

National Curriculum of Pakistan
2022-23

GERMAN

Grades 11-12



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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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

German as a Foreign Language For Grade 11-12

The learning of a foreign language is in accordance with both the individual needs and abilities of the pupils and with the demands and rights of the community we live in. This paves the way for those who want to increase the facilities of communication and to guarantee a smooth cooperation with other countries and people speaking other languages and possessing other cultures. The tool of a foreign language creates the conditions for an education towards multilingualism, which determines the basis of the education policy in the field of foreign language learning of the European Union. In this context, the teaching and learning of a second foreign language should be understood not as an added burdensome obligation, but as a chance of developing and promoting the pupil's personality with the aim of a lifelong learning process.

GLOBAL/ INTERNATIONAL RELEVANCE OF THE CURRICULUM:

This curriculum for learning German as a second foreign language (as English is considered common first foreign language in Pakistan) is developed based on the Common European Framework of Reference (CEFR) for Modern Languages of the Council of Europe, which can help students to relate themselves and integrate internationally as well.

BENEFITS OF CEFR LEVELS AND CERTIFICATION:

After completion of these levels, students will be able to pass the internationally recognized German language exam conducted by Goethe Institute, TELC etc in Pakistan or abroad respectively. These language certifications can open the doors for students not only in Pakistan to select German as their major subject in higher education but also for professional purposes, university entrance, visa requirements etc throughout the German-speaking world, as well as internationally.

COMPONENTS OF THE CURRICULUM:

This German Language curriculum comprises of four domains:

- Oral communication skills (Speaking + Listening Skill)
- Reading skills
- Vocabulary and Grammar
- Writing skills

The German elective course will be offered to students of grades 11 and 12 as a 3-credit-hour course. The targeted level for grade 11 is CEFR A1 "Breakthrough" and grade 12 is A2 "Waystage".

A: Oral Communication Skills (Speaking + Listening Skills)

Standard 1: Develop competence in listening and spoken language, to understand and communicate concrete information

Grade 11	Grade 12
Benchmark I: Listen to, respond and interpret audio/visual information articulated clearly in a variety of texts/scenarios related to daily life, preferences, and family etc	
Student Learning Outcomes	
[SLO: G-11-A1-01]: Identify and recognize sounds, words and basic phrases in German and repeat them Understand short, simple questions for introduction such as “Wie heißen Sie? Woher kommen Sie? Wo wohnen Sie? etc”	[SLO: G-12-A1-01]: Use familiar expressions e.g. happy, sad, surprised etc. and basic phrases aimed at meeting your everyday needs
[SLO: G-11-A1-02]: Identify everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context Recognize and use German greetings and salutations (e.g. Guten Tag, Guten Morgen, Servus, Auf Wiedersehen, Tschüss)	[SLO: G-12-A1-02]: Use numbers, prices, and dates in familiar, everyday contexts
[SLO: G-11-A1-03]: Comprehend information related to oneself (e.g. nationality, family, daily routine, hobbies etc) Listen to smaller/short conversations	[SLO: G-12-A1-03]: Understand and extract essential information from short, recorded passages or broadcasts related to everyday matters (e.g. forecast, sports and results etc)
[SLO: G-11-A1-04]: Listen to and comprehend a series of instructions for familiar everyday activities (e.g. sports, cooking, booking etc)	[SLO: G-12-A1-04]: Identify and recognize figures, prices and time in an announcement e.g. railway, airport and shops
[SLO: G-11-A1-05]:	[SLO: G-12-A1-05]: Engage effectively in a conversation with others

