



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

PAKISTAN STUDIES

Grade X

Number of weeks: 28

Number of periods per week: 3

Key Textbook: Pakistan Studies (9) National Book Foundation)

Teacher Developer(s): Saiqa Bano and Zakia Ahsan

Institution(s): Ghulaman-e-Abbas School and Al-Murtaza Girls' School, Karachi

Topic

Total Periods

6. Economic Development

18

Sub-Topic	Range of SLOs	Periods (40 mins)
6.1 Major Industries of Pakistan	6.1.1 – 6.1.6	8
6.2 Trade and Commerce	6.2.1 – 6.2.4	5
6.3 Transport and Communication	6.3.1 – 6.3.4	5

Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20II%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1 (SLO# 6.1.1)

Research Activity

Instruct students to research different industries in Pakistan based on scale of production (cottage, small-scale, large-scale industries) and types of products (textiles, pharmaceuticals, electronics, steel, cement, etc.)

Map activity, Location of Industries (SLO# 6.1.2)

Provide students with a blank map of Pakistan and instruct them to label different industrial regions on it. Instruct and facilitate them to locate the major industries in

each region and guess what are the factors that contribute to their establishment in those particular locations.

Industries Flashcards (end of the topic evaluation)

Distribute pre-made Flashcards to students, each with a picture or logo representing the different industries in Pakistan. Allow the students to guess the industry based on the visual cues, and then briefly explain each industry, emphasising its key features.

Activity 2

Field Trip Activity (SLO# 6.1.3 – 6.1.4)

Plan a field trip to a local industrial area, such as the S.I.T.E area in Karachi or the Sunder Industrial Estate in Lahore or a cottage industry in Gilgit Baltistan, Punjab or Sindh. Instruct students to observe the working conditions, environmental impact, and social implications of the industry in the area.

Talk to the supervisor/CEO/Manager of the industrial unit to spare sometime to talk to the students visiting the industrial site. He can talk on the following themes:

- The type of product being manufactured
- The rationale behind selection of current industrial raw material being used
- Labour employment
- Initial capital investment
- Use of technology
- Sources of Power

Activity 3 (SLO# 6.1.4)

Debate

Divide your class into two groups and assign them to debate the topic, "Small scale industries are more important than large scale industries for economic development." Encourage them to research and present evidence to support their arguments.

Activity 4 (SLO# 6.1.6)

Community Engagement

Encourage students to actively engage with their local communities to understand the economic challenges faced by marginalized groups. Assign projects where students volunteer with non-profit organizations or conduct interviews with individuals affected by economic disparity. Afterward, students can reflect on their experiences and propose community-based solutions.

Activity 5 (SLO# 6.1.5 – 6.1.6)

Case Study Analysis

Divide the class into smaller groups and give each group a case study that provides them with details about the causes of economic disparity in various parts of Pakistan. Using the facts presented, instruct students to analyse the causes of the industrial

disparities in that area. Encourage them to discuss the main factors for this disparity such as geographical location, access to resources, government policies and past developments etc. After the discussion in small groups, encourage students to share their analysis with the whole class and suggest remedies to overcome this economic disparity.

OR

Role-Playing Activity

Assign each student a role, such as a government official, a business owner, a farmer, or a labourer, and ask them to imagine they belong to different regions of Pakistan. Conduct a role-playing session where the students interact with each other and discuss their economic conditions. Encourage them to identify the reasons for economic disparities in their respective regions and propose solutions to bridge the gap.

Activity 6 (SLO # 6.2.2)

Guest speakers

Invite guest speakers who have expertise in international trade, such as economists, trade specialists, or business professionals. They can share their experiences, insights, and current trends in global trade. Students can ask questions and engage in a dialogue to gain a practical understanding of trade-related issues.

Activity 7 (SLO# 6.2.2)

Research projects:

Assign individual or group research projects on specific trade-related topics, such as the impact of trade on a particular industry, the benefits of trade agreements, or the role of trade in economic development. Encourage students to gather data, analyse findings, and present their research to the class.

Activity 8 (SLO# 6.2.3 – 6.2.4)

Analysing Data:

Provide the class with access to historical trade data for Pakistan, including import and export figures, trade balances, and balance of payments data. In groups or individually, students should analyze the data, identify trends, and interpret the relationship between changing import/export trends and the balance of payments. Students can create visual representations of their findings, such as graphs or infographics, and present their analysis to the class.

