

National Curriculum of Pakistan
2022-23

PERSIAN

Grades 11-12

فارسی



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

PERSIAN for Grade 11-12

Most points in the discussion on Persian grammar are indebted to Wheeler Thackston's Introduction to Persian (2009).

- The learning objectives are specifically designed to enable the acquisition of standard traditional South Asian Persian, rather than the dialect or varieties of Persian currently dominant in other parts of the world such as Iran, Afghanistan, or Tajikistan.
- While some attention is paid to all four abilities (reading, writing, speaking, listening), the primary goal of this curriculum is to build up students' reading knowledge of Persian, so that they are eventually able to access the poetry and prose writings of famous Persian authors such as Hafiz, Sa'di, Rumi, Iqbal, Jami, and Amir Khusrau.
- The learning objectives are designed to enable students to acquire the skill to eventually read Persian books and historical documents traditionally compiled/published in South Asia. Hence, the South Asian (i.e. standard Urdu) accent of Persian, and the traditional nasta'liq script (as used in Urdu) are to be taught to the students, and all curricular materials are to be provided in this script, so as not to cause visual or conceptual confusion.
- The texts to be included in the curriculum should range from the ethical and gnostic subjects, which are commonly found in famous Persian works, to themes of common/global life experiences and general knowledge. The Persian curriculum aims to train students to read great works of Persian literature, rather than teach them themes dominant in Islamiyat or Pakistan Studies, which are different subjects.
- It is understood that students opting for the Persian elective would already have a good base in reading/writing Urdu script, and would know the spelling and meaning of many Persian words already, through their prior knowledge and study of Urdu. Hence, the learning objectives seek to build on this prior knowledge and reinforce it, rather than teach students everything from scratch.
- Since the closest Pakistani language to Persian is Urdu, the learning objectives are drawn heavily on Persian to Urdu (and vice versa) literal translation techniques, to help students understand, and demonstrate understanding of, grammar and vocabulary. Teaching Persian through Urdu translation is a much quicker path to developing clear concepts and understanding for Pakistani students, than teaching Persian through translation in a much more grammatically distant language such as English.

COMPETENCY A: ORAL COMMUNICATION SKILLS

Standard 1: Develop competence in listening and spoken language, in order to communicate effectively across a variety of contexts and to a range of audiences.

Grade 11	Grade 12
Benchmark I: Listen to and respond to a variety of spoken audio/visual texts at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret information.	
A1. Listening and Viewing	
[SLO: PS-11-A1-01]: Recognise sounds, words or phrases in the language and repeat them.	[SLO: PS-12-A1-01]: Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.
	[SLO: PS-12-A1-02]: Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and identify main ideas.
Benchmark II: Listen to, view, comprehend, and respond to a variety of texts and speech types	
A2. Listening and Speaking Readiness	
[SLO: PS-11-A2-01]: Listen to others and respond appropriately.	[SLO: PS-12-A2-01]: Demonstrate ‘attentive listening’ and engage appropriately with empathy and respect, considering opinions and ideas shared by others while developing one’s own.

[SLO: PS-11-A2-02]: Take turns to speak.	[SLO: PS-12-A2-02]: Take turns to speak on a given topic and during group discussions.
[SLO: PS-11-A2-03]: Demonstrate attentive listening skills while working in a whole class setting and taking turns to speak with standard pronunciation.	[SLO: PS-12-A2-03]: Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse.
[SLO: PS-11-A2-04]: Ask questions for clarity and respond to questions from others.	[SLO: PS-12-A2-04]: Ask questions, using correct language, to obtain information and explain ideas clearly, making meaning explicit.
[SLO: PS-11-A2-05]: Ask and answer questions of personal relevance, information and a variety of communicative purposes.	[SLO: PS-12-A2-05]: Ask and answer questions of personal relevance, information and a variety of communicative purposes.
[SLO: PS-11-A2-06]: Recognise ‘stress’ and ‘intonation’ patterns as used in statements and questions.	[SLO: PS-12-A2-06]: Differentiate between rhetorical patterns while listening (e.g., stress and intonation in a statement: “این شهر خوب است”, as opposed to a question: “این شهر خوب است?”).
[SLO: PS-11-A2-07]: Identify rhetorical patterns and make simple inferences while listening (e.g., following commands, instructions, procedures, etc.).	[SLO: PS-12-A2-07]: Adopt rhetorical patterns in one's own speech, while providing facts, opinions, or descriptions.
[SLO: PS-11-A2-08]: Recite poems or read prose aloud with proper intonation and expression to engage the audience.	[SLO: PS-12-A2-08]: Engage in role-play, enacting simple characters or situations.
	[SLO: PS-12-A2-09]: Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech,