Introduce yourself to others and can ask and answer questions about personal details such as where you live, people you know and things you have	
Benchmark II: Communicate routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	
Student Learning Outcomes	
[SLO: G-11-A2-01]: Ask and produce simple, isolated phrases about people and places	[SLO: G-12-A2-01]: Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
[SLO: G-11-A2-02]: Identify the topic of discussion and change in the topic in a conversation conducted slowly and clearly Respond to and ask questions related to oneself (e.g. nationality, family, hobbies, daily routine etc)	[SLO: G-12-A2-02]: Listen and understand announcements (e.g. cinema program, sports event, delay in train/plane)
[SLO: G-11-A2-03]: Use simple words/signs and non-verbal signals to show interest in an idea Convey simple, predictable information given in short, very simple signs and notices, posters and programs	[SLO: G-12-A2-03]: Construct short, simple answers with proper syntax and pronunciation and employ verbal communication skills to convey and comprehend information, using present, past, and future tenses appropriately.
[SLO: G-11-A2-04]: Produce short phrases re.g.arding personal information (age, address etc), likes, dislikes and preferences	[SLO: G-02-A2-04]: Create dialogues and take part in role-play Provide a simple, rough oral translation of simple everyday words/signs and phrases

B: READING

Standard 1: Use strategies to identify, connect, visualise, understand and determine the importance of both written and signed texts

Benchmark I: Read a text with phonological awareness, leading to recognizing familiar and unfamiliar words	Benchmark II: Find the main idea of the text while reinforcing and enhancing the vocabulary, grammar and pronunciation
B1 Reading Comprehension and Understanding	
[SLO: G-11-B1-01]: Recognize familiar words/signs illustrated with images using familiar vocabulary Differentiate between different sounds	[SLO: G-12-B1-01]: Discuss the meaning of unfamiliar words in context
[SLO: G-11-B1-02]: Identify and recognize familiar names, words and basic phrases in short, simple texts	[SLO: G-12-B1-02]: Respond to short, illustrated narratives in short answers and MCQs
[SLO: G-11-B1-03]: Deduce the meaning of an unknown word/sign in a familiar everyday text/subject. Identify and read a single phrase at a time, picking up familiar names, words and basic phrases from a short paragraph/ text	[SLO: G-12-B1-03]: Retrieve information from a text and re-present it in a variety of forms including matching and linking information, ordering, and copying
[SLO: G-11-B1-04]: Understand and respond to short, simple texts containing every day, job-related or shared international vocabulary items	[SLO: G-12-B1-04]: Understand and respond to texts containing everyday, job-related or shared international vocabulary items
[SLO: G-11-B1-05]: Locate and comprehend simple, important information in advertisements, leaflets and brochures	[SLO: G-12-B1-05]: Locate specific information in lists, texts, leaflets, notices etc and respond accordingly

<p>[SLO: G-11-B1-06]: Identify and read the title of an article, book or chapter; the function of captions and sub-heads</p>	<p>[SLO: G-12-B1-06]: Start reading short, simple stories and comic strips involving familiar, concrete situations described in high-frequency everyday language Understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals)</p>
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C Vocabulary and Grammar

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings

Grade 11	Grade 12
Benchmark I: Examine a range of strategies and resources to use vocabulary accurately using linguistic conventions in reading, writing and spoken language.	
C1 VOCABULARY	
[SLO: G-11-C1-01]: Identify and use Salutations, Greetings and Farewells	[SLO: G-12-C1-01]: Describe Seasons and meteorology
[SLO: G-11-C1-02]: Recognise the German alphabets	[SLO: G-12-C1-02]: Recognize Food items
[SLO: G-11-C1-03]: Talk about Personal Information (Name, Address, Age, etc)	[SLO: G-12-C1-03]: Name Utensils
[SLO: G-11-C1-04]: Understand and use Cardinal Numbers	[SLO: G-12-C1-04]: Discuss lexical items related to Money
[SLO: G-11-C1-05]: Understand and use Ordinal Numbers	[SLO: G-12-C1-05]: Talk about City life and activities
[SLO: G-11-C1-06]: Recognize Days of the week and months	[SLO: G-12-C1-06]: Talk about several subjects and Studies
[SLO: G-11-C1-07]: Use Body parts (Hand, foot, head, etc)	[SLO: G-12-C1-07]: Practice the vocabulary related to Health and body

