

National Curriculum of Pakistan
2022-23

EDUCATION

Grades 9-12



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

Education
Progression Grid
Grade 9-12

Domain A: Introduction/Foundations to Education

Standard: Develop an understanding of the system of education in Pakistan and its psychological, and social foundations.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Demonstrate an understanding with key processes of education and its foundation		Benchmark II: Recognize and summarize purposes of education and identify how foundations of education are contributing into it	
Student Learning Outcomes			
[SLO:Edu-09-A-01]: Define education in their own words.	[SLO:Edu-10-A-01]: Define multiple definitions of education	[SLO:Edu-11-A-01]: Define multiple purposes and goals of education	[SLO:Edu-12-A-01]: Define characteristics of generation Alpha and match it with the purpose of education
[SLO:Edu-09-A-02]: Explain personal experiences of students of going through education till grade 8	[SLO:Edu-10-A-02]: Explain personal experiences of students of going through education till grade 9	[SLO:Edu-11-A-02]: Discuss purpose of schooling in current era	[SLO:Edu-12-A-02]: Discuss the role of teachers in education and identify characteristics of an effective teacher

[SLO:Edu-09-A-03]: List personal, social and financial benefits of education	[SLO:Edu-10-A-03]: Identify how education is helping students to understand the world around them	[SLO:Edu-11-A-03]: Explain how education is helping students to make sense of the world around them	[SLO:Edu-12-A-03]: Explain the role of peers and environment in education
[SLO:Edu-09-A-04]: Predict changes in education for the next ten years	[SLO:Edu-10-A-04]: Explain how education shall help students make better career choices	[SLO:Edu-11-A-04]: Demonstrate with examples how education is enabling students to become smart learners	[SLO:Edu-12-A-04]: Realize the importance of citizenship in local and national context
[SLO:Edu-09-A-05]: Define learning in their own words	[SLO:Edu-10-A-05]: Identify educational problems in their contexts	[SLO:Edu-11-A-05]: Identify entrepreneurial dimensions of education	[SLO:Edu-12-A-05]: Reflect upon ideas of great educationists
	[SLO:Edu-10-A-06]: Identify the importance of sustainable development in education	[SLO:Edu-11-A-06]: Link education with sustainable development in their local and national context	[SLO:Edu-12-A-06]: Explain the benefit of peer tutoring / coaching in their school
		[SLO:Edu-11-A-07]: Identify organization and structure of local educational systems	[SLO:Edu-12-A-07]: Identify social, cultural, and economic factors influencing education

		[SLO:Edu-11-A-08]: Explore the basic cognitive, emotional, and social developmental at different stages of learners	[SLO:Edu-12-A-08]: Explain with students' experiences and key motivation theory what motivates learners in the class
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Domain B: Teaching and Learning

Standard: Develop an appreciation and understanding of theories and practice associated with various levels and modes of teaching and learning

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Identify the basics of teaching and learning to develop an understanding of complexities involved in the teaching and learning processes		Benchmark II: Explore, analyze and apply basic components of teaching and learning	
[SLO:Edu-09-B-01]: Define the concept of learning as stated by various theorists [SLO:Edu-09-B-02]: Define the five fundamental educational learning theories: behaviorism, cognitivism, constructivism,	[SLO:Edu-10-B-01]: Analyze various definitions of learning and explain them in their own words [SLO:Edu-10-B-02]: Design and conduct a lesson	[SLO:Edu-11-B-01]: Define the concept of learning as stated by prominent theorists [SLO:Edu-11-B-02]: Compare and contrast the five fundamental educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism	[SLO:Edu-12-B-01]: Define additional learning theories: transformative, social, experiential. [SLO:Edu-12-B-02]: Compare and contrast the benefits and challenges of

