National Curriculum of Pakistan
2022-23

# COMPUTER STUDIES FOR PRE-HOME ECONOMICS

Grade 12


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

بسم الله الرحمن الرحيم

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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

**Progression Grid**
**Computer Studies for Pre-Home Economics**
**Grade 12**

**Domain A: Impacts of Computing**

**Standard 1**: Students will be able to understand ethics and laws related to computing and the use of computing devices, media, data, the internet, and the application of personal privacy and network security.
**Standard 2**: The environmental, cultural, and human impact of computing and assistive technologies for the modern world.

| **Benchmarks** |
|---|
| **Benchmark I**: Students will obtain knowledge of ethical and legal issues surrounding the use of computing.<br>**Benchmark II**: Students will explain privacy and network security issues surrounding computing applications and devices they use everyday<br>**Benchmark III**: Students will describe the role of assistive technologies and understand the implications of the digital divide<br>**Benchmark I**: Students will interpret documents related to computing systems and evaluate their legal and ethical implications.<br>**Benchmark II**: Students will be able to illustrate how they can maintain privacy online and address security concerns they may encounter with the use of computing devices and applications<br>**Benchmark III**: Students will demonstrate their ability to collaborate and communicate on the design of computing applications |
| **Student Learning Outcomes** |
| [SLO CS-12-A-01]:<br><br>Explain and apply safe and responsible use of computers (responsible use of hardware, appropriate use of software, and safe use of digital platforms like data searches, social networking, etc.) |
| [SLO CS-12-A-02]:<br><br>Analyze the beneficial and harmful effects of computing innovations such as social networking, fake news, etc. |
| [SLO CS-12-A-03]:<br><br>Apply safe & responsible use of the internet to prevent addiction, promote information and data security |
| [SLO CS-12-A-04]:<br><br>Evaluate the impact of and apply strategies to prevent cyberbullying/harassment |
| [SLO CS-12-A-05]:<br><br>Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices |

| |
|---|
| [SLO CS-12-A-06]:<br><br>Define and discuss how computing has increased connectivity by enabling communication between people and the environmental, cultural, and human impact of increased connectivity |
| [SLO CS-12-A-07]:<br><br>Identify and apply safe practices when collaborating on digital or online platforms. |
| [SLO CS-12-A-08]:<br><br>Discuss security threats and mitigation such as 2FA, biometric verification, and secure techniques for transmitting data etc. |
| [SLO CS-12-A-09]:<br><br>Collaborate on strategies to provide equity and equal access to information |

**Domain B: Digital Literacy**

**Standard 1**: Use digital tools to design and develop a significant digital artifact through research design, data collection, and communication.

| **Benchmarks** |
|---|
| **Benchmark I**: Collect & analyze information and publish to various audiences using digital tools and media-rich resources.<br>**Benchmark II**: Use digital tools to design and develop a significant digital artifact through research design, data collection, and communication. |
| **Student Learning Outcomes** |
| [SLO CS-12-B-01]:<br><br>Gather, organize, analyze, and synthesize information using a variety of digital tools such as image processing, word processing, media presentation, and spreadsheets |
| [SLO CS-12-B-02]:<br><br>Communicate and publish key ideas and details to a variety of audiences using appropriate digital tools and media-rich resources |
| [SLO CS-12-B-03]:<br><br>Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, simulations) |
| [SLO CS-12-B-04]:<br><br>Students will create an artifact that answers a research question, communicates results and conclusions through digital resources or tools |

**Topic C: Entrepreneurship in the Digital Age**

**Standard:** Students will create a business using design thinking with the help of digital tools

| Benchmarks |
| --- |
| **Benchmark I**: Students will identify problems and create and present business solutions<br>**Benchmark II**: Students will learn how to build successful products or services by creating and testing prototype and launching a minimum viable product |
| **Student Learning Outcomes** |
| [SLO CS-12-C-01]:<br><br>Students identify a problem and create a business idea using design thinking |
| [SLO CS-12-C-02]**:**<br><br>Students will use digital tools to create and present a business plan |
| [SLO CS-12-C-03]:<br><br>Students will use digital tools to conduct research to collect market and customer insights for a business idea |
| [SLO CS-12-C-04]**:**<br><br>Students will pitch a business idea |
| [SLO CS-12-C-05]:<br><br>Students will create, test, and iterate a prototype for a business idea |
| [SLO CS-12-C-06]**:**<br><br>Students will create and test a minimum viable product for their business |

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