National Curriculum of Pakistan
2022-23

TECHNICAL EDUCATION

GRAPHIC DESIGNING AND MEDIA PRODUCTION
Graphic Designing
Grades 9-12

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

National Curriculum of Pakistan
2022-23

TECHNICAL EDUCATION

GRAPHIC DESIGNING AND MEDIA PRODUCTION

Graphic Designing

Grades 9-12

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

Graphic Design

Grades 9-12

Progression Grid

Domain A: Design Fundamentals

Standard: The long-term learning goals and understandings for a particular lesson, chapter or the whole course.

Grade 9	Grade 10
Benchmark I: Introduction to Graphic Design	
Student Learning Outcomes	
Students will be able to: [SLO:GD-09-A-01]: Define the concept of graphic design.	Students will be able to: [SLO:GD-10-A-01]: Students will be able to articulate a clear definition of graphic design.
[SLO:GD-09-A-02]: List and explain the principles of Graphic Design	[SLO:GD-10-A-02]: Students will recognize the applications of graphic design in various industries.
[SLO:GD-09-A-03]: Analyze effective and engaging Graphic Design based on the principles of Graphic Design	[SLO:GD-10-A-03]: Students will apply basic design elements (e.g., line, shape, color) and principles (e.g., balance, contrast) in their own graphic design project.
[SLO:GD-09-A-04]: Apply the principles of Graphic Design to create their own engaging visual media content.	
Benchmark II: Design Elements	
Student Learning Outcomes	

Grade 9	Grade 10
Benchmark I: Introduction to Graphic Design	
Student Learning Outcomes	
Students will be able to: [SLO:GD-09-A-01]: Define the concept of graphic design.	Students will be able to: [SLO:GD-10-A-01]: Students will be able to articulate a clear definition of graphic design.
[SLO:GD-09-A-02]: List and explain the principles of Graphic Design	[SLO:GD-10-A-02]: Students will recognize the applications of graphic design in various industries.
[SLO:GD-09-A-03]: Analyze effective and engaging Graphic Design based on the principles of Graphic Design	[SLO:GD-10-A-03]: Students will apply basic design elements (e.g., line, shape, color) and principles (e.g., balance, contrast) in their own graphic design project.
[SLO:GD-09-A-05]: Observable mechanisms for when students will use the knowledge and skills they acquire from a particular lesson, chapter, or the whole course and apply those knowledge and skills to new situations which can even be beyond the context of the specific course.	
[SLO:GD-09-A-06]: Explain how each of the seven design elements affects the viewer's perception of a visual composition.	
[SLO:GD-09-A-07]:	

Grade 9	Grade 10
Benchmark I: Introduction to Graphic Design	
Student Learning Outcomes	
Students will be able to: [SLO:GD-09-A-01]: Define the concept of graphic design.	Students will be able to: [SLO:GD-10-A-01]: Students will be able to articulate a clear definition of graphic design.
[SLO:GD-09-A-02]: List and explain the principles of Graphic Design	[SLO:GD-10-A-02]: Students will recognize the applications of graphic design in various industries.
[SLO:GD-09-A-03]: Analyze effective and engaging Graphic Design based on the principles of Graphic Design	[SLO:GD-10-A-03]: Students will apply basic design elements (e.g., line, shape, color) and principles (e.g., balance, contrast) in their own graphic design project.
Manipulate the seven design elements to create specific visual effects in their own compositions.	
[SLO:GD-09-A-08]: Critically evaluate the effectiveness of design elements in existing visual media.	
Benchmark III: Design History	
Student Learning Outcomes	
[SLO:GD-09-A-09]: Identify and describe key historical periods and movements in graphic design.	
[SLO:GD-09-A-10]:	

Grade 9	Grade 10
Benchmark I: Introduction to Graphic Design	
Student Learning Outcomes	
Students will be able to: [SLO:GD-09-A-01]: Define the concept of graphic design.	Students will be able to: [SLO:GD-10-A-01]: Students will be able to articulate a clear definition of graphic design.
[SLO:GD-09-A-02]: List and explain the principles of Graphic Design	[SLO:GD-10-A-02]: Students will recognize the applications of graphic design in various industries.
[SLO:GD-09-A-03]: Analyze effective and engaging Graphic Design based on the principles of Graphic Design	[SLO:GD-10-A-03]: Students will apply basic design elements (e.g., line, shape, color) and principles (e.g., balance, contrast) in their own graphic design project.
[SLO:GD-09-A-04]: Analyze the influence of historical trends and movements on contemporary graphic design.	
[SLO:GD-09-A-05]: Draw inspiration from historical styles and techniques for their own creative projects.	
[SLO:GD-09-A-06]: Critically discuss the evolution of graphic design and its impact on society.	

