

National Curriculum of Pakistan
2022-23

CHINESE

Grades 9-12



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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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

Chinese Language Grade 9-12

Competency A: Oral communication Skills

Standard 1: Develop proficiency in listening and spoken language of students, enabling them to communicate effectively across diverse contexts and to a wide range of audiences for various purposes

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Attain accuracy in Pinyin recitation and identification of Initials and Finals, alongside proficiency in essential vocabulary and common phrases for effective daily communication in Mandarin		Benchmark I: Demonstrate proficiency in listening and speaking through active participation in class discussions, displaying attentive listening and expressing thoughts with increasing clarity	
Student Learning Outcomes			
[SLO: C-09-A-01]: Recognize Initials, Finals, and their Combinations with tone marks and repeat them	[SLO: C-10-A-01]: Practice pronunciation and tone placement for accurate communication	[SLO: C-11-A-01]: Develop a capability to converse in accurate pronunciation during real-life situations	[SLO: C-12-A-01]: Generate clear and accurate pronunciations for challenging Initial final pairs and consecutive third tones in a variety of situations
[SLO: C-09-A-02]: Recognize essential vocabulary and common phrases used in daily communication ie greetings, gestures, personal information simple questions, customs and common expressions	[SLO: C-10-A-02]: Comprehend simple dialogues, narrations and requests to meet basic needs related to both daily life and study contexts	[SLO: C-11-A-02]: Apply knowledge and respond to text for different purposes (including arguments and discussions)	[SLO: C-12-A-02]: Create effective conversation by using communicative strategies to engage the listener and critically analyze the situation/event
Benchmark II: Listen, comprehend and respond to a variety of texts		Benchmark II: Comprehend and respond to a variety of speech types	
Student Learning Outcomes			

[SLO: C-09-A-03]: Differentiate intonation patterns in spoken Chinese, identifying statements, questions, and exclamations, while expanding vocabulary through listening activities	[SLO: C-10-A-03]: Comprehend and Reproduce patterns of rhythm, stress, and intonation introduced through listening to stories and dialogues in class	[SLO: C-11-A-03]: Develop effective listening and responding skills by watching and understanding Mandarin Chinese videos, films, or presentations	[SLO: C-12-A-03]: Demonstrate oral communication through introductions, role plays, discussions, conversations and social/academic conventions
[SLO: C-09-A-04]: Converse in basic language using simple words and phrases with a group to share an experience	[SLO: C-10-A-04]: Recall and discuss important features of a talk, possibly contributing new ideas	[SLO: C-11-A-04]: Participate in solo, paired and group assignments such as role play and demonstrate a diverse range of words in oral communication	[SLO: C-12-A-04]: Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence

Competency B: Reading

Standard 1: Develop proficiency in reading skills and use various strategies to comprehend a variety of text types

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Acquire and demonstrate competence in reading through recognizing pinyin, basic characters, words/phrases, numbers, personal information to identify, and familiar materials with fixed structures		Benchmark I: Analyze and interpret a wide range of complex texts, demonstrating advanced comprehension skills applying different reading strategies	
Student Learning Outcomes			
[SLO: C-09-B-01]: Read and understand the meaning of around 150 words related to daily life and school life	[SLO: C-10-B-01]: Read and understand the meaning of around 300 words related to life and the extended environment	[SLO: C-11-B-01]: Read and comprehend the meaning of around 600 words related to the extended environment	[SLO: C-12-B-01]: Read and comprehend the meaning of around 1200 words related to extended environment and a variety of situations

[SLO: C-09-B-02]: Recognize and read pinyin and the most basic characters, words/phrases, numbers, and personal information learned	[SLO: C-10-B-02]: Comprehend and demonstrate an understanding of characters, words/phrases, location words, and familiar materials with fixed structures	[SLO: C-11-B-02]: Apply phonic, character and grammatical knowledge in reading unfamiliar words and sentences	[SLO: C-12-B-02]: Interpret complex texts, considering elements such as tone, mood, figurative language, and author's purpose
Benchmark II: Infer word meanings through context, establish sentence relationships, and read small texts with correct pronunciation		Benchmark II: Progressing to comprehend diverse reading materials and independently employ reading strategies for various genres, showcased in class discussions	
Student Learning Outcomes			
[SLO: C-09-B-03]: Use previous knowledge and guess the meaning of familiar or unfamiliar words through context while reading	[SLO: C-10-B-03]: Show relationships between sentences while reading a paragraph	[SLO: C-11-B-03]: Apply punctuation rules to assist accuracy and fluency in reading letters, notices, short passages, factual texts etc	[SLO: C-12-B-03]: Analyze th text comprises a group of paragraphs that develop on the main idea addressed by the writer and implement appropriate reading strategies
[SLO: C-09-B-04]: Read and comprehend introductions, descriptions and narrations related to daily life study, or work through reading	[SLO:C-10-B-04]: Read small texts with correct pronunciation from the textbooks and identify their purpose	[SLO: C-11-B-04]: Read and evaluate viewpoints, purpose and ideas in the given texts during the class discussions	[SLO: C-12-B-04]: Discuss and evaluate how authors use language including figurative language considering the impact on the reader

