

ALP Curriculum for Elementary

Package | 2022
D & E

ENGLISH

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ACKNOWLEDGEMENT

Education clarifies our perception of the world around us and helps changing it into a better place. It develops an insight of peeping deep into our lives. It is of utmost importance that every individual be educated for unlocking his/ her potential. Both on personal and national levels, education has been shown to increase economic growth and stability. Education strengthens economic and social status of an individual as well as contributes to a skilled human resource of a country.

Pakistan has many national and international commitments to provide quality education to all children in the country and to enroll all Out-of-School (OOS) Children. The government of Khyber Pakhtunkhwa is determined to provide innovative solutions to address the issue of OOSC in KP, which will pave ways to meet Sustainable Development Goals (SDGs) and Education 2030 targets.

To overcome these challenges the Directorate of Curriculum and Teachers Education (DCTE) has come forward with a solution of “Accelerated Education Programme” that provides fast track and cost-effective education opportunities to those who missed their first chance of education. The accelerated education programme will provide them a chance to re-connect to education and continue their education and training for improved living. The main objective of the AEP is to guide teachers/education providers to teach the curriculum in an accelerated mode without compromising the Student Learning Outcomes (SLOs) and required abilities and competencies.

Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa, introduces Elementary level Accelerated Education (AE) Curriculum that offers fast track Elementary (middle) education course/ program for children who cannot continue their education in formal schools system because of various reasons, such as being overage, dropped out before completing primary or elementary education cycle, involved in some work etc. It is worthwhile to mention that children out-of-school (OOSC), especially those between the ages of 10 to 16 constitute 82% of the total OOSC in the province. This curriculum will provide an opportunity to large proportion of children within this age cohort.

As part of the overall Non-Formal Education (NFE) programme of the Government, this AE curriculum is equivalent to the formal education elementary level curriculum. Being flexible, alternative and fast track in nature, this curriculum will fulfill the learning needs of a diverse, marginalized and complex group of out-of-school children in the province particularly those who overage, dropped out and have limited opportunities for re-entering the education stream.

The experts deserve enormous appreciation for accomplishing a complex task of developing, reviewing and refining the NFE/ AE curriculum for Elementary level. Although AE curriculum development is a breakthrough and huge accomplishment, but I take it as a new

beginning and first step towards the development of a new accelerated education program at this level.

Let me appreciate the technical and financial cooperation of development partners especially UNICEF who graciously extended their support.

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INTRODUCTION

Articles 25-A and 37(b) of the Constitution of Islamic Republic of Pakistan guarantee right to education (RTE) to all children between the ages of 5 and 16. It is pertinent to mention that basic education is free and compulsory according to these articles and the Government is responsible to provide free education (textbooks, tuition fee etc.) to all children of this age group. At the same time, the Government of Pakistan is bound to provide the right to quality and relevant education under Sustainable Development Goal # 4 (SDG-4) and education 2030 framework for action that is taking forward the agenda enshrined in Education for All (EFA).

In order to translate the constitutional and international commitments into reality and provide the right to free and compulsory education, the Government of KP has responded positively by developing and implementing KP Education Sector Plan. In addition, the E&SED is also strengthening the Non-Formal Basic Education sub-sector by developing provincial NFE policy and related accelerated education programmes for primary and elementary levels to provide alternative education opportunities to out-of-school children in the province. Alternative and accelerated education programmes at both primary and secondary levels will not only complement efforts to address the issue of out-of-school children, but also as stand-alone approach to provide basic education to older age out-of-school who cannot seek admission in formal schools.

Why Accelerated Elementary Education Programme

Following are major reasons that necessitated development of accelerated education programme (curriculum) for elementary level:

- In KP, 80.5% public sector schools are primary, whereas remaining 19.5% include elementary, secondary and higher secondary schools. The supply side proportion of schools in KP highlights its direct relationship with out-of-school children in the province i.e. only 18% children of 5-9 years of age are not in schools and that remaining 82% belong to 10-16 years of age cohort. This proportion validates that; more schools-less out-of-school children and less schools-more out-of-school children. Based on this fact, the province essentially needs a programme at elementary level that is cost effective, flexible and have the ability to be established quickly, so that the children of 10-16 years of age have extensive opportunities of education (Data source: Pakistan Education Statistics 2016-17).
- Accelerated elementary education will fill gap that has been caused by less number of elementary education schools in the province. This programme will essentially be offered in areas where OOSC are more and that only primary schools are available. This programme may be offered in both morning and evening shifts as appropriate.
- Furthermore, a large number of children, especially girls between the ages of 10-16 in

KP, have completed primary education and cannot go to schools owing to unavailability of elementary schools. Therefore, accelerated elementary education programme can offer them a second chance to reconnect to education. This programme will particularly be extremely useful for girls as 67% of the OOSC in KP are girls (Data source: Pakistan Education Statistics 2016-17).

