

National Curriculum of Pakistan  
2022-23

# CIVICS

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

**Civics**  
**Progression Grid**  
**Grade 11-12**

**Domain A: Citizenship Education**

**Standard:** Students will be able to advocate for rights as citizens of the state.

<b>Grade 11</b>	<b>Grade 12</b>
<b>Benchmark I:</b> Students will discuss and explain the relationship between the individual and the state.	
<b>Student Learning Outcomes</b>	
Students will be able to: [SLO:CIVICS-11-A-01]: Define the idea of ‘social contract’ [SLO:CIVICS-11-A-02]: Discuss the constitution as a social contract document.	Students will be able to: [SLO:CIVICS-12-A-01]: Explain how the state and the individual reciprocate each other. [SLO:CIVICS-12-A-02]:

<p>[SLO:CIVICS-11-A-03]:</p> <p>Explain how the state and the individual reciprocate each other.</p> <p>[SLO:CIVICS-11-A-04]:</p> <p>Demonstrate their ability to engage with local administration at district level (or provincial if possible) and share with them in waiting for the improvement of basic facilities in their areas.</p>	<p>Write about the relationship between the state and the individual to create order in the society.</p> <p>[SLO:CIVICS-12-A-03]:</p> <p>Explain why the constitution of the country is a key document that protects the rights and creates order in the society.</p> <p>[SLO:CIVICS-12-A-04]:</p> <p>Engage with communities at local levels in the campaigns of active citizenship like tree plantation, cleanliness and welfare of their society.</p>
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**Domain B: Identity Formation (local, national and global)**

**Standard:** Students will be able to express through their actions respect and empathy for their local, national and global human beings and societies and will be able to act accordingly

Grade 11	Grade 12
<p><b>Benchmark I:</b> Students will be able to understand, discuss and explain their multiple identities (local, national and global) and the roles and responsibilities attached to these identities.</p>	
<p><b>Student Learning Outcomes</b></p>	

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

Describe their local, national and global identities.

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

Identify their responsibilities at local, national and global levels and explain how they can perform those responsibilities as active citizens.

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

Demonstrate their sense of local, national and global identities by showing respect to local, national and global cultures.

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

Describe their local, national and global identities by planning and participating in the cultural and other important events of local, national and global importance, at their school/college.

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

Explain how multiple identities can contribute for the benefit of society at a wider level and how the multiple identities are beneficial for the individual.

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

Demonstrate their understanding of all three levels of identities showing their empathy for diverse societies at all levels from local to global.

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

Reflect upon their multiple identities by showing their concern in various events on the issues of local, national and global importance.

**Domain C: Governance Structures (provincial, national and global)**

**Standard:** Students will be sensitized that the governance structures have multiple layers at local, national and global levels and they affect the lives of the people around the world in several ways.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Students will be able to illustrate governance structures at provincial and national levels, i.e, structure and components of provincial government, federal government, (legislature, executive, and judiciary).</p>	<p><b>Benchmark I:</b> Analyze global governance structures, i.e. UNO and its organs General Assembly, and Security Council, International Court of justice, United Nations Trusteeship Council, FAO, ILO, UNICEF, UNESCO, WHO, and Regional Organisations like SAARC, NATO, EU, African Union, and Arab League.</p>
Student Learning Outcomes	
<p>Students will be able to:</p> <p>[SLO:CIVICS-11-C-01]:</p> <p>Describe roles and responsibilities of provincial and national governance structures (legislature, executive, and judiciary).</p> <p>[SLO:CIVICS-11-C-02]:</p> <p>Explain the concepts of checks and balances and separation of powers in Pakistan.</p> <p>[SLO:CIVICS-11-C-03]:</p> <p>Evaluate the role of governmental structures in the development and progress of society.</p>	<p>[SLO:CIVICS-12-C-01]:</p> <p>Illustrate the structures and functions of the global governance structures (UNO and its organs General Assembly, and Security Council, International Court of justice, United Nations Trusteeship Council, FAO, ILO, UNICEF, UNESCO, WHO, and Regional Organisations like SAARC, NATO, EU, African Union, and Arab League).</p> <p>[SLO:CIVICS-12-C-02]:</p> <p>Reflect upon their level of satisfaction in the effectiveness of the role of global governance structures and in global governance.</p>



<p>[SLO:CIVICS-11-C-04]:</p> <p>Describe their level of satisfaction with the concept of separation of powers in Pakistan.</p> <p>[SLO:CIVICS-11-C-05]:</p> <p>Research avenues to cooperate and collaborate with governance structures at all three levels.</p>	<p>[SLO:CIVICS-12-C-03]:</p> <p>Research ways to provide voluntary support, whenever possible to governance structures at all three levels.</p>
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**Domain D: Political Processes & Political Parties**

**Standard:** Students will be able to advocate for political party(ies) and their leadership to make appropriate choices in political processes.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Students will be able to critique the nature and role of political processes and political parties.</p>	<p><b>Benchmark I:</b> Research local leadership of various political parties in their school/college and positively present their concerns and appreciation for the political parties.</p>
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to:</p>	<p>Students will be able to:</p>

