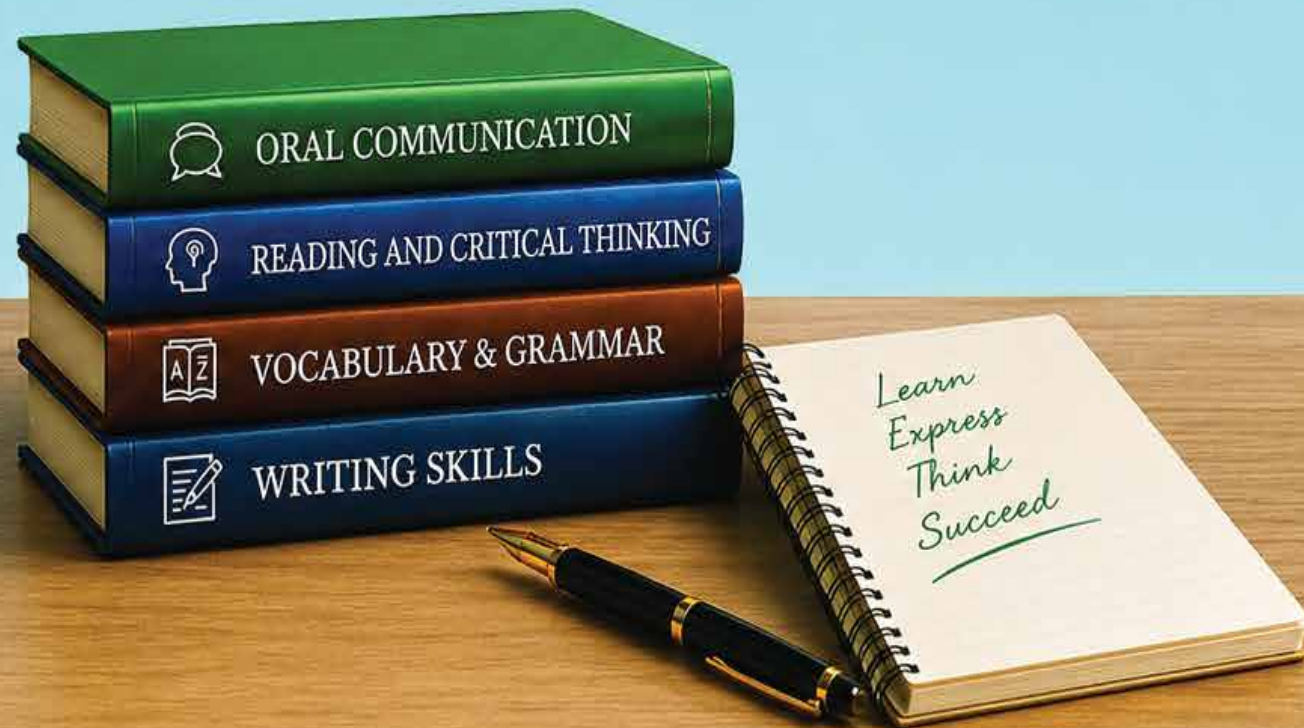


National Curriculum of Pakistan 2026

ENGLISH

Grades 9-12



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

National Curriculum of Pakistan
2026

ENGLISH

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Acknowledgement

Language is the key to learning, communication, and meaningful participation in society. In an increasingly interconnected world, students require not only knowledge of the English Language but also the ability to use it confidently and effectively in academic, professional, and real-life contexts. In response to this need, the National Curriculum Council Wing, Ministry of Federal Education and Professional Training, presents the English Language National Curriculum 2026 (Grades 9–12).

The English Language National Curriculum 2026 (Grades 9–12) has been developed through a comprehensive process of curriculum rationalization and review to ensure clarity, coherence, and practicality. Particular attention has been given to addressing issues of content overload, unnecessary repetition, and fragmentation of Student Learning Outcomes (SLOs), resulting in a more streamlined, focused, and pedagogically sound framework with achievable learning expectations. It promotes competency-based language learning, critical thinking, creativity, effective communication, collaboration, and real-life application, while supporting the balanced development of cognitive, linguistic, social, and digital skills.

Aligned with international benchmarks, the curriculum ensures quality, relevance, and global comparability, while remaining responsive to local linguistic, cultural, and educational contexts. Assessment methods have been aligned directly with learning outcomes, supporting both formative and summative evaluation of students' competencies.

This initiative reflects extensive consultation and a systematic, inclusive engagement process involving curriculum experts, teachers, and key national institutions. The NCCW acknowledges the valuable contributions of organizations including Allama Iqbal Open University (AIOU), Federal Board of Intermediate and Secondary Education (FBISE), National Book Foundation (NBF), Inter Board Coordination Commission (IBCC), Pakistan Institute of Education (PIE), National Rahmatul-lil-Aalameen Wa Khatamun Nabiyyin Authority (NRKNA), and all concerned federal and provincial educational bodies.

This curriculum serves as a forward-looking, learner-centered framework to equip students with practical language skills, critical thinking, and essential competencies for academic success, professional growth, and responsible participation in society.

Dr. Tabassum Naz

Director

National Curriculum Council Wing

Ministry of Federal Education and Professional Training

Islamabad

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Introduction

Language is at the heart of human understanding, shaping how individuals think, communicate, learn, and engage with the world. In an increasingly interconnected and digital global society, proficiency in English has become essential for academic success, professional advancement, and meaningful social participation. The English Language National Curriculum 2026 for Grades 9–12 responds to these evolving needs by providing a competency-based, learner-centered framework that develops students’ linguistic, communicative, cognitive, and critical thinking abilities in an integrated and progressive manner.

The curriculum is structured around four core competencies — Oral Communication Skills, Reading and Critical Thinking, Vocabulary and Grammar, and Writing— and ensures balanced development of listening, speaking, reading, writing, digital literacy, and socio-emotional skills. It emphasizes clearly defined and measurable Student Learning Outcomes (SLOs), ensuring coherent vertical progression across grades and horizontal integration within language skills.

Grounded in a shift from rote memorization to competency-based learning, the curriculum fosters critical thinking, digital literacy, creativity, problem-solving, and effective communication through authentic and purposeful language use. Learning experiences are designed to be inclusive, engaging, and contextually relevant, enabling learners to connect classroom knowledge with real-life academic, professional, social, and digital communication needs while remaining rooted in national values and cultural identity.

The curriculum aligns with international standards while maintaining responsiveness to local contexts and contemporary realities. It integrates themes such as digital literacy, sustainability, entrepreneurship, media awareness, mental health, and global citizenship to broaden learners’ perspectives and prepare them for the challenges of the modern world.

To ensure effective implementation, the curriculum prioritizes clarity, manageability, and teacher feasibility by streamlining content and avoiding redundancy. It provides flexibility for teachers to adapt instruction to diverse learner needs while maintaining consistency in outcomes. Teaching and learning are guided by interactive, activity-based, and technology-enhanced pedagogies, including collaborative tasks, discussions, projects, presentations, and process-oriented writing approaches.

The curriculum emphasizes ethical digital citizenship, intercultural awareness, and responsible communication, aiming to develop confident, creative, and socially responsible users of English who can thrive locally and globally.

**National Curriculum of Pakistan
English Language Curriculum 2026**

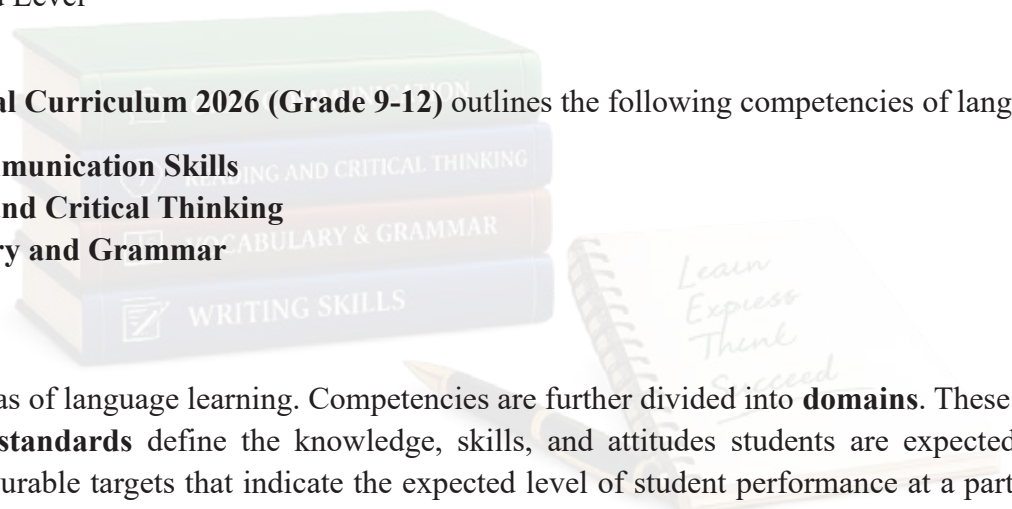
Grade 9-12

Grade-Wise Progression

The Progression Grid below is divided by grade level: Grade 9-12.