Domain B: Typography

Standard: The long-term learning goals and understandings for a particular lesson, chapter or the whole course.

Grade 9	Grade 10
Benchmark I: Anatomy of Letterforms	
Student Learning Outcomes	
Students will be able to: [SLO:GD-09-B-01]: Identify and define the basic parts of a letterform.	-
[SLO:GD-09-B-02]: Differentiate between uppercase and lowercase letters based on their anatomical features.	
[SLO:GD-09-B-03]: Analyze the impact of various letterform details on the overall visual style and legibility of a typeface.	
[SLO:GD-09-B-04]: Sketch and manipulate basic letterforms to experiment with different visual effects.	
Benchmark II: Type Families and Classification	
Student Learning Outcomes	
[SLO:GD-09-B-05]: Define and explain the different types of type families.	
[SLO:GD-09-B-06]: Identify and provide examples of popular typefaces within each family.	
[SLO:GD-09-B-07]:	

Analyze the characteristics and historical context of different type families.	
[SLO:GD-09-B-08]: Select appropriate type families based on the intended purpose and audience of their design projects.	

Benchmark III: Composition and Hierarchy

Student Learning Outcomes	
[SLO:GD-09-B-09]: Define and explain the principles of visual hierarchy in typography.	
[SLO:GD-09-B-10]: Apply typographic principles to create clear and visually appealing layouts.	
[SLO:GD-09-B-11]: Utilize various typographic elements to create hierarchy and emphasis within text.	
[SLO:GD-09-B-12]: Analyze and critique the effectiveness of typographic composition in existing visual culture.	

Domain C: Image Composition

Grade 9	Grade 10
Benchmark I Visual Hierarchy and Focal Point	
Student Learning Outcomes	
[SLO:GD-09-C-01]: Define and explain the concept of visual hierarchy and its role in image composition.	-

[SLO:GD-09-C-02]: Identify and analyze the elements that create visual hierarchy within an image.	
[SLO:GD-09-C-03]: Apply principles of visual hierarchy to effectively guide the viewer's eye through a composition and establish a clear focal point.	
[SLO:GD-09-C-04]: Critique the effectiveness of visual hierarchy and focal point in existing images.	

Benchmark II: Balance and Tension

Student Learning Outcomes	
Students will be able to: [SLO:GD-09-C-05]: Define and differentiate between the different types of compositional balance.	
[SLO:GD-09-C-06]: Analyze how balance and tension contribute to the visual interest and emotional impact of an image.	
[SLO:GD-09-C-07]: Apply principles of balance and tension to create visually pleasing and engaging compositions.	
[SLO:GD-09-C-08]: Experiment with different compositional rules and techniques to achieve specific visual effects.	

Benchmark III: Storytelling and Emotion

Student Learning Outcomes

[SLO:GD-09-C-09]: Understand how images can be used to communicate narratives and evoke emotions in viewers.	
[SLO:GD-09-C-10]: Identify and analyze the visual elements that contribute to storytelling in an image.	
[SLO:GD-09-C-11]: Apply visual storytelling techniques to create images that convey messages and evoke specific emotions.	
[SLO:GD-09-C-12]: Analyze and critique the effectiveness of storytelling and emotional impact in existing images.	

Domain D: Color Theory

Grade 9	Grade 10
Benchmark 1: Psychology of Color	
Student Learning Outcomes	
	Students will be able to: [SLO:GD-10-D-01]: Understand how different colors evoke specific emotions and psychological responses in viewers.
	[SLO:GD-10-D-02]: Analyze how color is used to create specific moods and atmospheres in design and marketing.

	[SLO:GD-10-D-03]:
	Apply knowledge of color psychology to select and use colors effectively in their own designs
	[SLO:GD-10-D-04]:
	Research and discuss the cultural and historical significance of different colors.

