

National Curriculum of Pakistan
2022-23

Health and Physical Education

Grades 9-12



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

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National Curriculum of Pakistan
2022-23

HEALTH AND PHYSICAL EDUCATION

Grades 9-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
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PROFESSIONAL TRAINING, ISLAMABAD
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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

Health and Physical Education

Grades 9 - 12

Physical Health

Domain A: Foundations of Physical Education

Standard I: Students will develop an understanding of the importance of Physical Education in daily life.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will define and articulate the contemporary objectives of Physical Education, discuss its daily life relevance and recognize it as an integral part of holistic education			
Student Learning Outcomes			
[SLO:HP-09-A-01]: Students will be able to define Physical Education.	[SLO:HP-10-A-01]: Students will be able to describe the objectives of Physical Education in the modern age.		
[SLO:HP-09-A-02]: Students will be able to discuss the importance of Physical Education in daily life.	[-]		

Domain B: Competition Systems in Sports

Standard I: Demonstrate an understanding of various competition systems, including league systems, knockout systems and combination systems, by listing and describing each and evaluating their respective advantages and disadvantages.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Students will critically evaluate different competition systems, including leagues, knockouts and combinations, highlighting the strengths and weaknesses of each and demonstrating an ability to apply this knowledge to various sports scenarios.</p>			
<p style="text-align: center;">Student Learning Outcomes</p>			
<p>[SLO:HP-09-B-01]:</p> <p>Students will be able to list and describe different competition systems.</p>	<p>[SLO:HP-10-B-01]:</p> <p>Students will be able to describe the league system and its advantages/disadvantages.</p>	<p>[SLO:HP-11-B-01]:</p> <p>Students will be able to apply the competition systems to various sports scenarios, demonstrating an ability to design and implement this competition structure effectively, considering factors such as scheduling, point systems and promotion/relegation mechanisms.</p>	
	<p>[SLO:HP-10-B-02]:</p> <p>Students will be able to describe the knockout system and its advantages/disadvantages.</p>		
	<p>[SLO:HP-10-B-02]:</p> <p>Students will be able to describe the combination system and its advantages/disadvantages.</p>		

Domain C: RECREATION

Standard I: Demonstrate a comprehensive understanding of recreation by justifying its importance in everyday life, differentiating between recreational activities and work through the provision of examples and listing and describing various recreational activities.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will be able to define and differentiate recreational activities and work by giving real world examples.			
Student Learning Outcomes			
Students will be able to:			
[SLO:HP-09-C-01]: Students will be able to define recreation.	[SLO:HP-10-C-01]: Students will be able to explain the importance of recreation in everyday life.		
[SLO:HP-09-C-02]: Students will be able to differentiate between recreational activity and work by giving three real world examples.	[SLO:HP-10-C-02]: Students will be able to choose and participate in three recreational activities and discuss them with their peers.		

Domain D: Fitness and Training

Standard I: Demonstrate a comprehensive understanding of physical fitness, including training principles, components and methods and recognize the importance of FITT principles and periodization in sports and exercise.

Grade 9	Grade 10	Grade 11	Grade 12
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Benchmark I: Students will define physical fitness by listing training principles, describing fitness components and outlining training methods briefly. They'll define agility and quickness by linking them to athlete performance.

Benchmark I: Student will identify the components of FITT Principle and its practical implications.

Student Learning Outcomes

<p>[SLO:HP-09-D-01]:</p> <p>Students will be able to define physical fitness and its significance in sports.</p>	<p>[SLO:HP-10-D-01]:</p> <p>Students will be able to define training and list training principles.</p>	<p>[SLO:HP-11-D-01]:</p> <p>Students will be able to identify the components of FITT Principle.</p>	
<p>[SLO:HP-09-D-02]:</p> <p>Students will be able to list and describe the components of physical fitness.</p>	<p>[SLO:HP-10-D-02]:</p> <p>Students will be able to list and describe training methods (duration, interval, repetition, competition).</p>	<p>[SLO:HP-11-D-02]:</p> <p>Students will be able to elaborate each component of FITT Principle with benefits of each.</p>	
<p>[SLO:HP-09-D-03]:</p> <p>Students will be able to define agility and quickness and their roles in athlete performance</p>	<p>[SLO:HP-10-D-03]:</p> <p>Students will be able to list and analyze the phases of training such as foundation, build-up, follow-up, high performance.</p>		
<p>[SLO:HP-09-D-04]:</p> <p>Students will be able to identify exercises</p>		<p>[SLO:HP-11-D-03]:</p> <p>Students will be able to demonstrate exercises to</p>	<p>[SLO:HP-12-D-01]:</p> <p>Students will be able to evaluate the impact of agility and</p>

to improve agility and quickness.		improve agility and quickness.	quickness on sports performance.
N/A		Benchmark II: Students will identify the concept of Periodization and its different phases.	
Student Learning Outcomes			
		[SLO:HP-11-D-04]: Students will be able to define Periodization and explain its importance.	
		[SLO:HP-11-D-05]: Students will be able to describe different phases of Periodization.	

