

National Curriculum of Pakistan  
2022-23

# PAKISTAN STUDIES

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

## NCP - PAKISTAN STUDIES - Progression Grid

### Domain A: History of Pakistan

#### Standard 1: Ideological Basis, Struggle, Creation and the Political Developments in Pakistan

<p><b>Grade 9: Ideological Basis Struggle and Creation of Pakistan</b></p> <p><b>Benchmarks:</b> Promote an understanding of the ideology of Pakistan and its relationship with the creation of Pakistan. Students should be able to delineate the struggle for a Muslim State in the subcontinent and familiarize themselves with the genesis, struggle and creation of Pakistan.</p> <p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-09-A1-01] Relate the basis of Pakistan's ideology to the basic values of Islam and the economic and social deprivations of Muslims in India, using historical evidence and scholarly analysis.</li> <li>● [SLO: PS-09-A1-02] Evaluate Pakistan's ideology with reference to the statements of Quaid Azam and Allama Iqbal, including their vision for a Muslim state and the role of Islam in Pakistan's identity and governance.</li> <li>● [SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.</li> <li>● [SLO: PS-09-A1-04] Recognize the significant role of Sir Syed Ahmed Khan as a reformer whose efforts, connections with the Western world and establishment of the Aligarh Movement played a crucial role in the success of the Pakistan Movement.</li> <li>● [SLO:PS-09-A1-05] Analyze the important political developments between 1906 - 1920 (from Simla deputation till Khilafat Movement.)</li> <li>● [SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance.</li> <li>● [SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947.</li> </ul>	<p><b>Grade 11: The problems faced in first decade and political developments in subsequent years in Pakistan</b></p> <p><b>Benchmarks:</b> Critically review the first decade of a newly emergent state in relation to the problems faced, efforts done to solve them, political developments, and Jinnah's role as well as his Vision for Pakistan. Also relate the political development process in different eras and analyze the impacts on common people.</p> <p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-11-A1-01] Analyze the basic components of the ideology of Pakistan.</li> <li>● [SLO: PS-11-A1-02] Analyze the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations.</li> <li>● [SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional reform, and administrative issues.</li> <li>● [SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced.</li> <li>● [SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan, analyzing their impact on the country's political, social, and economic development.</li> <li>● [SLO: PS-11-A1-06] Critically analyze the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social, and economic development from 1958 till 2022</li> <li>● [SLO: PS-11-A1-07] Critically analyze the causes and impacts of the Wars of 1948, 1965, 1971, and Kargil 1999 between Pakistan and India.</li> <li>● [SLO: PS-11-A1-08] Analyze the social, political and economic</li> </ul>
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<ul style="list-style-type: none"> <li>[SLO: PS-09-A1-08] Discuss the role of political leaders , including women and minorities, in the making of Pakistan. (Quaid-i-Azam, Allama Iqbal, Fatima Jinnah and SP Singha)</li> </ul>	impacts of International wars (War on Terror and Soviet-Afghan war) on Pakistan.
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### Domain B: Geography of Pakistan

#### Standard 1: Land of Pakistan

Grade 9: Land of Pakistan	Grade 11: Land of Pakistan
<b>Benchmark:</b> Develop understanding about the location of Pakistan and its geographical importance as well as comprehend the physical location of administrative areas of Pakistan.	<b>Benchmark:</b> Develop understanding about the location of Pakistan and its importance in relation to South and Central Asian countries.
<b>Students' Learning Outcomes:</b> Students will be able to: <ul style="list-style-type: none"> <li>[SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on a world map.</li> <li>[SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans.</li> <li>[SLO: PS-09-B1-03] Describe the significance of Pakistan's major cities based on their geographical location, including their relationship to surrounding physical features such as rivers, mountains, and coastal areas.</li> </ul>	<b>Students' Learning Outcomes:</b> Students will be able to: <ul style="list-style-type: none"> <li>[SLO: PS-11-B1-01] Locate Pakistan on the world map and assess the significance of its geographical location in terms of its geopolitical and economic importance.</li> <li>[SLO: PS-11-B1-02] Analyze the strategic significance of Pakistan's location in relation to its neighboring countries and other countries in South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development.</li> </ul>