Activity 9 (SLO# 6.3.2)

Pros and Cons Debate

Organise a debate in which students argue for or against different modes of transport (railways, water, air, land). Assign half of the class to support the advantages of specific modes of transport, while the other half argues the disadvantages. Divide

students into pairs, with one student assigned the task of presenting the advantages and the other presenting the disadvantages. Give them time to research and prepare their arguments. Conduct the debate in a structured manner, allowing each pair to present their points and counterarguments. Encourage respectful discussions and critical thinking.

Activity 10 (SLO# 6.3.4)

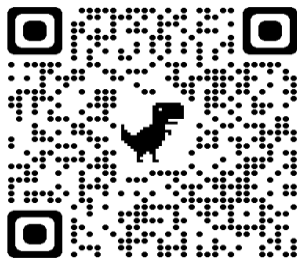
Panel Discussion

Organise a panel discussion with students representing different stakeholders such as government officials, business leaders, and local community members. Assign each participant a specific role and perspective related to Gwadar Port's importance. Encourage students to research and prepare arguments based on real-life scenarios, addressing various concerns and benefits. The panel can discuss topics such as job creation, infrastructure development, investment opportunities, and the impact on regional trade dynamics.

Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to **Learn Smart Classroom by Knowledge Platform**:

<https://akueb.knowledgeplatform.com/login>



Topic

7. Population

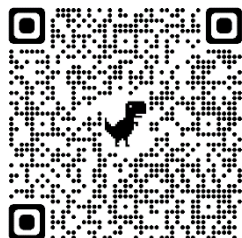
Total Periods

12

Sub-Topic	Range of SLOs	Periods (40 mins)
7.1 Concepts and Characteristics of Population	7.1.1 – 7.1.5	8
7.2 Population and Development	7.2.1 – 7.2.2	4

Learning Resource

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Suggested Activities and/or Formative Assessment

Activity 1(SLO# 7.1.2)

Graph Analysis

Provide students with a set of graphs, tables or models depicting birth and death rates of Pakistan over the years. In small groups or individually, students should examine the graphs and identify any trends, patterns they observe. Ask students to note down change in death and birth rates and overall population over the years in Pakistan. You may use graphical, tabular and forms of information from the suggested reference books.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Topic

Total Periods

8. Political Development in Pakistan

34

Sub-Topic	Range of SLOs	Periods (40 mins)
8.1 Formative Phase of Pakistan (1947-58)	8.1.1 – 8.1.2	3
8.2 General Ayub Khan Era (1958-1969)	8.2.1 – 8.2.4	6
8.3 Fall of East Pakistan (1970-71)	8.3.1 – 8.3.3	4
8.4 Zulfikar Ali Bhutto Era (1971-1977)	8.4.1 – 8.4.3	5
8.5 General Zia-ul-Haq Era (1977-1988)	8.5.1 – 8.5.2	5
Restoration of Civilian Rule (1988-1999)	8.6.1 – 8.6.3	5
General Pervez Musharraf Era (1999-2007)	8.7.1 – 8.7.2	4
2007 and beyond	8.8.1 – 8.8.2	2

Learning Resources

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20II%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1 (SLO # 8.1.2)

Historical Timeline

Divide the class into small groups and provide each group with a timeline of significant events in Pakistan's history related to constitution making. Ask the groups to identify key milestones, major challenges, and significant delays that occurred during the process. Afterward, each group can present their findings, and the class can collectively analyse the reasons behind the delays. A worksheet can be made where students have to mention the reforms and impacts of different politicians.

Activity 2 (SLO# 8.2.2, 8.2.3)

Economic Analysis

Divide the class into groups and assign each group an economic aspect of the Ayub Khan period, such as industrialisation, the Green Revolution, or the shift towards market economy. Ask students to research and analyse the impact of these policies on different sectors of society. Instruct each group to present its findings and engage class in discussion on the pros and cons of Ayub Khan's economic reforms.