- **Grade 9:** Foundational Level
- **Grade 10:** Developmental / Progressive Level
- **Grade 11:** Proficient Level
- **Grade 12:** Advanced Level

The English Language National Curriculum 2026 (Grade 9-12) outlines the following competencies of language learning:

- 
- A. Oral Communication Skills**
 - B. Reading and Critical Thinking**
 - C. Vocabulary and Grammar**
 - D. Writing**

These **competencies** are the areas of language learning. Competencies are further divided into **domains**. These are what teachers will focus on in each competency. Curriculum **standards** define the knowledge, skills, and attitudes students are expected to achieve at each grade level. **Benchmarks** are specific, measurable targets that indicate the expected level of student performance at a particular stage of learning. **Student Learning Outcomes (SLOs)** are measurable statements describing what students are expected to know, understand, and do after completing a learning activity or course. The English Language National Curriculum 2026 (Grade 9-12) emphasizes measurability, clarity, and alignment of Student Learning Outcomes (SLOs) with standards and benchmarks.

NATIONAL CURRICULUM OF PAKISTAN 2026

ENGLISH LANGUAGE (GRADE-9-12)

Grade IX	Grade X	Grade XI	Grade XII
Competency A: Oral Communication Skills			
Domain: A1. Communicating Confidently in Real-Life Contexts			
Standard 1: Communicate effectively in academic and real-life contexts to solve problems.			
Benchmark I: Demonstrate attentive listening and basic oral interaction in familiar contexts.	Benchmark I: Participate effectively in formal and academic oral interactions.	Benchmark I: Present and defend ideas logically for different audiences and purposes.	Benchmark I: Demonstrate independent, critical, and strategic oral communication in complex contexts.
<u>[SLO: E-09-A1-01]</u> Demonstrate attentive listening by identifying the main idea and key details in short spoken texts (instructions, dialogues, announcements, etc.). [Understanding]	<u>[SLO: E-10-A1-01]</u> Interpret the speaker's intent, tone, and attitude through attentive listening. [Understanding]	<u>[SLO: E-11-A1-01]</u> Explain the main arguments, assumptions, and bias present in spoken texts. [Understanding]	<u>[SLO: E-12-A1-01]</u> Critically analyze speeches, debates, community discussions, interviews, storytelling sessions, seminars, talk shows, panel discussions, and other forms of oral communication to assess their credibility, effectiveness, purpose, and impact in diverse social, cultural, and community contexts. [Analysis]

Grade IX	Grade X	Grade XI	Grade XII
<u>[SLO: E-09-A1-02]</u> Respond orally to simple questions using appropriate pronunciation and basic sentence structures. [Application]	<u>[SLO: E-10-A1-02]</u> Ask and answer questions to clarify meaning and extend discussion. [Application]	<u>[SLO: E-11-A1-02]</u> Present viewpoints on social, academic, or literary topics using an organized structure and relevant examples. [Creation]	<u>[SLO: E-12-A1-02]</u> Deliver extended oral presentations or speeches using advanced vocabulary, cohesive devices, and rhetorical techniques. [Creation]
<u>[SLO: E-09-A1-03]</u> Use appropriate stress and intonation while reading aloud short texts. [Application]	<u>[SLO: E-10-A1-03]</u> Present short oral presentations using clear pronunciation, an appropriate pace, and relevant supporting details to communicate ideas effectively. [Application]	<u>[SLO: E-11-A1-03]</u> Defend opinions logically in group discussions and debates. [Evaluation]	<u>[SLO: E-12-A1-03]</u> Interpret the main ideas and viewpoints expressed in formal discussions, seminars, or panel talks. [Understanding]
<u>[SLO: E-09-A1-04]</u> Participate in short pair and group discussions by taking turns appropriately and maintaining relevance to the topic under discussion. [Application]	<u>[SLO: E-10-A1-04]</u> Use conversational strategies (agreement, disagreement, clarification, etc.) politely and effectively. [Application]	<u>[SLO: E-11-A1-04]</u> Apply appropriate register, tone, and non-verbal cues according to context and audience. [Application]	<u>[SLO: E-12-A1-04]</u> Use effective oral communication strategies including feedback from peers and teachers to strengthen personal oral communication skills. [Application]

Grade IX	Grade X	Grade XI	Grade XII
Domain: A2. Digital oral communication in multicultural, and multimodal environments.			
Standard 2: Communicate effectively through digital oral platforms by expressing ideas clearly, engaging collaboratively, and interpreting messages critically in multicultural and multimodal online environments.			
Benchmark I: Demonstrate basic digital oral communication skills in familiar and guided online environments using appropriate etiquette .	Benchmark I: Use structured digital oral communication to express ideas and participate in guided interactions.	Benchmark I: Communicate effectively in collaborative and intercultural digital oral environments using reasoning and analysis.	Benchmark I: Demonstrate advanced digital oral communication skills through leadership, multimodal expression, and critical evaluation in diverse contexts .
[SLO: E-09-A2-01] Communicate simple ideas orally using basic digital tools (voice notes, video calls, online class, etc.). [Application]	[SLO: E-10-A2-01] Deliver short oral messages or presentations through digital platforms with clear structure and supporting points. [Application]	[SLO: E-11-A2-01] Participate in online discussions or group voice/video interactions by expressing and defending ideas logically. [Evaluation]	[SLO: E-12-A2-01] Deliver multimodal digital oral presentations integrating speech with visuals and digital tools to communicate complex ideas. [Creation]
[SLO: E-09-A2-02] Analyze basic online speaking etiquette such as turn-taking, respectful tone, and clarity. [Analysis]	[SLO: E-10-A2-02] Identify purpose and audience of digital oral messages (e.g., online talks, videos, discussions). [Understanding]	[SLO: E-11-A2-02] Identify and explain bias, intent, and reliability in digital oral communication. [Understanding]	[SLO: E-12-A2-02] Interpret digital oral communication in multicultural contexts for credibility, ethics, and impact. [Understanding]

Grade IX	Grade X	Grade XI	Grade XII
Competency B: Reading and Critical Thinking			
Domain: B1. Reading for Fluency and Meaningful Engagement			
Standard 1: Read and engage with a range of literary and informational texts using appropriate decoding, vocabulary, fluency, and comprehension strategies to construct meaning, apply critical reading skills, and develop positive and sustained reading habits.			
Benchmark I: Read a variety of literary and informational texts fluently and use vocabulary and comprehension strategies to identify explicit and implicit meanings.	Benchmark I: Read increasingly complex texts fluently and apply comprehension and inferential skills to interpret ideas, themes, and perspectives.	Benchmark I: Evaluate meanings, perspectives, arguments, and the effectiveness of textual features in diverse texts through critical reading.	Benchmark I: Interpret, analyze, evaluate, and synthesize information, ideas, and perspectives through independent and critical engagement with complex texts.
<u>[SLO: E-09-BI-01]</u> Use context clues, word structure, and reference materials (e.g., print/digital dictionary, thesaurus, online language resources) to determine the meanings of unfamiliar words and phrases in texts. [Understanding]	<u>[SLO: E-10-BI-01]</u> Analyze how ideas, events, or information are developed and connected within a text. [Analysis]	<u>[SLO: E-11-BI-01]</u> Evaluate the author's purpose, audience, and point of view in literary and informational texts. [Evaluation]	<u>[SLO: E-12-BI-01]</u> Analyze information, arguments, and perspectives in complex literary and informational texts, using textual evidence to support a viewpoint. [Analysis]

Grade IX	Grade X	Grade XI	Grade XII
<u>[SLO: E-09-BI-02]</u> Identify main ideas, supporting details, and simple inferences in literary and informational texts. [Understanding]	<u>[SLO: E-10-BI-02]</u> Make and justify inferences about characters, themes, purposes, or viewpoints using textual evidence. [Analysis]	<u>[SLO: E-11-BI-02]</u> Evaluate how language, structure, and textual features contribute to meaning and effectiveness. [Evaluation]	<u>[SLO: E-12-BI-02]</u> Interpret and explain ideas from a text by responding to structured comprehension questions [Understanding]
Domain: B2. Reading for Understanding			
Standard 2: Apply appropriate reading strategies (e.g., predicting, skimming, scanning, questioning, annotating, and summarizing) as a confident reader, and analyze and interpret literary and informational texts for deeper understanding.			
Benchmark I: Use reading strategies to understand and interpret the main ideas and supporting details in various texts.	Benchmark I: Apply reading strategies to interpret ideas, themes, and perspectives in various texts.	Benchmark I: Analyze how text types and language features and structure contribute to meaning in various texts.	Benchmark I: Interpret, analyze, and evaluate ideas, arguments, perspectives, and text structures in complex texts.
<u>[SLO: E-09-B2-01]</u> Use predicting, skimming, and scanning strategies to locate and understand information in texts. [Application]	<u>[SLO: E-10-B2-01]</u> Evaluate ideas, themes, viewpoints, and perspectives in literary and informational texts and justify interpretations using evidence. [Evaluation]	<u>[SLO: E-11-B2-01]</u> Evaluate how authors organize ideas and information in different text types. [Evaluation]	<u>[SLO: E-12-B2-01]</u> Analyze interpretations of ideas and perspectives within and across texts. [Analysis]