#### Standard 2: The Natural Topography and Vegetation of Pakistan

Grade 9- The Natural Topography	Grade 11: Natural Vegetation and Forests of Pakistan
<b>Benchmark:</b> Develop understanding about the Topographical division of Pakistan. Link natural topography of Pakistan with human activity with reference to causes and effects.	<b>Benchmark:</b> Identify the vegetation cover and forests present in Pakistan, their location on map, their importance for the environment , economy, industry, and raw material for tourism.
<b>Students' Learning Outcomes:</b> Students will be able to:	<b>Students' Learning Outcomes:</b> Students will be able to:

- [SLO: PS-09-B2-01] Label the significant mountain ranges, plateaus, rivers, and plains of Pakistan on a physical map, and explain their importance to the country's physical and human geography.
- [SLO: PS-09-B2-02] Analyze the natural topography of Pakistan, including the spatial distribution of physical features such as mountains, plateaus, rivers, and plains, using appropriate geographical vocabulary and terminology.
- [SLO: PS-09-B2-03] Investigate the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various landforms of Pakistan, using geographic representations and geospatial technologies to analyze the similarities and differences.
- [SLO: PS-09-B2-04] Construct well-supported arguments with relevant evidence to assess the potential of Pakistan's natural topography for future growth and sustainability, considering opportunities for leisure, commercial, and economic development.

- [SLO: PS-11-B2-01] Investigate geographical, climatic, political, cultural, economic and industrial aspects influencing natural vegetation and forests using geographic representations and geospatial technologies for deeper understanding.
- [SLO: PS-11-B2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of the different types of forests in Pakistan, including productive and protective forests, and also elaborate their benefits and uses for the country.
- [SLO: PS-11-B2-03] Investigate different factors affecting the different types of forests and evaluate the advantages and disadvantages of irrigated plantations and mangroves with regards to sustainability and climatic impacts and protecting against natural disasters.
- [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan, and propose sustainable solutions to address deforestation.

### Standard 3: Climate of Pakistan and Environmental Hazards

Grade 9 - Climate of Pakistan	Grade 11: Environmental Hazards in Pakistan
<p><b>Benchmark:</b> Develop understanding about the seasonal and regional climatic variations in Pakistan and their impacts on human geography.</p>	<p><b>Benchmark:</b> Understand the concept of global warming and its effects on the environment, environmental hazards such as floods, droughts, and pollution, and establish correlations between them and global warming, the economy, public health, social life, human activities, and the environment specifically in Pakistan.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-B3-01] Compare the climatic zones of Pakistan in terms of the distribution of temperature, precipitation, including monsoons, cyclones (Western Depressions), and convectional rain, using a variety of resources such as newspapers, weather</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks.</li> </ul>

<p>charts, geographic representations, and geospatial technologies.</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-B3-02] Interpret the data collected on Pakistan's climatic zones to evaluate their impact on the country's physical and human geography, including agriculture, infrastructure, and transportation systems.</li> <li>• [SLO: PS-09-B3-03] Analyze the characteristics of arid, semi-arid, humid, coastal, and highland climates in Pakistan, including seasonal changes, and evaluate their impact on the physical and human geography of the country.</li> <li>• [SLO: PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure, and wind patterns on Pakistan's economy taking into consideration the effects of cold, ice, and snow on mountainous areas, as well as the effects of storms, floods, and droughts on agriculture, industry, and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• [SLO: PS-11-B3-02] Analyze the factors that contribute to global warming, as well as the resulting physical processes and phenomena that are linked to flooding, climate change, and other environmental hazards.</li> <li>• [SLO: PS-11-B3-03] Recognize the potential advantages and disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts.</li> <li>• [SLO: PS-11-B3-04] Evaluate the environmental impacts of fossil fuel consumption and suggest approaches to minimize the impacts of climate change and global warming, emphasizing the roles of governments and societies in environmental management. {Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in disaster management and propose measures to improve disaster preparedness and response.}</li> <li>• [SLO: PS-11-B3-05] Elaborate on the main sources of freshwater and ocean water pollution, such as agricultural and industrial Sectors, and develop solutions to manage these issues</li> </ul>
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### Domain C: Resources and Economic Development of Pakistan