Benchmark II: Color Wheel and Color Relationship	
Student Learning Outcomes	
	[SLO:GD-10-D-05]:
	Identify and explain the primary, secondary, and tertiary colors on the color wheel.
	[SLO:GD-10-D-06]:
	Analyze and apply complementary, analogous, and triadic color schemes to create visually appealing and harmonious compositions.
	[SLO:GD-10-D-07]:
	Experiment with different color harmonies and relationships to achieve specific visual effects.
	[SLO:GD-10-D-08]:
	Explain and apply principles of color temperature (warm vs. cool colors) in design projects.

Benchmark III: Color Palette	
Student Learning Outcomes	
	[SLO:GD-10-D-09]:
	Define and explain the concept of a color palette and its role in design
	[SLO:GD-10-D-10]:

	Analyze and identify effective color palettes used in various design contexts.
	[SLO:GD-10-D-11]: Create and apply their own color palettes for different design projects, considering the intended audience and purpose.
	[SLO:GD-10-D-12]: Critique and refine color palettes to achieve optimal visual impact and clarity.

Benchmark IV: Color Accessibility

Student Learning Outcomes	
Students will be able to: [SLO:GD-09-D-01]: Understand the importance of color accessibility and its impact on users with visual impairments.	
[SLO:GD-09-D-02]: Learn and apply WCAG (Web Content Accessibility Guidelines) 2.1 standards for color contrast in web design.	
[SLO:GD-09-D-03]: Design color palettes that are accessible and usable for all audiences.	
[SLO:GD-09-D-04]: Analyze and discuss current color trends in design and marketing	
[SLO:GD-09-D-05]:	

Explore the use of color in different cultures and historical periods.	
[SLO:GD-09-D-06]: Apply knowledge of color trends and cultural context to create culturally sensitive and relevant designs.	

Benchmark III: Color and Technology

Student Learning Outcomes	
[SLO:GD-09-D-07]: Understand how color is calibrated and managed on different digital screens and printing technologies.	
[SLO:GD-09-D-08]: Identify and address potential color variations across different mediums.	
[SLO:GD-09-D-09]: Apply best practices for color management in digital design workflows.	

Domain E: Digital Photography

Grade 9	Grade 10
Benchmark 1: Basics of Photography	
Student Learning Outcomes	
	Students will be able to:
	[SLO:GD-10-E-01]:
	Define and explain key photographic terms like aperture, shutter speed, ISO, exposure triangle, and depth of field.
	[SLO:GD-10-E-02]:
	Identify and explain the different camera modes and their functions
	[SLO:GD-10-E-03]:
	Demonstrate proper camera handling techniques to ensure sharp, well-composed photographs.
	[SLO:GD-10-E-04]:
	Apply basic composition rules to improve image composition.
Benchmark II: Using Smartphone Cameras	
Student Learning Outcomes	
	Students will be able to:
	[SLO:GD-10-E-05]:
	Understand the capabilities and limitations of smartphone cameras compared to traditional cameras.
	[SLO:GD-10-E-06]:

	Explore and utilize essential smartphone camera features
	[SLO:GD-10-E-07]: Learn and apply various smartphone camera apps and editing tools to enhance and personalize photographs
	[SLO:GD-10-E-08]: Experiment with different creative techniques using smartphone cameras.

Benchmark III: Editing and Enhancing Photographs

Student Learning Outcomes	
	[SLO:GD-10-E-09]: Identify and describe basic editing tools and features in popular photo editing software.
	[SLO:GD-10-E-10]: Apply basic editing techniques to improve image quality.
	[SLO:GD-10-E-11]: Enhance photos using advanced editing tools to highlight specific areas.
	[SLO:GD-10-E-12]: Discuss ethical considerations in photo editing and the importance of maintaining image integrity.

Graphic Design

11-12

Progression Grid

Domain A: Artificial Intelligence in Graphic Design

Standard A1: Students should have basic understanding of AI technologies and how they can be practically employed for innovation in graphic designing.

Grade 11	Grade 12
Benchmark I: Students will be able to explain the role and significance of artificial intelligence (AI) within the context of graphic design.	
Student Learning Outcomes	
[SLO:GD-11-A-01]: Define the term AI [SLO:GD-11-A-02]: Describe the role and significance of artificial intelligence (AI) within the context of graphic design [SLO:GD-11-A-03]: Trace the historical development of AI [SLO:GD-11-A-04]: List the applications of AI in Pakistani culture and Stable Diffusion, MidJourney DALL-E, Runway ML, Microsoft Azure Machine Learning, Google Colab, PyTorch,Tensor Flowetc.	