<p>humanism, and connectivism.</p> <p>[SLO:Edu-09-B-03]:</p> <p>Design and conduct a lesson that is built on behaviorism</p> <p>[SLO:Edu-09-B-04]:</p> <p>Examine the theory of multiple intelligences as proposed by Howard Gardner</p>	<p>that is built on cognitivism</p> <p>[SLO:Edu-10-B-03]:</p> <p>Explore and describe the four main types of learning styles: visual learning, auditory learning, kinesthetic learning, reading/writing based learning</p> <p>[SLO:Edu-10-B-04]:</p> <p>Explore the concept of meaningful use of technology as proposed by David Jonassen</p>	<p>[SLO:Edu-11-B-03]:</p> <p>Design and conduct a lesson that is built on constructivism</p> <p>[SLO:Edu-11-B-04]:</p> <p>Explain the four main types of learning styles to their peers (visual, auditory, kinesthetic, reading/writing)</p> <p>[SLO:Edu-11-B-05]:</p> <p>Compare and contrast the attributes of four additional learning styles: logical/analytical learners, social/linguistic learners, solitary learners, and nature learners</p> <p>[SLO:Edu-11-B-06]:</p> <p>Make meaningful use of technology assist teaching practice</p>	<p>transformative, social and experiential learning</p> <p>[SLO:Edu-12-B-03]:</p> <p>Design and conduct a lesson that is built on humanism</p> <p>[SLO:Edu-12-B-04]:</p> <p>Design and conduct a lesson that is built on connectivism</p> <p>[SLO:Edu-12-B-05]:</p> <p>Design and Demonstrate a lesson that caters to various learning styles</p>
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Domain C: Introduction to Assessment

Standard: Demonstrate knowledge of Assessment as a continuous process in order to facilitate students in their learning process.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Demonstrate an ability to explain background and differences between different types of assessment</p>		<p>Benchmark II: Identify important components of assessment and their relevance in learning</p>	

Student Learning Outcomes

<p>[SLO:Edu-09-C-01]:</p> <p>Identify system of examination in class/school</p>	<p>[SLO:Edu-10-C-01]:</p> <p>Define the terms test, and measurement with the help of examples</p>	<p>[SLO:Edu-11-C-01]:</p> <p>Define the term assessment and its importance for student learning</p>	<p>[SLO:Edu-12-C-01]:</p> <p>Discuss how assessment is important in the teaching learning process</p>
<p>[SLO:Edu-09-C-02]:</p> <p>Identify criteria to pass a subject</p>	<p>[SLO:Edu-10-C-02]:</p> <p>Explain the term assessment in education with the help of examples</p>	<p>[SLO:Edu-11-C-02]:</p> <p>Define the terms formative and summative assessments</p>	<p>[SLO:Edu-12-C-02]:</p> <p>Compare and contrast different assessment methods</p>
<p>[SLO:Edu-09-C-03]:</p> <p>Explain the importance of homework in student learning and types of homework to be given to students</p>	<p>[SLO:Edu-10-C-03]:</p> <p>Discuss importance of assessment in student learning</p>	<p>[SLO:Edu-11-C-03]:</p> <p>Differentiate between formative and summative assessments</p>	<p>[SLO:Edu-12-C-03]:</p> <p>Develop basic skills in developing assessment tasks</p>
<p>[SLO:Edu-09-C-04]:</p> <p>Explain the different types of classwork experiences in different subjects and how it leads to learning</p>	<p>[SLO:Edu-10-C-04]:</p> <p>Identify relationship between assessment and learning</p>	<p>[SLO:Edu-11-C-04]:</p> <p>Categorize different assessment tasks as formative or summative</p>	<p>[SLO:Edu-12-C-04]:</p> <p>Explain importance of self-assessment in personal learning</p>

