

National Curriculum of Pakistan
2022-23

GENERAL KNOWLEDGE

Grades 1-3



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

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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

GENERAL KNOWLEDGE (1 - 3)

Progression Grid

List of Domains:

- A. Discovering Self and Immediate Environment
- B. Ethics and Values
- C. Responsible Citizenship
- D. Patriotism and Knowledge of the Country
- E. Goods and Services
- F. Life Sciences
- G. Physical Sciences
- H. Earth and Space Science

DOMAIN A: Discovering Self And Immediate Environment

Standard 1: Students develop basic awareness of self and their environment, and understand their role within their community and environment.

Grade 1	Grade 2	Grade 3
Benchmark I: Students will be able to describe themselves, their family members, their friends and interests, and places around them		
Benchmark II: Students will be able to explore who they are in relation to the people and places around them		
Benchmark III: Students will be able to identify and practice healthy habits for personal hygiene		
Benchmark IV: Students will be able to recognise the need for staying safe in daily life situations		

Student Learning Outcomes

<p>[SLO: GK-01-A-01] Describe themselves briefly. For example, their name, age, likes, games, favorite food, what they want to be when they grow up, etc.</p> <p>[SLO: GK-01-A-02] Identify good qualities in themselves and others (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc.).</p> <p>[SLO: GK-01-A-03] Recognise and explain that individuals have different needs and qualities, and different likes and dislikes.</p> <p>[SLO: GK-01-A-04] Analyze and describe the ways in which they are same as and different from others with respect to likes and dislikes.</p>	<p>[SLO: GK-02-A-01] Recognise that the people of Pakistan live in different types of areas (villages, cities, towns, <i>and kachi abadis</i>).</p> <p>[SLO: GK-02-A-02] Differentiate between lifestyles of people living in different areas (villages, cities, towns, <i>and kachi abadis</i>).</p> <p>[SLO: GK-02-A-03] Identify some common professions and occupations in Pakistan (farmer, butcher, cobbler, teacher etc.)</p> <p>[SLO: GK-02-A-04] Recognise that people from different areas, religions, and cultures can be friends</p> <p><i>[SLO: GK-02-A-ADD] Identify key characteristics of different types of areas (buildings, facilities, environment and the work people do)</i></p> <p><i>[SLO: GK-02-A-ADD] Research (through oral investigation) about different professions that exist in Pakistan.</i></p>	<p>[SLO: GK-03-A-01] Recognise that present time is different from the past in terms of living style, food, communication, clothes etc.</p> <p><i>[SLO: GK-03-A-ADD] Sequence events in a narrative in chronological order.</i></p> <p><i>[SLO: GK-03-A-ADD] Identify how schools, communities, and transportation have changed over time (from the given pictures).</i></p>
<p>[SLO: GK-01-A-05] Identify some family members (parents, brothers and sisters, grandparents, aunts, uncles and cousins (paternal and maternal).</p>		

Student Learning Outcomes

<p>[SLO: GK-01-A-06] Tell the name and location of their school</p> <p>[SLO: GK-01-A-07] Name and identify the people they interact with in school (teachers, students, principal, service providing staff etc.).</p> <p>[SLO: GK-01-A-08] Describe the activities they engage in at school</p> <p><i>[SLO: GK-01-A-ADD] Recognise that they should respect all family members and friends.</i></p> <p><i>[SLO: GK-01-A-ADD] Narrate the special qualities of some of their friends</i></p> <p><i>[SLO: GK-01-A-ADD] Share and understand the rules they follow in class and school</i></p>		
		<p>[SLO: GK-03-A-02] Recognise the need for personal safety</p> <p>[SLO: GK-03-A-03] Explain the risk and danger associated with the use of electric appliances/ sharp objects/ fire/ strangers, water bodies and animals.</p> <p>[SLO: GK-03-A-04] Express feelings of discomfort, confusion, fear, and danger to their parents/ teachers/ guardians to stay safe from any unexpected situation.</p> <p>[SLO: GK-03-A-05] Identify some natural disasters and ways to stay safe.</p>

Student Learning Outcomes

[SLO: GK-03-A-ADD] Practice safety measures while using electrical appliances

[SLO: GK-03-A-ADD] List the various hazards they can face at home (bare wires, damaged roof, broken glass, fire, scissor etc.)