[SLO: G-11-C1-08]: Accurately identify and articulate the names of countries and nationalities.	[SLO: G-12-C1-08]: Discuss Political life
[SLO: G-11-C1-09]: Use classroom vocabulary (teacher, student, chair, table, door, window, board, marker, light, fan, etc)	[SLO: G-12-C1-09]: Use vocabulary related to the environment, weather and seasons
[SLO: G-11-C1-10]: Identify and recall basic color names such as black, white, red, etc.	[SLO: G-12-C1-10]: Converse on a predictable topic, e.g. his/her home country, family, school using appropriate/ topic related vocabulary
[SLO: G-11-C1-11]: Tell Time (Hour, Minute, Second etc)	[SLO: G-12-C1-11]: Demonstrate an ability to enter unprepared into the conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
[SLO: G-11-C1-12]: Know about Family members and relations (father, mother etc)	[SLO: G-12-C1-12]: Develop sufficient vocabulary to express himself /herself with some circumlocutions on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events
[SLO: G-11-C1-13]: Talk about Food and drink	[SLO: G-11-C1-13]: Develop a basic vocabulary repertoire of words and phrases related to particular concrete situations
[SLO: G-11-C1-14]: Recognize and name basic home furniture items like beds, chairs, tables, and sofas.	[SLO: G-12-C1-14]: Read and understand short, simple texts with high frequency vocabulary
[SLO: G-11-C1-15]: Know different hobbies and sports activities	[SLO: G-12-C1-15]: Write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'

[SLO: G-11-C1-16] Describe common places in the city (hospital, railway station, restaurant etc)	[SLO: G-12-C1-16]: Give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions
[SLO: G-11-C1-17]: Discuss weather-related vocabulary	[SLO: G-12-C1-17]: Can use simple language to render in very short texts written in on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible
[SLO: G-11-C1-18]: Describe Clothing (Shirt, pants, shoes, etc)	[SLO: G-12-C1-18]: Use an adequate vocabulary to confidently handle everyday tasks and interactions within familiar contexts.
[SLO: G-11-C1-19]: Explain Means of transportation (Bus, car, train, etc)	[SLO: G-12-C1-19]: Use an adequate vocabulary for the expression of basic communicative needs.
[SLO: G-11-C1-20]: Distinguish between different adjectives with their declinations (Small, tall, beautiful, etc)	[SLO: G-12-C1-20]: Differentiate between different adjectives and adverbs with their declinations
[SLO: G-11-C1-21]: Identify Animals and activities with them (cat, dog, bird, etc)	
[SLO: G-11-C1-22]: Express emotions (Happy, sad, tired, etc)	[SLO: G-12-C1-21]: Has a good range of vocabulary related to familiar topics and everyday situations
[SLO: G-11-C1-23]: State names of different jobs and professions in German Language	[SLO: G-12-C1-22]: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations
[SLO: G-11-C1-24]: Recognise and use words associated with food especially while ordering at a restaurant (menu, order, bill)	[SLO: G-12-C1-23]: Uses a wide range of simple vocabulary appropriately when talking about familiar topics
[SLO: G-11-C1-25]:	[SLO: G-12-C1-24]:

Recognise and use words associated with shopping (Store, money, price, etc.)	Recognise some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly
[SLO: G-11-C1-26]: Identify and use words related to travel (ticket, suitcase, hotel etc.)	[SLO: G-12-C1-25]: Communicate information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions
[SLO: G-11-C1-27]: Describe daily routine (Wake up, wash, go to bed)	[SLO: G-12-C1-26]: Clarify the meaning of unknown and multiple-meaning words and phrases based on 11 & 12 reading and content, choosing flexibly from a range of strate.g.ies
[SLO: G-11-C1-28]: Recognise and name words associated with nature and environment (tree, flower, river etc.)	[SLO: G-12-C1-27]: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
[SLO: G-11-C1-29]: Recognise and name words associated with nature and environment (tree, flower, river etc.)	[SLO: G-12-C1-28]: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
[SLO: G-11-C1-30]: Identify and use words associated with physical description (tall, short, fat etc.)	[SLO: G-12-C1-29]: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
[SLO: G-11-C1-31]: Recognise and name cultural celebrations of Germany (Tag der deutschen Einheit, Laternenfest, Weihnachten, Oktoberfest etc)	[SLO: G-12-C1-30]: Recognise and use names of traditional German cuisine (Names of traditional dishes of Germany)

