

National Curriculum of Pakistan  
2022-23

# SOCIOLOGY

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

## Sociology 11-12

### Domain A: Sociological Perspective

**Standard:** Identify sociological insight into the scientific study of human behavior, explaining the influence of human societies in shaping human behavior.

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<p><b>Benchmark I:</b> Analyze and differentiate various other Social sciences and the relationship of Sociology with each Social Science.</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>Students will be able to:</p> <p>[SLO:S-11-A-01]:</p> <p>Describe the concept of Sociology and other Social Sciences.</p> <p>[SLO:S-11-A-02]:</p> <p>Define various social sciences which include 1] Anthropology, 2] Economics, 3] Political science, 4] Psychology.</p> <p>[SLO:S-11-A-03]:</p> <p>Analyze the relationship of Sociology with other Social Sciences.</p> <p>[SLO:S-11-A-04]:</p> <p>Explain how the Industrial Revolution took place in Europe.</p>	<p>Students will be able to:</p> <p>[SLO:S-12-A-01]:</p> <p>Discuss social life around them in a broader context by using “Sociological Imagination” presented by C. Wright Mills (1959).</p> <p>[SLO:S-12-A-02]:</p> <p>Analyze how phenomena like families, poverty, religion, or mass media may be studied in the light of various Social sciences.</p> <p>[SLO:S-12-A-03]:</p> <p>Enlist the contributions of the following social scientists in the development of Sociological thought, a) Ibn e Khaldun (1332-1406) b) Auguste Comte (178-1857), c) Herbert Spencer (1820-1903), d) Karl Marx (1818-1883), e) Emile Durkheim (1858-1917), f) Max Weber (1864-1920)</p> <p>[SLO:S-12-A-04]:</p> <p>Assess the impact of the Industrial Revolution in European Societies and its impact on the development of Scientific thinking.</p>

**Benchmark II:** Define and explain various Theoretical Paradigms called the Perspectives to examine human societies empirically, each perspective having a distinctive point of view to analyze human societies.

### Student Learning Outcomes

Students will be able to:

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

Define various Sociological Perspectives which include, a) Symbolic Interactionism, b) Structural and functionalism, and c) Conflict Perspectives.

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

Classify various Sociological Perspectives which include, a) Symbolic Interactionism, b) Structural and functionalism, and c) Conflict Perspectives.

Students will be able to:

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

Apply their knowledge of Sociological Perspectives to various social problems facing Pakistan such as a) Family Violence, b) Poverty c) Corruption by taking help from at least three major Sociological perspectives.

**Benchmark III:** Students will be able to describe the concept of Culture, understand its importance and functionality, and how it has been classified into various components.

Students will be able to:

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

Define the concept of Culture.

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

Classify the normative part of the Culture such as a) norms b) Folkways c) Mores d) Institutions e) Laws f) Values

Students will be able to:

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

Identify the role of a) Biological factors, b) Environmental factors, c) Geographical factors in shaping Human Culture.

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

Categorize the Structure of Culture which includes a) Cultural traits and Complexes b) Sub-cultures & Counter cultures c) Cultural Relativism d) Ethnocentrism

<p>[SLO:S-11-A-09]:</p> <p>Explain the process of Social Change.</p>	<p>[SLO:S-12-A-09]:</p> <p>Analyze the process of Globalization influencing Pakistani culture.</p>
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**Domain B: Doing Social Research**

**Standard:** Students will be able to identify various approaches & methods applied to researching human behavior.

**Benchmark IV:** Students will be able to distinguish & demonstrate the knowledge required to conduct Social Research in the field of Sociology by using scientific methods.