[SLO:GD-11-A-05]:
 	
List and explain specific ways in which AI technologies have **impacted** graphic design practices, both historically and within the cultural context of Pakistan:
    ○ automating repetitive tasks
    ○ enhancing creativity through generative design tools	

○   facilitating cross-cultural collaboration
 	
[SLO:GD-11-A-06]:
 	
List and explain specific ways in which AI technologies can **enhance** graphic design practices, both historically and within the cultural context of Pakistan:
 	
    ○   streamlining workflows
    ○   expanding design possibilities
    ○ fostering a more diverse and interconnected design landscape.	

Benchmark II: Students will be able to assess AI tools effectively through practical experience.

Student Learning Outcomes	

[SLO:GD-11-A-07]:
 	
Students will be able to demonstrate familiarity with a range of AI tools commonly used in graphic design, web design, and various design disciplines, including but not limited to:
    ● Adobe Sensei,
    ● Canva's Design AI,
    ● and Runway ML.
*Some tools are free and some are available through small subscription fees to institutes.	

[SLO:GD-11-A-08]: Efficiently select and employ AI tools for simple tasks like editing images, suggesting typography, or optimizing layouts.	
[SLO:GD-11-A-09]: Critically evaluate the capabilities of AI tools, considering their strengths, limitations, and potential impact on design processes and outcomes.	
[SLO:GD-11-A-10]: Conduct collaborative group projects that leverage AI tools to enhance creativity,	

showcasing proficiency in collaborative design skills through the application of AI technologies.	

Standard A2: Students should be able to optimize design processes using design software tools, troubleshooting and problem solving to create a structured project plan.

Grade 11	Grade 12
Benchmark I: Students will be able to apply various features and functionalities in AI-assisted design.	
Student Learning Outcomes	
[SLO:GD-11-A-11]: Students will be able to apply various features and functionalities in AI-assisted design, such as: • image editing • typography suggestions • layout optimization to enhance their skills and creativity.	Students will be able to [SLO:GD-12-A-01]: Use AI to perform tasks such as • image editing, • typography suggestions, • layout optimization in the context of graphic design assignments
[SLO:GD-11-A-12]: Analyze design challenges and determine the appropriate use of AI tools for optimal outcomes through practical application and problem-solving exercises in class.	[SLO:GD-12-A-02]: Evaluate when and how to integrate AI tools into the design process. This includes analyzing design challenges and determining the appropriate use of AI for optimal outcomes.
[SLO:GD-11-A-13]: Explore utilizing AI tools to innovate and enhance their design projects. This includes experimenting with novel approaches and pushing the boundaries of traditional design.	[SLO:GD-12-A-03]: Analyze how AI tools enhance design processes including: • automation, • boosting efficiency, • creativity, • quality showcasing their ability to navigate and apply various features and functionalities in AI-assisted design.
Benchmark II: Optimize design processes using design software tools, troubleshooting and problem solving.	
Student Learning Outcomes	

	Students will be able to [SLO:GD-12-A-04]: navigate software interfaces, utilize features, and execute design tasks effectively.
	[SLO:GD-12-A-05]: Apply knowledge of design software to real-world design projects, integrating software tools seamlessly into the design process. This includes using software to enhance visual elements, layout, and overall design aesthetics.
	[SLO:GD-12-A-06]: Develop efficient workflow management skills by organizing and optimizing their design processes using design software. This involves understanding best practices for file management, version control, and collaborative design.
	[SLO:GD-12-A-07]: Develop problem-solving and troubleshooting skills in the context of design software. This includes identifying and resolving issues, adapting to software updates, and finding creative solutions to technical challenges.

Benchmark III: Follow efficient design processes to create a structured project plan.

Student Learning Outcomes	
	[SLO:GD-12-A-08]: Create a structured project plan for design assignments, including setting clear objectives, defining tasks, establishing timelines, and allocating resources efficiently.
	[SLO:GD-12-A-09]:

	Develop effective time management skills during the design process, ensuring that tasks are completed within specified timelines. This includes prioritizing activities, managing workloads, and meeting project deadlines.
	[SLO:GD-12-A-10]: Effectively engage in collaborative teamwork, demonstrating effective communication, cooperation, and division of tasks among team members during design projects. This includes fostering a positive team dynamic and contributing to group success.
	[SLO:GD-12-A-11]: Develop an iterative design process, incorporating feedback, making revisions, and continuously improving their designs. This involves recognizing the importance of flexibility and refinement in the design process.

