

National Curriculum for  
**SOCIAL STUDIES**  
Grades IV-V  
2007



**GOVERNMENT OF PAKISTAN**  
**MINISTRY OF EDUCATION**  
**ISLAMABAD**

<b>3.2 Grade - V</b>	
<b>Learning Themes and Students' Learning Outcomes</b>	
<b>Themes</b>	<b>Students' Learning Outcomes</b>
<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Map Skills</li> <li>• Latitudes and Longitudes</li> </ul>	<p>All the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that there are 180 imaginary lines of latitude and 360 imaginary lines of longitude.</li> <li>• Name the main lines of latitude and longitude.</li> <li>• Locate on a globe and on a map of the world main lines of latitude &amp; longitude.</li> <li>• Use longitude and latitude to locate major cities of Pakistan and of the world.</li> <li>• Use the index of an atlas to locate places.</li> <li>• Use latitudes and longitudes in determining direction.</li> <li>• Identify time zones and relate them to longitude.</li> <li>• Identify the significance of the location of Pakistan.</li> </ul>
<ul style="list-style-type: none"> <li>• Kinds of Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that there are many kinds of maps and choose the best map for the purpose at hand.</li> <li>• Use different maps to explain the geographical setting of historical and current events.</li> </ul>
<ul style="list-style-type: none"> <li>• Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Read and interpret scales (expressed as a statement or bar) on different maps.</li> <li>• Use the map scale to measure roads and rivers and determine distance between places.</li> </ul>

Themes	Students' Learning Outcomes
<b>PHYSICAL REGIONS</b>	<ul style="list-style-type: none"> <li>• Define the term "regions" and give examples</li> <li>• Identify the key physical regions of Pakistan.</li> <li>• Describe the distinctive characteristic / features of each physical region of Pakistan.</li> <li>• Locate physical regions sharing similar characteristics on a world map.</li> <li>• Compare the life of the people living in different physical regions of Pakistan with people living in similar regions in other countries.</li> <li>• Locate, interpret and present information in the form of a tourist guide book of the country of their choice.</li> </ul>
<ul style="list-style-type: none"> <li>• Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term Interdependence.</li> <li>• Identify the variety of ways in which people are interdependent.</li> <li>• Describe the ways the people of Pakistan are interdependent.</li> <li>• Explain various ways in which the countries of the world are dependent.</li> </ul>
<b>CLIMATE</b>	<ul style="list-style-type: none"> <li>• Define climate.</li> <li>• Explain the reasons for differences in climate.</li> </ul>

Themes	Students' Learning Outcomes
<ul style="list-style-type: none"> <li>Climatic Regions</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between climate &amp; weather.</li> <li>Identify the general types of climate (based on latitude).</li> <li>Identify the different climatic regions on a world map.</li> <li>Compare different climatic regions.</li> <li>Describe the climate in the different physical regions of Pakistan.</li> <li>Describe how climate of different physical regions affects the life over there.</li> <li>Use given information to calculate the average temperature and monthly rainfall of different places.</li> <li>Construct bar graphs from given climatic data.</li> </ul>
<ul style="list-style-type: none"> <li>Effects of Human Activities on Climate</li> </ul>	<ul style="list-style-type: none"> <li>Explain the various ways in which human activities affect climate.</li> <li>Explain how human activities are responsible for the greenhouse effect.</li> <li>Identify individual and societal actions that can be taken to reduce adverse effects of human activities on climate.</li> </ul>
<p><b>HISTORY</b></p>	<ul style="list-style-type: none"> <li>Differentiate between solar &amp; lunar calendars.</li> <li>Use solar and lunar calendars to</li> </ul>

Themes	Students' Learning Outcomes
	<p>differentiate intervals of time.</p> <ul style="list-style-type: none"> <li>• Differentiate between Decades, Centuries and Millennia.</li> <li>• Place key events on a timeline using the time intervals of decades.</li> </ul>
<ul style="list-style-type: none"> <li>• Major Historical Events (Pakistan and World)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe major historical events that led to the creation of Pakistan.</li> <li>• Construct timelines of major historical events (Pakistan, other country/world).</li> <li>• Interpret timelines of major historical events (Pakistan, world).</li> <li>• Identity different viewpoints in historical narratives.</li> <li>• Recognize that events in various parts of the world affect each other.</li> <li>• Compare life in Pakistan's early years with life in Pakistan today.</li> <li>• Construct narratives of key current events (Pakistan, world) using internet, news magazines, newspapers, etc.</li> <li>• Identify examples of good character from lives of important men and women in history (Pakistan, world).</li> <li>• Construct narratives of key historical events (Pakistan/ world) using literature, newspapers, magazines etc.</li> </ul>

**Grade-V**

Themes	Students' Learning Outcomes
<ul style="list-style-type: none"> <li>Historical Problems, Effects and Solutions</li> </ul>	<ul style="list-style-type: none"> <li>Identify problems and solutions from narratives of the past and the short and long-term effects of the solutions</li> <li>Identify problems that started in the past and still exist today</li> <li>Identify alternative solutions to problems of the past and recognize their possible implications.</li> </ul>
<ul style="list-style-type: none"> <li>The Ideas or decisions of individuals effect history</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that particular individuals, ideas, events and decisions have had a great impact on history.</li> <li>Predict how events might have turned out differently if specific individuals/groups had chosen their steps differently.</li> </ul>
<ul style="list-style-type: none"> <li>Explorers and Explorations</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reason for exploration.</li> <li>Identify key past explorations and explorers (Marco Polo, Ibn-e-Batuta, Neil Armstrong, Vasco De Gama, etc.).</li> <li>Identify the effects of past explorations.</li> <li>Trace the route of any voyager on a world map.</li> <li>Identify what motivated past explorers to conduct exploration.</li> <li>Construct a third person account of the experiences of any explorer.</li> <li>Explain the successes and challenges faced by the explorer of their choice.</li> </ul>

