

Salient Features of Single National Curriculum Pre I-V

- The SNC is standards, benchmarks and outcomes based across all subjects as compared to the 2006 curriculum in which standards benchmarks and learning outcomes were not developed for each subject curriculum.
- In 2006, the subject of Islamiyat was integrated with General Knowledge up to grade 2 and started as a separate subject from Grade 3 onwards. In the SNC Islamiyat starts from grade 1 as a separate subject up to grade 12.
- Previously the subject of Ethics was designated for non-Muslim students in lieu of Islamiyat from Grade 3 onwards. Now a new subject Religious Education has been introduced for non-Muslim students from grade 1 onwards for five minority groups of Pakistan.
- The content of the SNC for Maths and Science has been aligned to the TIMSS content framework.
- The content is aligned to the international commitments like SDG 4.
- The SNC focusses on equipping learners with principles and attributes such as truthfulness, honesty, tolerance, respect, peaceful coexistence, environmental awareness & care, democracy, human rights, sustainable development, global citizenship, personal care and safety.
- SNC focusses on development of analytical, critical and creative thinking through a more activities-based approach rather than static teacher centric learning.
- The 2006 curriculum was implemented only in government schools and some low-cost private schools. The SNC will be implemented across the board in all schools of Pakistan including government and private schools and Deeni Madaris.

Salient Features of Single National Curriculum

Early Childhood Care & Education (ECCE)

- The ECCE curriculum has been revised keeping in view the local culture and environment alongside modern/innovative trends in ECCE and national & international commitments (SDG 4)
- Basic learning areas include:
 - personal and social development
 - language & literacy
 - basic mathematical concepts
 - world around us
 - physical development (newly added)
 - health, hygiene & safety
- creative arts
- Holistic development of a child through emphasis on knowledge, skills and positive attitudes
 - Personality development through practice of patience, tolerance, empathy and citizenship.
 - Respecting diversity of gender, religion, colour, cast, creed and people with special needs.
 - Competencies on child security and safety and link to technology.
- Integration of 21st century skills
- Guidelines for teachers, materials developers and administrators
- Suggestions on ECCE materials, conducive environment and assessment

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General Knowledge for Grade 1 – 3 (General Science and Social Studies)

- Integration of basic concepts of Science and Social Studies to serve as a bridge between Grade Pre-I to Grade 4.
- Fosters lifelong learning through development of inquiry and independent learning skills
- Life-Skills including child protection
- Includes activities for students to improve learning
- Increased emphasis on positive attitudes for holistic development of students

Salient Features of Single National Curriculum

Urdu Grade 1 – 5

- Focus on development of language skills and competencies
- Standards, benchmarks and SLOs have been added for each competency
- Competencies of ‘speech’, ‘creative writing’ and ‘aesthetic sense’ have been added
- Integration of values and attitudes like patriotism, citizenship, promotion of social cohesion
- Creation of links between language learning and other subjects
- Promotion of diversity of culture and languages especially regional languages of Pakistan
- Develops understanding and application of media literacy

Salient Features of Single National Curriculum

Islamiat Grade 1 - 5

- Islamiat is now a separate subject from grade 1 onwards. Previously Islamiat started as a separate subject from grade 3 onwards
- Curriculum was revised by both the representatives of the Federating units as well as representatives of Ittehad Tanzimat-e- Madaris Pakistan.
- There is a special focus on Seerat ul Nabi (S.A.W.W).
- There were no competencies, standards and SLOs in the previous curriculum 2006. Now, these have been added in the SNC along with their definition.
- Islamiyat is now outcomes based and activity-based curriculum.
- According to “Compulsory Teaching of the Holy Quran Act 2017” the SLOs on Nazra Quran have been added
- In addition to Nazra Quran, a framework for reading 18 Ahadith translation from I-V has been added
- Addition of two strands; “*Husn-e-Muamlat o Muashrat*” and “*Islami Taleemat aur Dour-e-Hazir ke Taqazay*”
- For primary classes, SLOs have been developed keeping in view higher order thinking
- Instructions for teachers, textbook authors and assessment experts have been added in the curriculum.

Salient Features of Single National Curriculum

Mathematics Grade 1 – 5

- Gradual progression in teaching approach from grade 1 – 5 - concrete – pictorial - abstract
- Focus on developing solid conceptual foundation of Mathematics, logical reasoning skills and holistic development of learners
- Establishes alignment among Student Learning Outcomes (SLOs), benchmarks & standards, instructional design and assessment.
- Responds to SDG 4 goals such as nurturing communication, collaboration and independent learning.
- Emphasis on linking Maths with real life situations through examples and number stories
- Several suggested activities for each content area to promote learning
- Integration of ICT through web links and students-based tasks
- Rationalization and sequencing of the content to better enable conceptual development by building from easy to complex and from concrete to abstract
- Alignment with Trends in International Mathematics and Science Study (TIMSS) for the best teaching and assessment practices.

Salient Features of Single National Curriculum

General Science Grade 4 - 5

- Realignment of the standards, benchmarks and SLOs keeping in view latest global trends and practices in Science education
- Addition of Technology based content as separate chapters
- Integration of cross cutting themes of Values Education
 - Collaborating, sharing and accepting diversity
 - Bio-ethics, scientific responsibilities & care for the environment and all living beings
- Promotion of inquiry-based learning, science process skills and active learning methodology through recommended classroom activities
- Integration of ICT into the curriculum through weblinks and project work to develop 21st century skills
- Integration of STEAM as a cross cutting strand

Salient Features of Single National Curriculum

Social Studies Grade 4 – 5

- Organization of the curriculum in 6 strands including Citizenship, History, Government, Economics, Culture and Geography
- Inclusion of national, natural, global and digital citizenship education including rights and responsibilities
- New themes include local government, ancient civilizations, agriculture, entrepreneurship, anti-corruption
- Focus on democracy, patriotism and importance of rule of law
- Holistic development of students through integration of values of peaceful coexistence
- Acceptance, respect and appreciation of diversity in values, beliefs and way of life and development of essential social skills for local and global needs
- Inclusion of knowledge about ancient civilizations

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English Grade 1 – 5

- English to be taught as a language rather than subject
- Higher focus than before on the communicative competence of the language (listening and speaking)
- Addition of interactive and collaborative pedagogical strategies
- Guidelines for assessment along with scoring rubrics/marking schemes have been included for all four language skills including listening and speaking which was not included in curriculum 2006
- Many new themes added to guide the content development such as SDG-4, Gender Equality, LSBE and Inclusivity, Diversity of Cultures, Personal Safety, Health and Hygiene