Standard A3: Students should be able to evaluate ethical considerations in AI

Grade 11	Grade 12
Benchmark I: Analyze ethical dilemmas and controversies in AI design.	
Student Learning Outcomes	
Students will be able to [SLO:GD-11-A-14]: Explain the ethical principles relevant to AI design, including fairness, transparency, accountability, and privacy considerations.	Students will be able to [SLO:GD-12-A-12]: Explain the ethical principles relevant to AI design, including fairness, transparency, accountability, and privacy considerations.
[SLO:GD-11-A-15]: Analyze the ethical considerations and challenges associated with the integration of AI in graphic design:	[SLO:GD-12-A-13]: Evaluate the implications of design decisions on individuals, communities, and society.

○ The potential lack of true creativity and originality in the designs produced. ○ AI models used in graphic design are trained on datasets that may contain biases, leading to potential ethical concerns. ○ Ensure ethical and inclusive practices in data collection, preparation, and usage throughout the AI development lifecycle.	
	[SLO:GD-12-A-14]: Apply the ethical guidelines to practical AI design projects, ensuring that their designs consider potential biases, respect user privacy, and adhere to ethical standards.
	[SLO:GD-12-A-15]: Advocate for ethical AI design practices. This includes recognizing the role of designers in promoting ethical considerations and advocating for the responsible use of AI.

Domain B: Sustainable design solutions

Standard B1: Consider the sustainable principles and movements to analyze the environmental, social and economic impact of design decisions.

Grade 11	Grade 12
Benchmark I: Apply the sustainable design principles to analyze the environmental, social and economic impact of design decisions.	
Student Learning Outcomes	
Students will be able to [SLO:GD-11-B-01]: Define and explain sustainable design, including its core principles, and the integration of	

environmental, social, and economic considerations in the design process.	
[SLO:GD-11-B-02]: Describe the key elements of sustainable design concepts, including the principles of environmental responsibility, social equity, and economic viability in the context of design.	
[SLO:GD-11-B-03]: apply sustainable design principles to practical projects, incorporating eco-friendly materials, energy-efficient solutions, and ethical considerations in their design work.	
[SLO:GD-11-B-04]: Analyze the environmental, social, and economic impact of design decisions. This involves evaluating the sustainability of design choices and considering long-term consequences.	
[SLO:GD-11-B-05]: Recognize the role of designers in contributing to a more sustainable and responsible future.	
[SLO:GD-11-B-06]: Evaluate different sustainable design practices, considering their effectiveness, limitations, and potential for positive impact. This involves analyzing case studies and real-world examples.	
[SLO:GD-11-B-07]: Advocate for sustainable design practices. This includes understanding the role of designers in promoting sustainability and advocating for ethical and environmentally conscious design solutions.	
Benchmark II: Students will be able to explain various sustainable design movements and apply learnings from them into their own work	

Student Learning Outcomes	

Students will be able to
 	
[SLO:GD-11-B-08]:
 	
Explore major sustainable design movements, including historical context, key figures, and the evolution of sustainable design principles over time.
 	
[SLO:GD-11-B-09]:
 	
Movements:
  • Arts and Crafts Movement (Late 19th to Early 20th Century),
  • Bauhaus Movement (1919-1933),
  • Ecological Design (1960s-1970s),
  • Sustainable Architecture (1980s-Present),
  • Sustainable Urban Design (1990s-Present),
  • Social Design (2000s-Present),	

[SLO:GD-11-B-10]: Evaluate the strengths, weaknesses, and impact of different sustainable design movements. This involves analyzing the philosophies, methodologies, and outcomes associated with each movement.	
[SLO:GD-11-B-11]: Compare and contrast how sustainable design movements vary across different cultures and regions. This includes recognizing the diversity of approaches and solutions to sustainability challenges worldwide.	
[SLO:GD-11-B-12]: Apply the principles and ideas from various sustainable design movements to practical design projects. This involves incorporating specific elements or philosophies from different movements into their own creative work.	

Domain C: Introduction to corporate branding

Standard C1: Students will be able to create their own logos using the principles of corporate branding.

