FITNESS & SPORTS TRAINING

Progression Grid – Grade 11-12

Domain 1: Performance Assessment

Standard: *Students will understand the components of health- and skill-related fitness, and be able to conduct, interpret, and apply various fitness and performance tests to assess physical fitness levels.*

Grade 11	**Grade 12**
Benchmark I: *Students can differentiate between the components of health-related and skill-related fitness, and demonstrate the ability to perform and interpret results from common fitness and performance assessments.*	
Student Learning Outcomes	
Health-Related Fitness: *Students will define and explain the five components of health-related fitness, including muscular strength, muscular endurance, aerobic endurance, flexibility, and body composition.* *Students will describe the differences between muscular strength and endurance and explain how each contributes to overall health and physical performance.* *Students will understand methods to assess body composition, including bioelectrical impedance analysis and/ or skinfold tests, and relate these to overall health and fitness levels. (Skill)*	----------

Students will explain the importance of flexibility in daily activities and fitness, and how to measure it using the Sit & Reach test. *Skill-Related Fitness:* *Students will identify the six components of skill-related fitness—agility, balance, coordination, power, reaction time, and speed—and explain their importance in sports performance.* *Students will demonstrate and interpret the Z-Test (agility), Star Excursion Balance Test (balance), and Wall Toss Hand-Eye Coordination Test. (Skill)* *Students will conduct the standing broad jump (power), single maximum sprint test (speed), and the ruler drop test (reaction time), analyzing their results in relation to fitness levels. (Skill)* *Fitness & Performance Testing:* *Students will perform fitness assessments including the 1-RM test (muscular strength), push-up and partial curl-up tests (muscular endurance), Harvard step test, beep test, and 1-mile test (aerobic endurance). (Skill)* *Students will learn to interpret the results from aforementioned fitness tests and apply this data to design fitness programs that improve health and athletic performance. (Skill)* *Students will analyze how different components of health- and skill-related fitness contribute to overall physical health, wellness, and performance in various physical activities. (Skill)*	

Domain: Exercise Prescription

Standard: *Students will understand and apply the principles of training, including the FITT principle, to develop effective fitness programs that enhance health-related components of fitness while accommodating individual needs.*

Grade 11	**Grade 12**
Benchmark I: *Students can demonstrate knowledge of the principles of training, the FITT principle, and their application in designing and implementing training programs tailored to achieve specific fitness goals.*	
Student Learning Outcomes	
Principles of Training: *Students will describe the seven principles of training—specificity, progression, overload, reversibility, adaptability, individuality, and recovery time—and discuss their implications for designing effective training programs.* *Students will explain the components of the FITT principle (Frequency, Intensity, Time, Type).* *Students will demonstrate how to apply each component of FITT principle to create tailored exercise programs. (Skill)* *Students will analyze how to adapt and progress each component of the FITT principle in relation to individual fitness levels and goals. (Skill)* *Students will analyse how the principles of training apply to the health-related components of fitness (muscular strength, muscular endurance, aerobic endurance, flexibility, body composition) and international guidelines for developing these components. (Skill)*	----------

Students will identify the differences between programming exercise for physical fitness and for health benefits. *Components of a Training Session:* *Students will design the components of a training session, including warm-up, resistance training, metabolic conditioning, cool down, and stretching, explaining the purpose of each component. (Skill)* *Students will discuss the significance of recovery time in training programs and its impact on performance and adaptation.*	

Domain: *Sports Training*

Standard: *Students will demonstrate knowledge and understanding of various track and field events, gymnastics, racket sports, team sports, and principles of training, recovery, and athlete development, applying this knowledge to enhance their athletic performance and coaching practices.*

Grade 11	**Grade 12**
Benchmark: *Students can effectively identify, describe, and demonstrate techniques for various athletic events and training methods while creating structured training programs based on the principles of periodization and recovery strategies.*	
Student Learning Outcomes	
Track & Field Events: *Students will describe the training methods for throwing events, including javelin, hammer, discus, and shot put. (Skill)* *Students will identify and demonstrate the training methods for high jump, long jump, and triple jump. (Skill)* *Students will outline the differences between short, middle, and long-distance races, and identify athletics-specific training methods. (Skill)* *Gymnastics:* *Students will perform front rolls, back rolls, cartwheels, bridges, front handsprings, and basics of handstands. (Skill)* *Students will identify aforementioned gymnastics-specific training methods and their importance for skill development and injury prevention.*	----------