Competency C: Vocabulary and Grammar

Standard 1: Develop vocabulary, use grammatical functions and principles of grammar accurately for developing accuracy in their spoken and written communication

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Identify and classify vocabulary, apply word-formation techniques and formulaic expressions in written and spoken communication		Benchmark I: Effectively communicate with clarity and coherence on familiar topics by using accurate vocabulary and grammatical structures	

Student Learning Outcomes

[SLO: C-09-C-01]: Memorize and recognize level 1 vocabulary used in everyday life	[SLO: C-10-C-01]: Recognize and comprehend level 2 vocabulary and its usage in everyday life	[SLO: C-11-C-01]: Comprehend and apply level 3 vocabulary and its usage in everyday life	[SLO: C-12-C-01]: Comprehend and demonstrate level 4 vocabulary and its usage in everyday life
[SLO: C-09-C-02]: Use basic vocabulary and phrases in daily life and the classroom environment	[SLO: C-10-C-02]: Organize vocabulary learnt in class and from an extended environment and understand formulaic expressions	[SLO: C-11-C-02]: Apply formulaic expressions learnt in class and from an extended environment	[SLO: C-12-C-02]: Analyze and communicate with others on familiar topics with clarity and coherence by using vocabulary learned
Benchmark II: Identify and apply grammatical concepts, including parts of speech, sentence structure, and punctuation rules		Benchmark II: Apply grammatical rules in both formal and informal sentence structures, showcasing mastery in writing complex sentences with intricate logical relationships	


Student Learning Outcomes

[SLO: C-09-C-03]: Recognize the tone changes of “一” “七” “八” “不” when they are used in front of different tones	[SLO: C-10-C-03]: Understand and comprehend the special meaning of the measure words and its usage	[SLO: C-11-C-03]: Comprehend and use idioms and proverbs in different texts and in their speech	[SLO: C-12-C-03]: Showcase mastery in using Chinese language grammatical construction while writing sentences
[SLO: C-09-C-04]: Comprehend and apply simple basic sentence structures with the correct use of grammar eg (bi 比), (shi 是), (li 离)	[SLO: C-10-C-04]: Apply commonly used complex sentence structures with correct use of parts of speech and punctuation	[SLO: C-11-C-04]: Apply and analyze commonly used complex sentences, eg (ba 把) sentences, usage of de (的, 得, 地) and compliments of results	[SLO: C-12-C-04]: Demonstrate grammatical rules while constructing sentences and paragraphs of varying degrees of complexity in formal and informal situations

Competency D: Writing

Standard 1: Develop and demonstrate competence in writing for diverse purposes and audiences by applying general skills and strategies in the writing process effectively

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Recognize and practice basic strokes, key radicals, and character components, while skillfully crafting simple, accurate sentences on given topics		Benchmark I: Showcase advanced proficiency by composing essays, applications, and stories in characters by using correct sentence structures	
Student Learning Outcomes			
[SLO: C-09-D-01]: Write and Recognize around 150 words or phrases related to daily life and school life	[SLO: C-10-D-01]: Write and recognize around 300 words or phrases related to the extended environment	[SLO: C-11-D-01]: Write and master around 600 words or phrases related to the extended environment	[SLO: C-12-D-01]: Write and master around 12,00 common Chinese characters toward proficiency in the writing skill
[SLO: C-09-D-02]: Recognize and write all the basic strokes and the most important radicals and their meanings	[SLO: C-10-D-02]: Recognise the writing rules of Chinese characters and apply these rules to write new characters	[SLO: C-11-D-02]: Write simple words and phrases to fill in forms or describe one's personal information (CV)	[SLO: C-12-D-02]: Create simple paragraphs, applications and stories in characters with correct sentence structures
[SLO: C-09-D-03]: Write basic sentences in pinyin as well as characters with correct stroke order, and understand that Chinese is written from left to right and top to bottom	[SLO: C-10-D-03]: Write a few simple, meaningful sentences of their own on a given topic with reasonable accuracy	[SLO: C-11-D-03]: Apply the knowledge about words, phrases or sentences to communicate with others on familiar topics while writing	[SLO: C-12-D-03]: Create short passages in a standard conventional format to convey or deliver information appropriately
Benchmark II: An ability to write Chinese characters, and sentence structure, applying it to proficiently write simple sentences and paragraphs		Benchmark II: Demonstrate an ability to use correct grammar, punctuation, and characters in written comprehension for diverse text creation	
Student Learning Outcomes			



<p>[SLO: C-09-D-04]: Recognise that strokes combine to make components, and components combine to make characters</p>	<p>[SLO:C-10-D-04]: Practice writing dialogue between multiple people, giving background in brackets</p>	<p>[SLO: C-11-D-04]: Organize complex ideas, concepts and information to create a simple text</p>	<p>[SLO: C-12-D-04]: Use correct grammar and punctuation in written assignments, essays, and other writing tasks</p>
<p>[SLO: C-09-D-05]: Write introductions, short notes, greetings and wishes for special occasions in pinyin as well as characters</p>			



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