DOMAIN B: Ethics And Values

Standard I: Students identify and practice aspects of good character and good manner in their lives

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to demonstrate aspects of good character and etiquettes in their daily lives</p>		
<p>Benchmark II: Students will be able to understand how their actions can affect the people around them</p>		
<p>Benchmark III: Students will be able to demonstrate ways to build positive relations with diverse individuals and groups</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-B-01] Greet others by saying Assalam o Alaikum, Hello, Good Morning etc.</p> <p>[SLO: GK-01-B-02] Demonstrate aspects of good character (punctuality, speaking politely, kindness, caring, honesty and truthfulness)</p> <p>[SLO: GK-01-B-03] Demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around).</p> <p>[SLO: GK-01-B-04] Recognise and identify the etiquettes of using the washroom.</p> <p>[SLO: GK-01-B-ADD] Recognise that they should respect everyone.</p>	<p>[SLO: GK-02-B-01] Recognise the importance of sharing things.</p> <p>[SLO: GK-02-B-02] List the things they can share with others (toys, books, stationery items, lunch with friends etc.)</p> <p>[SLO: GK-02-B-03] Identify from given pictures and stories the ways in which people help each other (at home, in classroom, in village/city, at the time of any need or disaster)</p> <p>[SLO: GK-02-B-04] Relate with examples from their daily life the ways in which people are interdependent.</p> <p>[SLO: GK-02-B-05] Identify that all human beings are similar, but differ by religion, family, culture, abilities, ethnicity, professions, and should all be respected.</p> <p>[SLO: GK-02-B-06] Identify occasions when it is important to wait for one's turn. For example,</p>	<p>[SLO: GK-03-B-01] Recognise some disagreements/conflicts that occur at home, in school and in the local community.</p> <p>[SLO: GK-03-B-02] Identify feelings of people in different conflicting situations.</p> <p>[SLO: GK-03-B-03] Identify reasons for disagreements with friends and family members.</p> <p>[SLO: GK-03-B-04] Explore the ways in which people resolve conflicts/ disagreements at home and school.</p> <p>[SLO: GK-03-B-ADD] Apply discussion and problem-solving methods to work out disagreement.</p>

Student Learning Outcomes

while speaking, in the school, on the bus stop, at canteen and ticketing counters etc.

[SLO: GK-02-B-07] Demonstrate ways in which they can show respect for all.

[SLO: GK-02-B-08] Recognise what they say and do, can hurt others, and what others do and say, can hurt them (telling lies, making fun of others, pushing others, bullying using derogatory words etc.)

[SLO: GK-02-B-09] Recognise that mistakes are a natural outcome of learning and nothing to be ashamed about or to make fun of.

[SLO: GK-02-B-10] Differentiate between fair and unfair behavior in daily lives.

[SLO: GK-02-B-ADD] Identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.)

[SLO: GK-02-B-ADD] Recognise that when people apologize for their mistake they should forgive them.

[SLO: GK-02-B-ADD] Accept responsibility for treating others unfairly and manage their behavior accordingly.

[SLO: GK-02-B-ADD] Mend their behaviour when it is proven unfair through realization.

[SLO: GK-02-B-ADD] Identify ways of making unfair situations fair.