- Accelerated elementary education (curriculum) programme will provide continuing education opportunities to primary pass-outs to transit to elementary level without any interruption. The elementary education programme will be offered in areas where accelerated primary education programme is offered.
- Accelerated elementary education programme, which is fast track and will offer completion of elementary cycle in 18-20 months instead of 36 months, will be an excellent option for those who have primary education certificate and have wasted a few years owing to unavailability of elementary school. This will help in bridging lost educational years and come at par with other children. The said fast track programme will also help in addressing the psychological fears of children that restrict them to reconnect to education.
- The accelerated elementary programme, being a fast track, flexible and cost effective, will require less cost to get operationalized. Therefore, the E&SED may expand the said programme to include most of the OOSC.

INTRODUCTION TO THE CURRICULUM

Curriculum consists of elements that promotes learners' intellectual, spiritual, aesthetic, emotional, social and physical development. Together with curricular and co-curricular activities, it includes approaches to teaching, learning and assessment, quality of relationships within the school, and the values embodied in the systematic functioning of a school especially in non- formal and accelerated education setting.

Subject based curriculum refers to a document describing learning outcomes, the scope and sequence of contents, learning activities, methods of delivery in the classroom. It also includes assessment and evaluation techniques consistent with the Curriculum Framework of a particular subject, and it also provides guidelines for developing pedagogical materials. The accelerated elementary curriculum builds logical connections with the national Curriculum 2006, equivalent to the same as well, and narrates terminal competencies accordingly.

The elementary AEP curriculum is standard based and provides indicators of expectations from learners at completion of each of the packages and grades defined in the curriculum. The curriculum provides a logical sequence of strands/ competencies, standards, benchmarks and students learning outcomes (SLOs). Each SLO is further elaborated by contents, preferred teaching methodologies and techniques to assess the SLOs, which are coded properly. The purpose of coding the SLOs is to enable teachers and education experts to understand the connection between a specific SLO and the corresponding topics provided in the textbook and the guide for teachers. In this way, the teachers will be able to meaningfully connect the topics with SLOs and eventually establish a link to the benchmarks, standards and the strand, which describe expectations from the learners. Such an arrangement is equally useful for the material developers/ authors to be specific while designing contents and activities and examples that suit the learning needs of the learners of NFBE schools, which are comparatively different from the learners studying in formal school environment. Similarly, the prescribed assessment techniques are useful for the teachers and evaluators to formulate relevant test items and apply a pertinent assessment method to assess the learning achievement of the learners.

Curriculum provides base of the teaching and learning system which derives its inspiration and vision from the Education Policies. It sets its structure accordingly to describe concepts, skills and attitudes that have to be developed in the students. It aims to address key questions such as what is the purpose of teaching; what is the desired level of the students as measured by standards and benchmarks, and what will be taught to the students to prepare them for higher studies and the world of work. Curricula documents provide guidelines for textbook developers and authors to develop textbooks and supplementary reading material according to the defined and agreed competencies, scope and guidelines. These enable teachers to plan their classroom lessons; examiners to set formative and

summative assessment according to the prescribed competencies, and to textbook reviewers to review the textbooks according to the contents and scope. The curriculum is also a guiding document for the general public and parents about the wider aims of education and the academic processes that learners experience.

Curriculum Development Process

Department of Elementary and Secondary Education (ESED), Government of KP, decided to develop and offer accelerated education programme for a specific group of OOSC after carrying out a thorough survey to identify OOSC. At the same time, Technical Working Group (TWG) for Non-Formal Education (NFE) conducted a detailed situation analysis of education in general and Non-Formal Education in particular that gave concrete recommendations to go for Elementary level Accelerated Education Programme (AEP) and its curriculum that offers elementary cycle in short period of time in Khyber Pakhtunkhwa. OOSC situation and general situation analysis of the education sector precisely recommended development of accelerated education curriculum for both primary and elementary levels in KP.