Standard II: Demonstrate the integration of nutrition in fitness, including the design of nutrition plans, assessment of dietary needs and critical evaluation of nutritional strategies for athletes.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will apply their knowledge by designing a balanced meal plan, analyzing the impact of hydration and advocating for nutrition education, showcasing proficiency in nutrition concepts and energy systems in the human body.			
Student Learning Outcomes			
[SLO:HP-09-D-05]: Students will be able to define basic nutrition terms, including	[SLO:HP-10-D-04]: Students will be able to evaluate the nutritional requirements for	[SLO:HP-11-D-06]: Students will be able to discuss the significance of nutritional timing in sports.	[SLO:HP-12-D-02]: Students will be able to design a comprehensive nutrition plan for an

macronutrients and micronutrients.	different physical activities and sports.		athlete undergoing intensive training.
[SLO:HP-09-D-06]: Students will be able to explain the importance of a balanced diet for overall health.	[SLO:HP-10-D-05]: Students will be able to design a balanced daily meal plan considering the nutritional needs of an athlete.	[SLO:HP-11-D-07]: Students will be able to explain the role of supplements in sports nutrition.	[SLO:HP-12-D-03]: Students will be able to evaluate fad diets and their impact on athletic performance.
[SLO:HP-09-D-07]: Students will be able to identify sources of essential nutrients and their roles in the body.	[SLO:HP-10-D-06]: Students will be able to analyze the impact of hydration on physical performance.	[SLO:HP-11-D-08]: Students will be able to assess the nutritional strategies for recovery after physical exertion.	[SLO:HP-09-D-03]: Students will be able to advocate for the importance of nutrition education in sports in school/college and community level
[SLO:HP-09-D-08]: Students will be able to define energy systems in the human body.	[SLO:HP-10-D-07]: Students will be able to calculate and compare energy consumption rates based on various factors.		
[SLO:HP-09-D-09]: Students will be able to describe the aerobic and anaerobic energy systems.	[SLO:HP-10-D-08]: Students will be able to create a chart related to energy consumption rates.		
[SLO:HP-09-D-10]: Students will be able to differentiate			

between aerobic and anaerobic activities.			
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Domain E: Gymnastics, Games and Athletics

Standard I: Defining gymnastics and locomotion, showcasing historical knowledge and types of gymnastics, demonstrating coordination exercises and displaying comprehensive skills in various sports disciplines, track and field events and sports ground activities, emphasizing a well-rounded competence in physical fitness and sportsmanship.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will define gymnastics and locomotion, outline the historical background and types of gymnastics, and demonstrate coordination exercises showcasing a comprehensive understanding of gymnastics' role in Physical Education.			
Student Learning Outcomes			
[SLO:HP-09-E-01]: Students will be able to define gymnastics.	[SLO:HP-10-E-01]: Students will be able to define locomotion.	[SLO:HP-11-E-01]: Students will be able to classify the gymnastic activities.	
[SLO:HP-09-E-02]: Students will be able to explain historical background of gymnastics and its development as an international sport.	[SLO:HP-10-E-02]: Students will be able to enlist and describe types of locomotion.	[SLO:HP-11-E-02]: Students will be able to practice forward role, backward role, dive role, and handstand.	
[SLO:HP-09-E-03]:	[SLO:HP-10-E-03]:		

Students will be able to discuss the role of gymnastic in Physical Education	Students will be able to demonstrate coordination exercises interpreting different types of locomotion.		
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Benchmark II: Students will draw and label sports grounds and courts, list and follow rules, describe officials' duties and demonstrate practical skills in cricket, football, volleyball, badminton and basketball, showcasing comprehensive knowledge and proficiency across multiple sports disciplines.

Student Learning Outcomes

[SLO:HP-09-E-04]: Students will be able to draw and label a Cricket ground.	[SLO:HP-10-E-04]: Students will be able to draw and label Volleyball court.	[SLO:HP-11-E-03]: Students will be able to draw and label a Handball court.	[SLO:HP-12-E-01]: Students will be able to draw and label a Hockey ground.
[SLO:HP-09-E-05]: Students will be able to enlist, describe and follow the rules of Cricket.	[SLO:HP-10-E-05]: Students will be able to enlist, describe and follow the rules of Volleyball.	[SLO:HP-11-E-04]: Students will be able to describe the rules of Handball.	[SLO:HP-12-E-02]: Students will be able to describe the rules of Hockey.
[SLO:HP-09-E-06]: Students will be able to practice the basic skills of Cricket	[SLO:HP-10-E-06]: Students will be able to practice the basic skills of Volleyball.	[SLO:HP-11-E-05]: Students will be able to practice the skills of Handball.	[SLO:HP-12-E-03]: Students will be able to practice the skills of Hockey.
[SLO:HP-09-E-07]: Students will be able to enlist and	[SLO:HP-10-E-07]: Students will be able to enlist and describe the	[SLO:HP-11-E-06]: Students will be able to describe the duties of officials in Handball.	[SLO:HP-12-E-04]: Students will be able to describe the

describe the duties of Cricket officials.	duties of Volleyball officials.		duties of officials in Hockey.
[SLO:HP-09-E-08]: Students will be able to draw and label a Football ground.		[SLO:HP-11-E-07]: Students will be able to draw and label a Badminton court.	
[SLO:HP-09-E-09]: Students will be able to enlist, describe and follow the rules of Football.		[SLO:HP-11-E-08]: Students will be able to describe the rules of Badminton.	[SLO:HP-12-E-05]: Students will be able to draw and label a Basketball court.
[SLO:HP-09-E-10]: Students will be able to enlist and describe the duties of Football officials.		[SLO:HP-11-E-09]: Students will be able to practice the skills of Badminton.	[SLO:HP-12-E-06]: Students will be able to describe the rules of Basketball.
[SLO:HP-09-E-11]: Students will be able to practice the basic skills of Football.	[SLO:HP-10-E-08]: Students will be able to demonstrate practical skills in cricket, football and volleyball.	[SLO:HP-11-E-10]: Students will be able to describe the duties of officials in Badminton.	[SLO:HP-12-E-07]: Students will be able to practice the skills of Basketball.
			[SLO:HP-12-E-08]: Students will be able to describe the duties of officials in Basketball.
		[SLO:HP-11-E-11]: Students will be able to demonstrate practical	[SLO:HP-12-E-09]: Students will be able to demonstrate

		skills in cricket, football, volleyball and Badminton.	practical skills in cricket, football, volleyball, Badminton and Basketball.
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Benchmark III: Students will demonstrate knowledge and practical skills in track and field events, including drawing and labeling tracks and pits, describing rules, practicing techniques for 100m, 400m, long jump, relay races, javelin throw, shot put and triple jump and actively participating in school/college competitions for these events, showcasing comprehensive understanding and proficiency in athletics.