Grade IX	Grade X	Grade XI	Grade XII
<u>[SLO: E-09-B2-02]</u> Identify simple inferences, key ideas, supporting details, and sequence of events through evidence in literary and informational texts. [Understanding]	<u>[SLO: E-10-B2-02]</u> Explain how textual evidence supports ideas and conclusions. [Analysis]	<u>[SLO: E-11-B2-02]</u> Explain how language features (imagery, figurative language, tone, diction, etc.) contribute to meaning and effect. [Understanding]	<u>[SLO: E-12-B2-02]</u> Analyze how authors use text structures (cause-effect, compare-contrast, chronology, etc.) to achieve purpose and influence readers. [Analysis]
<u>[SLO: E-09-B2-03]</u> Form and justify personal opinions about a text using appropriate textual evidence. [Evaluation]	<u>[SLO: E-10-B2-03]</u> Compare different readers' interpretations of a text and explain similarities and differences using evidence from the text. [Analysis]	<u>[SLO: E-11-B2-03]</u> Identify explicit and implicit meanings using evidence from the text. [Understanding]	<u>[SLO: E-12-B2-03]</u> Recommend literary and informational texts for specific audiences or purposes, using reasons and evidence from the texts to support the recommendations. [Creation]
<u>[SLO: E-09-B2-04]</u> Identify cause and effect relationships and distinguish between fact and opinion in informational and literary texts. [Understanding]	<u>[SLO: E-10-B2-04]</u> Classify information in texts by separating evidence-based statements from general opinions and identifying supporting details. [Analysis]	<u>[SLO: E-11-B2-04]</u> Evaluate how informational texts use evidence, generalizations, and reasoning to present ideas and identify possible bias in the text. [Evaluation]	<u>[SLO: E-12-B2-04]</u> Evaluate the credibility and strength of arguments in informational texts by assessing evidence, bias, and validity of conclusions. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
<u>[SLO: E-09-B2-05]</u> Explain the basic story elements — characters, setting, plot, conflict, and theme — in a story. [Understanding]	<u>[SLO: E-10-B2-05]</u> Interpret how major story elements — characterization, setting, plot structure, conflict, and theme — are developed and interconnected in a short story. [Understanding]	<u>[SLO: E-11-B2-05]</u> Evaluate how characterization, setting, plot structure, conflict, and theme interact to develop meaning in a short story, one-act play or drama. [Evaluation]	<u>[SLO: E-12-B2-05]</u> Evaluate how effectively authors use characterization, point of view, mood, tone, and plot to develop themes in a short story, novelette, novella, or novel, using textual evidence. [Evaluation]
<u>[SLO: E-09-B2-06]</u> Identify the theme of a poem and respond to it through personal interpretation and engagement, recognizing how basic poetic devices such as imagery, rhyme, and repetition help create emotional effect. [Understanding]	<u>[SLO: E-10-B2-06]</u> Explain how imagery, rhyme, and simple poetic devices — such as simile, metaphor, personification, alliteration, and repetition — contribute to the theme of a poem. [Understanding]	<u>[SLO: E-11-B2-06]</u> Evaluate how imagery, rhyme, and poetic devices contribute to meaning and emotional impact in a poem. [Evaluation]	<u>[SLO: E-12-B2-06]</u> Evaluate how a poet's use of form, structure, diction, and tone shapes meaning and emotional impact across different poems, and compare these effects to develop a critical interpretation of poetic expression. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-B2-07] Identify different types of texts (literary, informational, persuasive, procedural, functional, and digital) and state their basic purpose. [Understanding]	[SLO: E-10-B2-07] Classify different text types and analyze their purpose, audience, and basic features such as headings, paragraphs, tone, layout, and language style (e.g., formal/informal language, bullet points, dialogue, or captions). [Analysis] 	[SLO: E-11-B2-07] Analyze how different text types achieve their purpose through structure, language, and features (e.g., news articles with headlines and formal tone, advertisements with slogans and persuasive language, and narratives with plot and description). [Analysis]	[SLO: E-12-B2-07] Evaluate the effectiveness of different text types in communicating ideas, influencing readers, and achieving their purpose, supported by textual evidence (e.g., news reports, advertisements, essays, and narratives). [Evaluation]
Domain: B3. Media, Digital, and Multimodal Literacy			
Standard 3: Use media, digital, and multimodal literacy skills to understand, analyze, and evaluate information from print, digital, and online sources by examining purpose, credibility, bias, and effectiveness of communication.			
Benchmark I: Identify types and basic features of digital, print, and multimodal texts and recognize simple indicators of trustworthy information.	Benchmark I: Understand and examine digital and multimodal texts by identifying purpose, audience, and reliability.	Benchmark I: Analyze digital and multimodal texts to examine bias, reliability, and communication techniques.	Benchmark I: Critically evaluate and synthesize information from digital, media, and multimodal sources to determine credibility, relevance, and influence.