#### Standard 1: Water, Mineral and Power Resources

Grade 9: <b>Water Resources</b>	Grade 11: <b>Mineral and Power Resources</b>
<p><b>Benchmark:</b> Students should be able to develop an understanding about the water resource availability and scarcity so that effective management can be planned for sustainable water management.</p>	<p><b>Benchmark:</b> Analyze the impact and potential of mineral and power resources and their utilization on the economic development of a country. Recognize the importance of Natural Resources by proposing measures to achieve sustainability.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-C1-01] Describe the surface and groundwater resources</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-11-C1-01] Describe the types and location of mineral</li> </ul>

<p>in Pakistan, including seasonal fluctuations in flow and quality of water.</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-C1-02] Evaluate the advantages and disadvantages of the extensive irrigation system in Pakistan and suggest sustainable solutions to water resource management in order to deal with threatening issues of water pollution, water shortage and wastage.</li> <li>• [SLO: PS-09-C1-03] Analyze the vital role of , dams, barrages, canals, and water reservoirs offer towards sustainable solutions, (including hydroelectric power generation, flood control, and irrigation,) and their potential impacts on the agriculture environment, industry and human activities.</li> </ul>	<p>resources in Pakistan, outlining their importance in the national industry and economy.</p> <ul style="list-style-type: none"> <li>• [SLO: PS-11-C1-02] Investigate Pakistan's mining industry's potential for economic growth by providing a list of essential minerals, their uses and challenges faced by the mining industry, environmental impacts and protective measures to recommend sustainable economic development.</li> <li>• [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel, and examine their advantages and disadvantages.</li> </ul>
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## Standard 2: Population Structure, Growth, Employment and Industry

Grade 9: Population Structure and Growth	Grade 11: Employment and Industry
<p><b>Benchmark:</b> Comprehend the demographic composition of Pakistan and scrutinize its statistics to interpret and analyze demographic data.</p>	<p><b>Benchmarks:</b> Create an understanding of the primary, processing, and tertiary job sectors in Pakistan, along with their predominant occupations, to gain insight into the issues confronting the industrial sectors suggesting feasible and long-lasting solutions to address these problems.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-C2-01]Analyze the demographic changes occurring in Pakistan, specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the various social, religious, educational, economic, and political factors that contribute to sustainable population growth.</li> <li>• [SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments</li> <li>• [SLO:PS-09-C2-03]Evaluate the problems of youth and</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-11-C2-01] Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts.</li> <li>• [SLO: PS-11-C2-02] Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan, and evaluate the effectiveness of government policies towards them with reference to government led industrial estates and zones.</li> <li>• [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development, and training in the</li> </ul>

dependent population in Pakistan and the role of the government/ NGOs in addressing the issue while identifying measures for sustainable human resource development.	development of Pakistan.
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**Standard 3: Agriculture, Livestock and Fisheries**