Student Learning Outcomes

[SLO:HP-09-E-12]: Students will be able to identify the track for 100 meters and 400 meters race on a standard track.	[SLO:HP-10-E-09]: Students will be able to draw and label the standard pit for long jump.	[SLO:HP-11-E-12]: Students will be able to describe the rules of 4 x 400 meter (relay race)	[SLO:HP-12-E-10]: Students will be able to describe the rules of Javelin throw.
[SLO:HP-09-E-13]: Students will be able to practice the techniques of start and finish for 100 meters and 400 meters race.	[SLO:HP-10-E-10]: Students will be able to practice the techniques of long jump.	[SLO:HP-11-E-13]: Students will be able to practice the skills of 4 x 400 meter (relay race)	[SLO:HP-12-E-11]: Students will be able to practice the skills of Javelin throw.
[SLO:HP-09-E-14]: Students will be able to describe the rules of 100 meters and 400 meters race.	[SLO:HP-10-E-11]: Students will be able to describe the rules of long jump and SLO:HP-10-E-12:practice the skills of long jump.	[SLO:HP-11-E-14]: Students will be able to draw and label a sketch of jumping pit for Triple Jump.	
[SLO:HP-09-E-15]: Students will be	[SLO:HP-10-E-13]: Students will be able to	[SLO:HP-11-E-15]: Students will be able to	

able to practice the skills of 100-meter and 400-meter race.	draw and label the sketch of shot put sector.	describe the rules of triple Jump.	
	[SLO:HP-10-E-14]: Students will be able to describe the rules of shot put.	[SLO:HP-11-E-16]: Students will be able to practice the skills of triple jump.	
	[SLO:HP-10-E-15]: Students will be able to practice various styles of shot put.		
	[SLO:HP-10-E-16]: Students will be able to participate in 100m race, 400m race, shot put and long jump competitions.		[SLO:HP-12-E-12]: Students will be able to participate in 4 x 400m relay race, javelin throw and triple Jump competitions within schools/colleges.

Domain F: HEALTH EDUCATION

Standard I: Demonstrate a comprehensive understanding of health and wellness, recognizing factors influencing wellness and the role of holistic approaches in health education.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will define health, wellness and holism, highlighting their interconnection and demonstrate the ability to make informed, healthy choices in diverse situations.			
Student Learning Outcomes			

[SLO:HP-09-F-01]: Students will be able to define Health and Health Education	[SLO:HP-10-F-01]: Students will be able to define wellness and list factors affecting wellness.	[SLO:HP-11-F-01]: Students will be able to define the concept of Holism.	
[SLO:HP-09-F-02]: Students will be able to identify relation of Health Education with Physical Education	[SLO:HP-10-F-02]: Students will be able to enlist and describe the factors affecting wellness	[SLO:HP-11-F-02]: Students will be able to identify role of Holistic approach in health education.	
	[SLO:HP-10-F-03]: Students will be able to demonstrate and justify the ability to make healthy choices that affect the quality of well ness in different situations		

Domain G: Human Body and Its Systems

Standard I: Demonstrate understanding of essential principles and key aspects of Human health, covering human body components, bone types, major muscles, joints, obesity causes and the relevance of cardiovascular fitness in sports. Students will also explain the concept of Body Mass Index (BMI) and calculate BMI.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will demonstrate knowledge of fundamental principles in anatomy and physiology, including components of the human body, types of bones, major muscles, joints, obesity causes and the significance of cardiovascular fitness in sports.			
Student Learning Outcomes			

[SLO:HP-09-G-01]: Students will be able to enlist and describe components of the human body, muscles, bones and fats.	[SLO:HP-10-G-01]: Students will be able to enlist and describe the types of bones	[SLO:HP-11-G-01]: Students will be able to define obesity, enlist and describe the causes of obesity.	[SLO:HP-12-G-01]: Students will be able to differentiate between Anatomy and Physiology
[SLO:HP-09-G-02]: Students will be able to identify the origin and insertion of major muscles	[SLO:HP-10-G-02]: Students will be able to classify different types of joints	[SLO:HP-11-G-02]: Students will be able to calculate lean body weight and understand the importance of body mass index (BMI).	[SLO:HP-12-G-02]: Students will be able to enlist components of cardiovascular fitness.
			[SLO:HP-12-G-03]: Students will be able to explain the importance of cardiovascular fitness in sports.
N/A		Benchmark II: Students will identify the concept of Body Mass Index.	N/A
Student Learning Outcomes			
		[SLO:HP-11-G-03]: Students will be able to define BMI	
		[SLO:HP-09-G-04]: Students will be able to calculate and categories according to BMI.	

