

National Curriculum of Pakistan
2022-23

ENGLISH ADVANCE/ELECTIVE

Grades 11-12



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

National Curriculum of Pakistan
2022-23

ENGLISH ADVANCE/ELECTIVE

Grades 11-12



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



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

**ENGLISH (ELECTIVE/ADVANCED) (Grade 11-12)
PROGRESSION GRID (PG)**

The progression grid below outlines standards, benchmarks, and student learning outcomes for the subject of advanced English at grade XI and XII levels.

The following competencies will be addressed in the grid:

- a. Oral and listening skills
- b. Reading and critical thinking
- c. Advanced grammatical structures
- d. Higher-order writing skills

These competencies are then divided into Benchmarks and SLOs which focus on what is to be covered in teaching. Student learning outcomes indicate what abilities the students must demonstrate as an outcome of learning.

Competency: A

SPEAKING AND LISTENING

Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade 11	Grade 12
Benchmark I: Understand critically the various speech acts in a variety of contexts and audiences. Respond to various discourses by asking critical and appropriate questions in interpersonal communication at individual and group level	
Student Learning Outcomes	

<p>[SLO:Eng Adv-11-A-01]:</p> <p>[SLO:Eng Adv-12-A-01]:</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	
<p>[SLO:Eng Adv-11-A-02]:</p> <p>[SLO:Eng Adv-12-A-02]:</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p>	
<p>[SLO:Eng Adv-11-A-03]:</p> <p>[SLO:Eng Adv-12-A-03]:</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	
<p>[SLO:Eng Adv-11-A-04]:</p> <p>Listen to the speech and understand the tone of the speaker Nuances and Subtleties: Grasping implied meanings, tone, emotions, and intentions conveyed through subtle cues in speech.</p>	<p>[SLO:Eng Adv-12-A-04]:</p> <p>Listen to extended speech and distinguish between different tones like sarcastic, encouraging, criticism, approval etc.</p>
<p>[SLO:Eng Adv-11-A-05]:</p> <p>Understand a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p>	<p>[SLO:Eng Adv-12-A-05]:</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p>
<p>[SLO:Eng Adv-11-A-06]:</p>	

[SLO:Eng Adv-12-A-06]:

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

COMPETENCY B: READING

Standard: Develop reading skills to read longer text to understand the meaning, interpretation and synthesis of information efficiently.

Grade 11	Grade 12
Benchmark I: Read the text and identify characteristic features of each genre e.g. novel, short story, poetry etc.	
Student Learning Outcomes	
[SLO: Eng Adv-11-B-01]: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	[SLO: Eng Adv-12-B-01]: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
[SLO: Eng Adv-11-B-02]: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	[SLO: Eng Adv-12-B-02]: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)

	contribute to its overall structure and meaning as well as its aesthetic impact.
[SLO: Eng Adv-11-B-03]: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	[SLO: Eng Adv-12-B-03]: Evaluate a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
[SLO: Eng Adv-11-B-04]: [SLO: Eng Adv-12-B-04]: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. 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. d. 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).	
[SLO: Eng Adv-11-B-05]: [SLO: Eng Adv-12-B-05]: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	

[SLO: Eng Adv-11-B-06]:

[SLO: Eng Adv-12-B-06]:

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[SLO: Eng Adv-11-B-07]:

Read literary or nonliterary essays with a view to identifying the arguments made for and against the perspective.

[SLO: Eng Adv-12-B-07]:

Read a non-fiction text and identify the arguments and evidence used to support and argue against the specific point of view.

COMPETENCY C & D: GRAMMAR & WRITING

Standard: Write complex, well-structured text to communicate, intricate ideas, opinions and arguments

Grade 11	Grade 12
Benchmark I: Produce a text using complex structure and well-organized text to communicate, intricate ideas, opinions and arguments	
Student Learning Outcomes	
[SLO: Eng Adv-11-C & D-01]: Construct complex clauses using conjunctions	[SLO: Eng Adv-12-C & D-01]: Produce longer texts combining various clauses
[SLO: Eng Adv-11-C & D-02]: Construct a text using grammatically correct complex clauses.	[SLO: Eng Adv-12-C & D-02]: Produce well organized text using complex grammatical structure on a given topic.

<p>[SLO: Eng Adv-11-C & D-03]: Construct paragraphs using the major structural elements e.g. topic sentences, supporting details and concluding sentences</p>	<p>[SLO: Eng Adv-12-C & D-03]: Use transitional words/phrases to connect paragraphs</p>
<p>[SLO: Eng Adv-11-C & D-04]: Develop well organized paragraph consisting of essential components in essay writing.</p>	<p>[SLO: Eng Adv-12-C & D-04]: Use appropriate connecting words and phrases to joining up paragraphs into a longer text essay, summaries, commentaries, etc.</p>
<p>[SLO: Eng Adv-11-C & D-05]: Produce a text using different types of structure, paraphrasing techniques and change of tone in describing events and people.</p>	<p>[SLO: Eng Adv-12-C & D-05]: Describe an abstract notion using detail descriptions of attribute, properties and characteristics etc.</p>
<p>[SLO: Eng Adv-11-C & D-06]: Use appropriate discourse marks to make the text coherent.</p>	<p>[SLO: Eng Adv-12-C & D-06]: Use various cohesive and coherence devices to make the text coherent</p>
<p>[SLO: Eng Adv-11-C & D-07]: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>[SLO: Eng Adv-12-C & D-07] :</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>

<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain an appropriate style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>[SLO: Eng Adv-11-C & D-08]: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain an appropriate style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>[SLO: Eng Adv-12-C & D-08]: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

	e. Provide a concluding statement or section that follows from and supports the argument presented.
[SLO: Eng Adv-11-C & D-09]: Review articles and books and write summaries incorporating major themes	[SLO: Eng Adv-12-C & D-09]: Write critical reviews of articles and books adopting personal point of view
[SLO: Eng Adv-11-C & D-10]: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	[SLO: Eng Adv-12-C & D-10]: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



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