DOMAIN C: Responsible Citizenship

Standard 3: Students recognise the need to respect rules and rights, fulfill their responsibilities and appreciate diversity at local and national level.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to interpret and follow rules for different places, events, etc.</p> <p>Benchmark II: Students will be able to recognise the role of the government and the rights and responsibilities of a citizen</p> <p>Benchmark III: Students will be able to appreciate diversity in the community</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-C-01] Name the games they like to play.</p> <p>[SLO: GK-01-C-02] Demonstrate the importance of collaboration by participating in group activities and games.</p> <p>[SLO: GK-01-C-03] Recognise the importance of following rules.</p> <p>[SLO: GK-01-C-04] Observe and identify the rules when playing a game.</p> <p>[SLO: GK-01-C-05] Describe the importance of playing games and exercise for better health for girls, boys, and differently abled groups.</p>	<p>[SLO: GK-02-C-01] Identify some traffic rules.</p> <p>[SLO: GK-02-C-02] Identify the safety rules they should follow while walking on the road, crossing a road, traveling by a bus etc.</p> <p>[SLO: GK-02-C-03] Recognise the role of government and identify some goods and services that the government provides for the people (health, education, clean water, infrastructure, utilities, safety and security, parks and playgrounds etc.).</p> <p>[SLO: GK-02-C-04] Recognise the multiple religions in Pakistan.</p> <p>[SLO: GK-02-C-05] Recognise that everyone has a right to practice their own religion freely.</p> <p>[SLO: GK-02-C-06] Inquire about places of worship of major religions in Pakistan (masjid, church, Gurdwara, temple).</p>	<p>[SLO: GK-03-C-01] Recognise that people are members of a local community</p> <p>[SLO: GK-03-C-02] Recognise that communities meet people's needs</p> <p>[SLO: GK-03-C-03] Suggest ways the government and people can work together to meet people's needs in the area</p> <p>[SLO: GK-03-C-04] Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions, sense of ownership of public goods).</p> <p>[SLO: GK-03-C-ADD] Describe the activities that individuals perform for the welfare of the community</p>

Student Learning Outcomes

[SLO: GK-02-C-07] Practice respect for all places of worship and all religions.

[SLO: GK-02-C-ADD] List any three rights of the citizens (right to food, free education, protection, equality and health care).

[SLO: GK-02-C-ADD] Identify masjid in their neighborhood as a place of worship for Muslims.

[SLO: GK-02-C-ADD] Reflect on their responsibilities towards the natural world.

[SLO: GK-02-C-ADD] Discuss careful use of food, water and other resources, regularity and hard work towards education, taking care of surroundings and hygiene, treating everyone equally, and following rules and regulations

[SLO: GK-03-C-ADD] Identify key problems in their local area (shortage of drinking water, lack of health and educational facilities, poor sewerage system etc.)

DOMAIN D: Patriotism And Knowledge Of Country

Standard 4: Students recognise the respect and value of their country Pakistan, its map, its founder and pioneers, and the significance of its flag.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to recognise key characteristics of Pakistan (name, date of formation, flag, provinces and areas (AJK, GB and ICT), religious and cultural festivals).</p>		
<p>Benchmark II: Students will be able to identify key figures and their contributions in the formation of Pakistan</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-D-01] Tell the full name of our country and date of formation</p> <p>[SLO: GK-01-D-02] Recognise that all the countries have a flag</p> <p>[SLO: GK-01-D-03] Draw the flag of Pakistan.</p>	<p>[SLO: GK-02-D-01] Recognise the map of Pakistan.</p> <p>[SLO: GK-02-D-02] Name the provinces and areas (AJK, GB and ICT) of Pakistan.</p> <p>[SLO: GK-02-D-03] Identify the national capital of Pakistan</p> <p>[SLO: GK-02-D-04] Recognise some of the national symbols of Pakistan such as the national animal, fruit, flower, bird, and sport</p> <p>[SLO: GK-02-D-05] Recognise the significance of the national flag.</p> <p>[SLO: GK-02-D-06] Identify what the colors and symbols on the flag represent.</p> <p>[SLO: GK-02-D-07] Depict the cultural diversity of all provinces and areas of Pakistan.</p>	<p>[SLO: GK-03-D-01] Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan</p> <p>[SLO: GK-03-D-02] Narrate the major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions, and the date when he died).</p> <p>[SLO: GK-03-D-03] Introduce Mohtarma Fatima Jinnah as a key figure in the formation of Pakistan</p> <p>[SLO: GK-03-D-04] Introduce Allama Muhammad Iqbal as a personality who expounded the idea of Pakistan.</p> <p>[SLO: GK-03-D-05] Narrate the major events in the life of Allama Muhammad Iqbal (date of birth, national poet, some famous poems for children, and the date when he died).</p>

Student Learning Outcomes		
	<p>[SLO: GK-02-D-08] Identify festivals celebrated by Muslims in Pakistan and describe how they are celebrated.</p> <p>[SLO: GK-02-D-09] Identify festivals of other major religions and cultures in Pakistan and describe how they are celebrated.</p> <p>[SLO: GK-02-D-ADD] Recognise and draw the flag of AJK.</p>	<p>[SLO: GK-03-D-06] Discuss what they have learnt from the major events/contributions of Quaid-e-Azam Muhammad Ali Jinnah.</p>