	gestures, and movements.
Benchmark III: Use appropriate conventions of spoken discourse for effective oral communication and collaborate with individuals and in groups for a variety of purposes and audiences	
A3. Listening and Speaking for Different Purposes	
[SLO: PS-11-A3-01]: Express feelings and ideas using appropriate words when speaking on matters of immediate interest.	[SLO: PS-12-A3-01]: Use formal and informal vocabulary and expression: more formal “خيلي ممنون” vs more informal: “مرسى”?) while speaking
[SLO: PS-11-A3-02]: things and ask simple questions.	[SLO: PS-12-A3-02]: Interact by naming things, responding with simple sentences, and asking questions about people and things in their immediate physical context.
A4. Listening and Speaking for Different Audiences	
[SLO: PS-11-A4-01]: Converse audibly with class fellows, teachers, and other adults.	[SLO: PS-12-A4-01]: Adapt tone of voice, use of vocabulary, and non-verbal features for different audiences.
[SLO: PS-11-A4-02]: Converse in basic language using simple words and phrases with a group to share an experience.	[SLO: PS-12-A4-02]: Speak confidently to a group to share an experience.
	[SLO: PS-12-A4-03]: Speak confidently and fluently in a limited range of contexts (e.g. question and answers, role-play, dialogue, basic declamation).

	<p>[SLO: PS-12-A4-04]: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. Examples can be taken from assigned topics, texts, and issues, and guidelines can be followed:</p> <ul style="list-style-type: none"> a) Follow the rules for discussions, set specific goals and deadlines, and define individual roles, as needed b) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion c) Present work to various audiences using mechanics of presentation skills
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COMPETENCY B: READING

Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

Grade 11	Grade 12
<p>Benchmark I: Reading through word identification, including decoding unfamiliar multisyllabic words, pronouncing them correctly, and reading aloud basic texts with fluency, expression, understanding, and enjoyment, while giving attention to punctuation and phrasing.</p>	
<p>B1. Reading Readiness and Fluency</p>	

Important:

Learn to read the Persian alphabet in nasta'liq script, relying on existing knowledge of reading Urdu script to recognise the sound associated with each letter.

Learn to distinguish which letters Persian has in common with Urdu, and which it does not, and therefore should never be written or read in Persian.

Stick to pronunciation of consonants and vowels used in the mainstream, traditional South Asian Persian accent (which has carried over into standard, contemporary Urdu), rather than modern Tehranian pronunciation. Hence:

[SLO: PS-11-B1-01]:

- favour nasalised endings (i.e. ۛ or nūn-i ghunnah), where relevant (rather than always sticking to simple ۛ)
- stick to the pronunciation of q for ڤ, and gh for ڄ (rather than vice versa, as is heard in modern Tehranian Persian)
- favour majhūl pronunciations of letters such as ۛ and ۛ (rather than always sticking to ma'rūf pronunciations)
- stick to short i, a, and u pronunciations for the vowels zer, zabar, pesh (rather than the more long-drawn-out e, ai, o pronunciations heard in modern Tehranian Persian)
- stick to the ā pronunciation for the letter ۛ or ۛ (i.e. alif or alif maddah) rather than the au or ū pronunciations heard in modern Tehranian Persian
- stick to the ah pronunciation of medial and final ۛ (i.e. hā-i hawwaz or hā-i maktūbī) rather than the eh pronunciation heard in modern Tehranian Persian

Important:

Stick to the pronunciation of consonants and vowels used in the mainstream, traditional South Asian Persian accent (which has carried over into standard, contemporary Urdu), rather than modern Tehranian pronunciation. However, a short module should be devoted for creating exposure to audio-visual materials featuring contemporary pronunciation variants in Persian as spoken in Iran, Afghanistan, and Tajikistan, so that students are able to recognise divergent accents/dialects of Persian as spoken in neighbouring countries, or even in a local population such as the Pakistani Hazaras in Quetta, who are native speakers of a specific local dialect of Persian.

<p>Hence, words such as اتفاق would be pronounced ittifāq rather than ettefāugh, and خود would be pronounced khud rather than khod, and هوا would be pronounced hawā rather than haiwau, and بیش would be pronounced besh rather than bīsh, and فاطمه and پیاله would be pronounced Fatimah and piyālah rather than Fautemeh and peyauleh.</p>	
<p>[SLO: PS-11-B1-02]: Use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.</p>	<p>[SLO: PS-12-B1-01]: Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, and identifying known prefixes and suffixes using context.</p>
<p>[SLO: PS-11-B1-03]: Apply word analysis skills to read common high-frequency words by sight. [SLO: PS-11-B1-04]: Distinguish between similarly spelled words by identifying the vowel markers (زیر، زیر، پیش) of the letters that differ.</p>	<p>[SLO: PS-12-B1-02]: Identify syllables and split familiar compound words into parts.</p>
<p>[SLO: PS-11-B1-05]: Read short and simple excerpts from a range of texts e.g., story, poetry, and information books.</p>	<p>[SLO: PS-12-B1-03]: Read simpler prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings, both orally and independently.</p>
<p>[SLO: PS-11-B1-06]: Explore the different processes of reading silently and reading aloud.</p>	<p>[SLO: PS-12-B1-04]: Identify the writer's purpose and what makes it interesting. Express and verbalise preferences and opinions openly (not in Persian, but in the native/national language, which is used as the language of instruction and translation).</p>