DCTE engaged curriculum experts, non-formal education experts and subject specialists for Pashto, Urdu, English, Mathematics, Science, Islamiyat, Geography and History. A couple of workshops were held to review the national curriculum 2006 that showed a variety of different ways of curriculum framework for each subject. However, DCTE experts agreed have standard framework for all the subjects. The framework agreed highlighted vertical and horizontal sequence. The vertical sequence narrated strands/ competencies or themes, learning standards, benchmarks and SLOs. Similarly, the horizontal sequence suggested contents for authors/ materials developers, strategies for teachers and assessment techniques for assessors. Following key strategies were used to condense the curriculum:

- Merging the grades/ levels such as Katchi & 1 to be merged as package A, grades 2 & 3 as Package B, and grades 4 & 5 to be merged as Package C. This vertical integration of the grades/ levels helped in reducing levels/ grades and SLOs
- Review SLOs
- Finding out SLOs that can be integrated, without harming the acquisition of competencies
- Deleting the SLOs that appears to be repetitive
- Integrating SLOs that help in clubbing grades/ levels
- Analyzing where lower order competencies can easily be merged with the higher order skills/ competencies
- Integrating SLOs with other subjects that have alike (similar) learning outcomes.
- Integrating alike contents (concepts) of different subjects (based on SLOs' alignment)

- Emphasis on pedagogy (interactive activities) proposed in the curriculum.

DCTE has conducted a thorough review of elementary level national curriculum 2006 and merged certain levels, such as Grades 6 & 7 were merged as Package D, while Grade 8 was termed as Package E. However, Grade 6 and 7 were kept as it is under Package D and grade 8 under Package E for the purpose of equivalence and certification. Therefore, the accelerated elementary curriculum offers two levels instead of conventional three levels. Similarly, the experts conducted a detailed analysis of the SLOs and merged those appearing to be similar, repetitive and were not compatible with the age of the learners. However, competencies, standards and benchmarks, were kept as they were in the curriculum to obey equivalency principles. Curriculum experts and Subject specialists proposed viable contents, teaching and assessment strategies in the curriculum.

After that, experts review the curriculum and made it ready for approval and further use.

Curriculum Framework

The curriculum framework provides a generic introduction of the curriculum and a brief description of curriculum for non-formal basic education, aims and specific standards elaborated in the national guidelines. Briefly, Curriculum Framework is a broad policy guideline regarding development of learning materials, professional development of teachers/ instructional delivery system, assessment and testing of students' learning outcomes and feedback for changes required for effective future revision of curriculum.

Strand / Competency or Themes

Strand or competency is a key learning area, and used as the top most learning expectation of a particular topic of any subject. Strand and competencies are used interchangeably in different curricula, but convey the same meaning as the top learning expectation in a curriculum hierarchy.

Standards

Standards are broad descriptions of the levels of knowledge, skills and values we expect students to reach in a specific subject during specific time period of learning. The standards describe what all students should know, be able to do and values they should develop in each subject. Knowledge includes the important facts, concepts, issues and information. Skills include the ways of thinking, working, communication, reasoning and investigating that characterize each subject. The values are the feelings, attitudes, conscience, dispositions, principles, sanctions that are developed in each subject.

Benchmarks

Benchmarks are clear, specific descriptions of developmentally appropriate knowledge, skills and values that students should have by a certain point in time in their schooling. The benchmark statements indicate what students should know, be able to do and the values they should develop at each of the developmental levels i.e. early year, primary, elementary in order to meet the standards.

Student Learning Outcomes (SLOs)

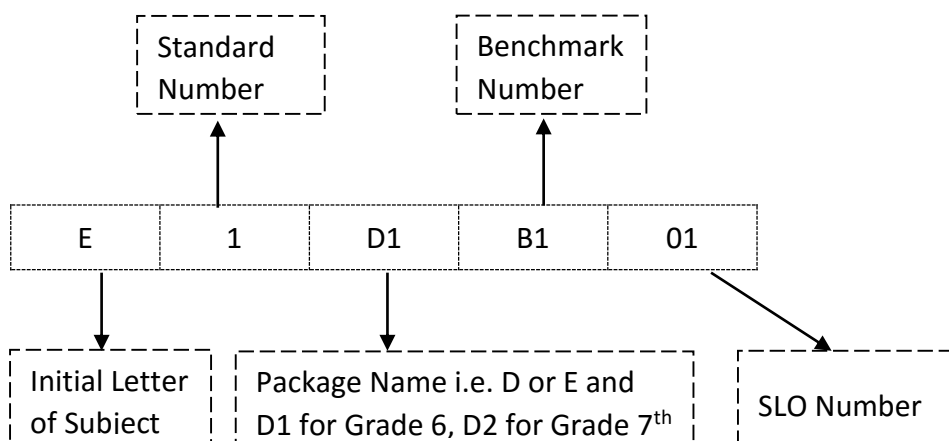
Student Learning Outcomes (SLOs) are specific statements that describe the knowledge, skills and values that students are expected to attain at the end of a particular grade. The SLOs must be SMART i.e. specific, measurable, achievable, realistic, time bound and observable. SLOs differ from objectives in that the focus is not on what the teacher will do but on what students should achieve.