Domain H: Movement Education and Leadership in Sports

Standard I: Demonstrate knowledge of movement education principles, displaying expertise in derived movements, recognizing their link to physical well-being and understanding the role of audio-visual aids. Moreover, they will apply practical knowledge in analyzing and addressing postural defects.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Students will demonstrate an understanding of movement education principles, including derived movements, the relationship with physical well-being and the role of audio-visual aids. They will also exhibit proficiency in analyzing and addressing postural defects, showcasing practical knowledge in movement education.</p>			
<p>Student Learning Outcomes</p>			
<p>[SLO:HP-09-H-01]: Students will be able to define movement education.</p>	<p>[SLO:HP-10-H-01]: Students will be able to enlist and describe derived movements.</p>	<p>[SLO:HP-11-H-01]: Students will be able to discuss the relationship between movement education and overall physical well-being.</p>	<p>[SLO:HP-12-H-01]: Students will be able to discuss the role of audio-visual aids in sports.</p>
<p>[SLO:HP-09-H-02]: Students will be able to enlist and describe basic movements.</p>	<p>[SLO:HP-10-H-02]: Students will be able to describe a sequence of movements and stretching exercises.</p>	<p>[SLO:HP-11-H-02]: Students will be able to apply movement principles to enhance performance in specific sports.</p>	<p>[SLO:HP-12-H-02]: Students will be able to identify role of audio-visual aids in enhancing sports performance.</p>
	<p>[SLO:HP-10-H-03]: Students will be able to explain and demonstrate the significance of good posture in various</p>	<p>[SLO:HP-11-H-03]: Students will be able to analyze the impact of posture on movement efficiency</p>	<p>[SLO:HP-12-H-03]: Students will be able to develop and implement remedial exercises to address postural defects affecting movement</p>

	movement activities.	and sports performance.	
	[SLO:HP-10-H-04]: Students will be able to demonstrate proper posture in different movement sequences.		

Benchmark II: Students will demonstrate a clear understanding of leadership concepts, including types of leadership, qualities of a good leader and the distinctions between democratic, autocratic and laissez-faire leadership styles. They will assess professional qualities in a leader and effectively compare and contrast different leadership styles.

Student Learning Outcomes

Students will be able to:

[SLO:HP-09-H-03]: Students will be able to define leadership.	[SLO:HP-10-H-05]: Students will be able to discuss the importance of leadership in sports.	[SLO:HP-11-H-04]: Students will be able to enlist and describe different types of leadership.	[SLO:HP-12-H-04]: Students will be able to enlist the qualities of a good Leader.
[SLO:HP-09-H-04]: Students will be able to describe the qualities of a good leader.		[SLO:HP-11-H-05]: Students will be able to differentiate between democratic, autocratic and laissez-faire leadership styles.	[SLO:HP-12-H-05]: Students will be able to assess professional qualities in a leader
			[SLO:HP-12-H-06]: Students will be able to compare and contrast democratic, autocratic and laissez-faire leadership styles.

Domain I: Sports Psychology, Social and Ethical Aspects of Sports

Standard I: Demonstrate knowledge of sports psychology, including environmental impact, coping mechanisms, ethics in sports medicine and its influence on performance. They will also exhibit expertise in analyzing the impact of doping, classifying prohibited drugs, defining anabolic steroids, beta blockers and stimulants and comparing their effects.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Students will explain sports psychology, addressing environmental impact, coping with defeat, ethics in sports medicine and its influence on performance. They'll compare counseling effects, analyze commercialization impact, collaborate in emergency situations and discuss gender equality and fair play.</p>			
<p>Student Learning Outcomes</p>			
<p>[SLO:HP-09-I-01]: Students will be able to define sports psychology.</p>	<p>[SLO:HP-10-I-01]: Students will be able to discuss the significance of the environment on sports performance.</p>	<p>[SLO:HP-11-I-01]: Students will be able to explain coping mechanisms with defeat and the psychology of defeat.</p>	<p>[SLO:HP-12-I-01]: Students will be able to discuss the ethical considerations in sports medicine.</p>
<p>[SLO:HP-09-I-02]: Students will be able to discuss the influence of psychology on sports performance.</p>	<p>[SLO:HP-10-I-02]: Students will be able to compare counseling and guidance and their effects on performance.</p>	<p>[SLO:HP-11-I-02]: Students will be able to analyze the impact of commercialization on the spirit of sports.</p>	<p>[SLO:HP-12-I-02]: Students will be able to collaborate with sports medical professionals in simulated emergency situations.</p>
		<p>[SLO:HP-11-I-03]: Students will be able to discuss gender equality in sports.</p>	<p>[SLO:HP-12-I-03]: Students will be able to advocate for fair play and ethical conduct in sports.</p>

Benchmark II: Students will analyze the impact of doping, classify prohibited drugs, define anabolic steroids, beta blockers and stimulants and compare their effects.

Student Learning Outcomes

Students will be able to:

[SLO:HP-09-I-03]: Students will be able to define sports ethics.	[SLO:HP-10-I-03]: Students will be able to discuss the role of fair play in sports.		
[SLO:HP-09-I-04]: Students will be able to enlist and describe unethical practices in sports.	[SLO:HP-10-I-04]: Students will be able to analyze the impact of doping on fair play.		
	[SLO:HP-10-I-05]: Students will be able to define the concept of doping in sports.		
	[SLO:HP-10-I-06]: Students will be able to enlist and classify prohibited drugs in sports.	[SLO:HP-11-I-04]: Students will be able to define and give examples of anabolic steroids.	[SLO:HP-12-I-04]: Students will be able to define and give examples of beta blockers.
	[SLO:HP-10-I-07]: Students will be able to define and give examples of stimulants.	[SLO:HP-11-I-05]: Students will be able to explain the effects of anabolic steroids on health.	[SLO:HP-12-I-05]: Students will be able to explain the effects of beta blockers on sports performance.
	[SLO:HP-10-I-08]: Students will be able to	[SLO:HP-11-I-06]: Students will be able	[SLO:HP-12-I-06]: Students will be able

	describe the effects of stimulants on sports performance.	to describe the effects of anabolic steroids on sports performance.	to compare and contrast anabolic steroids, stimulants and beta blockers, including their effects.
			[SLO:HP-12-I-07]: Students will be able to design and implement a campaign promoting ethical values in sports.