DOMAIN E: Goods And Services

Standard 5: Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to identify and differentiate between different means of transportation</p> <p>Benchmark II: Students will be able to analyze importance of various occupations</p> <p>Benchmark III: Students will be able to recognise the importance of key agricultural crops and livestock in Pakistan</p> <p>Benchmark IV: Students will be able to distinguish between natural, human and capital resources as a source for goods and services.</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-E-01] Identify the means of transportation which people use.</p>	<p>[SLO: GK-02-E-01] Identify some professions from pictures (teaching, business, farming, medicine etc.).</p>	<p>[SLO: GK-03-E-01] Define the term “resources”.</p>

Student Learning Outcomes

<p>[SLO: GK-01-E-02] Differentiate between slow & fast means of transportation.</p> <p>[SLO: GK-01-E-ADD] <i>Identify the places where buses and trains stop, airplanes land and ships berth.</i></p> <p>[SLO: GK-01-E-ADD] <i>Describe the activities that take place at a bus stop, railway station, airport, and harbor.</i></p>	<p>[SLO: GK-02-E-02] Recognise the role of some common professions in their daily lives.</p> <p>[SLO: GK-02-E-03] State which profession they like the most and why.</p> <p>[SLO: GK-02-E-04] Recognise professional achievements of celebrated Pakistanis including women/ minority groups/ differently abled groups.</p>	<p>[SLO: GK-03-E-02] State types of resources: natural resources, human resources and capital resources.</p> <p>[SLO: GK-03-E-03] Identify natural resources (plants, animals, water, air, land, forests and soil), human resources (farmers, builders, painters etc.), capital resources (trucks, computers, factory buildings etc.).</p> <p>[SLO: GK-03-E-04] Define the terms: goods, services, buyers and sellers.</p> <p>[SLO: GK-03-E-05] Identify the main goods and services of their local area.</p> <p>[SLO: GK-03-E-06] Describe the need for interdependence as not all goods and services are available in their area.</p> <p>[SLO: GK-03-E-07] Describe scarcity and recognise that people make economic choices because goods and services are limited.</p>
	<p>[SLO: GK-02-E-05] List the major agricultural crops and livestock in Pakistan.</p> <p>[SLO: GK-02-E-06] Recognise that people process the crops they grow for making products (cotton to thread to cloth to garments).</p> <p>[SLO: GK-02-E-07] Discuss the importance of livestock.</p>	

DOMAIN F: Life Sciences

Standard 6: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to understand the relationship of living and non-living things with the environment</p> <p>Benchmark II: Students will be able to recognise parts of a plant, the different types of plants, changes in their lifespan, and their importance for other living things</p> <p>Benchmark III: Students will be able to recognise different types of animals, differences in features based on their habitat, changes in their lifespan, and their importance for other living things</p> <p>Benchmark III: Students will be able to practice ways for healthy living</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-F-01] Name and identify e.g. through labelling) major parts of the human body (eyes, nose, ears, mouth, arms, feet, hands and legs).</p> <p>[SLO: GK-01-F-02] Identify the functions of various body parts.</p> <p>[SLO: GK-01-F-03] Name the five senses.</p> <p>[SLO: GK-01-F-04] Relate their body parts with the five senses (which body part helps them to taste, touch, smell, hear and see).</p> <p>[SLO: GK-01-F-05] Match the sensory descriptions of each of the five senses (taste:</p>		<p>[SLO: GK-03-F-01] Recognise that healthy living requires eating a balanced diet, keeping clean, sleeping well, and exercising regularly, drinking clean water, brushing teeth)</p> <p>[SLO: GK-03-F-02] Identify certain food groups as fruits, vegetables, grains, dairy product, eggs, meat and dry fruit and their relative proportions.</p> <p>[SLO: GK-03-F-03] Recognise that certain diseases are infectious, and vaccinations can help prevent such diseases.</p> <p>[SLO: GK-03-F-04] Describe how good hygiene and healthy habits can control the spread of diseases.</p> <p>[SLO: GK-03-F-ADD]</p>