<p>[SLO: PS-11-B1-07]: Apply knowledge of punctuation and grammar to read simple texts with fluency, understanding and expression.</p>	<p>[SLO: PS-12-B1-05]: Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses).</p>
<p>[SLO: PS-11-B1-08]: Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/visuals; ask self, “What is it about? What do I know about this? What do I want to know?”)</p>	<p>[SLO: PS-12-B1-06]: Ask and answer simple and higher-order questions in native/national language to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?).</p>
<p>[SLO: PS-11-B1-09]: Use pre-reading strategies to predict the type of content/vocabulary/questions about the text from picture titles etc., by using prior knowledge (identify the type of text, purpose and intended audience).</p>	<p>[SLO: PS-12-B1-07]: Read a wide range of simple texts, drawing on background information and vocabulary provided in glossaries.</p>
<p>[SLO: PS-11-B1-10]: Read very simple phrases and sentences orally at an appropriate rate, and expression on successive reading.</p>	<p>[SLO: PS-12-B1-08]: Read a range of stories, poetry and information books and begin to make links between them.</p>
<p>Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning, and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).</p>	
<p>Benchmark II: Discuss the understanding of familiar and unfamiliar words, explore the meaning of words in context, and draw aid from glossaries to understand simple texts.</p>	<p>Benchmark II: Develop understanding and enjoyment of stories, poetry, fiction and nonfiction, and learning to read fluently. Discover the meaning (dictionary meaning and contextual meaning) of words and phrases, grasp idiomatic</p>

usage, and analyse patterns of text organization and functions of various devices used in a paragraph and text as a whole.

B2. Reading for Understanding

[SLO: PS-11-B2-01]:

Recognise and read common sight words, and extend their range. Spell familiar common words accurately, drawing on sight vocabulary.

Discuss the meaning of unfamiliar words encountered in reading.

[SLO: PS-12-B2-01]:

Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.

Guess the meaning of the word and phrases in the text.

Compare with the dictionary meaning to understand the difference between the literal and contextual meaning.

[SLO: PS-11-B2-02]:

Recognise conventions and identify purpose, theme, and ideas in texts.

[SLO: PS-12-B2-02]:

Read and evaluate a variety of texts for purpose, ideas, style, clarity, and organisation.

[SLO: PS-12-B2-03]:

Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.

[SLO: PS-11-B2-03]:

Show some awareness that texts have different purposes.

[SLO: PS-12-B2-04]:

Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.

<p>[SLO: PS-11-B2-04]: Identify common terms relating to books (e.g., title page, author, illustrator, front/back cover, table of contents)</p>	<p>[SLO: PS-12-B2-05]: Identify and recognise story, poetry, and information texts, noting how text is organised into sections or chapters or couplets or stanzas.</p>
<p>[SLO: PS-11-B2-05]: Explain how readers make choices about the texts they like reading, e.g., by author or genre</p>	<p>[SLO: PS-12-B2-06]: Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations, and develop an interest in a variety of texts.</p>
<p>[SLO: PS-11-B2-06]: Give one-word answers to questions. Answer questions in complete and correct sentences. Answer questions in multiple-choice form. Recognise questions as interrogative sentences that comprise words starting mostly from the letters چ or ک (e.g. چہ، کسے). Read and understand questions by marking such words and identify their meaning in order to answer questions (simple knowledge-based to more implied meaning-based questions given in a text).</p>	<p>[SLO: PS-12-B2-07]: Apply strategies to comprehend questions by marking keywords, verbs, and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference, and personal response.</p>
<p>Benchmark III: Demonstrate an understanding of the explicit and implicit meaning using a range of reading strategies, for example, skimming, scanning, context cues, predicting, clarifying, summarising, reasoning, and inference.</p>	<p>Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts. Analyse, evaluate, and develop facts, ideas and opinions, using appropriate support from the text. Interpret and integrate information from a variety of sources and make personal connections with the texts read.</p>
<p>B3. Reading for Meaning</p>	
<p>[SLO: PS-11-B3-01]: Guess the meaning of new words as given in the text.</p>	<p>[SLO: PS-12-B3-01]:</p>

	<p>Use a dictionary or electronic means to find the spelling and meaning of words.</p> <p>[SLO: PS-12-B3-02]: Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.</p> <p>[SLO: PS-12-B3-03]: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<p>[SLO: PS-11-B3-02]: Identify the main points or gist of a text (factual or fiction).</p> <p>Identify the main idea or theme conveyed by the writer.</p>	<p>[SLO: PS-12-B3-04]: Retell or paraphrase events from the text in response to questions.</p>
<p>[SLO: PS-11-B3-03]: Provide an objective summary of the text.</p>	<p>[SLO: PS-12-B3-05]: Provide an objective summary of the text.</p>
<p>[SLO: PS-11-B3-04]: Comprehend simple question words e.g, چرا، چه، كه etc. using pre-reading strategies</p>	<p>[SLO: PS-12-B3-06]: Retell or paraphrase events from the text in response to questions using pre and while-reading strategies</p>
<p>[SLO: PS-11-B3-05]: Talk about events in a story and make simple inferences about characters and events to show understanding</p>	<p>[SLO: PS-12-B3-07]: Skim and scan relevant information and main points in texts to identify the writer’s purpose, intended audience, and infer the</p>