Standard 2 :Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication

Grade 11	Grade 12
Benchmark I: Students will recognize and use grammatical rules to give a better control over language and more knowledge of how the language actually works	
C2 GRAMMAR	
[SLO: G-11-C2-01]: Recognize and use basic everyday use expressions, nouns and adjectives	[SLO: G-12-C2-01]: Recognize and usage of relative pronouns: der, den, dem, die, das, dessen, deren etc
[SLO: G-11-C2-02]: Understand the usage of two most commonly used irre.g.ular verbs: sein and haben	[SLO: G-12-C2-02]: Formation and usage of past tense in affirmative and ne.g.ative sentences : das Präteritum
[SLO: G-11-C2-03]: Identify and use personal pronouns in Nominative : ich, du, wir, ihr, Sie, sie	[SLO: G-12-C2-03]: Use of conjunctions: damit, umzu, wenn, dass, zu etc
[SLO : G-11-C2-04]: Recognise and use definite articles: der, die, das Understand and use indefinite articles: ein, eine	[SLO: G-12-C2-04]: Learn and formulate sentences with verbs and their fixed prepositions
[SLO: G-11-C2-05]: Recognize and identify the rules of conjugations of re.g.ular verbs: kommen, kennen, trinken etc	[SLO: G-12-C2-05]: Recognise and use indefinite determinants: jeder, jede, jedes, mehrere etc
[SLO: G-11-C2-06]: Construction of irre.g.ular verbs e.g. fahren, schlafen, essen, lesen	[SLO: G-12-C2-06]: Formation of nouns from verbs and adjectives: Nominalisierung
[SLO: G-11-C2-07]: Recognize and use ne.g.ation: nicht /kein/keine	[SLO: G-12-C2-07]: Recognize and use Konnektoren: denn, weil, obwohl
[SLO: G-11-C2-08]: Apply the rules and correct usage of Modalverbs	[SLO: G-12-C2-08]: Formulate sentences with dative and accsative objects in one sentence: Peter kauft seiner Mutter eine Tasche

[SLO: G-11-C2-09]: Understand personal pronouns as direct object ie accusative case	[SLO: G-12-C2-09]: Understand and usage of restriction: nur, erst, schon
[SLO: G-11-C2-10]: Recognize and conjugate seperable verbs : aufstehen, anrufen, ankommen, abfahren etc	[SLO: G-12-C2-10]: Use of Adverbs of frequency: meistens, oft, manchmal, ab und zu, selten, nie
[SLO: G-11-C2-11]: Recognize and use different types of prepositions of place : an, über, unter, vor, neben etc	[SLO: G-12-C2-11]: Recognize and use different types of prepositions of place: zu, nach, um...herum, ge.g.enüber etc
[SLO: G-11-C2-12]: Learn and use personal pronouns as indirect object	[SL : G-12-C2-12]: Recognize, identify and use imperative affirmative sentences : Nehmen Sie Platz!, Rauchen ist verboten etc
[SLO: G-11-C2-13]: Learn and formulate present as future tense and recent past tense (Perfekt)	[SLO: G-12-C2-13]: Recognise, articulate and use past tense in affirmative and ne.g.ative senetences:
[SLO: G-11-C2-14]: recognize and formulate sentences with reflexive verbs	[SLO: G-12-C2-14]: Use of reflexive verbs in Dativ
[SLO: G-11-C2-15]: Understand the difference between countable and uncountable nouns with indefinite pronouns: wieviel, wieviele, einige, alle, manche etc	[SLO: G-12-C2-15]: Use of comparative and superlative with respect to adjectives
[SLO: G-11-C2-16]: Apply the rules and correct usage of :- demonstratives pronouns: diese_ possessive adjectives: mein, dein, sein	[SLO: G-12-C2-16]: Recognize, identify and usage of direct and indirect object in one sentence, specifically Reflexive verbs with accusative/ dative pronouns

