

National Curriculum of Pakistan
2022-23

HOME MANAGEMENT AND INTERIORS

Grade 12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

HOME MANAGEMENT AND INTERIORS

Progression Grid

Grade 12

| Grade 11 | Grade 12 |
|---|--|
| <p><u>Domain A: Home Management:</u></p> <p>Home is a place for rest, restoration, and association. Home management is a practical science. "Home management is planning, controlling and evaluating the use of resources of the family for the purpose of attaining family goals"</p> <p>Standard: Students will be able to</p> <ul style="list-style-type: none">● Become Familiar with Background History, concept, need and importance of Home management in everyday life.● Become familiar with the tools of management deals with achieving desired objectives through planned activity● Gain and adopt knowledge of home management relations with values, standards and goals which give meanings to lives through experiences | |
| <p>Benchmark I:</p> <p>NA</p> | <p>Benchmark I</p> <p>Explore history and background of Home Management.</p> <p>Benchmark II</p> <p>Explain the importance of home management, using methods of home management and steps involved in decision making to help families to live beyond survival to happy lives.</p> |

| Student Learning Outcomes | |
|---------------------------|--|
| [NIL] | <p>[SLO:H-12-A- 01]:</p> <p>Define Home and Home management . Explain and Explore history and background of Home management</p> <p>[SLO:H-12-A- 02]:</p> <p>Explain Home Economics as a Professional field</p> <p>[SLO:H-12-A- 03]:</p> <p>Discuss Major professions in Home Economics</p> <p>[SLO:H-12-A- 04]:</p> <p>Discuss the tools and steps of Home Management (Describe the importance of Home management, planning , organization, implementation and evaluating result) (List motivational factors for managements)</p> <p>[SLO:H-12-A- 05]:</p> <p>Explain how home management links with values, standards and goals</p> |

[SLO:H-12-A- 06]:

Define home management goals

[SLO:H-12-A- 07]:

List type of goals

[SLO:H-12-A- 08]:

Explain why goals change

[SLO:H-12-A- 09]:

Define values and sources of values

[SLO:H-12-A- 10]:

Classify types of values*

*These values, standards and goals which are closely related to each other, motivate the family to make decisions, to achieve their desired goals

[SLO:H-12-A- 11]:

Explain the importance of motivational factors for management

[SLO:H-12-A- 12]:

Define decision-making

[SLO:H-12-A- 13]:

Describe the process of decision making in home management (Explain each step involved and its significant)

[SLO:H-12-A- 14]:

Define family and Explain family life cycle and its various stages (Also relate decision making at various stages of family life cycle)

Domain B: Interior Design:

The interior design is a complex mixture of component parts-including architecture, furniture, textiles and conceptualization. It promotes design that re-invents and improves the space it occupies, enhancing the emotional experience. good design can aid mental wellness and helps us achieve a new sense of happiness within the space

Standard: Students will be able explain principles of interior designing including application of material, color, textures intended to strengthen their theoretical, practical and conceptual skills

Benchmark I: Students will be able to:

- Identify basic elements and principles of interior design and its application by taking an example of home interior
- Illustrate importance of interior design using materials, colors, textures, and details to create pleasing and attractive spaces for example role of natural and artificial light in a residential interior
- Explain general rules of thumb-like what the golden ratio and the golden spiral are and the best ways to use a mood board

Student Learning Outcomes

[SLO:I-12-B- 01]:

Define Design and interior Design.

(Introduce background, history and various styles in interior Design)

[SLO: I-12-B- 02]:

Describe elements of interior design and its application through case studies (home interiors)

[SLO: I-12-B- 03]:

Describe principles of interior design analyzing its application by taking case study of home interior

[SLO: I-12-B- 04]:

Explain general rules of thumb- (introduce golden ratio and the golden spiral, proper size for a coffee table, optimal height to hang lighting fixtures and best way to use a mood board

(Ref: The interior design handbook by Frida Ramsted

[SLO:I-12-B- 05]:

Practical Assignment: Apply principles and elements of interior design in a living room of home.

- Select the style of interior
- Develop a mood board
- (Color, texture, material) the furniture layout

(reference: The interior design handbook by Frida Ramsted)

(application of natural and artificial light)

(application of plants in interior)

[SLO: I-12-B- 06]:

Define the professions:

- Interior Designer
- Interior Decorators

(The role of interior designer and interior decorator, differentiate between these two professions)

(interior designer comes from four years degree course while interior decoration could be short courses)

[SLO: I-12-B- 07]:

Explain the use of electrical appliances

[SLO: I-12-B- 08]:

Describe importance of utilization of home appliances

(safety measurement, utilizing, cleaning, maintaining home appliances)

[SLO: I-12-B-09]:

Describe factors affecting while selecting home appliances

(Purchase price, Quality, Size, Safety, Style)

Domain C: Environmental Design:

Environmental Design deals with the relationship between context, building design and interior. it relates with understanding of passive techniques in building design and interiors

Standard:

Students will be able to analyze basic of environmental design, solar angles, wind direction, basic principles in solar control design and application of passive system

Benchmark I:

Students will be able to:

Assess basic components, tools, and factors affecting environmental design, understanding of solar application, wind direction, passive system and sustainable material in environmental design systems.