Racket Sports: *Students will demonstrate basic racket grip and various service types in table tennis and badminton, explaining the importance of each skill in gameplay.* *Students will recognize and apply training methods (exercises) specific to table tennis and badminton.* *Team Sports:* *Students will discuss and apply specific training methods (exercises) for volleyball, basketball, and soccer to enhance performance. (Skill)* *Training Principles and Planning (Periodisation):* *Students will describe seasonal planning, training cycles, and the distinctions between macro and meso cycles, emphasizing their relevance in sports training.* *Students will recognize the importance of rest and recovery, outlining techniques to promote recovery in athletes. (Skill)* *Long Term Athlete Development (LTAD):* *Students will explain the stages of the LTAD model from active start to training to win, identifying the key characteristics and goals for each stage. (Skill)* *Students will discuss strategies to encourage lifelong participation in physical activity and sports, recognizing the significance of each LTAD stage in athlete development. (Skill)*	

Domain: *Strength Training*

Standard: *Students will demonstrate a comprehensive understanding of strength training principles, techniques, program design, and safety considerations, applying this knowledge to develop effective strength training programs for various populations.*

Grade 11	**Grade 12**
Students will proficiently demonstrate proper exercise techniques, identify common errors, and create personalized strength training programs that incorporate advanced techniques and safety protocols.	
Student Learning Outcomes	
---	*Introduction to Strength Training:* *Students will explain the definition and importance of strength training in relation to overall health, fitness and injury prevention.* *Students will provide an overview of the historical evolution of strength training practices and their significance.* *Students will summarize the physiological principles underlying strength development, including neural adaptations and hypertrophy.* *Students will identify different muscle fiber types and explain their roles in strength training.* *Students will compare resistance training methods, including free weights, machines, and bodyweight exercises.*

	Students will differentiate between isometric, isotonic, and isokinetic training techniques. *Types of Advanced Strength Training Techniques:* *Students will describe and apply advanced strength training techniques such as backdown sets, tempo training, and supersets.(Skill)* *Students will demonstrate the use of techniques like drop sets, contrast loading, and cluster sets in strength training programs. (Skill)* *Students will evaluate the effectiveness of various advanced training methods, including pyramids, negatives, and forced reps. (Skill)* *Exercise Technique and Form:* *Students will exhibit proper technique for key strength training exercises, such as squats, deadlifts, and bench presses. (Skill)* *Students will recognize and correct common errors in exercise execution to improve safety and effectiveness. (Skill)* *Students will apply progressions and regressions to exercises to accommodate various fitness levels. (Skill)* *Program Design and Periodization:* *Students will articulate the importance of setting training goals.* *Students will establish baseline strength levels and create targeted strength training programs. (Skill)*

	Students will apply different periodization models (linear, undulating, block) in their program designs. (Skill) *Safety Considerations:* *Students will develop effective warm-up and cool-down protocols to prepare for and recover from strength training sessions. (Skill)* *Students will identify equipment safety practices and maintenance protocols to prevent injuries. (Skill)* *Students will formulate strategies and guidelines for injury prevention during strength training. (Skill)* *Practical Application and Demonstration:* *Students will engage in partner and group activities to enhance learning and application of strength training concepts. (Skill)* *Students will evaluate case studies and participate in scenario-based learning exercises (a minimum of 5 case studies) to apply their knowledge of strength training in real-world contexts. (Skill)*

Domain: *Metabolic Conditioning*

Standard: *Students will demonstrate a comprehensive understanding of metabolic conditioning principles, exercise techniques, and program design, applying this knowledge to enhance cardiovascular health, fat loss, and overall performance.*

Grade 11	Grade 12
Students will proficiently perform metabolic conditioning exercises with proper technique, design individualized programs, and implement safety protocols for effective training outcomes.	
Student Learning Outcomes	
---	*Introduction to Metabolic Conditioning:* *Students will explain the definition and significance of metabolic conditioning in fitness and health.* *Students will identify the benefits of metabolic conditioning for cardiovascular health, fat loss, and athletic performance.* *Students will describe the metabolic pathways and energy systems involved in physical activity.* *Students will explain the physiological principles of metabolic conditioning and how they relate to exercise.* *Students will differentiate between aerobic and anaerobic metabolism and their roles during exercise.* *Students will explain the importance of heart rate, oxygen consumption, and metabolic equivalents (METs) in assessing exercise intensity.*

	Students will articulate through practical the concept of excess post-exercise oxygen consumption (EPOC) and its role in enhancing calorie burning post-exercise (through practical project). (Skill) *Types of Metabolic Conditioning Methods:* *Students will identify and demonstrate various methods of metabolic conditioning, including high-intensity interval training (HIIT), circuit training, and Tabata training. (Skill)* *Students will differentiate different training styles such as Fartlek training, CrossFit, and functional fitness workouts in terms of their effectiveness and applicability.* *Exercise Technique and Form:* *Students will demonstrate proper techniques for key metabolic conditioning exercises, including sprints, burpees, and kettlebell swings. (Skill)* *Students will identify common errors in exercise execution and apply strategies to correct them for improved safety and performance. (Skill)* *Students will design progressions and regressions for various exercises to accommodate different fitness levels.* *Program Design and Progression:* *Students will articulate the principles of program design specific to metabolic conditioning and their application.* *Students will establish realistic training goals and baseline fitness levels for themselves or clients or peers. (Skill)*