Student Learning Outcomes

<p>sweet, sour, bitter, salty; touch: smooth, hard, soft, rough, cold, warm, hot; hearing: loud, soft, high, low; sight: bright, dim and recognise colors; smell: pleasant, unpleasant.</p> <p><u>[SLO: GK-01-F-ADD]</u> Recognise that some people don't have all the body parts and senses and they are also valuable members of the society.</p>		<p><i>Recognise people who use science in their local area e.g., everyday use of science, restaurant chefs, dietitians, food manufacturers, dairy farmers.</i></p>
<p><u>[SLO: GK-01-F-06]</u> Recognise the importance of keeping themselves, their clothes and surroundings clean for their health.</p> <p><u>[SLO: GK-01-F-07]</u> Apply different ways to keep themselves clean (washing hands before and after meals and after using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.)</p> <p><u>[SLO: GK-01-F-08]</u> Differentiate between healthy and unhealthy food with examples, and state the hazards of eating unhealthy food.</p> <p><u>[SLO: GK-01-F-ADD]</u> <i>Recognise the fact that germs can cause diseases and list the ways to avoid germs.</i></p>	<p><u>[SLO: GK-02-F-01]</u> Identify major parts of a plant (root, stem, leaf and flower).</p> <p><u>[SLO: GK-02-F-02]</u> List the functions of root, stem, leaf and flower.</p> <p><u>[SLO: GK-02-F-03]</u> Identify different shapes of leaves found around them.</p> <p><u>[SLO: GK-02-F-04]</u> Identify the roots, stems, flowers, leaves which are eaten by people.</p> <p><u>[SLO: GK-02-F-05]</u> Identify the fruits which have seeds in them.</p> <p><u>[SLO: GK-02-F-06]</u> Recognise that some plants grow from seeds while others grow from stems or roots</p> <p><u>[SLO: GK-02-F-07]</u> Identify that soil, light, air and water are needed to grow a plant</p>	

Student Learning Outcomes

<p><i>[SLO: GK-01-F-ADD] Identify the unhealthy habits that cause illnesses (like cough and diarrhea etc.)</i></p> <p><i>[SLO: GK-01-F-ADD] Discuss the importance of keeping their school clean.</i></p>	<p>[SLO: GK-02-F-08] Recognise that plants make their own food in the presence of sunlight.</p> <p><i>[SLO: GK-02-F-ADD] Highlight the importance of plants for a clean environment.</i></p>	
<p>[SLO: GK-01-F-09] Recognise living and non-living things around them in nature.</p> <p>[SLO: GK-01-F-10] Understand that living things need air, water, and food.</p> <p>[SLO: GK-01-F-11] Identify plants in their environment.</p> <p>[SLO: GK-01-F-12] Recognise the importance of plants/ trees as a source of food, shade, oxygen, and shelter.</p> <p>[SLO: GK-01-F-13] Identify the things around them that are made up of plants/ trees.</p> <p>[SLO: GK-01-F-14] Demonstrate measures for better care of plants</p> <p><i>[SLO: GK-01-F-ADD] Differentiate between the plants around them based on their characteristics</i></p>	<p>[SLO: GK-02-F-09] List the animals they see in their surroundings (land and water).</p> <p>[SLO: GK-02-F-10] Recognise the animals that live on land (including birds) are different in features from those that live in water.</p> <p>[SLO: GK-02-F-11] Recognise different animals and their young ones. For example, horse and foal, cat and kitten, dog and puppy, hen and chick, frogs and tadpoles, butterflies and caterpillars etc.</p> <p>[SLO: GK-02-F-12] Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies.</p> <p>[SLO: GK-02-F-13] Name different places where animals live (nest, den, barrow etc.)</p>	<p>[SLO: GK-03-F-05] Recognise the term 'habitat'.</p> <p>[SLO: GK-03-F-06] Recognise the type of habitats for living things (polar, desert, forest, aquatic).</p> <p>[SLO: GK-03-F-07] Name plants and animals that live in each of these different habitats.</p> <p>[SLO: GK-03-F-08] Identify the environmental factors (temperature, light, water) that support life in a habitat.</p> <p>[SLO: GK-03-F-09] Identify the ways in which human activities affect natural habitats.</p> <p>[SLO: GK-03-F-10] Research and suggest the ways in which habitats can be protected.</p>
<p>[SLO: GK-01-F-15] Identify some common domestic and wild animals.</p>		<p>[SLO: GK-03-F-11] Compare different stages of lifespan of plants and animals (from pictures, through observation / video etc.)</p>

Student Learning Outcomes

[SLO: GK-01-F-16] Identify the food which different animals eat.