Students Learning Outcomes

[SLO: I-12-C- 01]:

Define environment and environmental design
(introduction to environmental Design)

[SLO: I-12-C- 02]:

Describe factors affecting environmental Design
(Solar application, wind direction, solar angles, wind catchers means of ventilation) (vegetation, plantation)

[SLO: I-12-C- 03]:

Describe passive system application in residential design

[SLO:I-12-C- 04]:

Explore sustainable material in building design

[SLO: I-12-C- 05]:

Discuss environmental degradation and mitigation and remedies of degradation, mitigation

[SLO: I-12-C- 06]:

Describe environmental friendly design

Practical Assignment:

Apply components of environmental friendly design in house interior, application of big windows in cold region south and west facing:

- Grow plants in outdoor private spaces, courtyard, verandah
- Use environmental friendly materials
- Design windows, ventilators according to wind direction for hot climate

Domain D: Sustainable Design

Standard: Enable students to evaluate sustainable design, its importance and implementation through experience by doing projects.

Grade 11

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Benchmark I: Students will be able to explore sustainability of design, and its major areas.

Student Learning Outcomes

Students will be able to:

[SLO:S-12-D- 01]:

Explain the concept of sustainability.

- What is sustainability?
- The Importance of sustainability and its need in the modern world

[SLO:S-12-D- 02]:

Identify the 4 Major areas of Sustainability and their understanding.

- What are the four major areas: Human, Social, economic, Environmental?

[SLO:S-12-D- 03]:

Categorize major areas of sustainability in the surroundings, particularly at home and analyze the cause and effects.

- How do you understand these 4 major areas through observation in your surroundings in society and at your home on a very basic level.
- Present them as case studies.

[SLO:S-12-D- 04]:

Research question and analysis

Development of a research Question and understand the domain through surveys and analysis.

[SLO:S-12-D- 05]:

Present and conclude a presentation.

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| | Benchmark II: Design materials using their interrelatedness through practical implementation. |
| Student Learning Outcomes | |
| | <p>[SLO:S-12-D- 06]: Distinguish between the object and product.</p> <p>[SLO:S-12-D- 07]: Research for the eco-friendly materials and procedures.</p> <p>[SLO:S-12-D- 08]: Analyze products based on principles of four documented areas.</p> <p>[SLO:S-12-D- 09]: Apply their knowledge of re-designing/restoring products with eco-friendly materials.</p> <p>[SLO:S-12-D- 10]: Exhibit products based on curation and display principles.</p> |

Domain E: Drafting and Computational Design
Standard: Draft elements of design using mechanical tools and Computer Aided Design (AutoCAD).

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|---------------------------|--|
| | Benchmark I: Practice basic elements of design with precisions and accuracy, using the technique of drafting. |
| | Benchmark II: Use computer-aided design. |
| Student Learning Outcomes | |
| N/A | <p>[SLO:S-12-E- 01]:</p> <p>Identify short keys of AutoCAD</p> <p>[SLO:S-12-E- 02]:</p> <p>Describe the application of AutoCAD</p> <p>[SLO:S-12-E- 03]:</p> <p>Use the AutoCAD interface effectively</p> <p>[SLO:S-12-E- 04]:</p> <p>Draw basic elements of Design, using prior principles of Geometry, i.e.:</p> <ul style="list-style-type: none"> ● Lines ● Circles ● Arc ● Polylines ● Rectangles ● Polygons ● Splines ● Ellipse |

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| | <p>[SLO:S-12-E- 05]:</p> <p>Deconstruct components of the designed objects into polygons and draw them on CAD.</p> |
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| Domain F: Resource | |
| Standard: Apply their knowledge of human/non-human resources to design a complete plan. | |
| Grade 11 | Grade 12 |
| | Benchmark I: Assess human and non-human resources through their daily life uses/engagements. |
| Student Learning Outcomes | |
| N/A | <p>[SLO:R-12-F- 01]:</p> <p>Describe human and non-human resources.</p> <p>[SLO:R-12-F- 02]:</p> <p>Explain factors affecting both of the sources.</p> <p>[SLO:R-12-F- 03]:</p> <p>Assess both of these resources in their respective contexts/surroundings.</p> |

[SLO:R-12-F- 04]:

Design a plan for different types of family set-ups, by implementing both human and non-human resources.



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