Grade 11	Grade 12
Benchmark I: Analyze the importance of corporate branding and the impact of cultural nuances on brand perception.	
Student Learning Outcomes	
	Students will be able to [SLO:GD-12-C-01]: define and explain the concept of corporate branding, including its key components, and the strategic importance of building a strong brand identity for businesses.
	[SLO:GD-12-C-02]: Analyze how design elements, messaging, and visual identity contribute to brand recognition.
	[SLO:GD-12-C-03]: Apply their knowledge of corporate branding principles to analyze and evaluate real-world examples of corporate brands.
	[SLO:GD-12-C-04]: Create corporate branding elements, such as • logos, • color palettes, • visual identity components. This involves hands-on exercises and projects to design elements that align with the principles of corporate branding.
	[SLO:GD-12-C-05]: Recognize the impact of cultural nuances on brand perception.

	[SLO:GD-12-C-06]:
	Explore how corporate brands adapt to and resonate with diverse cultural contexts, especially within the Pakistani cultural landscape.
	- understanding cultural nuances, - embracing diversity, - tailoring products, - engaging communities, - maintaining a strong online presence, - staying adaptable.

Benchmark II: Apply the principles of effective logo design to create their own logos

Student Learning Outcomes	
	Students will be able to [SLO:GD-12-C-07]: list and explain the principles of logo design including scalability, simplicity, memorability, versatility, and appropriateness for the intended audience.
	[SLO:GD-12-C-08]: Apply the principles of effective logo design to practical projects, ensuring that their logos effectively communicate brand identity and convey the intended message. - Simple. People appreciate clean, simple, and basic logos. - Versatile. The best logo designs can be seen when they are very small on a pencil or very large on a billboard. - Memorable. You want people to remember your logo long after they've seen it. - Relevant
	[SLO:GD-12-C-09]: Analyze the existing logos based on the principles of effective logo design. This involves assessing the success or shortcomings of logos in conveying brand identity.

	[SLO:GD-12-C-10]:
	Explain the importance of logos as a visual representation of brand values and identity how effective logos communicate a brand's values and resonate with the target audience.

Domain D: Branding in the digital & social media age

Standard D1: Students will be able to apply social media branding strategies to design campaigns.

Grade 11	Grade 12
Benchmark I: Students will be able to explain digital marketing and its role in corporate branding	
Student Learning Outcomes	
	[SLO:GD-12-D-01]: Define and explain digital marketing concepts, including online advertising, social media marketing, email campaigns, and search engine optimization, with a focus on how these strategies contribute to corporate branding.
	[SLO:GD-12-D-02]: Develop and implement effective campaigns that contribute to corporate branding objectives. This includes designing targeted advertisements, creating engaging social media content, and optimizing online visibility.
	[SLO:GD-12-D-03]: Analyze and interpret digital marketing metrics and analytics. This involves understanding key performance indicators (KPIs), evaluating campaign

	success, and making data-driven decisions to enhance corporate branding efforts.
	[SLO:GD-12-D-04]: Make informed decisions on budget allocation, campaign optimization, and adapting strategies to align with changing market dynamics.

Benchmark II: Apply social media branding strategies to design campaigns

	[SLO:GD-12-D-05]: Explain the principles of social media branding, including creating a consistent brand voice, utilizing visual elements effectively, and understanding the unique characteristics of various social media platforms.
	[SLO:GD-12-D-06]: Create and implement branding strategies on specific social media platforms. This includes designing engaging content, utilizing hashtags, and fostering audience engagement.
	[SLO:GD-12-D-07]: Evaluate the effectiveness of social media campaigns. This involves analyzing metrics, user engagement, and the overall impact of the campaigns on brand awareness and perception.
	[SLO:GD-12-D-08]: Create impactful visual content for social media, including graphic design elements, images, and videos. This involves understanding the visual language that resonates with target audiences on different social platforms.

Benchmark III: Develop and implement a digital brand presence using the online branding strategies.

Student Learning Outcomes

	[SLO:GD-12-D-09]: Explain the working of online branding strategies, including the significance of a consistent brand image across digital platforms, the role of storytelling, and the impact of user experience on online brand perception.
	[SLO:GD-12-D-10]: Analyze and evaluate successful online branding campaigns. This involves understanding the use of • storytelling, • visual elements, • user engagement in creating impactful digital brand experiences.
	[SLO:GD-12-D-11]: Develop and implement a digital brand presence. This includes creating a cohesive online identity through website design, social media, and other digital channels.
	[SLO:GD-12-D-12]: Execute strategic decision-making skills in online branding, including the ability to: • choose appropriate digital platforms, • develop engaging content, • adapt branding strategies to different online environments.

NATIONAL CURRICULUM COUNCIL SECRETARIAT

MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN