

## Curriculum Alignment of the Grade 7 Geography Textbook (Punjab Textbook Board, 2022) with Pakistan's Single National Curriculum: A Qualitative Document Analysis

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### Abstract

This study find out the alignment of the Grade 7 Geography (Punjab Textbook Board, 2022 edition) with Pakistan's Single National Curriculum. The target of the research was to evaluate the extent to which the textbook matches SNC content standards, supports competency-based learning, and focuses the prescribed Student Learning Outcomes (SLOs). A qualitative document analysis design was done, using the SNC Geography document and the Grade 7 textbook as primary source. Chapter wise and SLO based analyses were conducted to check the level of alignment. The findings reveal that the textbook demonstrates strong alignment with SNC content requirements, especially in areas of physical and economic geography. However, partial alignment was seen in content related to settlement patterns and climate change, especially in terms of skill enhancement, inquiry based learning, and higher order cognitive thinking. On the whole, while the textbook covers main geographic concepts, it places greater emphasis on factual knowledge than on the development of geographic aspects. The study suggests to implement inquiry relevant activities, skill focused tasks and content, real world examples, and enhanced assessment practices to strengthen alignment with the SNC and promote fruitful learning.

**Keywords:** Curriculum Alignment, Single National Curriculum, Geography, Textbook Evaluation, Inquiry-Based Learning, Student Learning Outcomes

### Article Details:

Received on 11 Jan, 2026

Accepted on 02 Feb, 2026

Published on 06 Feb, 2026

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## Introduction

Curriculum alignment is a foundation process in education design and evaluation. It makes sure that curriculum standards, instructional materials, guidelines, and assessment practices work side by side with facilitate the expected learning outcomes. When alignment is effective, students are more likely to achieve the competencies and skills suggested by the curriculum (Biggs & Tang, 2011). In Pakistan, the Single National Curriculum was developed to establish consistent and competency relevant educational standards across all provinces. Geography, as part of the SNC for middle school, is designed to help students understand physical landscapes, human activities, environmental knowledge, and geographic skills such as map interpretation and critical thinking (Government of Pakistan, 2020).

The Punjab Textbook Board revised the Grade 7 Geography textbook in 2022 to align with the SNC. However, systematic evaluation is necessary to determine the extent to which the textbook content truly reflects SNC standards and supports the facilitate learning outcomes.

## Statement of the Problem

Despite the PTB Grade 7 Geography textbook confirms alignment with SNC, evidence is required to verify whether: All major content strands modified by SNC are included and appropriately developed. The textbook supports competency-based learning and develops essential geographic skills. Student Learning Outcomes (SLOs) of SNC are well addressed. Research into these areas can provide adequate insight for curriculum developers, textbook authors, and educators.

## The objectives of the study were:

1. To assess how well the Grade 7 Punjab Textbook Board Geography textbook aligns with the Single National Curriculum (SNC).
2. To analyze the content of the textbook and SNC document in detail.
3. To determine the pathway to which the SNC Student learning outcomes are achieved.

## Research Questions

1. How closely does the Grade 7 PTB Geography textbook matches with the standards and guidelines of the Single National Curriculum (SNC)?
2. How does the content of the Grade 7 PTB Geography textbook support effective learning and understanding of geography relevant concepts?
3. To what level do the lessons and activities in the Grade 7 PTB Geography textbook get along with the achievement of the SNC Student Learning Outcomes (SLOs)?

## Significance of the Study

This study is valuable for curriculum developers seeking to improve textbook design, teachers requiring clarity on alignment and instructional focus, policymakers interested in evaluating SNC implementation and researchers analyzing curriculum coherence in Pakistan's education system.

## Literature Review

Curriculum alignment refers to the extent to which various parts of a curriculum standards, instructional materials, teaching methods, and assessments are correlated and consistent with one another (Biggs & Tang, 2011). Constructive alignment theory focuses on that learning outcomes should drive curriculum contents and assessment practices to promote meaningful learning.

Porter (2002) argued that alignment between standards and instructional materials ensures coherence in teaching and learning, and has great impact on classroom practices.



Furthermore Webb (2007) added that alignment is crux for valid assessment of student achievement relative to curriculum expectations.

In geographical studies, alignment has been discussed in terms of content coverage and skill development. Bednarz and Bednarz (2008) highlighted that geography curricula should emphasize spatial thinking, map reading, and real-world problem-solving skills. Geography textbooks must balance conceptual knowledge with suggestions and pathway for inquiry and application.