	theme/main idea of the text, distinguishing between fact and opinion where necessary.
[SLO: PS-11-B3-06]: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	[SLO: PS-12-B3-08]: Identify the narrator of the text.
	[SLO: PS-12-B3-09]: Identify different points of view. (e.g., first-person, third-person narrative)
[SLO: PS-11-B3-07]: Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.	[SLO: PS-12-B2-10]: Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.
[SLO: PS-11-B3-08]: Express an understanding of the text in your own words.	[SLO: PS-12-B3-11]: Select, collate, and summarise ideas from texts by paraphrasing them in simple but correct language. Conclude and make simple generalisations (such as the moral of a story).
[SLO: PS-11-B3-09]: Translate simple Persian phrases and sentences into Urdu, to demonstrate adequately exact comprehension of words and tenses.	[SLO: PS-12-B3-12]: Translate more complex Persian phrases, sentences, paragraphs, and stanzas into Urdu, to demonstrate adequately exact comprehension of words and tenses.
	[SLO: PS-12-B3-13]: Read and view a variety of simpler, high-interest books and texts from print and non-print sources: a. Poetry (e.g., رباعی، مثنوی، نظم، غزل)

	<ul style="list-style-type: none"> b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Factual recounts (e.g., eye-witness accounts, news bulletins) h. Drama (play scripts)
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COMPETENCY C: VOCABULARY & GRAMMAR

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

Grade 11	Grade 12
<p>Benchmark I: Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.</p>	
<p>C1. Vocabulary</p>	
<p>[SLO: PS-11-C1-01]: Demonstrate the ability to name various objects through pictures and real-life objects to sort, group, pick the odd one out etc.</p>	<p>[SLO: PS-12-C1-01]: Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, and identifying known prefixes and suffixes using context.</p>

<p>[SLO: PS-11-C1-02]: Recognise and use basic words that show feelings and emotions (e.g., (نا راحت، خوشحال، ترسیده).</p>	
<p>[SLO: PS-11-C1-03]: Learn salutations and courtesy phrases. (e.g. سلام، حال شما چطور است) Learn cardinal numbers from 1 to 10. Learn ordinal numbers (e.g. اول / نخست، چهارم، هشتم، دهم) Learn names in Persian of several countries, continents, nationalities, and languages. (e.g. آمریکا، المان، اروپا، انگلستان، انگلیسی) Learn names for close family relationships (e.g. مادر، شوهر، دختر، پسر)</p>	<p>[SLO: PS-12-C1-02]: Identify days of the week and months. Learn cardinal numbers from 10 to 100.</p>
<p>[SLO: PS-11-C1-04]: Distinguish between and learn basic temporal terms (e.g. امروز، (دیروز، فردا، امشب، حالا، بنوبه، گاهی، هیچ وقت)</p>	
<p>[SLO: PS-11-C1-05]: Take dictation of familiar words studied in class. Keep a record of basic words (e.g., word wall, word bank, word journal) for regular revision and memorisation.</p>	<p>[SLO: PS-12-C1-03]: Take dictation of paragraph/text of appropriate level. Revise basic vocabulary and the existent record of words in the word bank and word journal.</p>
<p>[SLO: PS-11-C1-06]: Recognise and use opposite words in the text. Recognise and use words similar to each other in the text.</p>	<p>[SLO: PS-12-C1-04]: Clarify the meaning of unknown and multiple-meaning words and phrases which appear in assigned texts, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● 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. ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. آمده، آمد، آمدن).

	<ul style="list-style-type: none"> Consult general and specialized reference materials (e.g., dictionaries, glossaries), 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. <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
	[SLO: PS-12-C1-05]: Comprehend idioms and proverbs in the assigned texts.
	[SLO: PS-12-C1-06]: Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.	
Benchmark II: Recognise and use naming, action, substitution and describing words, noun/adjective phrases, articles, adverbs, prepositions, pronouns, articles, conjunctions, verbs, and clauses in the immediate and extended environment.	
C2. GRAMMAR	
[SLO: PS-11-C2-01]: Recognise normal word order (subject-predicate-verb) in Persian. [SLO: PS-11-C2-02]: Become familiarised with the basic uses of the verb ‘to be’ in its affirmative and negative form (است، نیست).	

