

National Curriculum of Pakistan
2022-23

HISTORY OF THE MODERN WORLD

Grades 11-12



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

History of the Modern World

Progression Grid

Grade 11-12

Domain A: Archiving the Narrative

Standard: Analyzing Socio-Political Developments

Grade 11

Benchmark I: Evaluate the significance of the study of the subject of History as an essential tool for a better orientation of the world we live in; students will develop a deeper understanding of the science of periodization and how the historical progress is divided into time frames in retrospect.

Student's Learning Outcomes

Students will be able to:

[SLO: MW-11-A-01]:

Define History as a discipline, explain its **subject matter** and **scope**.

[SLO: MW-11-A-02]:

Discern the various **branches** of History.

[SLO: MI-11-A-03]:

Differentiate in the various **approaches** and **paradigms** of History, for example Marxist Approach, Subaltern Approach, Feminist Approach, Orientalist Approach, National Approach, Military History, Social and Cultural History and Oral History as they pertain to an improved understanding of local history.

[SLO: MW-11-A-04]:

Identify **causation** as the primary motivating force behind all kinds of historical development.

[SLO: MW-11-A-05]:

Comprehend the theory of periodization in historiography and infer the various ways in which history's progress can be divided into periods, for example geographically specific periodization labels, based on cultural usage or marked by a prominent historical event and defined by decimal numbering.

Benchmark II: The students will identify the specific social, political and intellectual events that marked the shift of historical periods.

Student Learning Outcomes

Students will be able to:

[SLO: MW-11-A-06]:

Describe the social, economic and religious conditions of Europe towards the end of medieval period.

[SLO: MW-11-A-07]:

Be fully cognizant of the change brought about by the **Renaissance** in the society and culture of Europe. The students will be able to appreciate the importance of the invention of the **Gutenberg** printing press, the role played by the **Medici Family in Italy** and the relevance of the cultural movement of humanism.

[SLO: MW-11-A-08]:

Appreciate the complete break of European history from the Middle Ages with the **Reformation**. The students will analyze the various reasons which ultimately led to a reform in Western Christianity and how it helped shape the social and political landscape of Modern Europe.

Benchmark III: Students will identify the specific social, political and intellectual events that marked the shift of historical periods.

Student Learning Outcomes

Students will be able to:

[SLO: MW-11-A-09]:

Breakdown the reasons for the **Age of Discovery** and how it sowed the seeds of colonialism in the European political perspective.

[SLO: MW-11-A-10]:

Analyze the **Age of Absolutism** that marked the European political atmosphere and led to long conflicts between nations.

[SLO: MW-11-A-11]:

Appreciate the creation of a framework of modern international relations after the signing of **The Peace of Westphalia (1648)**. The students will further infer how the origins of state sovereignty, diplomacy and mediation between nations that the modern world has inherited are found in this treaty.

Domain B: Society and Culture

Standard 1: The Age of Enlightenment

Grade 11

Benchmark I: Examine the changed social, religious, cultural and political fabric of Europe and infer what Enlightenment truly connotes.

Student's Learning Outcomes

Students will be able to:

[SLO: MW-11-B-01]:

Trace the roots of the **Age of Reason** and conclude the political, social and intellectual philosophy that Enlightenment propounded.

[SLO: MW-11-B-02]:

Deconstruct the reasons for the **French Revolution (1789)** and its impact on the society and culture of Modern Europe.

[SLO: MW-11-B-03]:

Summarize the shift from the Revolution era to the **Napoleonic Age**.

Standard 2: Rise of Nationalism in Europe

Grade 11

Benchmark I: Evaluate how the idea of Nationalism has been a few years in the making and all events beginning with the Renaissance have contributed to the development of Europe's political philosophy.

Student's Learning Outcomes

Students will be able to:

[SLO: MW-11-B-04]:

Interpret the concept of **Nationalism** as an essential result of the changes in Europe since the start of Renaissance, and further define it in the context of Europe exclusively.

[SLO: MW-11-B-05]:

Briefly outline independence attempts by various European countries, especially the **Unification of Germany and Italy (1871)** as a result of the ideology of nationalism that permanently changed Europe.