<p>[SLO:Edu-09-C-05]:</p> <p>Enlist benefits of classroom tests</p>	<p>[SLO:Edu-10-C-05]:</p> <p>Define learning outcomes with examples</p>	<p>[SLO:Edu-11-C-05]:</p> <p>Distinguish between formative and summative assessments based on classroom experiences</p>	<p>[SLO:Edu-12-C-05]:</p> <p>Identify diagnostic functions of assessment</p>
<p>[SLO:Edu-09-C-06]:</p> <p>Explain the benefits of getting specific feedback on tests and homework assignments</p>	<p>[SLO:Edu-10-C-06]:</p> <p>Identify role of learning outcomes in assessment</p>	<p>[SLO:Edu-11-C-06]:</p> <p>Discuss benefits of formative and summative assessment in their learning</p>	<p>[SLO:Edu-12-C-06]:</p> <p>Define objective and subjective type tests</p>
<p>[SLO:Edu-09-C-07]:</p> <p>Explain the importance of different types of classwork and homework in improving student learning</p>	<p>[SLO:Edu-10-C-07]:</p> <p>Enlist different ways teachers assess students in English</p>	<p>[SLO:Edu-11-C-07]:</p> <p>Compare assessment methods teachers use across all subjects in grades 9, 10 & 11.</p>	<p>[SLO:Edu-12-C-07]:</p> <p>Construct fill in the blanks and true false test items from the reading material</p>
<p>[SLO:Edu-09-C-08]:</p> <p>Define tests, examinations, homework and classwork are some of the terms associated with Assessment.</p>	<p>[SLO:Edu-10-C-08]:</p> <p>Compare assessment methods teachers use across all subjects in their grade 9 & 10.</p>	<p>[SLO:Edu-12-C-08]:</p> <p>Describe how assessment can be used to monitor student's own performance</p>	

Domain D: Introduction to Curriculum

Standard: Demonstrate a foundational understanding of curriculum, its components and importance in schooling.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark I: Demonstrate the ability to explain background and basic knowledge about curriculum		Benchmark II: Demonstrate the ability to define curriculum, its components and how to plan a model curriculum	
Student Learning Outcomes			
[SLO:Edu-09-D-01]: Define syllabus, which they go through in each grade levels	[SLO:Edu-10-D-01]: Discuss what do they mean about curriculum	[SLO:Edu-11-D-01]: Define the term curriculum	[SLO:Edu-12-D-01]: Define various components of curriculum
[SLO:Edu-09-D-02]: Explore and talk about what are they used to learn in various grades	[SLO:Edu-10-D-02]: Differentiate between syllabus and curriculum	[SLO:Edu-11-D-02]: Differentiate between syllabus, textbooks, and curriculum	[SLO:Edu-12-D-02]: Identify curriculum as a dynamic process
[SLO:Edu-09-D-03]: Explore and share what they used to learn in various grades	[SLO:Edu-10-D-03]: Explain benefits of curriculum at a particular grade	[SLO:Edu-11-D-03]: Explain the reasons for teachers planning at every grade level	[SLO:Edu-12-D-03]: Identify importance of objectives and learning outcomes in curriculum
[SLO:Edu-09-D-04]: Identify different ways to learn specific concepts at various grades	[SLO:Edu-10-D-04]: Explain importance of learning outcomes in the	[SLO:Edu-11-D-04]: Discuss the elements that constitute curriculum	[SLO:Edu-12-D-04]: Create content by drafting learning outcomes

	context of curriculum		
[SLO:Edu-09-D-05]: Define learning other than learning in academic subjects	[SLO:Edu-10-D-05]: Distinguish between learning inside the class and outside	[SLO:Edu-11-D-05]: Locate and discuss various definitions of curriculum from notable educationists	[SLO:Edu-12-D-05]: Identify different approaches to teaching with specific outcomes
[SLO:Edu-09-D-06]: Recall a lesson and share how it was planned and taught by a teacher	[SLO:Edu-10-D-06]: Define the role of teachers in teaching curriculum	[SLO:Edu-11-D-06]: Identify ways to learn in school other than curriculum	[SLO:Edu-12-D-06]: Plan assessment strategies to measure attainment of learning outcomes
[SLO:Edu-09-D-07]: Define term curriculum in your own words	[SLO:Edu-10-D-07]: Identify similarities in different definitions of curriculum	[SLO:Edu-11-D-07]: Identify null and hidden curriculum in the class/school contexts	[SLO:Edu-12-D-07]: Explain the importance of curriculum in school
			[SLO:Edu-12-D-08]: Draft a model curriculum