Grade IX	Grade X	Grade XI	Grade XII
<u>[SLO: E-09-B3-01]</u> Identify different types of digital and multimodal texts (e.g., webpages, videos, social media posts, infographics). [Understanding]	<u>[SLO: E-10-B3-01]</u> Explain the purpose and intended audience of digital and multimodal texts. [Understanding]	<u>[SLO: E-11-B3-01]</u> Analyze bias, tone, and reliability in digital and multimodal texts. [Analysis]	<u>[SLO: E-12-B3-01]</u> Evaluate the credibility, accuracy, and reliability of information from multiple digital sources. [Evaluation]
<u>[SLO: E-09-B3-02]</u> Analyze basic features of credible and non-credible online information (e.g., author, source, date). [Analysis]	<u>[SLO: E-10-B3-02]</u> Distinguish between reliable and unreliable online information using given criteria (e.g. author, source, date, evidence). [Analysis]	<u>[SLO: E-11-B3-02]</u> Analyze how digital features (links, images, layout, videos, hypertext) affect meaning and reader's understanding. [Analysis]	<u>[SLO: E-12-B3-02]</u> Compare multiple digital and multimodal sources and justify conclusions using evidence from the texts. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
COMPETENCY C: VOCABULARY AND GRAMMAR			
Domain: C1. Vocabulary			
Standard 1: Use vocabulary accurately, appropriately, and effectively in spoken, written, and multimodal communication, and understand how vocabulary choices influence meaning, purpose, audience, and tone in familiar and unfamiliar contexts.			
Benchmark I: Develop and use vocabulary by determining meanings of unfamiliar words and using basic language patterns in context to comprehend and communicate ideas effectively.	Benchmark I: Apply and analyze vocabulary choices to interpret meaning, tone, and communicative purpose in increasingly complex texts.	Benchmark I: Analyze how contextually appropriate vocabulary contributes to meaning, tone, and argument in texts.	Benchmark I: Evaluate and use sophisticated vocabulary strategically to achieve specific communicative purposes in academic, professional, and public contexts.
[SLO: E-09-C1-01] Use context clues and word-formation knowledge (roots, prefixes, and suffixes) to determine the meaning of unfamiliar words and phrases. [Application]	[SLO: E-10-C1-01] Interpret the meaning of unfamiliar and multiple-meaning words and phrases according to their use in different textual contexts. [Understanding]	[SLO: E-11-C1-01] Analyze academic and subject-specific vocabulary in unfamiliar contexts using contextual understanding. [Analysis]	[SLO: E-12-C1-01] Evaluate the effectiveness of vocabulary choices in achieving clarity, precision, and intended tone in texts. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-C1-02] Identify denotative (literal) meanings of words and distinguish them from connotative (implied/emotional) meanings in simple contexts. [Understanding]	[SLO: E-10-C1-02] Analyze how vocabulary choices influence tone, mood, and purpose in a given text. [Analysis]	[SLO: E-11-C1-02] Interpret figurative language (simile, metaphor, personification, symbolism, etc.) and its effect on meaning. [Understanding]	[SLO: E-12-C1-02] Use sophisticated vocabulary, including contemporary idiomatic expressions, appropriately in spoken and written communication across different academic, social, and professional contexts. [Application]
[SLO: E-09-C1-03] Recognize and interpret common idiomatic expressions in everyday and academic contexts to appreciate their meanings in context. [Understanding]	[SLO: E-10-C1-03] Identify and explain precise vocabulary (synonyms, antonyms, and near-synonyms) appropriate to audience and purpose in writing tasks. [Understanding]	[SLO: E-11-C1-03] Analyze how academic and context-specific sophisticated vocabulary contributes to meaning, tone, and argument in literary and informational texts. [Analysis]	[SLO: E-12-C1-03] Revise and refine vocabulary in written and spoken texts to improve impact, appropriateness, and communicative effectiveness for specific audiences and purposes. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
Domain: C2. Grammar			
Standard 2: Apply a range of grammatical structures—including verb tenses, sentence forms, punctuation, capitalization, and syntactic rules—to construct coherent, context-appropriate spoken and written communication across academic and real-life situations.			
Benchmark I: Demonstrate accurate use of fundamental grammatical structures to construct grammatically correct sentences.	Benchmark I: Apply intermediate grammatical structures, including sub-types of parts of speech, aspectual tenses, compound sentences, modal verbs, conditional sentences, and comma usage, to produce accurate and coherent communication.	Benchmark I: Apply complex grammatical structures, including phrases, tense consistency, verb aspects, capitalization, and advanced punctuation, to produce coherent and contextually accurate communication in extended discourse.	Benchmark I: Analyze and apply advanced grammatical structures, including clause systems, tense consistency, sentence complexity, transitional devices, capitalization and progressive punctuation, to ensure coherence, accuracy, and effective communication in extended texts.
[SLO: E-09-C2-01] Identify parts of speech (noun, verb, adjective, adverb, pronoun, etc.) in given sentences and explain their grammatical function. [Understanding]	[SLO: E-10-C2-01] Distinguish sub-types of parts of speech (e.g., modal verbs, auxiliary verbs, reflexive pronouns, demonstrative pronouns, articles, determiners) in given sentences. [Understanding]	[SLO: E-11-C2-01] Use different types of phrases (noun phrase, verb phrase, adjective phrase, adverbial phrase, and prepositional phrase, etc.) in sentences to enhance meaning and structure. [Application]	[SLO: E-12-C2-0] Analyze different types of clauses (main clause, subordinate clause, relative clause, noun clause, and adverbial clause, etc.) in sentences to understand sentence structure. [Analysis]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-C2-02] Use present, past, and future simple tenses accurately in contextual sentences to express basic actions and events. [Application]	[SLO: E-10-C2-02] Use continuous and perfect tenses (present, past, future continuous and perfect forms) appropriately to express ongoing and completed actions in context. [Application]	[SLO: E-11-C2-02] Use mixed tense forms accurately within and across sentences to maintain logical time sequence in narration and descriptive writing. [Application]	[SLO: E-12-C2-02] Analyze narrative tense shifts to express complex temporal relationships accurately in extended and complex texts. [Analysis]
[SLO: E-09-C2-03] Construct simple sentences using correct word order (e.g. Subject + Verb + Object) to convey clear meaning. [Application]	[SLO: E-10-C2-03] Construct compound sentences by combining independent clauses using coordinating conjunctions to express related ideas. [Application]	[SLO: E-11-C2-03] Construct complex sentences by using subordinate clauses (noun, adjective, and adverb clauses) to add detail and meaning. [Application]	[SLO: E-12-C2-03] Construct compound-complex sentences by combining multiple clauses to ensure coherence, logical flow, and clarity in extended writing. [Application]
[SLO: E-09-C2-04] Use various types of conjunctions correctly to establish relationships among words, phrases, and clauses in sentences. [Application]	[SLO: E-10-C2-04] Use modal verbs (can, could, may, might, must, should, would, etc.) to express various shades of meanings in context. [Application]	[SLO: E-11-C2-04] Use verb aspects (simple, continuous, and perfect forms in present, past, and future tenses) appropriately in sentences to express actions with correct time structure and completion status. [Application]	[SLO: E-12-C2-04] Use a range of transitional devices to express logical relationships and enhance coherence in texts. [Application]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-C2-05] Identify active and passive voice in simple sentences and change active sentences into passive form or vice versa. [Application]	[SLO: E-10-C2-05] Construct conditional sentences (zero, first, second, and third conditionals) to express real, possible, and hypothetical situations accurately in spoken and written communication. [Application]	[SLO: E-11-C2-05] Convert direct speech into indirect speech by applying correct changes in tense, pronouns, and time expressions in declarative, imperative, interrogative, exclamatory, and imperative sentences. [Application]	[SLO: E-12-C2-05] Evaluate grammatical accuracy in extended texts, including errors in sentence structure, tense consistency, punctuation, capitalization, and clause usage, to ensure coherence and accuracy in writing. [Evaluation]
[SLO: E-09-C2-06] Apply capitalization and end punctuation marks (full stop, question mark, exclamation mark) correctly to complete different types of sentences. [Application]	[SLO: E-10-C2-06] Apply commas appropriately to indicate grammatical boundaries, including items in a series, clauses, introductory elements, non-restrictive information, and compound sentence structures, to enhance clarity and coherence in writing. [Application]	[SLO: E-11-C2-06] Apply punctuation marks (semicolon, colon, quotation marks, apostrophe, etc.) and capitalization to clarify meaning and structure in various sentences and direct speech. [Application]	[SLO: E-12-C2-06] Evaluate and correct punctuation and capitalization errors in extended texts to improve grammatical accuracy, coherence, and readability. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
COMPETENCY D: WRITING			
Domain: D-1 Functional and Academic Writing			
Standard 1: Produce clear, coherent, and purpose-driven written texts for academic, personal, and real-life contexts using appropriate language, organization, and conventions.			
Benchmark I: Compose well-structured paragraphs and short functional texts using appropriate organization and basic writing conventions.	Benchmark I: Develop multi-paragraph texts and functional documents with clear purpose, audience awareness, and supporting details.	Benchmark I: Produce extended academic and professional texts using effective organization, evidence, and formal style.	Benchmark I: Create sophisticated academic, professional, and public texts that demonstrate critical thinking, coherence, and rhetorical effectiveness.
[SLO: E-09-D1-01] Develop coherent paragraphs by organizing ideas into a topic sentence, supporting details, and a concluding sentence. [Application]	[SLO: E-10-D1-01] Construct multi-paragraph essays and reports using appropriate organization, including a clear introduction, well-developed body, and effective conclusion. [Application]	[SLO: E-11-D1-01] Develop analytical reports supported by relevant evidence and examples (e.g., analysis of impact of social media on youth behavior, effects of climate change on agriculture, or evaluation of educational reforms in Pakistan). [Analysis]	[SLO: E-12-D1-01] Construct argumentative and research-based essays (e.g. climate change, artificial intelligence in education, or gender equality) that synthesize information from multiple sources. [Creation]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-D1-02] Draft simple functional texts (emails, messages, applications, notices, etc.) using appropriate format and language. [Application]	[SLO: E-10-D1-02] Produce formal correspondence (letters, emails, applications, complaint letters, etc.) suited to purpose and audience. [Application]	[SLO: E-11-D1-02] Compose concise workplace and academic texts such as short formal reports / recounts, articles, blogs, notices, memos, CV (Curriculum Vitae) / Résumé, portfolios, profiles, cover letters, and minutes using appropriate conventions. [Application]	[SLO: E-12-D1-02] Produce persuasive public and professional texts tailored to specific audiences and purposes (e.g., opinion editorials, advocacy articles, policy briefs, speeches, proposals, campaign messages, and professional recommendations). [Creation]
[SLO: E-09-D1-03] Paraphrase short and simple sentences or passages to demonstrate understanding of the main idea using original words. [Understanding]	[SLO: E-10-D1-03] Paraphrase stanzas while retaining the original meaning and using appropriate vocabulary and basic sentence restructuring. [Application]	[SLO: E-11-D1-03] Paraphrase paragraphs from diverse informational and academic texts while preserving meaning and improving clarity through precise vocabulary selection and advanced sentence restructuring. [Application]	[SLO: E-12-D1-03] Evaluate and revise paraphrased texts to correct inaccuracies, improve clarity, and ensure faithful preservation of the original meaning while using appropriate vocabulary and sentence structure. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-D1-04] Provide an objective summary of informational or literary texts, identifying main ideas and key details. [Understanding]	[SLO: E-10-D1-04] Read a passage carefully and make a short précis in your own words, accurately capturing the essential ideas and important details while maintaining clarity, coherence, and logical order. [Creation] 	[SLO: E-11-D1-04] Provide an objective summary of complex texts across genres, demonstrating deep understanding, synthesis, and critical interpretation. [Analysis]	[SLO: E-12-D1-04] Produce a coherent and concise précis that captures the essential ideas and the author's purpose from complex texts, using original wording, appropriate language, and logical structure. [Creation]
Domain: D-2 Creative and Reflective Writing			
Standard 2: Generate imaginative, expressive, and reflective texts using appropriate literary techniques, voice, and stylistic choices.			
Benchmark I: Produce simple creative and reflective texts that express ideas, real-life or imaginative experiences, and emotions effectively using basic sequencing and simple descriptive language,	Benchmark I: Develop original creative texts using imagery, descriptive language and narrative techniques.	Benchmark I: Compose short stories with clear characterization, setting, plot development, and other story elements demonstrating control of narrative structure.	Benchmark I: Produce reflective compositions that critically examine personal experiences, ideas, or social issues, demonstrating deeper insight, critical thinking, and mature expression.

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-D2-01] Write personal narratives describing real-life experiences and feelings. [Creation]	[SLO: E-10-D2-01] Create simple dialogues, or stories using basic imagery and descriptive language. [Creation]	[SLO: E-11-D2-01] Write short stories employing characterization, setting, and plot development. [Creation]	[SLO: E-12-D2-01] Write reflective compositions that that integrate personal insight with broader social or academic perspectives. [Creation]
Domain: D-3 Writing Process and Revision			
Standard 3: Apply the writing process strategically to plan, draft, revise, edit, and publish effective written communication.			
Benchmark I: Apply basic planning and drafting strategies to improve short and simple written work.	Benchmark I: Revise and edit texts for clarity, organization, and grammatical accuracy.	Benchmark I: Evaluate and refine written work using feedback, self-assessment, and revision strategies.	Benchmark I: Independently manage the complete writing process to produce polished, publication-ready texts.
[SLO: E-09-D3-01] Use graphic organizers or outlines to plan written texts. [Application]	[SLO: E-10-D3-01] Revise drafts to improve coherence, transitions, and supporting details. [Analysis]	[SLO: E-11-D3-01] Evaluate and revise written work through self-editing and peer feedback to improve content development and organization. [Evaluation]	[SLO: E-12-D3-01] Independently refine written drafts to achieve clarity, precision, and effectiveness. [Evaluation]

Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-D3-02] Use teacher and peer feedback to revise written drafts and improve clarity, coherence, and content. [Application]	[SLO: E-10-D3-02] Edit drafts for capitalization, punctuation, spelling, and sentence accuracy. [Application]	[SLO: E-11-D3-02] Revise texts to enhance style, tone, and audience appropriateness. [Evaluation]	[SLO: E-12-D3-02] Critique revision choices based on purpose, audience, and communication goals. [Evaluation]
Domain: D-4 Digital and Multimodal Writing			
Standard 4: Create and publish written content using digital tools and multimodal elements to communicate effectively in contemporary contexts.			
Benchmark I: Create simple digital texts using basic formatting and multimedia features.	Benchmark I: Design digital texts that combine written and visual elements for communication.	Benchmark I: Develop multimodal compositions tailored to audience, platform, and purpose.	Benchmark I: Produce sophisticated digital and multimodal texts demonstrating strategic communication and digital citizenship.
[SLO: E-09-D4-01] Use digital writing tools to produce and format texts suitable for diverse audiences and communication needs. [Application]	[SLO: E-10-D4-01] Develop digital presentations and blogs integrating written and visual information for effective communication. [Creation]	[SLO: E-11-D4-01] Produce multimodal texts that integrate written, visual, and audio elements appropriately to communicate ideas effectively. [Creation]	[SLO: E-12-D4-01] Produce targeted digital campaigns, articles, or multimedia content for effective audience engagement. [Creation]

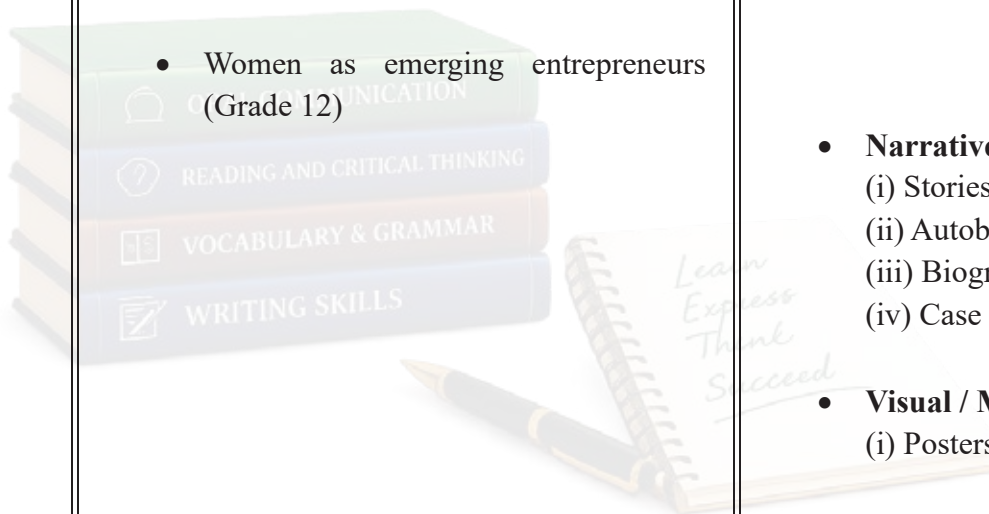
Grade IX	Grade X	Grade XI	Grade XII
[SLO: E-09-D4-02] Incorporate simple visuals, captions, or hyperlinks to enhance clarity and support communication. [Application]	[SLO: E-10-D4-02] Adapt written content for different digital platforms and audience needs. [Application]	[SLO: E-11-D4-02] Apply ethical practices in digital communication, including proper attribution of sources. [Application]	[SLO: E-12-D4-02] Evaluate multimodal texts for effectiveness, accessibility, and audience engagement, and optimize them accordingly. [Evaluation]



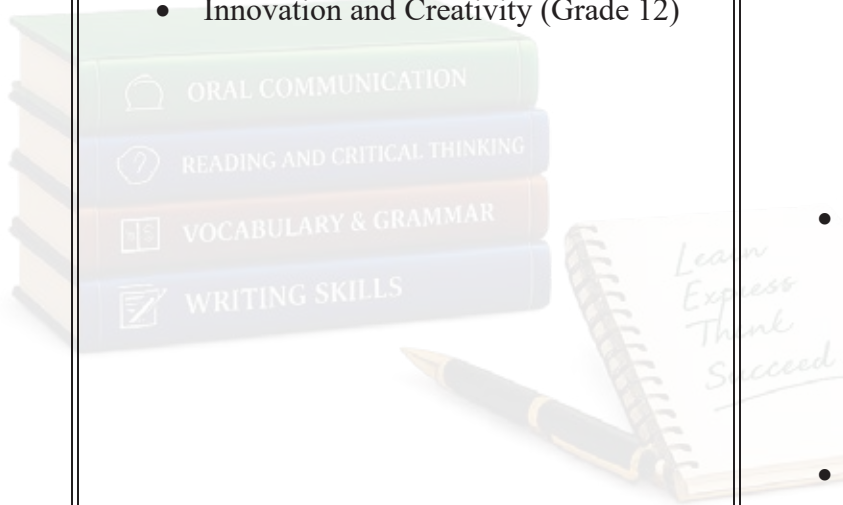
THEMES, SUB-THEMES & TEXT TYPES
ENGLISH LANGUAGE NATIONAL CURRICULUM 2026 (GRADE 9-12)