Grade 9: Agriculture and organic farming	Grade 11: Livestock and fish farming
<b>Benchmark:</b> Recognize the scope and importance of arable farming, and organic farming for sustainable development of Pakistan.	<b>Benchmark:</b> Recognize the scope and importance of livestock farming and fish farming for sustainable development of Pakistan.
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-09-C3-01] Demonstrate understanding of the different categories of agriculture recognizing agriculture as a complex system that involves various inputs, processes, and outputs.</li> <li>• [SLO: PS-09-C3-02] Demonstrate understanding of the major and minor food and cash crops cultivated in Pakistan, as well as their respective growing areas, and classify them based on their importance and economic significance to the country's agricultural sector.</li> <li>• [SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries, and exports in boosting the country's economy. Offer sustainable approaches to agricultural development, including organic farming.</li> <li>• [SLO: PS-09-C3-04] Identify challenges the agriculture sector is facing, including the threat of arable land being converted to housing societies and propose sustainable strategies to address these challenges as well as enhance agricultural output to benefit both the economy and the population.</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-11-C3-01] Develop comprehensive understanding of the distinct classifications of farming, including livestock farming and fish farming, with a focus on animal husbandry and fish farming and their distinctive features.</li> <li>• [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as disease outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize environmental and social impacts.</li> <li>• [SLO: PS-11-C3-03] Assess the possible economic impact of the fishing industry in Pakistan, including the socio-economic advantages of fish farming while analyzing infrastructure development initiatives such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries and suggest potential solutions for achieving this goal.</li> <li>• [SLO: PS-11-C3-04] Evaluate the prospective economic consequences of Pakistan's fishing industry and explore the social and economic benefits of fish farming while analyzing the impact of infrastructure development projects (such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets) in facilitating sustainable fisheries and propose possible solutions to</li> </ul>

achieve these goals.

#### Standard 4: Transport, Trade and Telecommunication.

Grade 9: Transport and Trade	Grade 11: Telecommunication
<b>Benchmarks:</b> To comprehend the way various modes of transportation contribute to social and economic advancement by evaluating their benefits and drawbacks.	<b>Benchmark:</b> To relate the role of telecommunication in trade and development of a country comparing it with regional/international scenarios and evaluate the future prospects of development.
<b>Students' Learning Outcomes:</b> Students will be able to: <ul style="list-style-type: none"><li>• [SLO: PS-09-C4-01] Categorize the modes of transportation in Pakistan based on their purpose, and assess the regional differences in the concentration and arrangement of road, rail, and air transportation networks throughout Pakistan, taking into account factors such as topography, population, and economic activity.</li><li>• [SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports.</li><li>• [SLO: PS-09-C4-03] Compare and contrast the advantages and disadvantages of different transport modes for the movement of both goods and people within Pakistan, considering factors such as speed, cost, reliability, and environmental impact.</li><li>• [SLO: PS-09-C4-04] Analyze the role of trade in Pakistan's economy, including benefits such as increased competitiveness and access to global markets.</li><li>• [SLO: PS-09-C4-05] Assess the influence of Pakistan's trade routes, such as the Gwadar Port, CPEC, and Karachi Port, on global trade with China, Central Asia, and the Middle East to comprehend the factors that impact international trade,</li></ul>	<b>Students' Learning Outcomes:</b> Students will be able to: <ul style="list-style-type: none"><li>• [SLO: PS-11-C4-01] Evaluate the importance and role of telecommunications, including radio, television, phones, fax machines, emails, and the internet, in education/e-learning, industry, services, and trade/e-commerce in the development of Pakistan.</li><li>• [SLO: PS-11-C4-02] Evaluate the overall impact of telecommunications on a country, considering its role in driving social and economic progress, the benefits it offers for business and industry, as well as its potential negative effects on the social and political aspects of society.</li><li>• [SLO: PS-11-C4-03] Analyze the challenges of providing telecommunications in some parts of Pakistan and describe recent improvements in the telecommunications sector, particularly in relation to the education sector, and their potential for future growth.</li></ul>

including trade agreements, tariffs, transportation expenses, political stability, and market demand.

- [SLO: PS-09-C4-06] Analyze the internal challenges that developing countries like Pakistan may face in maintaining or increasing their share of trade with other nations and suggest some sustainable solutions.