	Students will demonstrate the ability to manipulate training variables such as intensity, duration, and recovery to achieve specific fitness outcomes. (Skill) *Safety Considerations:* *Students will create effective warm-up and cool-down protocols to support safe metabolic conditioning sessions. (Skill)* *Students will articulate hydration and nutrition strategies that support metabolic conditioning performance. (Skill)* *Students will discuss strategies and guidelines for injury prevention specific to metabolic conditioning. (Skill)* *Practical Application and Demonstration:* *Students will participate in hands-on practice to demonstrate proper technique and form for metabolic conditioning exercises. (Skill)* *Students will engage in partner and group activities to reinforce learning and application of metabolic conditioning techniques. (Skill)* *Students will develop strategies to integrate metabolic conditioning into broader fitness programming effectively. (Skill)*

Domain: *Flexibility Training*

Standard: *Students will demonstrate an understanding of flexibility and mobility training principles, effectively applying various techniques to enhance overall health, athletic performance, and injury prevention.*

Grade 11	**Grade 12**
Students will proficiently perform flexibility and mobility exercises with correct technique and form, designing personalized programs that incorporate these practices into comprehensive training regimens.	
Student Learning Outcomes	
---	*Introduction to Flexibility and Mobility Training:* *Students will identify the significance of flexibility and mobility for overall health, athletic performance, and injury prevention.* *Students will describe the different types of flexibility (static, dynamic, active, passive) and mobility.* *Physiological Principles of Flexibility and Mobility:* *Students will discuss the neuromuscular factors that influence flexibility and mobility.*

	Students will explain joint mechanics and how they relate to range of motion. *Types of Flexibility and Mobility Training Methods:* *Students will differentiate between various flexibility and mobility training methods (including static stretching, dynamic stretching, PNF stretching, myofascial release techniques, and mobility drills).* *Exercise Technique and Form:* *Students will demonstrate standard technique for key flexibility and mobility exercises, such as hamstring stretches, hip mobility drills, and shoulder mobility exercises. (Skill)* *Students will create progressions and regressions for different exercises to accommodate varying fitness levels. (Skill)* *Program Design and Progression:* *Students will apply the principles of program design specific to flexibility and mobility training. (Skill)* *Students will apply flexibility assessment criteria to assess their own or others' flexibility and mobility levels and set realistic training goals.* *Students will incorporate flexibility and mobility exercises into a comprehensive training program effectively. (Skill)* *Safety Considerations:* *Students will design and implement effective warm-up protocols to prepare the body for flexibility and mobility exercises. (Skill)*

	Students will recognize the risks of overstretching and hypermobility, implementing precautions to mitigate these risks. (Skill) *Students will identify precautions necessary for individuals with pre-existing injuries or conditions during flexibility and mobility training. (Skill)* *Practical Application and Demonstration:* *Students will demonstrate correct form & technique in hands-on practice of various flexibility and mobility exercises. (Skill)* *Students will reinforce learning and application of flexibility and mobility techniques in groups and pairs. (Skill)* *Students will demonstrate the integration of flexibility and mobility training into warm-up and cool-down routines effectively. (Skill)*

Domain: *Injury Prevention & Safety*

Standard: *Students will demonstrate a comprehensive understanding of injury prevention principles, effectively applying strategies to minimize injury risk and promote safe practices in fitness and sports activities.*

Grade 11	**Grade 12**
Students will proficiently recognize, manage, and rehabilitate common sports injuries, implementing preventive measures and appropriate first aid protocols during practical scenarios.	
Student Learning Outcomes	
---	*Introduction to Injury Prevention:* *Students will articulate the significance of injury prevention in fitness and sports activities.* *Introduction to Common Sports Injuries:* *Students will identify common acute and chronic sports injuries, such as sprains, strains, fractures, and overuse injuries.* *Students will describe injury patterns associated with specific sports and activities, gaining insight into common risks.*

	Risk Factors and Biomechanical Principles: *Students will explain the various risk factors contributing to injury, including biomechanics, equipment usage, and training errors.* *Preventive Strategies:* *Students will design and implement effective warm-up protocols to prepare the body for physical activity. (Skill)* *Students will incorporate cool-down techniques into their training sessions to aid recovery and reduce muscle soreness. (Skill)* *Students will demonstrate proper exercise technique and form to minimize injury risk during physical activities. (Skill)* *Recognition and Management of Injuries:* *Students will perform first aid for common sports injuries, applying knowledge of injury recognition and management. (Skill)* *Students will engage in hands-on practice with injury prevention techniques and emergency response protocols. (Skill)* *Students will discuss recovery strategies, including the benefits of sports massage and other techniques.* *Students will identify criteria for safe return to play following an injury, ensuring informed decision-making.*

