p><u>[SLO: SS-05-F-15]</u> Identify the role of the State Bank of Pakistan.</p>