### Domain D: Cultural Diversity in Pakistan

#### Standard 1: Society, Culture and National Integration

Grade 10: Society and Culture of Pakistan	Grade 12: National Integration and Social Cohesion.
<p><b>Benchmarks:</b> Students will be able to examine the elements of society and diversity of cultural aspects and the way they have evolved over time to forge social and cultural harmony in Pakistan.</p>	<p><b>Benchmarks:</b> Students will be able to identify the factors important for developing national cohesion and realize its importance.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-10-D1-01] Investigate how various cultural elements / components influence the promotion or variation of cultural diversity within a society.</li> <li>• [SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration.</li> <li>• [SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan.</li> <li>• [SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture.</li> <li>• [SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism.</li> <li>• [SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-12-D1-01] Explain the significance of individuals in shaping a meaningful society, community, and state.</li> <li>• [SLO: PS-12-D1-02] Enumerate the constraints of an individual's contribution in fostering national cohesion and integration while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress.</li> <li>• [SLO: PS-12-D1-03] Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society.</li> <li>• [SLO: PS-12-D1-04] Evaluate Quaid's vision for religious freedom and role of minorities in development of state and culture of peace. .</li> <li>• [SLO: PS-12-D1-05] Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes.</li> <li>• [SLO: PS-12-D1-06] Examine the elements that contribute to the</li> </ul>

<p>social inequality that affects both individuals and society as a whole</p> <ul style="list-style-type: none"> <li>• [SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they have become a cohesive spiritual entity in Pakistani society and culture.</li> </ul>	<p>unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan.</p>
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**Standard 2: Recreation - Sports and Tourism**

<p><b>Grade 10: Recreation - Sports</b></p>	<p><b>Grade 12 :Recreation - Tourism</b></p>
<p><b>Benchmark:</b> Students will be able to develop an understanding of the importance of recreational activities particularly with reference to sports and identify the challenges faced by the sports and sportsmen in Pakistan by giving sustainable solutions for its development.</p>	<p><b>Benchmarks:</b> Students will be able to develop an understanding of the importance of recreational activities particularly with reference to tourism.and identify the challenges faced by the tourism industry in Pakistan by giving sustainable solutions for its development.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-10-D2-01] Recognize the significance of leisure activities within a community and explore some notable leisure activities that are popular in Pakistani society.</li> <li>• [SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalence of popular traditional, non traditional, national and international sports in Pakistan. .</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-12-D2-01] Acknowledge the significance of tourism as a crucial recreational pursuit, and identify renowned historical, religious, and commercial tourist destinations in Pakistan.</li> <li>• [SLO: PS-12-D2-02] Assess the challenges encountered by the tourism industry in Pakistan, and propose viable and sustainable measures to foster tourism development.</li> <li>• [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data of revenue generation and its role in economic development of that particular area as well as for the country on the whole.</li> </ul>

**Domain E: Constitution of Pakistan**

**Standard 1: Constitution of Pakistan**

<b>Grade 10: Constitutional Development</b>	<b>Grade 12 : Constitutional Development</b>
<p><b>Benchmark:</b> Students will be able to understand the constitutional developments/ reforms in Pakistan and relate it with the future prospects of the country.</p>	<p><b>Benchmark:</b> Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"><li>• [SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan.</li><li>• [SLO: PS-10-E1-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan</li><li>• [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973.</li><li>• [SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions.</li><li>• [SLO: PS-10-E1-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962.</li></ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"><li>• [SLO: PS-12-E1-01] Discuss the salient features of 1973 Constitution particularly focussing on incorporating fundamental human rights, Islamic features and major amendments.</li><li>• [SLO: PS-12-E1-02] Infer the responsibilities of good citizen women rights, children rights and rights of minorities in the light of the constitution of 1973</li><li>• [SLO: PS-12-E1-03] Explain the Federal structure of government of Pakistan and its functioning in the light of the Constitution of 1973.</li></ul>