However, global research suggests that many geography textbooks overemphasize fact-based content and undermine skill-based learning (Chiappetta & Fillman, 2007). This trend reinforces and highlight the need for alignment studies that evaluate not just content addition but also the development of core expertise. The Single National Curriculum was introduced by the Government of Pakistan to ensure same level of educational standards and quality in the school curriculum across all provinces. it outlines clear Student Learning Outcomes (SLOs) for each subject and grade level. In geography, it emphasizes both content knowledge and essential skill sets such as understanding geographic features, reading maps, and explaining human and eco interactions (Government of Pakistan, 2020).

The SNC's main goal is to focus on curriculum that represents a shift from rote learning to meaningful, application-based learning.

Research Design

This study used a qualitative document analysis design, that is suitable for curriculum evaluation. Document analysis involves systematic review and interpretation of text to see the identical patterns identify their and meanings (Bowen, 2009).

Data Sources

- 1. Grade 7 Geography textbook (PTB, 2022 edition)
- 2. Single National Curriculum (SNC) Geography document

Data Analysis

Chapter Wise Alignment Analysis

Chapter #	Chapter textbook	in Chapter curriculum	in Alignment status	Review
1	Plains and rivers	Physical features and river systems	Mostly aligned	Covers river systems and plains well, but leaves behind in regional case studies.
2	Water sources & management	Water conservation and use	Aligned	Effectively addresses water conservation, aligning with curriculum objectives.
3	Settlement & land use	Settlement patterns	Partially aligned	Lacking details about of urbanization and demographic trends and studies.
4	Agriculture	Role of agriculture in economy	Aligned	Strong focus on agriculture's economic role, though more regional examples could enhance it.
5	Climate change	Environmental change & impacts	Partially aligned	Addresses climate change, but doesn't talk about socio-economic impacts, that limits alignment.

Chapter #	Chapter textbook	in Chapter curriculum	in Alignment status	Review
6	Minerals and Power Resources	Resource utilization and management	Aligned	Appropriate coverage of resource management, meeting curriculum expectations.

Interpretation: Most chapters seem to cover the expected content areas. The content on physical and economic geography shows strong and promising alignment. However, chapter “Settlement and Land Use” and “Climate Change” lack in skill development and exploring the case study.

**SLOs Alignment with Curriculum and Textbook**

**Chapter 1: Plains and Rivers**

SLO in curriculum	SLO textbook	in Alignment status	Status
Understand the physical features of plains and river systems.	1-10	Mostly aligned	Strongly detailed content on river systems, however, limited regional examples for plains and river variants.
Identify the significance of rivers and plains for human activity.	11-20	Aligned	The textbook explains the economic and cultural importance of plains and rivers well.
Explain the relationship between rivers, agriculture, and settlement.	16-20	Mostly aligned	Covers the topic well but lacks deeper explanation of regional settlements and reasons of their dependence on rivers.

**Chapter 2: Water sources and Management**

SLO in curriculum	SLO textbook	in Alignment status	Status
Explain the concept of water conservation.	21-30	Aligned	Detailed explanation of water conservation techniques, aligned with the curriculum objectives.
Identify different sources of water and their management.	31-40	Aligned	Well oriented discussion on water sources and sustainable management practices and actions.
Discuss the importance of water conservation for sustainability.	35-40	Aligned	Clearly talks on the importance of sustainable water use and its impact on future generation.

**Chapter 3: Settlement and Land use**

SLO in curriculum	SLO textbook	in Alignment status	Status
Identify different settlement patterns across regions.	41-50	Partially aligned	The chapter discusses settlement patterns of areas but lacks detailed comparison across different regions.
Explain the relationship	51-60	Partially	Develop ideas of general land use

SLO in curriculum	SLO textbook	inAlignment status	Status
between land use and settlement patterns.		aligned	patterns well but does not explore urbanization and other factors.
Describe the impact of land use on the environment.	55-60	Aligned	The environmental impact of land use is well discussed in detail, especially in terms of agricultural development.

## Chapter 4: Agriculture

SLO in curriculum	SLO textbook	inAlignment status	Status
Discuss the role of agriculture in the economy.	61-70	Aligned	Strongly aligns with the curriculum, clearly explains agriculture and its economic significance.
Explain various types of agriculture (subsistence, commercial).	71-80	Aligned	Gives a clear idea of difference between subsistence and commercial agriculture, including examples to them.
Identify the challenges faced by the agricultural sector.	75-80	Aligned	Discussion challenges and hurdles like climate change and global warming, degradation of land, urbanization, deforestation water scarcity in agriculture.

## Chapter 5: Climate Change

SLO in curriculum	SLO textbook	inAlignment status	Status
Explain the causes of climate change.	81-90	Aligned	The causes of climate change (e.g., greenhouse gases, industrialization, deforestation) are well discussed.
Discuss the global and local impacts of climate change.	91-100	Partially Aligned	Covers global impacts well, but weakly detailed discussion on local social and economic consequences and impacts.
Identify mitigation strategies for climate change.	95-100	Aligned	Focuses on fruitful strategies like renewable energy and afforestation, aligning with the curriculum.