Domain E: Society and Education

Standard: Internalize the value of education in embracing diversity, fostering equity, promoting inclusion, developing social cohesion, and training students to become productive national and global citizens.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark IX: Explore the concepts of Diversity, Equity, Inclusion, and Belonging in order to investigate the importance of DEIB for Pakistan’s education systems		Benchmark IX: Critique the need for Pakistan’s education system to play a vital role in developing social cohesion and enabling all stakeholders to become productive global citizens	
Student Learning Outcomes			
[SLO:Edu-09-E-01]: Explore the idea of Diversity within the context of their classroom	[SLO:Edu-10-E-01]: Explore the idea of Diversity within the context of their school	[SLO:Edu-11-E-01]: Explore and define the concepts of Diversity, Equity, Inclusion and Belonging	[SLO:Edu-12-E-01]: Present viable solutions to increase equity and inclusion in our education systems
[SLO:Edu-09-E-02]: Compare and Contrast the educational opportunities available to various citizens of Pakistan	[SLO:Edu-10-E-02]: Critique the fairness of educational opportunities available to various citizens of Pakistan.	[SLO:Edu-11-E-02]: Define the concept of global citizenship.	[SLO:Edu-12-E-02]: Analyze the factors that can improve social cohesion of a society through education.
[SLO:Edu-09-E-03]: Argue the role education can play in developing a resilient society which continues to provide education in the face of natural disaster or a	[SLO:Edu-10-E-03]: Design and execute a roleplay to demonstrate the importance of education in fostering social cohesion in our society	[SLO:Edu-11-E-03]: Discuss the interrelationship of various components of global citizenship [SLO:Edu-11-E-04]: Explore the concept of resilience of educational systems as their ability to provide uninterrupted education all year round	[SLO:Edu-12-E-03]: Identify local and global resources that can be used to enhance educational resilience [SLO:Edu-12-E-04]: Work with peers to plan and present a poster campaign (digital or non-digital) to spread awareness about citizenship and global citizenship

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Domain F: Modes of Education

Standard: Examine the concepts, strengths, and weaknesses of various, locally and globally, prevalent modes of education in order to evaluate their suitability for Pakistan’s educational needs and socio-cultural values.

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark IX: Explore, define, and compare various modes of education to highlight their strengths, weaknesses, and suitability for a Pakistani educational context.		Benchmark IX: Compare and contrast various types of modes of education and evaluate their strengths and weaknesses in terms of their suitability for education systems in Pakistan.	
Student Learning Outcomes			
[SLO:Edu-09-F-01]: Describe the terms formal and informal education	[SLO:Edu-10-F-01]: Discuss and list some factors which can affect the effectiveness of formal education in Pakistan	[SLO:Edu-11-F-01]: Critique the strengths and weaknesses of formal and informal education	[SLO:Edu-12-F-01]: Define and Differentiate between on-site and distance learning
[SLO:Edu-09-F-02]: Identify and state the benefits of formal education	[SLO:Edu-10-F-02]: Discuss and list some factors which can affect the effectiveness of informal education in Pakistan	[SLO:Edu-11-F-02]: Compare and contrast the effectiveness of face-to-face and online classes	[SLO:Edu-12-F-02]: Evaluate the benefits and drawbacks of on-site and distance learning

	[SLO:Edu-10-F-03]:		[SLO:Edu-12-F-03]:
[SLO:Edu-09-F-03]: Identify and state the benefits of informal education	Debate the problems associated with formal and informal education in Pakistan and propose potential solutions to those problems	[SLO:Edu-11-F-03]: Argue the benefits and drawbacks of having more than one mode of education	Explore and present the concept of Massive Open Online Courses (MOOCs)
[SLO:Edu-09-F-04]: Discuss potential challenges associated with formal and informal education in the context of Pakistan			[SLO:Edu-12-F-04]: Justify the role of MOOCs in promoting self-led learning
[SLO:Edu-09-F-05]: Explore and argue the advantages of and challenges associated with face-to-face classes	[SLO:Edu-10-F-04]: Explore and argue the advantages of and challenges associated with online classes	[SLO:Edu-11-F-04]: Compare and contrast the advantages and disadvantages of face-to-face and online classes	[SLO:Edu-12-F-05]: Discuss the effectiveness and suitability of hybrid* mode of classes *hybrid mode means that for each subject, some of the class will be online while other classes will be face-to-face



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