<p>[SLO:CIVICS-11-D-01]:</p> <p>Explain the political processes such as elections at local, provincial and national levels.</p> <p>[SLO:CIVICS-11-D-02]:</p> <p>Differentiate between various political parties on the basis of their ideologies.</p> <p>[SLO:CIVICS-11-D-03]:</p> <p>Express the appreciation and concerns related to the role of political parties in pakistan.</p>	<p>[SLO:CIVICS-12-D-01]:</p> <p>Critique the role of political parties in the context of Pakistan.</p> <p>[SLO:CIVICS-12-D-02]:</p> <p>Identify at least one political party from any country outside Pakistan and compare it with the political Parties in the country.</p> <p>[SLO:CIVICS-12-D-03]:</p> <p>Research local leadership of various political parties in their school/college and positively present their concerns and appreciation for the political parties.</p>
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**Domain E: Democracy and Democratic Processes**

**Standard:** Students will be able to explore, and discuss the idea of democracy, its processes and its role in governance at local, national and global levels.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Discuss various definitions of democracy.</p>	<p><b>Benchmark I:</b> Critique the concept of democracy as presented in pakistan.</p>
<p><b>Student Learning Outcomes</b></p>	

Students will be able to:

[SLO:CIVICS-11-E-01]:

Discuss the history of democracy in brief.

[SLO:CIVICS-11-E-02]:

Discuss various definitions of democracy.

[SLO:CIVICS-11-E-03]:

Explain the concept of popular sovereignty, in line with Abraham Lincoln's statement "democracy is the government of the people, by the people, fo the people"

[SLO:CIVICS-11-E-04]:

Reflect upon their trust in democratic process shows how democracy can create a peaceful and harmonious society.

[SLO:CIVICS-11-E-05]:

Participate and play an active and positive role in political processes for the betterment of the society, country and globe.

[SLO:CIVICS-11-E-06]:

Express their trust in democracy in various student councils

Students will be able to:

[SLO:CIVICS-12-E-01]:

Identify some of the key issues the country faced due to derailing democracy and manipulating democratic processes.

[SLO:CIVICS-12-E-02]:

Explain how the will of the people is incorporated at various levels of governance in democracies.

[SLO:CIVICS-12-E-03]:

Critique the concept of democracy as presented in pakistan.

[SLO:CIVICS-12-E-04]:

Express their trust in democracy in various student councils in their college/school, where they follow and show respect to the democratic process.

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### Domain F: Rights and Responsibilities

**Standard:** Students will be able to identify, discuss and critique the rights and responsibilities of citizens in democratic societies.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Discuss how democratic societies are beneficial for citizens by ensuring the protection of rights and how citizens can show their responsible behavior.</p>	<p><b>Benchmark I:</b> Critique present day democracies for their performance</p>
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to:</p> <p>[SLO:CIVICS-11-F-01]:</p> <p>Identify the rights and responsibilities of citizens and discuss the benefits of these rights and responsibilities for the society.</p> <p>[SLO:CIVICS-11-F-02]:</p> <p>Discuss the present state of rights and responsibilities in the country and its implications for the society.</p>	<p>Students will be able to:</p> <p>[SLO:CIVICS-12-F-01]:</p> <p>Suggest ways to improve the conditions, rights and responsibilities in the country.</p> <p>[SLO:CIVICS-12-F-02]:</p> <p>Analyze democratic society for its contribution in protecting the rights of individuals and the importance</p>

<p>[SLO:CIVICS-11-F-03]:</p> <p>Discuss how democratic societies are beneficial for citizens by ensuring the protection of rights and how citizens can show their responsible behavior.</p>	<p>of responsibilities in creating a harmonious and peaceful society.</p>
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**Domain G: Peace and Human Rights**

**Standard:** Students will be able to analyze and differentiate between Peace, Peace-keeping and Peace-Building at national, regional and global levels, and discuss the importance of peaceful coexistence for human societies.

Grade 11	Grade 12
<p><b>Benchmark I:</b> Analyze the need and importance of peace and human rights for human survival and progress of human societies and safe and secure future.</p>	<p><b>Benchmark I:</b> Demonstrate a reflective understanding of promoting peace and human rights through civilized approaches at local, national, and global levels.</p>
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to:</p> <p>[SLO:CIVICS-11-G-01]:</p> <p>Identify various types of human rights, appreciate and</p>	<p>Students will be able to:</p> <p>[SLO:CIVICS-12-G-01]:</p> <p>Identify some issues that offer threat to peace in the world.</p>

critique the UDHR and discuss the conditions of human rights at national and global levels.

[SLO:CIVICS-11-G-02]:

Define peace and its benefits of human society.

[SLO:CIVICS-11-G-03]:

Differentiate between peace-keeping and peace-building measures.

[SLO:CIVICS-11-G-04]:

Discuss their appreciation of human rights through a debate in the classroom.

[SLO:CIVICS-11-G-05]:

Reflect upon civilized ways to for the cause of peace and human rights at local, national and global levels.

[SLO:CIVICS-12-G-02]:

Discuss various types of human rights mentioned in UDHR.

[SLO:CIVICS-12-G-03]:

Discuss the state of human rights in pakistan.

[SLO:CIVICS-12-G-04]:

Discuss the state of human rights in the world.

[SLO:CIVICS-12-G-05]:

Reflect upon civilized ways to for the cause of peace and human rights at local, national and global levels.

[SLO:CIVICS-12-G-06]:

Arrange seminars highlighting the importance of peace and respect for human rights.

### **Domain H: Conflicts and Conflict Resolution**

**Standard:** Evaluate devastating impacts of conflict and importance of conflict resolutions. They will be able to behave in the ways that avoid conflict.





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