[SLO: GK-01-F-17] Recognise the importance of animals as a source of food, joy, and transport.

[SLO: GK-01-F-18] Identify places where animals are found (desert, jungle, water, mountains etc.)

[SLO: GK-01-F-19] Recognise measures for better care of domestic and wild animals and plants.

[SLO: GK-01-F-ADD] Extend their knowledge to analyze different scenarios like 'if you were given a wild animal to keep as a pet, what steps would you take for your own safety and the care of the animal?'

[SLO: GK-01-F-ADD] Identify the differences between common, domestic and wild animals in terms of physical features

[SLO: GK-01-F-ADD] Differentiate between animals that can and cannot be kept at home, with reasons.

[SLO: GK-03-F-12] Identify the changes in the lifespan of an animal and a plant.

DOMAIN G: Physical Sciences

Standard 7: Students recognise simple forms of physical phenomena (matter & energy) and relate it to their lives.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able to identify sources and the various uses of heat and light</p>		
<p>Benchmark II: Students will be able to differentiate between states of matter</p>		
<p>Benchmark III: Students will be able to explore the different properties of materials</p>		
<p>Benchmark IV: Students will be able to define push and pull forces and their impact on different objects</p>		
<p>Benchmark V: Students will be able to recognise different machines</p>		
Student Learning Outcomes		
	<p>[SLO: GK-02-G-01] Recognise some common materials such as wood, plastic, metal, glass, rock, paper and fabric.</p> <p>[SLO: GK-02-G-02] Identify the materials used in some of the objects around them.</p> <p>[SLO: GK-02-G-03] Explore properties of materials with respect to color, hardness, texture, sink/ floats.</p> <p>[SLO: GK-02-G-04] Differentiate between the natural and man-made materials.</p> <p>[SLO: GK-02-G-ADD]</p> <p>Explore properties of materials with respect to elastic/non-elastic, magnetic/non-magnetic.</p>	<p>[SLO: GK-03-G-01] Recognise that energy is required for doing work.</p> <p>[SLO: GK-03-G-02] Inquire that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances, etc.).</p> <p>[SLO: GK-03-G-03] Identify natural sources of energy (sun, wood, flowing water, wind, coal, oil, gas).</p> <p>[SLO: GK-03-G-04] Demonstrate that energy is present in all matter and in sound, light, and heat.</p>

Student Learning Outcomes

	<p>[SLO: GK-02-G-05] Identify sources of heat and light in their homes, schools and surroundings.</p> <p>[SLO: GK-02-G-06] Group sources of light and heat into natural and human made.</p> <p>[SLO: GK-02-G-07] Describe methods of producing heat (burning and rubbing etc.)</p> <p>[SLO: GK-02-G-08] List the uses of heat and light.</p> <p>[SLO: GK-02-G-09] Recognise that the intensity of heat and light is felt more as they come nearer to the source.</p>	<p>[SLO: GK-03-G-05] Identify materials as either solids, liquids or gases.</p> <p>[SLO: GK-03-G-06] Recognise basic differences between states of matter</p> <p>[SLO: GK-03-G-07] Discuss different states of water.</p>
<p>[SLO: GK-01-G-01] Identify what makes objects move.</p> <p>[SLO: GK-01-G-02] Show that an object moves when we push it or pull it</p> <p>[SLO: GK-01-G-03] Understand and explore how push action moves things away from us while a pull action brings things closer to us.</p> <p>[SLO: GK-01-G-04] Recognise from pictures of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle and car etc.)</p>	<p>[SLO: GK-02-G-10] Recognise that push & pull moves things fast or slow, (push and pull as a force)</p> <p>[SLO: GK-02-G-11] Recognise that greater the force, the greater the change in the motion of an object.</p> <p>[SLO: GK-02-G-12] Observe and describe how motion of an object can be changed by applying force (speed up, slow down, stop, change direction etc.)</p>	<p>[SLO: GK-03-G-08] Identify how we use electricity and safety measures</p> <p>[SLO: GK-03-G-09] Recognise the basic components of a simple circuit: cells, wires, and bulb</p> <p>[SLO: GK-03-G-10] Explore construction of simple circuit</p>

DOMAIN H: Earth And Space Science

Standard 8: Students characterize the physical features and environmental changes of Earth and its relationship with celestial bodies in the sky.