<p>[SLO: PS-11-C2-03]: Recognise that Persian (unlike Urdu) lacks gender.</p>	
<p>[SLO: PS-11-C2-04]: Understand the differences between the absolute, specific, non-specific states of the noun, and the orthography and use of the indefinite enclitic (ے) to indicate the non-specific state. (i.e. کتاب vs کتابے)</p>	
<p>[SLO: PS-11-C2-05]: Use of the plural suffix با, and also the non-specific plural. (e.g. کتاب با) Recognise the use of the plural suffix آن (e.g. جوانان), and also recognise the employment of Arabic feminine, masculine, and broken plurals within Persian. (e.g. شاعرات، معلمین، کتب)</p>	
<p>[SLO: PS-11-C2-06]: Recognise and use personal pronouns (من، ما، تو، شما، او، ایشان/آنها). Use of the present copula expressing a predicative state (ام، ایم، ای، اید، است، اند) Recognise and correct inappropriate shifts in pronoun number and person.</p>	<p>[SLO: PS-12-C2-01]: Use of pronominal enclitics (م، مان، ت، تان، ش، شان). Use of reflexive pronouns. (e.g. خود، خودم، خودت)</p>
<p>[SLO: PS-11-C2-07]: Indicate differences in proximity to the speaker, through the use of demonstrative adjectives and pronouns, including in contexts involving animate and inanimate plurals. (این، آن)</p>	
<p>[SLO: PS-11-C2-08]:</p>	<p>[SLO: PS-12-C2-02]:</p>

<p>Use of simple connectors and basic joining words, such as the coordinating conjunction و (در و دیوار e.g.).</p>	<p>Recognise and use subordinating conjunctions (e.g. چون، کہ، چونکہ، وقتی کہ) to connect independent clause/s to dependent clause/s. (e.g. مرا گفت کہ او دیوانہ نیست e.g.).</p> <p>[SLO: PS-12-C2-03]:</p> <p>Explain functions of different conjunctions/transitional devices used for addition (e.g., نیز، ہم، و)، sequence (e.g., پس، قبل)، contrast (e.g., اگر... ہم)، reason (e.g., زیرا کہ)، purpose (e.g., برائے اینکہ)، place (e.g., ہر کجا)، condition (e.g., تا، مگر)، cause-and-effect (e.g., از این رو)، choice (e.g., یا، نہ، نے).</p>
<p>[SLO: PS-11-C2-09]:</p> <p>Use of prepositions (e.g. از، بر، در)، and of adverbs and their placement vis a vis adjectives. (e.g. بسیار بزرگ)</p> <p>[SLO: PS-11-C2-10]:</p> <p>Use of the specific direct-object marker 'را' (e.g. عایشہ را ندیدم)</p>	<p>[SLO: PS-12-C2-04]:</p> <p>Use prepositions of position, time, movement and direction, in sentences.</p>
<p>[SLO: PS-11-C2-11]:</p> <p>Recognise and use questioning words (چہ، چگونہ، چرا، چند، کہ، کرا،) (کدام، کجا، کسے)</p>	<p>[SLO: PS-12-C2-05]:</p> <p>Use the relative pronoun کہ to join relative clauses, in situations corresponding to the use of English 'who, whose, whom, which, that' (e.g. کسے کہ)</p>
<p>[SLO: PS-11-C2-12]:</p> <p>Use of the izāfat in adjectival and possessive contexts, as well as other syntactical contexts. (e.g. کتابِ خوب، کتابِ دختر، شہرِ کراچی، برائے)</p> <p>(من)</p> <p>Use of the izāfat to express pronominal possession. (e.g. این مالِ من است، این مالِ کیست)</p>	

<p>[SLO: PS-11-C2-13]: Identify and use some describing words showing quality, size and colour. (e.g. خوب، کوچک، سیاہ)</p> <p>Identify and use describing words as adjectives.</p> <p>Understand the use of adjectives after nouns in sentences. (e.g., این میز بزرگ سیاہ است)</p>	
<p>[SLO: PS-11-C2-14]: Use of quantifiers with countable and uncountable nouns, through employing words such as ہر and ہم and ہر .</p>	<p>[SLO: PS-12-C2-06]: Demonstrate the use of more complex common/proper nouns, countable/ uncountable nouns, and collective and abstract nouns. (e.g. چہار تا خواہر، پنج تا میز، سہ دانہ بادام، دو عدد قالیچہ، ہفت نفر پاکستانی)</p> <p>Words and expressions of time and instance. (e.g. چہار ساعت، (پنج روز، دو سال، شش بار، ہفت دفعہ)</p>
<p>[SLO: PS-11-C2-15]: Build on existing knowledge of Urdu to use and understand the difference between comparative and superlative degrees of Persian adjectives (e.g. بدترین، بدتر، بد)</p>	<p>[SLO: PS-12-C2-07]: Use the degrees of adjectives in sentences with ترین and تر.</p> <p>Analyse and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.</p>
<p>[SLO: PS-11-C2-16]: Identify and use common action words. Identify sensing verbs. (e.g. دیدن، شنیدن)</p> <p>Use such verbs in speech, and in writing full sentences.</p>	<p>[SLO: PS-12-C2-08]: Distinguish verbs according to meaning: mental verbs, feeling verbs, saying verbs.</p>
<p>[SLO: PS-11-C2-17]: Use of the vocative enclitic. (e.g. خدایا، غالباً، گفتا، شابا)</p>	
<p>[SLO: PS-11-C2-18]:</p>	<p>[SLO: PS-12-C2-09]:</p>