## Chapter 6: Minerals and Power resources

SLO in curriculum	SLO textbook	inAlignment status	Status
Identify different types of minerals and power resources.	101-110	Aligned	Holistic overview of minerals and energy resources, with clear categorization of types.
Explain the importance of resource utilization and management.	111-120	Aligned	Focuses on the use of resources in economic and environmental implications for benefit in detail.
Discuss sustainable practices in resource	115-120	Aligned	Emphasizes on the importance of sustainable mining and energy practices



SLO in curriculum	SLO textbook	inAlignment status	Status
utilization.			in line with curriculum objectives.

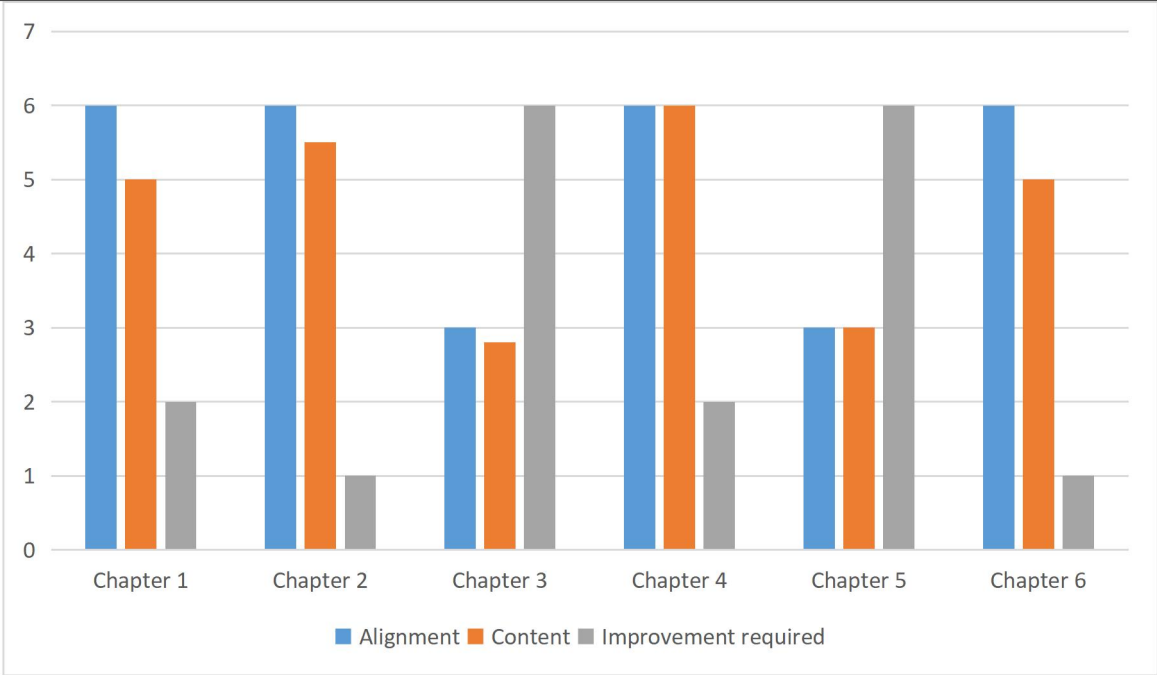


Figure shows graph representation of alignment of chapter with SNC curriculum

Discussion

Ultimately, the Grade 7 Geography textbook shows strong alignment with SNC content standards, especially in physical and economic geography. However, alignment with skill-based SLOs, such as interpretation, problem solving, and inquiry is weaker, clearly evident that the textbook relies more on facts to support knowledge than on the development of competencies.

Conclusion

The Grade 7 Geography textbook (PTB 2022 edition) exhibits satisfactory alignment with the Single National Curriculum on the content level. Main geographic topics are covered, and most SNC content requirements are met. However, alignment in features that talks about competency-based learning such as skill development, inquiry relevant activities, and cognitive thinking tasks remains only partial and weak.

Recommendations

1. Integrate skill tasks that include more map reading, data interpretation, and spatial thinking exercises.
2. Promote inquiry-based learning to add investigative and problem-solving activities in each chapter.
3. Use real-world examples so it can incorporate case studies and examples from local and national contexts.
4. Enhance environmental coverage to develop deeper analytical activities related to climate change and sustainability.
5. Improve assessments that include more higher-order thinking questions in end of chapter assessments.

6. Teacher support resources to provide supplementary guides to help teachers implement SNC competencies.

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