## Standard 2: Citizenship

Grade 10: Citizenship and sustainable society	Grade 12: Rights and Responsibilities
<p><b>Benchmarks:</b> Develop an understanding of fundamental concepts like citizenship, democratic process, justice, equality, and the rule of law. Also appreciate diversity, digital citizenship, critical media literacy, conflict resolution, peace, and sustainable development to be responsible citizens.</p>	<p><b>Benchmarks:</b> Develop an awareness of human rights, including women's rights, children's rights, and the rights of minorities from Islamic perspective and UN declaration. Also gain an understanding of both human and animal rights in Pakistan.</p>
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-10-E2-01]-Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law and order situation in Pakistan.</li> <li>● [SLO: PS-10-E2-02] Explore the concepts and importance of participation of citizens in community services or volunteer works.</li> <li>● [SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)</li> <li>● [SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.</li> <li>● [SLO: PS-10-E2-05] Highlight the importance of being a knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, historical, and aesthetic factors.</li> <li>● [SLO: PS-10-E2-06] Explore the concepts and importance of participation of citizens in community services or volunteer works.</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-10-E2-01] Analyze the UN declaration of Human Rights of 1948 and the corresponding clauses in the 1973 Constitution of Pakistan from the perspectives of Islamic Principles. Specifically, examine the clauses related to child rights, gender discrimination, and animal protection, with a particular focus on education, health and poverty alleviation.</li> <li>● [SLO: PS-10-E2-02] Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development.</li> <li>● [SLO: PS-12-E2-03] Evaluate the prevalent conditions of Women, child labour and underage employment in Pakistan and propose measures to be taken up for its eradication specifically in some industries in Pakistan.</li> <li>● [SLO: PS-12-E2-04] Evaluate the extent to which the SDGs (Sustainable Development Goals) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030</li> </ul>

**Domain F: Pakistan and International Affairs**

**Standard 1: Foreign Policy of Pakistan**

<b>Grade 10: Foreign Policy of Pakistan</b>	<b>Grade 12: Foreign Policy of Pakistan</b>
<p><b>Benchmark:</b> Explore the key aspects of Pakistan's foreign policy and international relations to raise awareness about the fundamental tenets that constitute the pillars of Pakistan's foreign policy..</p>	<p><b>Benchmark:</b> Explore the guiding principles of the Foreign Policy and Foreign Relations of Pakistan generating discussion about the main Pillars of Pakistan’s Foreign policy and Pakistan’s international relations.</p>
<p><b>Students’ Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives.</li> <li>● [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states.</li> <li>● [SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighbouring countries in the region, its impacts and prospects for future relations.</li> </ul>	<p><b>Students’ Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● [SLO: PS-12-F1-01] Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles. while exploring the determinants of the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like US, Britain, China, Central Asian states, SAARC nations, EU members, and OIC countries</li> <li>● [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkey, Saudia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs).</li> <li>● [SLO: PS-12-F1-03] Analyze Kashmir conflict and expected outcomes of the issue if solved as best case scenario of the Kashmiris inferring its impact on Pak - India relations.</li> <li>● [SLO: PS-12-F1-04] Criticize Pak-US relations before and after the 9/11 situation and its impact on the socio-economic status of Pakistan.</li> </ul>

**Standard 2: Pakistan and International Organizations**

<b>Grade 10: Pakistan and International Organizations</b>	<b>Grade 12: Pakistan and International Organizations</b>
<p><b>Benchmark:</b> Understand the role of Pakistan in the global community of nations and how it participates in the international matters of peace and</p>	<p><b>Benchmark:</b> Understand the relations of Pakistan with international organizations and its importance and involvement with international</p>

harmony amongst nations.	issues of peace and conflicts.
<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-10-F2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UN in different global peacekeeping activities particularly on occasions of natural calamities and disasters.</li> <li>• [SLO: PS-10-F2-02] Evaluate Pakistan's foreign relations with other countries focusing on SAARC countries and OIC countries, and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.</li> <li>• [SLO: PS-10-F2-03] Analyze the difficulties faced by the UN in resolving the crisis in Kashmir, Afghanistan, and Palestine.</li> </ul>	<p><b>Students' Learning Outcomes:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• [SLO: PS-12-F2-01] Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress.</li> <li>• [SLO: PS-12-F2-02] Critically review Pakistan's status, role and contribution in different scenarios of global importance in regional organization (EU and ECO ).</li> <li>• [SLO: PS-12-F2-03] Discuss the impact of global monetary institutions on the development of countries, with a specific focus on the current state of the IMF and its efforts to assist Pakistan in addressing its economic challenges.</li> </ul>



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