<p>Proofread and edit texts for errors of</p> <ul style="list-style-type: none"> • sentence structure • subject/verb agreement • noun/pronoun agreement • punctuation and spelling 	<p>Proofread and edit texts for errors of</p> <ul style="list-style-type: none"> • sentence structure • subject/verb agreement • noun/pronoun agreement • punctuation and spelling • reference words, connectives/transitional devices
<p>Benchmark I: Use punctuation with reasonable accuracy. Identify, comprehend and use capitalization and punctuation (full stops, question marks, exclamation marks, commas, quotation marks, and apostrophes) with reasonable accuracy.</p>	
<p style="text-align: center;">C3. PUNCTUATION</p>	
<p>[SLO: PS-11-C3-01]:</p> <p>Demonstrate command of the conventions of adapting punctuation to Persian when writing in different varieties of texts:</p> <ul style="list-style-type: none"> • Observe full stop, comma, colon, and quote mark conventions. • Produce legible work that shows correct spelling and use of punctuation conventions. 	
<p>Benchmark I: Identify and use with reasonable accuracy limited concepts of time, tense and aspect, and use them for spoken and written purposes recognising different sentence types and structure, in reading and writing.</p>	
<p style="text-align: center;">C4. TENSES</p>	
<p>[SLO: PS-11-C4-01]:</p>	

Learn the basic use of the verb 'to be' in its affirmative and negative form (است، نیست).	
[SLO: PS-11-C4-02]: Use of the infinitive (e.g. کردن), the past stem (e.g. کرد), and the present stem (e.g. کن).	[SLO: PS-12-C4-01]: Use of compound verbs. (e.g. بزرگ شدن، پیدا کردن)
[SLO: PS-11-C4-03]: Memorise past and present stems for at least twenty basic verbs.	[SLO: PS-12-C4-02]: Memorise past and present stems for at least twenty additional verbs.
[SLO: PS-11-C4-04]: Recognise and use the forms and functions of past absolute tense, formed by dropping the last letter ن from the infinitive. (e.g. او کرد، (من کردم)	[SLO: PS-12-C4-03]: Use of the continuous prefix (می) to convey a continuous or habitual sense of the past absolute tense. (e.g. می کردم، می گرفتم) Use of past participle. (e.g. رفته، کرده) in sentences Use of present perfect tense, formed by adding the present copula to the past participle. (e.g. رفته ام، کرده ایم) Recognise and use the forms and functions of past perfect tense, formed by adding the past of بودن to the past participle. (e.g. رفته بود، کرده بودم)
[SLO: PS-11-C4-05]: Recognise and use the forms and functions of the present indicative tense (e.g. می کند، می کنم), which functions as the future tense in ordinary speech, and is formed by prefixing می to the present stem.	

<p>[SLO: PS-11-C4-06]: Recognise the use of the imperative tense, formed by prefixing ب (or, in the negative case, ن) to present stem. (e.g. برو، نکن، مگو)</p>	<p>[SLO: PS-12-C4-04]: Recognise and memorise the exceptions to the typical formation of verbs into imperative tense. (e.g. باش، داشته باشید)</p>
	<p>[SLO: PS-12-C4-05]: Recognise the use of future tense in emphatic statements (shall, or will certainly) about the future. (e.g. خواهد رفت، خواهیم کرد)</p>
	<p>[SLO: PS-12-C4-06]: Use all types of tenses correctly in speech and writing.</p> <p>[SLO: PS-12-C4-07]: Use the aspect of time correctly in speech and writing.</p>
	<p>[SLO: PS-12-C4-08]: Change to indirect/direct speech (present, past and perfect tenses, future, questions, orders, requests, suggestions and advice) in speech and writing.</p>
	<p>[SLO: PS-12-C4-09]: Recognise the uses of the present subjunctive tense (e.g. بروم، بروید، بکنم، بکنید، بشویم، بشوید)، and employ as personal complements of all impersonal verbs and verbal constructions such as باید (must, should, have to) and شاید (may, might, perhaps), and of independent verbs such as خواستن (to want), توانستن (to be able), and گذاشتن (to allow, let), as well as other contexts.</p> <p>Recognise and memorise the exceptions to this rule to the formation of the subjunctive. (e.g. باشم، باشی، داشته باشم، داشته باشی)</p>

	Recognise and practise the use of the subjunctive to express ability, inability, possibility, probability, permission, offers, invitations, requests, command, prohibition, doubt, hope, preference, desire, will, obligation etc. in affirmative, negative and interrogative sentences.
C5. SENTENCE STRUCTURE	
[SLO: PS-11-C5-01]: Recognise normal word order (subject-predicate-verb) in Persian.	
[SLO: PS-11-C5-02]: Differentiate between phrase and sentence. [SLO: PS-11-C-46]: Construct new sentences using phrases.	[SLO: PS-12-C5-01]: Identify and differentiate between sentences, clauses and phrases.
[SLO: PS-11-C5-03]: Recognise and construct simple sentences using nouns and verbs e.g., Ali weeps (علی گریہ می کند). Construct simple sentences using a subject, verb, or object e.g., He ate Ali's apple (او سیب علی خورد).	
[SLO: PS-11-C5-04]: Recognise simple sentences showing requests and commands in a school scenario.	[SLO: PS-12-C5-02]: Identify and use simple sentences that show instructions, commands and requests.
[SLO: PS-11-C5-05]: Comprehend simple what, where, and when (چه، کجا، کبے) questions.	[SLO: PS-12-C5-03]: Make questions by using what, where, and when-type questions (e.g. چه کار می کنی؟)
	[SLO: PS-12-C5-04]:

	<p>Identify and use transitional words to manage the sequence of events i.e. قبل، بعد، پس، آخر.</p> <p>Use transitional words in simple procedures e.g., writing a recipe, following directions, etc.</p>
<p>[SLO: PS-11-C5-06]: Recognise direct speech sentences in a narration.</p> <p>Change of tense in indirect speech, i.e. present into past tense in simple sentences and interrogative sentences.</p>	<p>[SLO: PS-12-C5-05]: Differentiate between direct and indirect speech and change pronouns in indirect speech and replacement of other words. (ایں آں، حالا آنوقت، امروز آن روز، etc.)</p> <p>Differentiate between direct and indirect speech. Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.</p>

COMPETENCY D: WRITING

Standard 1: Create basic pieces of writing which are focused, and purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, vocabulary, punctuation and spelling, for a variety of purposes.

Grade 11	Grade 12
Benchmark I: Write sentences legibly, consistently and with correct formation and spelling.	
D1. Writing Readiness and Spelling	

<p>Important: Build on existing knowledge of writing Urdu to practise fast, fluent and legible Persian handwriting in the nasta‘līq script (same script as habitually used to write Urdu) for different purposes, and use punctuation marks appropriately.</p> <p>Stick to spellings used in traditional, historical South Asian Persian nasta‘līq handwriting and printing, rather than representing letters such as medial and final ه (i.e. hā-i hawwaz or hā-i maktūbī), or medial ؤ (i.e. hamzah), or final ن (i.e. nasal nūn, or nūn-i ghunnah), or final ے (i.e. yā-i majhūl) in the modern Iranian mode of handwriting and printing. That is, continue to write Persian words as they are written in Urdu, i.e. stick to spelling words such as Fatimah or piyālah as فاطمه or پیاله (rather than فاطمه or پیاله), and zuhrah as زہرہ or شہرہ (rather than زہرہ or شہرہ), and bīnā’ī as بینائی (rather than بینایی), and īn as این (rather than این), and chashme as چشمے (rather than چشمی).</p>	<p>Important:</p> <p>Stick to spellings used in traditional, historical South Asian Persian nasta‘līq handwriting and printing, but devote a module to differing modern Iranian handwriting and printing representations of letters such as medial and final ه (i.e. hā-i hawwaz or hā-i maktūbī), or medial ؤ (i.e. hamzah), or final ن (i.e. nasal nūn, or nūn-i ghunnah), or final ے (i.e. yā-i majhūl), to develop an ability to recognise divergent spellings in texts written/printed in neighbouring countries.</p>
<p>[SLO: PS-11-D1-01]: Spell and write familiar common words accurately, drawing on sight words.</p> <p>Use strategies for segmenting unfamiliar words to spell, e.g., breaking into individual sounds, and separating into syllables.</p> <p>Apply strategies to learn and check correct spellings with words that need to be learned.</p>	
<p>Benchmark II: Apply knowledge of organizational structures and language features to create a variety of increasingly advanced texts for different purposes.</p>	

D2. Writing for Understanding

[SLO: PS-11-D2-01]: Write short sentences with basic personal information, etc.	[SLO: PS-12-D2-01]: Write longer and more complex sentences on a limited range of topics, such as personal circumstances or summaries of texts being studied.
[SLO: PS-11-D2-02]: Write sentences to practise the use of different verbs and tenses, as they are acquired.	[SLO: PS-12-D2-02]: Write sentences to practise the use of different verbs and tenses, as they are acquired. [SLO: PS-11-D-03]: Write short paragraphs, drawing on multiple tenses.
[SLO: PS-11-D2-03]: Develop sentences using descriptive imagery based on sight, touch & sound. Also, use words to suggest characterization.	[SLO: PS-12-D2-03]: Write a short dialogue between two people.

Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

Grade 11	Grade 12
Benchmark I: Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.	
D3. Writing for Meaning	
[SLO: PS-11-D3-01]: Fill in missing information to complete simple sentences. (e.g. است _____ اسم من)	[SLO: PS-12-D2-01]: Complete a simple paragraph using the given words, phrases and sentences.