**Student Learning Outcomes**

<p>Students will be able to:</p> <p>[SLO:S-11-B-01]:</p> <p>Demonstrate knowledge of the scientific research model highlighting the characteristics of the Scientific approach.</p>	<p>Students will be able to:</p> <p>[SLO:S-12-B-01]:</p> <p>Define a] Quantitative and b] Qualitative research</p> <p>[SLO:S-12-B-02]:</p> <p>Differentiate various methods used in a] Quantitative and b] Qualitative research</p>
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<p>[SLO:S-11-B-02]:</p> <p>Define various methods used in sociology which include a] Quantitative b] Qualitative &amp; c] Mixed research models.</p> <p>[SLO:S-11-B-03]:</p> <p>Describe some key characteristics of each type of research model</p> <p>[SLO:S-11-B-04]:</p> <p>Explain some advantages and disadvantages of each type</p> <p>[SLO:S-11-B-05]:</p>	<p>[SLO:S-12-B-03]:</p> <p>Conduct a mini Survey Research on any social problem that (they) being a member of the society feel irritated or troubled &amp; write its results quantitatively ( in numbers &amp; percentages ) Present their data in a meaningful way</p>
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Explain why some methods are better suited for certain types of research setting with examples.

### Domain C: Socialization

**Standard:** Students will be able to classify the role of various Social factors/forces involved in the development of human personality. It is important to understand that human personality is an outcome of the multiple social/environmental forces external to humans that we encounter after our births. Students will be able to identify these forces responsible for making the self and the mind.

**Benchmark I :** Examine the factors that shape the human personality. As we become human due to the impact of social learning which we receive from the members of the family/society.

### Student Learning Outcomes

Students will be able to:

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

Define the concept of socialization & its importance in society.

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

Define various forms of children being developed consequent to the diversity of socializing factors such as a] Feral Children b] Isolated Children c] Institutionalized children d] Deprived Children

[SLO:S-11-C-03]:

Identify various agencies of the Socialization process, such as a] The Family b] The Neighborhood c] Religion d] The School e] Peer Groups

Students will be able to:

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

Demonstrate the role of a] Biological, b] Physical Environmental & c] Cultural factors that have created an impact on your behavior/personality.

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

Identify the differences in the personality of children growing up in different households such as feral children, isolated children, institutionalized children and deprived children.

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

Explain various theories developed by scientists to analyze various causes in the development of self & mind, these include a] C. H. Cooley & the Looking Glass Self, b] G. H Mead & Role Taking, c] J. Piaget & the Development of Reasoning d] S. Freud & Psychoanalysis, e] L. Kohlberg & the Development of Mortality.



<p>[SLO:S-11-C-04]:</p> <p>Describe the Socialization of Gender.</p>	<p>[SLO:S-12-C-04]:</p> <p>List reasons for the construction of the type of gender that appears in their minds after reading the following words ( discuss by providing at least three reasons for naming the gender) a] Muscular b] Clever c] Weak d] Cute e] caring f] powerful g] pretty h] easy</p>
<p>[SLO:S-11-C-05]:</p> <p>Students will be able to identify Agents of Socialization which include a] The Family, b] The Neighborhood, c] Day Care, d] The school, e] Peer Groups, f] The work Place &amp; g] The Mass Media.</p>	<p>[SLO:S-12-C-05]:</p> <p>Critically analyze the role of each agent of Socialization in the development of personality.</p>

**Domain D: Social Institutions**

**Standard:** Students will be able to recognize the organization/make-up of the Human Societies from the perspective of Social Institutions.

**Benchmark:** Students will be able to describe the concept of “Social Institutions ” and their sociological significance and functions.

**Student Learning Outcomes**

<p>Students will be able to:</p> <p>[SLO:S-11-D-01]:</p> <p>Classify various Social institutions that are found in all human societies. These basic social institutions are; a] The Family b] Religious institution c] Health d] The Mass Media e] Education f] Political &amp; Economic Institution</p>	<p>Students will be able to:</p> <p>[SLO:S-12-D-01]:</p> <p>Classify various forms of families, such as a] Nuclear family b] Extended family c] Classic Extended family d] Patriarchal family e] Matriarchal family f] Symmetrical family g] Reconstituted or stepfamily h] Lone parent family</p> <p>[SLO:S-12-D-02]:</p> <p>Identify the reasons and impact various forms of marriages in the western culture.</p>
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	<p>[SLO:S-12-D-03]:</p> <p>Analyze the impact of (any three institutions) on crimes such as a] Child abuse b] Gender abuse c] Terrorism d] Corruption in Pakistani society.</p>
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**Domain E: Human Societies & Social Groups**

**Standard:** Describe the various forms of Human Societies and Social Groups that humans have experienced since the beginning of the human race.