Domain J: Safety and Emergency Procedures

Standard I: Demonstrate proficiency by defining its principles, listing first aider qualities, understanding the concept of a first responder and applying remedial exercises for postural defects. Additionally, students will identify the concept of concussion, describe cardiovascular injuries and demonstrate emergency management skills.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will demonstrate proficiency in first aid by defining its principles, listing qualities of a first aider, understanding the concept of a first responder and applying remedial exercises for postural defects.			
Student Learning Outcomes			
[SLO:HP-09-J-01]: Students will be able to define first aid.		[SLO:HP-11-J-01]: Students will be able to identify components of the Sports Medical Team and the role of each.	[SLO:HP-12-J-01]: Students will be able to analyze and classify types of sports injuries.

[SLO:HP-09-J-02]: Students will be able to describe the principles of first aid.	[SLO:HP-10-J-01]: Students will be able to list and describe the qualities of a first aider.	[SLO:HP-11-J-02]: Students will be able to explain first responde, concept and importance of Golden Hour.	[SLO:HP-12-J-02]: Students will be able to describe and demonstrate different bandaging methods for various muscular and skeletal injuries.
			[SLO:HP-12-J-03]: Students will be able to apply remedial exercises according to specific postural defects
			[SLO:HP-12-J-04]: Students will be able to evaluate the impact of artificial respiration on sports safety.
Benchmark:		Benchmark II:	Benchmark II: Students will identify the concept of Concussion.
Student Learning Outcomes			
			[SLO:HP-12-J-05]: Students will be able to define concussion and describe the significance of Concussion in sports.
			[SLO:HP-12-J-06]: Students will be able to demonstrate basic management of concussion.

Benchmark:		Benchmark:	Benchmark III: Students will describe cardiovascular injuries and their emergency management.
Student Learning Outcomes			
Students will be able to:			
			[SLO:HP-12-J-07]: Students will be able to define cardiovascular injuries and identify common types.
			[SLO:HP-12-J-08]: Students will be able to recognize symptoms of cardiovascular injuries and describe its management.
			[SLO:HP-12-J-09]: Students will be able to describe Cardiovascular Rehabilitation (CPR) and its components .
			[SLO:HP-12-J-10]: Students will be able to demonstrate the correct techniques for administering CPR including chest compressions, rescue breaths and the use of automated external defibrillators (AEDs).

Part 2: Mental Health and Well-Being

Domain K: Mental Health and Well-being

Learning areas: Psychology, Neuroscience, Counseling and Therapy, Social Work, Public Health, Education and Behavioral Sciences

Standard 1: Develop a comprehensive understanding of mental health and well-being, fostering skills and strategies to actively promote personal and communal mental wellness.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Students will be able to demonstrate a basic understanding of mental health concepts by identifying common emotions and explaining their importance		Benchmark I: Students will be able to identify factors that influence self-esteem and body image	
Student Learning Outcomes			
[SLO:HP-09-K-01]: Students will define mental health and recognize its importance using peer discussion [4S.A.1a]	[SLO:HP-10-K-01]: Students will recognize the difference between physical and mental health	[SLO:HP-11-K-01]: Students will explore factors influencing self-esteem and body image [6S.A.6a]	[SLO:HP-12-K-01]: Students will engage in activities to boost self-confidence and promote a positive self-image [8S.A.6b] *Self-Affirmation Exercises: Students to write down positive affirmations about themselves and their abilities *Public Speaking and Presentations *Artistic Expression *Journaling
Benchmark II: Develop effective communication skills for discussing mental health with peers and adults		Benchmark II: Recognize different forms of peer pressure and their potential consequences and demonstrate effective communication skills in peer relationships, including assertiveness and conflict resolution	
Student Learning Outcomes			
[SLO:HP-09-K-02]:	[SLO:HP-10-K-02]:	[SLO:HP-11-K-02]:	[SLO:HP-12-K-02]:

Students will identify common emotions (e.g Happiness, Sadness, shame , guilt , jealousy, love, surprise, disgust etc) and learn to express them effectively	Students will actively participate in group discussions /written assignments addressing mental health topics like anxiety, depression, stress and mood disorders to diminish the associated stigma.	Students will be assessed on their capacity to make informed decisions and successfully manage peer pressure by analyzing and responding to case scenarios.[6S.A.7a	Students will develop healthy communication skills for building positive peer relationships [8S.A.7b]
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Standard II: Foster the development of practical and adaptable coping strategies for effectively managing stress and enhancing emotional well-being.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I:: Demonstrate the ability to use basic relaxation techniques for stress management.		Benchmark I: Create a personalized stress management plan that includes mindfulness techniques and demonstrate the consistent use of mindfulness techniques for emotional regulation in academic and personal settings.	
Student Learning Outcomes			
[SLO:HP-09-K-03]: Students will demonstrate proficiency in employing diverse coping strategies for managing stress and anxiety, as assessed through their effective utilization of these techniques in real-life situations and case scenarios:	[SLO:HP-10-K-03]: Students will recognize the difference between physical and mental health	[SLO:HP-11-K-02]: Students will develop strategies to manage exam stress and anxiety [6S.A.5a]	[SLO:HP-12-K-03]: Students will do self assessment using DASS scale