Fill in the missing information to complete a simple paragraph. Fill in words to change or complete a given story.	Complete a single paragraph using your own words, phrases and complex sentences.
[SLO: PS-11-D3-02]: Construct simple sentences of three/four words expressing likes/dislikes or an opinion, using correct punctuation and spelling using pre-writing strategies (brainstorming, etc.). Use words that express emotions.	[SLO: PS-12-D2-02]: Write 3-5 simple, meaningful sentences of their own.
D4. Various Text Types	
[SLO: PS-11-D4-03]: Write a few sentences describing a personal experience (e.g., a daily routine).	[SLO: PS-12-D2-03]: Write narratives recounting two or more appropriately sequenced events. Include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
[SLO: PS-11-D4-04]: Write simple sentences giving information on what students observe. (e.g., این کتاب است)	[SLO: PS-12-D2-04]: Write opinion pieces in which students introduce the text they are reading, state an opinion, supply a reason for the opinion, and provide some sense of closure.
[SLO: PS-11-D4-05]: Translate simple Urdu phrases and sentences into Persian, to demonstrate precise knowledge of words and tenses.	[SLO: PS-12-D2-05]: Translate more complex Urdu phrases, sentences, paragraphs, and stanzas into Persian, to demonstrate precise knowledge of words and tenses.
	[SLO: PS-12-D2-06]: Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving

	from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
[SLO: PS-11-D4-06]: Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.	[SLO: PS-12-D2-07]: Continue the practice of filling in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
	[SLO: PS-12-D2-08]: Write an informal letter to family and friends on personal, familiar topics and replies to a short informal letter from friends and family members, for e.g., apology letter to a friend (*include sender's address, date, greeting, introduction, body, conclusion, signature)
	[SLO: PS-12-D2-09]: Write a short summary in Persian of any text (prose or poetry) that is studied, encouraging techniques of paraphrasing. Alongside writing a short summary in Persian of every text being studied, include personal reactions to the text.

Guidelines for Appropriate Ethical and Social Development

Students should be encouraged to develop ethical and social attributes and values relevant to a multicultural and civilized society.

Guidelines
Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
Students need to appreciate and feel a sense of interconnectedness with their community, neighbouring regions, and the world at large and develop attributes such as tolerance, respect, equality, and gender equity in them which is the basic essence of Islam and other religions.
Students need to be fostered with a sense of peace and social cohesion, and a sense of ethics within spirituality.

Note: The above-mentioned guidelines will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes are to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Text Types

Texts are written to communicate information, ideas, feelings etc; therefore, they are shaped by the purpose of writing, the context of communication, and the reader. These elements are interdependent so that, for example, the form of writing in a particular text type is adapted to the writer's aim and the intended reader.

It is essential that the students are exposed to a variety of writing, its readership and variations in form and style of expression; only then will students acquire flexible strategies to understand various texts, and to display their understanding by producing well-written texts for various purposes and audiences.

This section gives various text types; their examples, the range of purposes or intentions and the focus of writing of each text type.

Suggested themes and sub-themes are also listed to enable teachers and materials writers to build text content. Context should be designed, so as to build a wide range of reading experiences that have literary, informational, persuasive, analytical, and practical purposes.

Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/reflective texts (Literary texts)	To entertain, explore, imagine, enlighten, and share experiences so as to get the reader involved in the story and characters.	Literary, creative and aesthetic appeal.	<ul style="list-style-type: none"> • Stories • Poems (غزل، مثنوی، نظم، رباعی) • Play scripts • Biographies • Witty Anecdotes • Diary, journal entries
Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their minds about something.	<ul style="list-style-type: none"> • Brochures • Advertisement of consumer products • Letters to the editor conveying opinions • Editorials • Campaign literature • Magazine articles supporting a position

Expository(factual/ Informative texts)	To inform, explain and describe print and computer-based informative and reference texts.	The document organises and conveys information and ideas.	<ul style="list-style-type: none"> ● News reports ● Magazine articles ● Memos ● Menus, blurbs, memes ● Indices, forms ● Maps ● Recipes ● Minutes ● Tables ● Flowcharts ● Diagrams ● Fact sheets ● Information leaflets ● Prospectuses ● Plans ● Summaries ● Records
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative views of ideas and issues,	<ul style="list-style-type: none"> ● Commentaries ● Analytical articles ● Essays and reports ● Reviews
Texts used for Interpersonal / Transactional Communication	To communicate a message for transactional or interpersonal purposes.	To communicate and share ideas, feelings and information.	<ul style="list-style-type: none"> ● Dialogues (informal/ formal) ● Letters (informal/ formal) ● Greeting cards ● E-mails ● Notices

Suggested reference materials

Compilers of the textbooks and reading/teaching materials for the two grades (11&12) might find it helpful to draw on the following materials, while keeping in mind that needs to be consistency in the regional style adopted for printing the textbooks, and developing any accompanying audio-visual material. Otherwise, students will become confused between South Asian and Iranian styles of writing and pronouncing Persian words and letters. The reference materials are:

An Introduction to Persian, by Wheeler Thackston

تیسیر المبتدی (فارسی قواعد) - مولانا محمد عبد اللہ گنگوہی

مولانا مشتاق احمد چرتھالی فارسی کا آسان قاعدہ (مع آمد نامہ)



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