Themes	Students' Learning Outcomes
	<ul style="list-style-type: none"> <li>Predict areas of future exploration and changes that could result from these explorations.</li> </ul>
<p><b>GOVERNMENT (LEADERS, COMMUNITY, CITIZENS)</b></p> <ul style="list-style-type: none"> <li>Federal Government</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons for the need of a federal government.</li> <li>Compare the formation of government at provincial and federal levels.</li> <li>Compare the working of the three branches of government.</li> <li>Describe the functions of political parties in a democratic system.</li> <li>Explain the relationship between the provincial and federal governments in Pakistan.</li> <li>Identify the steps of the law making process in Pakistan.</li> <li>Construct a simple chart to show the relationship and processes between the different courts in Pakistan.</li> <li>Discuss the importance and authority of Supreme Court over the High Court.</li> <li>Identify a major issue and investigate how the law can help to solve the issue.</li> </ul>
<ul style="list-style-type: none"> <li>The Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of the Constitution.</li> <li>Interpret some rights of citizens given in the Constitution of Pakistan.</li> </ul>

**Grade-V**

Themes	Students' Learning Outcomes
	<ul style="list-style-type: none"> <li>• Identify behaviours that have been guided by the concerns for the law.</li> <li>• Use a problem-solving strategy to suggest ways to solve a national problem.</li> <li>• Participate in projects designed to help others in their local community.</li> <li>• Identify a national/current issue and find the actions that the government is taking and suggest alternative actions to solve the problem.</li> </ul>
<p><b>MEANS OF INFORMATION</b></p>	<ul style="list-style-type: none"> <li>• Identify the various means of information.</li> <li>• Differentiate between mass and non-mass media.</li> <li>• Identify the advantages and disadvantages of various means of information.</li> <li>• Identify the role of the media in the political process.</li> <li>• Distinguish between relevant and irrelevant information.</li> <li>• Differentiate between on different points of view on a subject in newspaper articles and news reports.</li> <li>• Identify bias in advertisements and news reports.</li> <li>• Interpret information from newspapers,</li> </ul>



Themes	Students' Learning Outcomes
	<p>television and internet.</p> <ul style="list-style-type: none"> <li>• Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, jokes, etc.).</li> <li>• Create a public service message on a current social or environmental issue for radio, television, newspaper or internet.</li> <li>• Conduct a survey with students in their school to identify the most and least popular TV program and share the information (organize information in the form of tables, graphs and charts).</li> <li>• Defend their position on which is the most important means of information today.</li> </ul>
<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Culture of Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different cultural groups living in Pakistan.</li> <li>• Identify the common characteristics of different cultures.</li> <li>• Describe the cultural diversity of Pakistan (crafts, languages, festivals, clothes, important events, foods).</li> <li>• Identify the advantages of a multicultural society.</li> <li>• Compare (similarities and differences) the culture of Pakistan with that of another country.</li> </ul>

**Grade-V**

Themes	Students' Learning Outcomes
<ul style="list-style-type: none"> <li>Institutions of Socialization</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main institutions that socialize children into culture (religious institutions, family, school etc.).</li> <li>List the ways families socialize their children into their culture.</li> <li>Show through an example how culture changes to accommodate new ideas.</li> </ul>
<ul style="list-style-type: none"> <li>Everyone Values Something</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that there are different values.</li> <li>Identify the factors that influence values (culture, education, religion, etc.).</li> <li>Describe their personal values and how they developed these values.</li> <li>Identify values from given scenarios</li> <li>Recognize the values underpinning their behaviours.</li> <li>Understand that responses to a given situation may differ because of different values.</li> </ul>
<p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>Public Goods and Services</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms public goods and services, exports and imports.</li> <li>Differentiate between public and private goods and services.</li> <li>Identify some public goods and services</li> <li>Identify the ways in which the government provides goods and services (taxes and loans).</li> </ul>

Themes	Students' Learning Outcomes
<ul style="list-style-type: none"> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of international trade for the development of Pakistan.</li> <li>• Identify the three largest exports and three largest imports by interpreting the data from the bar graph.</li> <li>• Trace the origin of common imported items and explain how they are brought to Pakistan.</li> </ul>
<ul style="list-style-type: none"> <li>• Evolution of Money</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate with examples the evolution of money.</li> <li>• Understand that different countries have different currencies.</li> <li>• Describe the role of money in people's lives.</li> <li>• Interpret a graph of wages and professions to identify the relationship between the two.</li> <li>• List the various ways in which income is generated and describe how a business is run.</li> </ul>
<ul style="list-style-type: none"> <li>• Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of bank in the lives of individuals and businesses.</li> <li>• Identify the role of state Bank of Pakistan.</li> <li>• Understand the role of federal government in the economy of Pakistan.</li> <li>• Describe the economic system of Pakistan.</li> </ul>