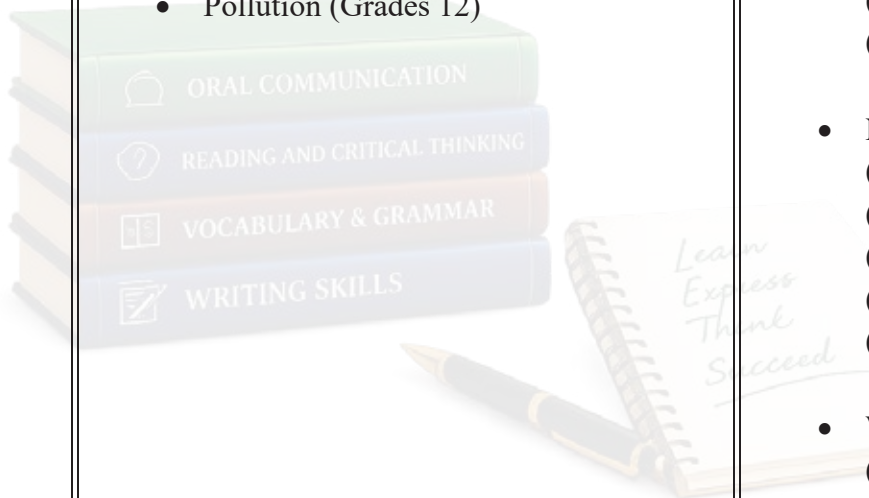
Sr.	Themes	Sub-Themes	Text Types
1.	Prophet Muhammad (ﷺ) as a Role Model for Humanity	- Prophet Muhammad (ﷺ) as a Role Model for Youth (Grade 9) - Prophet Muhammad (ﷺ) as a Role Model for Family (Grade 10) - Prophet Muhammad (ﷺ) as a Leader (Grade 11) - Prophet Muhammad (ﷺ) as a Messenger of Interfaith Harmony & Peaceful Coexistence (Grade 12)	Informational / Expository Texts (i) Informative articles Persuasive / Argumentative Texts (i) Campaigns (ii) Speeches (iii) Poems Narrative Texts (i) Religious narratives (ii) Biographies * Note: The content must be authentic, inclusive and uncontroversial.
2.	Patriotism and National Pride	- National unity and integration (Grade 9) - Participation of youth in national development (Grade 10) - Civic Responsibilities (Grade 11) - Brain drain vs national service (Grade 12)	Informational / Expository Texts (i) Informative articles Persuasive / Argumentative Texts (i) Campaigns (ii) Speeches (iii) Poems Narrative Texts (i) National narratives (ii) Biographies * Note: The content must be authentic, inclusive and uncontroversial.

Sr.	Themes	Sub-Themes	Text Types
3.	Sustainable Development (SDGs) (Grade 9-12)	Introduction to 17 Sustainable Development Goals (SDGs) (Grade 9)	Informational / Expository Texts (i) Reports on SDGs (ii) Newspaper articles (iii) Infographics (iv) Fact Sheet
		Quality Education (Grade 10)	Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Poems
		Climate Action (Grade 11)	Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies
		No Poverty, Zero Hunger (Grade 12)	Visual / Multimodal Texts (i) Charts, tables, and diagrams (ii) Posters

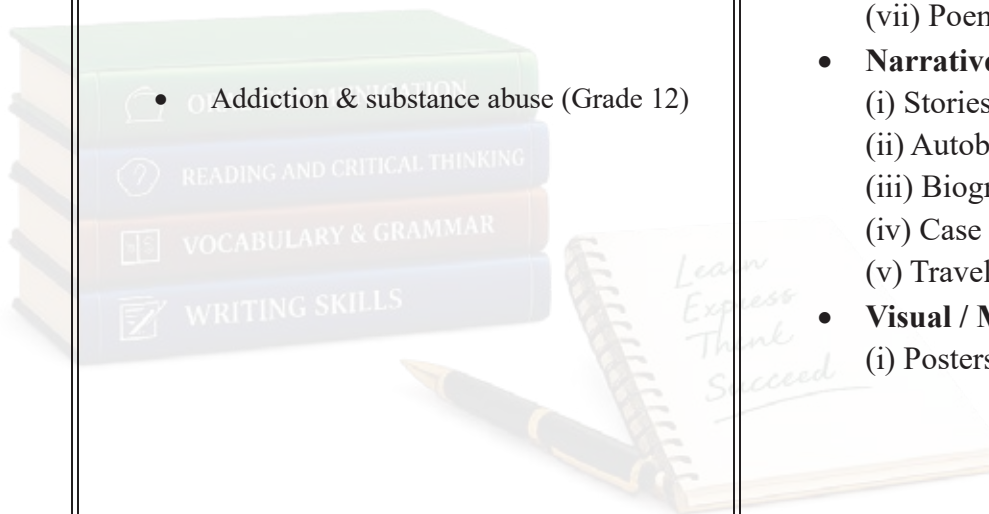
Sr.	Themes	Sub-Themes	Text Types
4.	Entrepreneurship (Grade 9-12) 	• Entrepreneurship basics (Grade 9) • Role of entrepreneurship in society (Grade 10) • Success stories of entrepreneurs (Grade 11) • Women as emerging entrepreneurs (Grade 12)	• Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports • Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Poems • Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies • Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
5.	Digital Media	- Google/ Facebook/ YouTube / Twitter / Linked In (Grade 9) - Digital Marketing (Grade 10) - Responsible Use of Artificial Intelligence (Grade 11) - Introduction to MOOCs (Massive Open Online Courses) (Grade 12)	Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Advertisements (vii) Poems Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
6.	Soft Skills	- Teamwork (Grade 9) - Decision Making (Grade 10) - Communication and Collaboration (Grade 11) - Innovation and Creativity (Grade 12) 	Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Advertisements (vii) Poems Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
7.	Nature	- Connecting people and Nature (Grade 9) - Wonder Green (Grade 10) - Wildlife (Grade 11) - Pollution (Grades 12) 	Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Advertisements (vii) Poems Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies (v) Travelogues Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
8.	Travel and Tourism	• Cultural Heritage Tourism (Grade 9) • Adventure and Nature Tourism (Grade 10) • Tourism and Economy (Grade 11) • Responsible and Sustainable Tourism (Grade 12)	• Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports • Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Advertisements (vii) Poems • Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies (v) Travelogues • Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
9.	Mental Health (Grade 9-12)	• Meaning and importance of mental health (Grade 9) • Common mental health issues (stress, anxiety, depression, loneliness, trauma) (Grade 10) • Building self-esteem, developing self-care and confidence (Grade 11) • Addiction & substance abuse (Grade 12) 	• Informational / Expository Texts (i) Newspaper articles (ii) Newspaper reports • Persuasive / Argumentative Texts (i) Editorials (ii) News Stories (iii) Campaigns (iv) Projects (v) Speeches (vi) Advertisements (vii) Poems • Narrative Texts (i) Stories (ii) Autobiographies (iii) Biographies (iv) Case Studies (v) Travelogues • Visual / Multimodal Texts (i) Posters

Sr.	Themes	Sub-Themes	Text Types
10.	Literature	- Themes [Universal themes (Nature, humanism, love, conflict, identity, morality, social issues). - Genres and Forms of Literature (Grade 9-12) - Literary Devices and Figurative Language (Grade 9-12) - Essays (Grade 9-12) - Short Stories (Grade 9-12) - Poems (Grade 9-12) - Dialogues (Grade 9) - Excerpts from Autobiographies / Biographies (Grade 10) - One-Act Plays (Grade 11) - Novelettes / Novellas / Novel (Grade 12)	Literary Texts (i) Essays (ii) Speeches (iii) Short Stories (iv) Poems (vi) Dialogues (Grade 9) (vii) Excerpts from Autobiographies / Biographies (Grade 10) (viii) One-Act Plays (Grade 11) (ix) Novelettes / Novellas / Novels (Grade 12)

SAMPLE ASSESSMENTS FOR ENGLISH LANGUAGE NATIONAL CURRICULUM 2026 (GRADE 9-12)

(FORMATIVE/ SUMMATIVE)

Competency	Formative Assessment (Ongoing)	Summative Assessment (End-of-Term / Unit)
A. Oral Communication	1. Respond to comprehension-based quizzes using audio and video inputs. 2. Participate in class discussions on textbook topics and current issues. 3. Deliver pair and group presentations on assigned topics. 4. Demonstrate oral reading skills through pronunciation and fluency drills. 5. Engage in role-play and simulation activities to demonstrate communicative competence. 6. Provide and receive peer feedback on presentations to improve performance.	1. Listening comprehension tests (with multiple-choice and short-answer questions) 2. Oral presentations graded on fluency, clarity, and expression 3. Debate or speech competitions evaluated by rubrics 4. Group discussions assessed via rubric on participation, relevance, and coherence
B. Reading & Critical Thinking	1. Maintain reading journals and response sheets to record personal interpretations and reflections. 2. Attempt short comprehension quizzes to assess understanding of texts. 3. Engage in annotated reading of literary and informational texts to identify key ideas and language features. 4. Participate in think-pair-share activities to analyze theme, tone, and structure. 5. Make predictions and analyze character motives in literary texts.	1. Extended comprehension tests (literal + inferential + evaluative questions) 2. Critical essays analyzing themes, characters, or text structures 3. Text-based comparison assignments 4. Projects analyzing author's style or purpose 5. Case-study analysis or newspaper article interpretation