Grade 1	Grade 2	Grade 3
<p>Benchmark I: Students will be able identify distinct features of Earth and recognise other celestial bodies such as sun, moon, the stars and planets</p> <p>Benchmark II: Students will be able to recognise the importance of natural resources and describe ways to conserve them including protection of animals</p> <p>Benchmark III: Students will be able to name cardinal directions</p> <p>Benchmark IV: Students will be able to define the term pollution, name its types and describe ways to reduce it</p>		
Student Learning Outcomes		
<p>[SLO: GK-01-H-01] Recognise that the Earth is covered with land and water.</p> <p>[SLO: GK-01-H-02] Recognise the concept of planets</p> <p>[SLO: GK-01-H-03] Identify Earth as a planet.</p> <p>[SLO: GK-01-H-04] Recognise the shape of the Earth</p> <p>[SLO: GK-01-H-05] Identify celestial objects in the sky during day and night.</p> <p>[SLO: GK-01-H-06] Recognise that the sun shines very brightly during the day and gives us heat and light.</p> <p>[SLO: GK-01-H-07] Recognise that the moon and stars shine at night.</p>	<p>[SLO: GK-02-H-01] Recognise that the planet Earth is a source of all materials we use, and many useful materials and resources come from it.</p> <p>[SLO: GK-02-H-02] Recognise that natural resources are essential for survival of human beings (land, forests/plants, water, air, Sun etc.)</p> <p>[SLO: GK-02-H-03] Recognise that people manufacture different things from natural resources to serve human needs.</p> <p>[SLO: GK-02-H-04] Identify the natural sources of water around themselves.</p> <p>[SLO: GK-02-H-05] Recognise the importance of water resources.</p> <p>[SLO: GK-02-H-06] Recognise that some areas of Pakistan experience shortage of water.</p>	<p>[SLO: GK-03-H-01] Explain that our solar system is made of a large star and eight planets.</p> <p>[SLO: GK-03-H-02] Recognise that heat and light of the Sun helps to sustain life on Earth which is the only known planet where life exists.</p> <p>[SLO: GK-03-H-03] Explain how the rotation of the Earth causes day and night</p> <p>[SLO: GK-03-H-04] Identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'.</p> <p>[SLO: GK-03-H-05] Identify South and North with respect to East and West, namely, South and North.</p>

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Student Learning Outcomes		
	<p>[SLO: GK-02-H-07] Identify the ways in which human beings waste water.</p> <p>[SLO: GK-02-H-08] Suggest ways to save water</p> <p>[SLO: GK-02-H-09] Identify the ways in which the land is destroyed due to human activity (deforestation).</p>	<p><i>[SLO: GK-03-H-ADD] Name the eight planets of solar system</i></p> <p><i>[SLO: GK-03-H-ADD] Name places towards North, South, East, and West of the school/home.</i></p> <p><i>[SLO: GK-03-H-ADD] Describe the formation of shadows</i></p> <p><i>[SLO: GK-03-H-ADD] Recognise that the size and direction of the shadow can be used to estimate (guess) time</i></p>
		<p>[SLO: GK-03-H-06] Define the term pollution</p> <p>[SLO: GK-03-H-07] List different types of pollution (land, water, air, noise).</p> <p>[SLO: GK-03-H-08] Suggest ways to reduce pollution (3 r's)</p>

Grade 1	Grade 2	Grade 3
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Student Learning Outcomes		
		<p>[SLO: GK-03-H-09] Identify the endangered animals of Pakistan (Indus dolphin, markhor, blackbuck etc.).</p> <p>[SLO: GK-03-H-10] Suggest ways to protect the endangered animals.</p> <p><i>[SLO: GK-03-H-ADD] Predict what would happen if natural resources were all used up.</i></p> <p><i>[SLO: GK-03-H-ADD] Identify animals, which are extinct (dinosaurs, etc.).</i></p>



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