<ul style="list-style-type: none"> ● Deep breathing exercises ● Mindfulness techniques ● Physical relaxation methods ● Time management skills ● Problem-solving strategies ● Seeking social support 			
<p>[SLO:HP-09-K-04]:</p> <p>Students will practice relaxation techniques, deep breathing and mindfulness exercises e.g relaxation techniques, deep breathing exercises [6S.A.2b]</p>	<p>[SLO:HP-10-K-04]:</p> <p>Students will understand the concept of resilience and its role in mental well-being using case scenarios and Media. Such as watching short Pixar Movies such like</p> <ul style="list-style-type: none"> ** Inside Out ** The present ** The Butterfly Circus (or any other) ** Teachers to review the content of movie for appropriateness 	<p>[SLO:HP-11-K-03]:</p> <p>Students will identify steps/ processes of Mindfulness and practice relaxation techniques to enhance emotional well-being</p> <ul style="list-style-type: none"> ** Progressive Muscle Relaxation ** Guided Imagery **Yoga and Meditation 	<p>[SLO:HP-12-K-04]:</p> <p>Students will identify healthy coping mechanisms for dealing with stress e.g</p> <ul style="list-style-type: none"> **Positive Self Talk **Journaling **Arts and expression ** Seeking Professional help
<p>**"Inside Out" (2015): This animated film by Pixar explores the emotions and coping mechanisms of a young girl as she faces significant life changes.</p> <p>**"The Present" (2014): This heartwarming animated short film shows the resilience of a boy</p>			

with a physical disability and the transformative power of a simple gift.			
**The Butterfly Circus" (2009): This short film tells the story of a man with limb differences who finds resilience and self-worth through joining a circus			
Student Learning Outcomes			
		[SLO:HP-11-K-04]: Students will learn problem-solving skills and decision-making techniques ** Conflict Resolution ** Role playing ** Decision Tree ** Emotional Regulation	

Domain L: Digital Literacy and Screen Time Management

Standard 1: Develop proficient digital citizenship skills and consistently apply them to foster responsible and ethical online behavior, ensuring a safe and positive digital environment for oneself and others.

Learning areas: Education, Workplace, Healthcare, Sports & Athletics, Personal development & Stress Management.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Define digital citizenship and identify examples of responsible online behavior [6S.IB.15].		Benchmark I: Create a weekly schedule that balances screen time with physical activities and face-to-face interactions	
Student Learning Outcomes			

<p>[SLO:HP-09-L-01]:</p> <p>Students will explore the concept of digital citizenship and responsible online behavior [6S.A.8a]</p>	<p>[SLO:HP-10-L-01]:</p> <p>Students will learn about the risks and consequences of excessive screen time and internet addiction [8S.A.8b]</p> <p>(Digital Detox challenge)</p>	<p>[SLO:HP-11-L-01]:</p> <p>Students will practice time management skills to balance screen time with other activities [6S.A.9a]</p>	<p>[SLO:HP-12-L-01]:</p> <p>Students will develop strategies to reduce screen time and foster face-to-face interactions [8S.A.9b]</p>
<p>[SLO:HP-09-L-02]:</p> <p>Students will be able to identify key principles of digital citizenship, including respect for others, online etiquette and responsible use of digital resources.</p> <p>(online Etiquette activity)</p>	<p>[SLO:HP-10-L-02]:</p> <p>Students will be able to explain the importance of maintaining a positive online presence and being mindful of one's digital footprint.</p> <p>(Digital Footprint Analysis)</p>		
<p>Benchmark II: Identify common online safety practices and strategies to prevent cyberbullying [6S.IB.19].</p>		<p>Benchmark II: Demonstrate the ability to respond to cyberbullying incidents and promote online safety within the community [8S.IB.20].</p>	
<p>Student Learning Outcomes</p>			
<p>[SLO:HP-09-L-03]:</p> <p>Students will recognize common online safety practices, such as setting strong passwords, managing privacy settings and verifying the authenticity of online contacts</p>	<p>[SLO:HP-10-L-03]:</p> <p>Students will describe the various forms of cyberbullying, including online harassment, cyberstalking and social exclusion....</p>	<p>[SLO:HP-11-L-02]:</p> <p>Students will explain the importance of reporting cyberbullying incidents and seeking support from trusted adults or authorities.</p>	<p>[SLO:HP-12-L-02]:</p> <p>Students will demonstrate effective strategies for responding to cyberbullying incidents, including reporting, blocking and seeking help.</p>

Domain M: High-Risk Behaviors and Drug Prevention

Standard: Promote awareness, understanding and prevention of high-risk behaviors, particularly substance abuse and related risks, while equipping students with effective strategies to resist peer pressure and make informed decisions, healthy choices

Learning areas: Psychology, Neuroscience, Counseling and Therapy, Social Work, Public Health, Education and Behavioral Sciences

Grade 11	Grade 11	Grade 12	Grade 12
Benchmark I: Develop an in-depth understanding of high-risk behaviors, with a focus on substance abuse and related risks.		Benchmark I: Demonstrate a comprehensive understanding of substance abuse prevention and awareness.	
Student Learning Outcomes			
[SLO:HP-09-M-01]: Students will analyze the factors contributing to high-risk behaviors, including peer pressure, stress and social influences	[SLO:HP-10-M-01]: Students will examine the consequences of engaging in high-risk behaviors on physical health, mental well-being, relationships and overall quality of life	[SLO:HP-11-M-01]: Students will explore the risks and consequences of substance abuse, including addiction, legal implications and its impact on personal and family life	[SLO:HP-12-M-01]: Students will engage in discussions and research to understand the role of prevention programs, community support and rehabilitation in addressing substance abuse.
Benchmark II: Develop refusal skills and strategies to resist peer pressure related to high-risk behaviors.		Benchmark II: Implement and promote strategies for making informed, healthy choices and preventing high-risk behaviors.	
Student Learning Outcomes			
[SLO:HP-09-M-02]: Students will acquire effective communication skills for saying "no" to peer pressure and making	[SLO:HP-10-M-02]: Students will role-play scenarios to practice assertive refusal techniques when faced with situations involving high-risk behaviors....	[SLO:HP-11-M-02]: Students will apply decision-making skills to real-life situations involving high-risk behaviors, weighing the potential consequences and benefits..	[SLO:HP-12-M-02]: Students will reflect on personal growth and commitment to preventing high-risk behaviors, demonstrating leadership in

informed, healthy choices			advocating for a healthier, safer community.
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Domain N: Mindfulness