**Benchmark:** Analyze forms of human life that have existed and have been changing with the progress in the structure & nature of societies.

**Student Learning Outcomes**

<p>Students will be able to:</p> <p>[SLO:S-11-E-01]:</p> <p>Classify various forms of human societies such as a] Hunting and gathering Societies b] Pastoral and horticultural Societies c] Agricultural Societies d] Industrial Societies e] Post Industrial or Information Societies</p>	<p>Students will be able to:</p> <p>[SLO:S-12-E-01]:</p> <p>Examine the role of (technology) in the evolution of societies from Hunting Gathering to the Post Industrial in changing the social relations within the families &amp; communities.</p>
	<p>[SLO:S-12-E-02]:</p> <p>Examine the factors causing the rise of mental disorders in Industrial and post-industrial societies.</p>

**Domain F: Deviance and Social Control**

**Standard:** Students will be able to examine the importance of Deviance and Crime which are the most common phenomena all across cultures.

**Benchmark:** Students will be able to examine various theories of Deviance and crime.

### Student Learning Outcomes

Students will be able to: [SLO:S-11-F-01]: Define the concept of Deviance and Social Control	Students will be able to: [SLO:S-12-F-01]: Analyze various theories of Deviation which include a] Biological theories, b] Psychological Theories c]Socialization Theory & d] Anomie Theory e] Conflict theory
[SLO:S-11-F-02]: Examine the concept of Crime	[SLO: Soc-12-F-02]: Examine various types of crimes affecting Pakistani society such as a] Cyber Crimes b] Terrorism c] Public Corruption d] Organized Crimes e] White Collar Crimes f] Violent Crimes against people & property.
	[SLO:S-12-F-03]: Examine the causes of Juvenile Delinquency in Pakistani Society.

### Domain G: Global Social Stratification

**Standard:** Students will be able to examine the concept of Inequality which is ubiquitous.

**Benchmark:** Students will be able to define and differentiate various systems of social stratification used in Industrial & Pre- Industrial Societies.

#### Student Learning Outcomes

[SLO:S-11-G-01]: Students will be able to; Define the concept of Social Stratification	[SLO:S-12-G-01]: Students will be able to; Recognize determinants of various Stratification systems which include a] Slavery b]Cast c] Estate d] Class
[SLO:S-11-G-02]: Examine the nature & patterns of Social stratification such as a] Slavery b]Cast c] Estate d] Class	[SLO:S-12-G-02]: Identify impacts of a] Cast (as in India) b] Estate (as in Pakistan) and c] Class (as in USA / Europe.

### Domain H: Population Change

**Standard:** Students will be able to explain the importance and severity of the global problem of a high population growth rate specifically affecting poor and underdeveloped countries. These poor or underdeveloped countries on the one hand face increasing poverty and on the other hand, are facing an alarming high population growth rate.

**Benchmark:** Students will be able to analyze the population as a global problem and will be able to discuss the impacts of the increasing population.

<b>Students will be able to:</b> [SLO:S-11-H-01]: Define the concept of population and the factors responsible for the high population growth rate which includes a] Migration b] Mortality and c] Fertility.	Students will be able to: [SLO:S-12-H-01]: Analyze the reasons for the high population growth rate in poor or Least Developed Countries (LDC) like Pakistan.
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<p>[SLO:S-11-H-02]:</p> <p>Analyze the importance of Demography.</p>	<p>[SLO:S-12-H-02]:</p> <p>Discuss a] Malthusian Theory of Population Change and b] Anti-Malthusian Theories like Demographic Transition Theory.</p>
<p>[SLO:S-11-H-03]:</p> <p>Define the concept of development and its components such as a] Economic Development and b] Social Development.</p>	<p>[SLO:S-12-H-03]:</p> <p>Explain the impacts of the high population growth rate on the development of Pakistan.</p>



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