Competency	Formative Assessment (Ongoing)	Summative Assessment (End-of-Term / Unit)
C. Vocabulary & Grammar	1. Maintain vocabulary notebooks and construct word maps to develop lexical knowledge. 2. Attempt quizzes on parts of speech, tenses, and sentence structure to assess grammatical understanding. 3. Complete error identification and correction exercises to improve grammatical accuracy. 4. Perform sentence transformation and narration change exercises to enhance structural control of language. 5. Engage in peer editing activities to evaluate and improve written work.	1. Grammar & vocabulary exams with multiple-choice, fill-in-the-blanks, and sentence construction tasks 2. Paragraph writing focusing on correct grammar and word usage 3. Editing passages for errors 4. Cloze tests and sentence restructuring assessments 5. Application-based assessments: write dialogues, letters, or reports using targeted grammar structures
D. Writing Skills	1. Draft short paragraphs and essays to develop structured writing skills. 2. Engage in journaling and reflective writing to express personal ideas and experiences. 3. Respond to writing prompts across narrative, descriptive, argumentative, and expository genres. 4. Participate in peer review sessions to evaluate and improve written drafts. 5. Write summaries and précis to demonstrate comprehension and conciseness. 6. Use mind-mapping techniques to organize ideas prior to writing.	1. Formal paragraphs and essays (narrative, descriptive, expository, argumentative) evaluated by rubrics 2. Letter writing (formal) 3. Email writing & electronic communication 4. Writing narratives 5. Article writing, reports, CV/resume, portfolio, E-profiling and project-based writing 6. Extended précis and summary tasks 7. Research-based assignments and book reports 8. Portfolio assessment including multiple writing samples from the term

Notes for Effective Assessment Design:

1. Formative assessments are low-stakes and are designed to monitor student learning, provide timely feedback, and support gradual skill development.
2. Summative assessments are high-stakes and are used to evaluate learners' mastery of SLOs at the end of a unit, term, or course.
3. The weightage of formative and summative assessments should be clearly defined by the relevant examination boards to guide consistent evaluation practices.
4. Summative assessments must be aligned with cognitive domains, including Knowledge, Understanding, Application, Analysis, Evaluation, and Creation.
5. Assessment tasks should progressively increase in complexity from Grade 9 to Grade 12.
6. Assessments may be integrated across competencies; for example, a group presentation (A) may involve textual analysis (B), grammatical accuracy (C), and written supporting materials (D).
7. Assessment tasks should emphasize practical relevance and real-life communication skills in authentic contexts.
8. The proposed assessment tools are illustrative samples; educators may adopt or adapt additional formative and summative strategies, tools, and methodologies as appropriate.
9. To ensure balanced assessment, a grading breakdown is suggested, recommending the following weightage distribution:
 - A) **20% Oral Communication Skills** (interviews, oral presentations, discussions, role-plays, etc.)
 - B) **30% Reading and Critical Thinking** (comprehension tasks, analysis of passages, inference-based assessments etc.)
 - C) **20% Vocabulary & Grammar** (functional aspects, contextual word usage, sentence construction, grammatical accuracy etc.)
 - D) **30% Writing Skills** (emails, reports, formal letters, essays etc.)

It is important to note that while the percentage allocations provide a structured guideline, **flexibility remains for educators / Boards to adjust the distribution based on institutional requirements**. However, all four competencies must be assessed in a **balanced and integrated manner** to ensure a comprehensive evaluation of students' proficiency.

SUGGESTED SAMPLE TEACHING STRATEGIES/ APPROACHES FOR ENGLISH LANGUAGE NATIONAL CURRICULUM 2026 (GRADE 9-12)

A. Oral Communication Skills (Speaking & Listening)

1. **Active Listening Activities** – Listening to dialogues, podcasts, or speeches to identify main ideas, tone, and intent.
2. **Think-Pair-Share** – Students think individually, discuss with a partner, then share with the class.
3. **Peer Feedback & Reflection** – Students provide constructive feedback to classmates and self-assess oral skills.
4. **Role Plays & Simulations** – Practice real-life or literary scenarios to develop fluency, pronunciation, and confidence.
5. **Debates & Panel Discussions** – Encourage logical argumentation, persuasive speaking, and audience adaptation.
6. **Storytelling & Narration** – Encourage expressive reading and narration to develop stress, intonation, and fluency.
7. **Interviews & Questioning Sessions** – Promote question formation, clarification, and elaboration skills.
8. **Oral Presentations** – Students deliver structured speeches or talks using visual aids and cohesive devices.
9. **Fluency Building Drills** – Structured practice of pronunciation, stress, rhythm, and intonation through repetition and guided speech.
10. **Audio-Visual Comprehension Tasks** – Use of videos, documentaries, and multimedia clips to enhance understanding and response skills.

B. Reading and Critical Thinking

1. **Guided Reading Sessions** – Teacher-led discussions focusing on comprehension, inference, and critical evaluation.
2. **Reciprocal Reading** – Students take turns summarizing, questioning, clarifying, and predicting content.
3. **Close Reading & Annotation** – Highlight, underline, and note textual features, figurative language, and rhetorical devices, etc..
4. **Think-Aloud Strategy** – Demonstrating how to analyze text meaning, author's purpose, and structure.
5. **Comparative Text Analysis** – Compare literary and informational texts to understand style, structure, and perspective.
6. **Questioning Techniques** – Socratic questioning to promote analysis, synthesis, and evaluation.
7. **Literature Circles** – Small groups discuss texts, share interpretations, and support ideas with textual evidence.
8. **Graphic Organizers** – Mind maps, flowcharts, and Venn diagrams (using overlapping circles to show relationships, similarities, and differences) to analyze text structure, plot, or argument.
9. **Inference & Prediction Exercises** – Promote critical thinking by reading between the lines, interpreting implicit meanings and anticipating outcomes.
10. **Text-Based Evidence Tasks** – Encourage students to support interpretations using direct evidence from the text.

C. Vocabulary and Grammar

1. **Contextual Vocabulary Activities** – Students infer meanings from sentences, paragraphs, and texts.
2. **Word Maps & Semantic Networks** – Explore synonyms, antonyms, collocations, and word families.
3. **Grammar in Context** – Teach grammar inductively, allowing students to discover rules from examples before formal explanation.
4. **Sentence Transformation Exercises** – Practice active/passive voice, direct/indirect speech, and complex sentence construction.
5. **Error Analysis & Correction** – Identify and correct grammatical, punctuation, and vocabulary mistakes.
6. **Games & Interactive Activities** – Crossword puzzles, word bingo, or Kahoot quizzes to reinforce grammar and vocabulary.
7. **Idioms & Figurative Language Workshops** – Explore meanings, usage, and stylistic effects of idioms and figurative expressions in context.
8. **Peer Editing** – Students review each other's writing for grammatical accuracy and stylistic appropriateness.
9. **Gamified Grammar Challenges** – Use digital tools and classroom competitions (e.g., quizzes, escape rooms, or point-based tasks) to practice grammar in engaging contexts.
10. **Mini Grammar Workshops** – Focus on specific grammatical areas through short, targeted explanations followed by practice activities.

D. Writing Skills

1. **Process Writing Approach** – Brainstorming, drafting, revising, editing, and publishing texts.
2. **Guided Writing Practice** – Guided exercises for narrative, descriptive, expository, persuasive, and formal writing.
3. **Collaborative Writing** – Pair or group writing tasks to enhance idea sharing and organization.
4. **Model Texts & Text Analysis** – Study exemplary texts to understand structure, style, and genre conventions.
5. **Journaling & Free Writing** – Encourage creativity, fluency, and reflective thinking.
6. **Peer Review & Feedback** – Students evaluate each other's drafts for clarity, coherence, grammar, and style.
7. **Use of Graphic Organizers** – Plan essays, stories, or reports to structure ideas effectively.
8. **Multimedia Integration** – Combine writing with visual or audio elements for expository, procedural, or creative tasks.
9. **Extended Project Work** – Grade-appropriate research-based reports, book reviews, and thematic projects for deeper learning.
10. **Portfolio Development** – Collect multiple writing samples to track progress, revision, and skill growth.

E. Cross-Cutting / General Strategies

1. **Blended Learning** – Combine digital tools, online resources, and face-to-face teaching.
2. **Differentiated Instruction** – Tailor tasks according to students' proficiency and learning styles.
3. **Peer Teaching & Cooperative Learning** – Encourage collaborative learning and shared responsibility.
4. **Self-Assessment & Reflection** – Students evaluate their own learning against rubrics or checklists.
5. **Use of Authentic Materials** – Newspapers, podcasts, novels, social media texts, and real-life documents.
6. **Task-Based & Project-Based Learning** – Apply language skills in meaningful real-world tasks.
7. **Gamification** – Make learning engaging through challenges, competitions, and rewards.
8. **Inquiry-Based Learning** – Encourage students to explore questions, investigate ideas, and construct understanding through guided discovery.
9. **Multimodal Learning** – Integrate text, visuals, audio, and digital media to enhance comprehension and expression.
10. **Formative Feedback Cycles** – Provide continuous, timely feedback to guide improvement and support learning progression.
11. **Flipped Classroom Approach** – Deliver instructional content outside class time and use classroom sessions for practice, discussion, and application.
12. **Problem-Based Learning** – Engage students in solving real-life language-related challenges to develop critical thinking and communication skills.
13. **Reflective Learning Journals** – Encourage learners to document progress, challenges, and strategies for continuous self-improvement.
14. **AI-Assisted Learning Activities** – Use digital tools and AI-based applications to support writing, speaking practice, feedback, and personalized language learning.
15. **Real-World Simulation Projects** – Engage students in authentic tasks such as creating campaigns, managing mock events, or producing school publications to apply language skills in realistic contexts.