Standard: Acquire a profound understanding and consistent application of mindfulness, fostering resilience, emotional regulation and enhanced well-being in daily life.

Learning areas: Education, Workplace, Healthcare, Sports & Athletics, Personal development & Stress Management.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Demonstrate the integration of mindfulness practices into daily routines, effectively utilizing techniques such as maintaining a daily journal for emotional regulation and heightened focus.		Benchmark I: Showcase the practical application of mindfulness techniques/application in case based scenarios, cultivating emotional strength and utilizing mindfulness as a tool for stress management in various academic and personal contexts.	
Student Learning Outcomes			
[SLO:HP-09-N-01]: Students will regularly incorporate mindfulness practices into daily routines to demonstrate continuous integration. *Daily mindfulness sessions (e.g., focused breathing, body scan) to train attention and bring wandering	[SLO:HP-10-N-01]: Students will apply mindfulness techniques in various settings like breathing activities, Meditation and journaling while demonstrating flexibility and versatility in handling stress and	[SLO:HP-11-N-01]: Students will demonstrate consistent application of mindfulness techniques (such as deep breathing, practicing mindful listening and writing a list of gratitude) in academic and personal settings,	[SLO:HP-12-N-01]: Students will support and motivate friends and family to integrate mindfulness practices, creating a nurturing atmosphere and enhancing overall group wellness through Class presentations/Campaigns/Assembly. (Practicing Yoga, Gratitude circles, breathing exercises, Nature walks)

thoughts back to the present moment.	enhancing concentration.	reflecting a cultivated practice.	
[SLO:HP-09-N-02]: Students will recognize and express emotions, utilizing mindfulness strategies to effectively control and regulate them.	[SLO:HP-10-N-02]: Students will reflect on the influence of mindfulness practices on emotional well-being and concentration to cultivate self-awareness through case based scenarios.	[SLO:HP-11-N-02]: Students will utilize mindfulness as a powerful tool to effectively manage stress and challenging situations, thereby showcasing improved emotional resilience through real life stories/situations.	[SLO:HP-09-N-01]: Students will demonstrate leadership by advocating for the benefits of mindfulness in stress reduction and emotional well-being within the community. Implement mindfulness-based stress reduction techniques (e.g., mindful breathing, progressive muscle relaxation) and track stress levels before and after sessions through discussions in groups.

Domain O: Compassion

Standard: Cultivate a deep understanding and consistent practice of compassion, fostering empathetic connections and contributing positively to personal and communal well-being.

Learning areas: Psychology, Social Sciences, Ethics & Philosophy, Neuroscience, Humanities, Health Education, Counselling, Philosophy of Religion.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Identification and practical application of compassion, fostering empathetic connections and actively engaging in compassionate actions within personal and communal contexts.		Benchmark I: Identification of compassion, applying empathetic behavior consistently and actively engaging in compassionate acts within various personal and communal contexts using Case studies and Stories.	
Student Learning Outcomes			

<p>[SLO:HP-09-O-01]:</p> <p>Students will be able to demonstrate an advanced comprehension of compassion encouraging students to initiate small acts of kindness within the classroom or school.</p>	<p>[SLO:HP-10-O-01]:</p> <p>Students will be able to practice consistently in acts of kindness and compassion, demonstrating an active commitment to improving the well-being of others within the school/college.</p>	<p>[SLO:HP-11-O-01]:</p> <p>Students will be able to demonstrate the ability to consistently identify and respond to diverse emotional cues with empathy and sensitivity in a range of situations, giving examples of stories/case based.</p>	<p>[SLO:HP-12-O-01]:</p> <p>Students will be able to actively engage in compassionate acts by conducting peer support programs or mentor programs, initiating and sustaining kindness within the school/college by celebrating acts of kindness within various personal and communal settings..</p>
<p>[SLO:HP-09-O-02]:</p> <p>Students will be able to implement activities fostering empathy, like role-playing or personal story sharing, to enable students to demonstrate understanding of diverse perspectives and practice compassion.</p>	<p>[SLO:HP-10-O-02]:</p> <p>Students will be able to implement activities fostering empathy, like role-playing or personal story sharing, to enable students to demonstrate understanding of diverse perspectives and practice compassion.</p>		
<p>[SLO:HP-09-O-03]:</p> <p>Students will be able to promote practicing small acts of kindness and observing the ripple</p>			