Domain C: Intellectual Contributions

Standard 1: Literary and Intellectual Contributions

Grade 11

Benchmark I: Discuss the intellectual contributions of European nations which in a large part impact how the rest of the world perceives itself to the present day.

Student's Learning Outcomes:

Students will be able to

[SLO: MW-11-C-01]:

Elaborate on the **Scientific Revolution** of Europe as it navigated through growth and development in the fields of science and technology.

[SLO: MW-11-C-02]:

Explain the shift of the European society shifted from feudalism to the **Industrial Revolution**.

Domain A: Archiving the Narrative

Standard 1: Analyzing Political Developments

Grade 12

Benchmark I: Analyze the changed political scenario of Europe with the expansion of its economic interests across the globe. The students will further analyze how the changing political topography of other continents affected Europe's progress in the Modern World.

Student's Learning Outcomes

Students will be able to:

[SLO: MW-12-A-01]:

Appraise the impact of **Imperialism** on European nations socially, culturally, politically and economically.

[SLO: MW-12-A-02]:

Analyze the repercussions on Europe of the political and economic instability of the Ottoman Empire. The students will be fully acquainted with the **Eastern Question** and its significance in Europe's history.

Benchmark II: Students will identify the specific social, political and intellectual events that marked the shift of historical periods.

Student Learning Outcomes

Students will be able to:

[SLO: MW-12-A-03]:

Discern the various reasons that led up to the **First World War (1914- 1918)** and its repercussions on the world.

[SLO: MW-12-A-04]:

Analyze the course that the WWI adopted and its effect on the political development of the European nations and their colonies after the **Paris Peace Conference**.

[SLO: MW-12-A-05]:

Argue the need for a worldwide intergovernmental organization and the subsequent creation of **The League of Nations**.

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

Interpret the reasons for the failure of the League of Nations.

Benchmark III: Students will analyze the changed power dynamics in Europe following a 4 year long international conflict and post Enlightenment society.

Student Learning Outcomes

[SLO: MW-12-A-07]

Classify the social, political and economic reasons for Russian Revolution (1917) and its impact upon the world.

[SLO: MW-12-A-08]

Distinguish the views of the three schools of thought on the historiography of the Russian Revolution. The students should be able to argue the differing views of Soviet-Marxists, Western Totalitarians and Revisionists to better understand one of the most impactful revolutions to come out of Europe.

Domain B: Society and Culture

Standard 1: Political Thought in Europe

Grade 12

Benchmark I: Examine the changed social, religious, cultural and political fabric of Europe and infer what Enlightenment truly connotes.

Student's Learning Outcomes

Students will be able to:

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

Analyze the change in European political thought with the beginning of **Enlightened Despotism** inspired by the Age of Enlightenment.

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

Examine the political morality as outlined in the work of **Niccolo Machiavelli**.

Standard 2: Social Thought in Europe

Grade 12

Benchmark I: Examine the changed social, religious, cultural and political fabric of Europe and infer what Enlightenment truly connotes.

Student's Learning Outcomes

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

Relate the evolution of European governance into one with greater social responsibility both on the part of the state and people.

[SLO: MW-12-B-004]:

Analyze the state as propounded in the Social Contract Theory of Thomas Hobbes.

Standard 3: Economic Thought in Europe

Grade 12

Benchmark I: Examine the changed social, religious, cultural and political fabric of Europe and infer what Enlightenment truly connotes.

Student's Learning Outcomes

Students will be able to:

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

Acknowledge the growth of capitalism following the Industrial Revolution and the Age of Imperialism.

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

Appraise the concept of **Democracy** in its uniquely European context.

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

Explain the shift in the ideological framework of Europe with the publication of **The Communist Manifesto** by **Karl Marx** and how it gave a parallel socio- political and economic system to the world.

Domain C: Intellectual Contributions

Standard 1: Literary and Intellectual Contributions

Grade 12

Benchmark I: Discuss the intellectual contributions of European nations which in a large part impact how the rest of the world perceives itself to the present day.

Student's Learning Outcomes:

Students will be able to

[SLO: MW-12-C-01];

Appreciate the intellectual contributions of European civilization as it stepped into its own in the modern period of its history and explored political authority and moral values without the help of traditional religious authority.



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