Activity 3 (SLO: 8.2.4)

Simulation Game

Divide the class into groups and assign each group a specific role, such as Ayub Khan, political opposition, student activists, or rural communities. Design a simulation game where groups interact with each other, negotiate policies, and make decisions based on the socio-political context of the Ayub Khan era. This activity can help students understand the power dynamics and complexities of the time.

Activity 4

Visual presentations

Ask students to create visual presentations, such as posters or slideshows, showcasing key events, policies/ reforms, and personalities from the Bhutto period such as Yahyah Khan and Zia ul Haq. Allow them to use creative elements like images, quotes, and graphs to convey their understanding of the historical context.

Activity 5 (SLO# 8.5.1, 8.5.2)

Research Projects

Assign individual or group research projects on specific topics related to the Zia ul Haq period. Examples could include the Islamisation policies, the impact on women's rights, the Afghan War and its consequences, or the role of the military in governance. Encourage students to conduct in-depth research, gather primary and secondary

sources, and present their findings through written reports, presentations, or multimedia projects.

Activity 6 (SLO # 8.6.1 – 8.6.3)

Comparative Analysis

Divide the class into groups and assign each group either the Benazir Bhutto or Nawaz Sharif period. Instruct each group to research and create a comparison chart or infographic highlighting the major policies, political developments, and socioeconomic impacts during their assigned period. Have groups present their findings to the class and facilitate a discussion on the similarities and differences between the two periods.

Activity 7

Current Events Discussion (SLO# 8.7.1, 8.7.2)

Start the class by discussing current events related to the Musharraf period, such as the 1999 military coup, the Kargil conflict, or the Emergency Rule in 2007. Engage students in a conversation about the ongoing debates and controversies surrounding Musharraf's rule. Encourage them to share their opinions and analyze the long-term implications of those events.

Activity 8 (SLO # 8.7.1-8.7.2)

Comparative Analysis

Compare the Musharraf period with other historical periods in Pakistan's history, such as the Bhutto or Zia ul Haq era. Instruct students to identify similarities and differences in terms of policies, political climate, and their impact on society. This activity can foster critical thinking and a broader understanding of Pakistan's political history.

Further Resources

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Topic

Total Periods

9. Society and Culture of Pakistan

13

Sub-Topic	Range of SLOs	Periods (40 mins)
9.1 Cultural Components	9.1.1 – 9.1.7	8
9.2 Languages of Pakistan	9.2.1 – 9.2.4	5

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Topic

10. Pakistan in World Affairs

Total Periods

7

Sub-Topic	Range of SLOs	Periods (40 mins)
10.1 Introduction to Foreign Policy	10.1.1 – 10.1.3	2
10.2 Pakistan's Relations with the World	10.2.1	5

Learning Resource

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20SSC%20II%20Pakistan%20Studies.pdf>



Suggested Activities and/or Formative Assessment

Activity 1 (SLO # 10.1.1 – 10.1.3)

News Analysis

Ask students to regularly follow news related to Pakistan's foreign policy and bring in current events articles or reports. In class, facilitate discussions where students analyze and interpret these news pieces, focusing on the motivations behind Pakistan's foreign policy decisions concerning India, USA, Saudi Arabia, China and India. Also find out the implications of Pakistan's foreign policy towards these countries on regional stability, and the challenges faced by Pakistan itself.

Activity 2

Diplomatic Crisis Simulation (SLO # 10.1.1 – 10.1.3)

Create a hypothetical diplomatic crisis scenario, such as a border dispute or a regional conflict, where Pakistan is a key player. Divide the class into groups representing different stakeholders, including Pakistan, neighboring countries, and international organisations. Instruct each group to develop strategies, negotiate, and propose solutions to resolve the crisis. Encourage students to consider Pakistan's foreign policy objectives, diplomatic channels, and the importance of maintaining international relations.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Note: This teacher-led pacing guide has been developed for AKU-EB affiliated schools to facilitate them by

- ensuring smooth transition of a school's academic year.
- ensuring curricular continuity in schools.
- predicting the time and pace of syllabi implementation.

This document also contains **suggested activities and/or formative assessments** that may enhance the learning experience. Please note that these activities are meant to serve as suggestions. As educators, you have the flexibility and autonomy to adapt and modify them to best suit the needs of your students and the dynamics of your classroom.

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FOR ACADEMIC YEAR 2023 AND ONWARDS