[SLO: G-11-C2-17]: Recognize and use different types of prepositions of time: von, bis, ab etc	[SLO: G-12-C2-17]: Learn and formulate sentences in Passive voice
[SLO: G-11-C2-18]: Learn and use the personal pronouns as indirect object or Dative case: mir, dir, ihm etc	[SLO: G-12-C2-18]: Use the polite forms of requests and suggestions in form of “Konjunktiv II” : Hätten Sie bitte 5 Minuten Zeit?, Sie sollten hier nicht rauchen etc

D: WRITING

Standard 1: Compose simple messages and sentences on matters of immediate need; which are coherent, grammatically correct and convey the message

Benchmark I: Spell and write words and sentences accurately using phonetic sounds of vowels, accents and consonants	Benchmark II: Composition of a text of a simple nature and applying appropriate organizational structures with accurate spellings
D1 Writing for Spelling	
[SLO: G-11-D1-01]: Using phonetic sounds to form words correctly and consistently	[SLO: G-12-D1-01]: Apply a strategic approach to verify the correct spelling of the words
[SLO: G-11-D1-02]: Spell and write familiar and unfamiliar words correctly	[SLO: G-12-D1-02]: Apply the rules to make and write the gender of objects and to make the plural from singular objects in a sentence
[SLO: G-11-D1-03]: Correct usage of punctuation marks and its importance in a sentence like Punkt, Fragezeichen, Ausrufzeichen etc	[SLO: G-12-D1-03]: Practice different topics for writing accurately and fluently with correct grammatical and organizational structure
[SLO: G-11-D1-04]: Conjugate the verbs and write the correct spellings of words by understanding the Umlaut and endings	[SLO: G-12-D1-04]: Proficiently conjugate verbs across various tenses, while accurately adjusting for gender and number agreement.

Benchmark I: Compose short, simple messages relating to matters of immediate needs that are logical, organized and grammatically accurate

D2 Writing for Understanding

<p>[SLO: G-11-D2-01]: Produce simple, isolated phrases Fill out forms and questionnaires by giving their personal information e.g. name, age, nationality and contact number etc</p>	<p>[SLO: G-12-D2-01]: Produce a series of simple phrases and sentences linked with simple connectors like “und”, “aber” and “denn ”</p>
<p>[SLO: G-11-D2-02]: Write short messages to friends and family (postcards or informal letters) describing their vacations, parties, activities etc</p>	<p>[SLO: G-12-D2-02]: Produce a writing of simple nature (formal and informal letters) or report a problem relating to areas of immediate need</p>
<p>[SLO: G-11-D2-03]: Compose messages and online postings as a series of short sentences expressing their preferences, likes and dislikes in the present tense</p>	<p>[SLO: G-12-D2-03]: Produce a variety of texts of familiar nature or within an area of interest/relevance e.g. dairy entry, introduction to a story, and description of events etc</p>
<p>[SLO: G-11-D2-04]: Use simple words/phrases to describe certain everyday objects (e.g. colour of a car, whether an object is big or small, what a room looks like)</p>	<p>[SLO: G-12-D2-04]: Compose a text of a simple nature describing events, activities and experiences giving background and present information using the present and past tense</p>

Themes

Grade 11/ Level A1

Grade 12/ Level A2

- Greetings and introduction
- Countries, nationalities and languages
- Family
- Life in a city
- Daily routine
- Food, eating and drinking
- Past events and experiences
- Means of transport
- Vacations and travelling
- Free time activities
- Health and fitness
- Professions and life/ routine in work place
- Living in a house/ an apartment and shifting
- Inquiring for, cancelling and accepting an appointment

- Daily life activities in detail
- Sharing and asking targets for foreign language learning
- Expressing opinion, likings and priorities
- Travel plans, Travel destination, description of vacations spent
- Common pet animals and living with them
- expressing happiness/ contentment with different things
- Response to invitations, congratulations, gifts etc
- Media and politics
- Ideas, inventions, technical products and gadgets
- Rituals and festivals



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