*** Note:** The suggested teaching strategies and approaches serve only as examples. Educators are encouraged to adapt or incorporate additional interactive strategies that best suit their instructional goals and student needs.

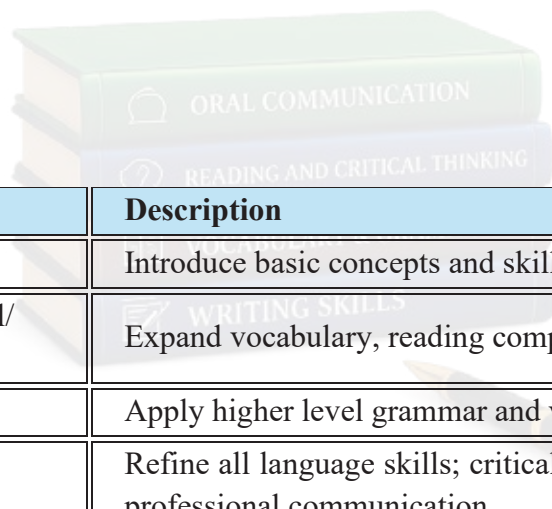
GUIDELINES FOR TEXTBOOK WRITERS

ENGLISH LANGUAGE NATIONAL CURRICULUM 2026 (GRADE 9-12)

1. General Guidelines

- Follow the **guidelines** for textbook size, layout, and formatting; ensure it is **student-friendly**.
- Include a **detailed content page** listing **themes, subthemes, competencies, domains, and topics** for each unit.
- Align all content strictly with the **English Language National Curriculum 2026 (Grade 9-12)** and clearly indicate **Student Learning Outcomes (SLOs)** for each unit.
- Integrate **ethical values, patriotism, and national pride** through discussions, case studies, and reflective exercises.
- Promote **digital literacy, real-life communication, and recognized universal ethics**, aligned with curriculum goals.

2. Grade-Wise Progression



Grade	Focus Level	Description
9	Foundational	Introduce basic concepts and skills, focus on comprehension and simple communication.
10	Developmental/ Progressive	Expand vocabulary, reading comprehension, and writing structure; begin critical thinking.
11	Proficient	Apply higher level grammar and vocabulary; analyze texts; produce more structured writing.
12	Advanced	Refine all language skills; critical and creative thinking; prepare for real-life, academic, and professional communication.

3. Structure & Presentation

- Provide a **clear introduction** explaining how to use the textbook effectively.
- Include a **detailed table of contents** with themes, subthemes, competencies, and domains arranged as:
 - A. Oral Communication Skills
 - B. Reading & Critical Thinking
 - C. Vocabulary & Grammar
 - D. Writing
- Include a **glossary** of technical vocabulary and abbreviations.
- Ensure exercises follow the same **logical order as content**.
- Provide **sample assessments** for each competency at the end of each unit.
- Use **illustrations, diagrams, maps, charts, graphs, and posters** wherever appropriate.
- Incorporate **interactive elements** such as AI tools and online activities for enhanced engagement.

4. Readability & Language Appropriateness

- Texts must **match the reading level** for each grade (Grade 9: foundational → Grade 12: advanced).
- Use **clear, concise, and professional language**; avoid overly complex sentences or archaic vocabulary.
- Ensure all instructions are easy to follow and age-appropriate.

5. Technical Accuracy & Relevance

- Ensure content is **factually correct, up-to-date**, and reflects **real-world communication**.
- Terminology must be **accurate, contextually appropriate**, and relevant to given settings.

6. Diversity & Real-Life Contexts

- Include examples from **multiple fields**: engineering, IT, healthcare, business, agriculture, commerce, art, culture, history, etc.
- Represent **diverse communication styles**: formal emails, discussions, presentations, reports, etc.
- Feature **different real-life environments**, highlighting real-life interactions.

7. Practical & Functional Application

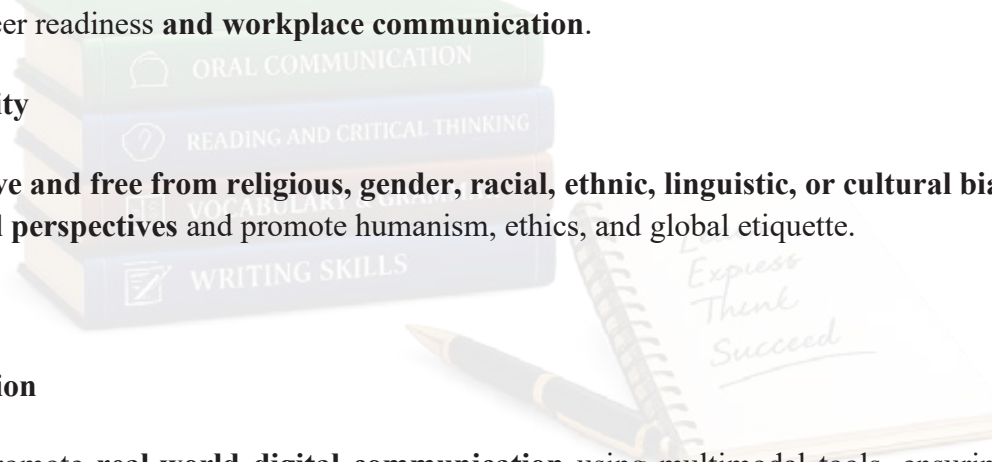
- Focus on **real-world skills**: interviews, real-life communication, project documentation, report writing, etc.
- Include **interactive case studies, problem-solving tasks, and simulations**.
- Assignments should **promote reflective learning and higher-order thinking**.
- Prepare students for career readiness **and workplace communication**.

8. Ethical & Cultural Sensitivity

- Content must be **inclusive and free from religious, gender, racial, ethnic, linguistic, or cultural biases**.
- Feature **diverse cultural perspectives** and promote humanism, ethics, and global etiquette.

9. Digital Tools & AI Integration

- Design activities that promote **real-world digital communication** using multimodal tools, ensuring clarity, audience awareness, and effective expression.
- Include **digital communication formats**: emails, AI-generated content, digital collaboration tasks.
- Use **AI-assisted language tools** for grammar, writing, and pronunciation practice.
- Encourage **multimodal literacy** using videos, podcasts, and interactive online exercises.



10. Content Development Strategies

- Align all content with **SLOs** of English Language National Curriculum 2026 (Grade 9-12).
- Ensure **age-appropriate, competency-based, culturally relevant, and unbiased** content.
- Include **variety of text types**: narrative, descriptive, expository, persuasive, formal communication, scripts, dialogues, reports, real-life texts, etc.
- Address **current global and local issues**: SDGs, entrepreneurship, technological advancements, digital development, social responsibility, etc.
- Reinforce previous learning through **application tasks and revision activities**.

11. Suggested Methodology & Activities

- Promote **Communicative Language Teaching (CLT)**: practical, real-life relevant communication tasks.
- Encourage **collaborative learning**: Think-Pair-Share, Jigsaw Discussions, Socratic Seminars, workplace role-plays.
- Include **Digital / AI-integrated learning** for writing, grammar, and pronunciation.
- Incorporate **multimedia resources**: instructional videos and interactive presentations.
- Provide **real-life communication scenarios** to practice decision-making, negotiation, and problem-solving.
- Apply **functional grammar** in written and spoken exercises.
- Activities should develop:
 - **Critical thinking**: problem-solving, case studies
 - **Analytical skills**: investigation, analysis, and research
 - **Creativity**: story/script writing, digital content creation
 - **Real-life writing skills**: formal letters, reports, emails
 - **Digital communication skills**: AI-based, workplace communication

12. Suggested Assessment Strategies

- Include **balanced formative and summative assessments**.
- Incorporate **real-life simulations**: mock interviews, formal presentations, report writing, etc.
- Use **digital and AI-based assessments**: auto-graded quizzes, interactive exercises, language proficiency tests, etc.
- Include **analytical assessments**: evaluating literary texts, case studies, and reports, etc.
- Include assessment activities for all the language competencies and their respective domains.



CURRICULUM DEVELOPMENT /REVIEW TEAM

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