	Introduction to Kinesio Taping & Bracing: *Students will explain different types of kinesio taping techniques.* *Role of Sports Medicine Professionals:* *Students will explain the injury management protocols used by sports medicine professionals.* *Students will perform and apply in hands-on practice of rehabilitation exercises.* *Equipment Safety:* *Students will demonstrate proper selection, fitting, and maintenance of sports equipment and gear. (Skill)* *Students will apply guidelines for the use of protective equipment, such as helmets and pads, to enhance safety during activities. (Skill)* *Practical Application and Demonstration:* *Students will actively participate in hands-on practice of injury prevention techniques and emergency response protocols. (Skill)* *Students will simulate in role-playing scenarios of injury situations, demonstrating appropriate responses.* *Students will integrate injury prevention strategies into fitness programming, ensuring safe and effective training environments. (Skill)*

Domain: Training for individuals with distinct needs & Group Exercise

Standard: *Students will demonstrate the ability to design and deliver inclusive fitness programs that cater to individuals with distinct needs, ensuring safety, effectiveness, and engagement across diverse populations.*

Grade 11	**Grade 12**
Students will proficiently plan and execute group exercise classes, effectively utilizing cueing techniques and instructional skills to motivate and guide participants of varying fitness levels and backgrounds.	
Student Learning Outcomes	
---	*Introduction to Training for Individuals with Distinct Needs:* *Students will explain the significance of inclusive fitness programming and its impact on diverse populations.* *Students will identify and articulate the unique fitness needs of various populations, including age-related considerations, medical conditions, disabilities, prepartum and postpartum.* *Considerations for Different Populations:* *Students will discuss training considerations for different age groups, including children and older adults, to create appropriate exercise programs.*

	Students will describe how to modify fitness programs to accommodate individuals with medical conditions (such as diabetes, hypertension, and obesity). *Students will design strategies for training individuals with physical and intellectual disabilities, ensuring accessibility and effectiveness.* *Students will outline specific considerations for designing safe and effective fitness programs for prepartum and postpartum individuals.* *Introduction to Group Exercise Instruction:* *Students will articulate the role and responsibilities of a group exercise instructor, including professional standards and ethical guidelines.* *Students will design an overview of various group exercise formats and settings, understanding the benefits of each.* *Class Planning and Choreography:* *Students will demonstrate knowledge of the principles of class structure and design, creating balanced and effective workouts for different fitness levels. (Skill)* *Students will choreograph exercises and movements set to music, enhancing the overall experience for participants. (Skill)* *Cueing Techniques and Instructional Skills:* *Students will utilize verbal and visual cueing strategies to effectively guide participants through exercises, ensuring safety and engagement. (Skill)* *Practical Training Skills:*

	Students will engage in practice group training sessions, receiving constructive feedback from instructors and peers to refine their skills. (Skill) *Students will showcase effective cueing, coaching, and motivation techniques in a group exercise setting (e.g., yoga class, HIIT, circuit training class), applying feedback for continuous improvement. (Skill)* *Students will demonstrate the ability to accept constructive feedback and implement changes to enhance their training effectiveness. (Skill)*

TO BE PUBLISHED IN THE NEXT GAZETTE OF PAKISTAN PART-III

Government of Pakistan
National Curriculum Council Secretariat
Ministry of Federal Education and Professional Training

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Islamabad, 10th December, 2024

NOTIFICATION

F. No 1-3/2024-TE/Sports: In exercise of the powers conferred under the Federal Supervision of Curricula, Textbooks, and Maintenance of Standards of Education Act, 1976 Section 3 (2) (a) the Competent Authority i.e. Joint Educational Advisor, National Curriculum Council wing, Federal Education and Professional Training (MoFEPT) has been pleased to approve the Standards for Sports and Fitness for the Technical Education Trade for Grades XI-XII under the National Curriculum of Pakistan (NCP) 2024.

2. The standards are available on the websites https://ncc.gov.pk and will be implemented in all the public and private educational institutions of Islamabad Capital Territory (ICT) and the educational institutions under the Federal Government across the country. The curricula for Grade 11 will be implemented from the Academic Year 2025 while for Grade 12 from the Academic Year 2026.

3. This will update existing scheme of studies with the revised names of elective subjects.

(Abdul Hanan)
Deputy Educational Advisor
051-9265579

The Manager,
Printing Corporation of Pakistan Press,
University Road, Karachi

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