<p>effects they create within the classroom, emphasizing the significance of minor gestures through discussions in the classroom/kindness get-together sessions.</p>			
<p>[SLO:HP-09-O-04]: Students will be able to demonstrate the capacity to identify and respond to others' emotions empathetically and sensitively, fostering supportive and empathetic relationships.</p>	<p>[SLO:HP-10-O-03]: Students will be able to identify the impact of compassionate actions on the broader community, reflecting on how acts of kindness contribute to a positive social environment through real-life stories and case studies.</p>	<p>[SLO:HP-09-O-02]: Students will be able to exhibit a deep and nuanced understanding of compassion, empathetic behavior and its significance in fostering supportive relationships in personal and communal spheres.</p>	<p>[SLO:HP-12-O-02]: Students will be able to apply compassionate behaviour ethically by practicing non-judgmental empathy. (Avoid making assumptions or passing judgments about others' experiences, beliefs, or emotions., recognizing its moral dimensions and practicing empathy as a guiding principle in personal interactions; Role-playing scenarios, Community dialogue and mentoring.)</p>
			<p>[SLO:HP-12-O-03]: Students will be able to demonstrate how to apply compassionate behaviour consistently, treating everyone with fairness and equity regardless of differences in beliefs, backgrounds, or identities.</p>

Part 3: Physical Health for Differently abled

Domain P: DIFFERENTLY ABLED LIVES

Standard I: Covers the definition and types of assistive devices, the active participation of differently abled individuals in adaptive sports and the pivotal role of mobility aids in sports.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Students will demonstrate the ability to describe differently-abled people, identify various types of disabilities and recognize different types of assistive devices.</p>	NIL	<p>Benchmark I: Students will analyze common challenges faced by differently-abled people, explore possible solutions and identify various types of mobility aids while understanding their role in sports.</p>	NIL
Student Learning Outcomes			
<p>[SLO:HP-09-P-01]: Students will define Differently Abled People (Appendix 1)</p>	NIL	<p>[SLO:HP-11-P-01]: Students will identify Common Challenges faced by differently-abled people and propose possible Solutions.</p>	NIL
<p>[SLO:HP-09-P-02]: Students will identify various types of disabilities including deafness, blindness, congenital limb deficiencies etc..</p>	NIL	<p>[SLO:HP-11-P-02]: Students will identify different types of Mobility Aids and their uses in sports such as cane, sports wheelchair, (Appendix III)</p>	NIL
<p>[SLO:HP-09-P-03]: Students will recognize assistive devices and identify different types such as sticks, wheelchairs and crutches (Appendix I)</p>	NIL		NIL

Domain Q: PHYSICAL DISABILITIES AND SPORTS

Standard I: Students will cover a comprehensive description of physical disabilities, including various types and provide detailed insights into orthotics and prosthetics. It further explains the connection between physical disabilities and adaptive sports, emphasizing the crucial role of orthotic and prosthetic devices in sporting activities.

Grade 9	Grade 10	Grade 11	Grade 12
NIL	Benchmark I: Students will demonstrate the ability to classify physical disabilities, including conditions like CP, Down Syndrome, Polio and Spina Bifida, while also defining orthotics and prosthetics and naming common devices associated with these assistive technologies.	NIL	Benchmark I: Students will analyze sports adapted by people with disabilities, highlighting prominent achievements and simultaneously recognize the application of orthotics and prosthetics in sports.
Student Learning Outcomes			
NIL.	[SLO:HP-10-Q-01]: Students will define Physical Disabilities (Appendix I1)	NIL	[SLO:HP-12-Q-01]: Students will recognize adaptive sports for disabled people such as wheelchair, basket ball, blind cricket (Appendix IV)
NIL	[SLO:HP-10-Q-02]: Students will identify common physical disabilities Like CP, Down’s Syndrome, Polio, Spina Bifida (Appendix I1)	NIL	[SLO:HP-12-Q-02]: Students will identify commonly used Orthotic and prosthetics in sports and their role in sports (Appendix IV)

	[SLO:HP-10-Q-03]: Students will define Orthotics and Prosthetics and identify common Orthotic and Prosthetics.	NI L	NIL
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Domain R: SPORTS INJURIES

Standard I: Explain common sports injuries, provide insights into overuse syndrome and details both upper limb and lower limb sports injuries for a holistic understanding of athletic-related conditions.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark: Students will explain the concept of acute and chronic injuries and general concept of sports injuries.	Benchmark: Students will explain the concept of overuse syndrome and its prevention.	Benchmark: Students will identify the basic anatomy, common injuries and basic management of the upper limb.	Benchmark: Students will identify and explain the basic anatomy, common injuries and basic management of lower limbs.
Student Learning Outcomes			
[SLO:HP-09-R-01]: Students will define and differentiate between acute and chronic sports injuries.	[SLO:HP-10-R-01]: Students will explain the concept of overuse injuries in sports.	[SLO:HP-11-R-01]: Students will identify the basic anatomy of the shoulder, elbow and wrist joints.	[SLO:HP-12-R-01]: Students will identify the basic anatomy of the hip, knee and ankle joints.
[SLO:HP-09-R-02]: Students will identify the common types of sports injuries and their causes. (Appendix V)	[SLO:HP-10-R-02]: Students will identify factors contributing to overuse syndrome. (Appendix VI)	[SLO:HP-11-R-02]: Students will identify the basic anatomy of the shoulder, elbow and wrist joints. (Appendix VII)	[SLO:HP-12-R-02]: Students will recognize and describe the nature of hamstring, ACL, meniscal tears, ankle

			sprains, shin splints and runner's knee.
	[SLO:HP-10-R-03]: Students will discuss preventive measures to avoid overuse injuries in sports activities.	[SLO:HP-11-R-03]: Students will differentiate between tennis elbow and golfer's elbow.	[SLO:HP-12-R-03]: Students will explain the impact of these lower body injuries on sports participation. (Appendix VIII)
		[SLO:HP-11-R-04]: Students will explain the impact of these lower body injuries on sports participation.	[SLO:HP-12-R-04]: Students will discuss first aid for these injuries.
		[SLO:HP-11-R-05]: Students will discuss first aid for these injuries.	



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