Coding Scheme:

To understand alignment among Standards, Benchmarks, SLOs, Content and Assessment, a systematic coding scheme has been followed.

The elaboration of coding scheme is as follows:

Complete Code :**E1D1b101**



English

Package D (Grade-VI)

Competency A: Oral Communication Skills

Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audience.

Benchmark 1: Listen to and respond to a variety of spoken audio/visual texts at increasing levels of difficulty in different contexts. Apply a range of strategies individually and collaboratively to comprehend and interpret information.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1D1b101	[SLO: E-06-A1-01] Develop conversation for clarity and effect to engage a listener.	Model audio/video recordings discussing everyday topics/issues.	Engage in extensive conversation that require performing everyday tasks and speech acts, talking about matters of interest and sharing key ideas on varied topics.	Role play/ Observation
E1D1b102	[SLO: E-06-A1-02] Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.	Model age/culture appropriate audio/video recordings of stories/short plays/dramas with sub titles of students' interest focusing on the recommended themes/sub-themes.	Ask and answer grade level questions to guide/assess understanding (e.g., Why the main character suffered a lot? How did he/she solve the problem? How is this different from what I read somewhere else?).	Oral questions
E1D1b103	[SLO: E-06-A1-03] Deduce, meaning from context in both short and extended talk on a range of general and curricular topics	Do	Ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g. make predictions, make inferences about the purpose, intention, theme, compare and contrast, , identify different points of view, identify a problem solution relationship etc.).	Oral questions

Standard 2: Student use appropriate social and academic conversations of spoken discourse for effective oral communications in a variety of situations involving interpersonal and group interactions.

Benchmark 2: Comprehend, and respond to a variety of speech types

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E2D1b201	[SLO: E-06-A2-02] [SLO: E-07-A2-02] [SLO: E-08-A2-02] Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	Model audio/video recordings discussing everyday topics/issues.	Engage in extensive listening focused on performing everyday tasks and speech acts; paying attention to etiquettes of oral discourse, e.g., follow the rule of turn-taking to avoid any miscommunication.	Role play/ observation
E2D1b202	[SLO: E-06-A2-03] Ask and respond to questions with correct language making meaning explicit.	Use sample recorded dialogues used for Communication	Presentation/Role plays / dialogues that contain phrases to be used for communication, sharing of ideas, feelings and information in different situation	Observation/Oral conversations in form of dialogue

Benchmark 3: Use dialogues, panel discussions, talks on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.

Coding Key	SLOs	Contents	Suggested Activities / Methodology	Assessment
E2D1b301	[SLO: E-06-A3-01] [SLO: E-07-A3-01] Speak confidently using complex vocabulary and longer sentences to fulfil different	Sample Dialogue	During class and group discussions, the teacher can motivate students to explain ideas clearly and in a structured way using appropriate	Observation/Oral conversations in form of dialogue/ Group Discussions

	purposes.		vocabulary, expression and tone.	
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Benchmark 4: listening and speaking for different audience.

Coding Key	SLOs	Contents	Suggested Activities / Methodology	Assessment
E2D1b402	[SLO: E-06-A4-02] Participate in solo, paired and group assignments, including role play Show insight into texts and issues through choice of speech, gesture, movement, within role-play	Model age/culture appropriate audio/video recordings of stories/short plays/ dramas with sub titles of students' interest focusing on the recommended themes/sub-themes.	Students will be asked to prepare for a role play activity where one person will play someone being bullied in school who wants a piece of advice to handle the situation. Students will work in pairs to create a script which will contain the conversation focusing on the following areas: <ul style="list-style-type: none"> • Using appropriate sentence structures to ask and give advice/ suggestions correctly (e.g., What do you think I should do, I think you should..., maybe you should..., you must..., I think it would help if you..., • The victim should express how they feel because of their experience using different feeling words in sentences (e.g., angry, frustrated etc.). 	Do

Competency B: Reading and Critical Thinking Skills

Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

Benchmark 1: Decode unfamiliar multisyllabic words, pronounce them correctly, and read a wide range of unfamiliar texts with fluency, expression, understanding and enjoyment.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E3D1b10 1	[SLO: E-06-B1-01] Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.	Sample text/list containing digraphs, blends, words with silent letters, and suffixes and prefixes.	The teacher may use a piece of text to help students identify the words and decode them. Ask students to identify words with prefixes/suffixes, blends digraphs & silent letters. Help them break the word into parts: prefix-root word-suffix e.g., re-jection. Maintain vocabulary bank in the notebook to learn all new words with their meaning and practice them by making sentences of their own. Encourage them using the newly learnt words in writing tasks.	Provide a text and ask students to identify and read aloud words containing digraphs, blends and words with silent letters.
	[SLO: E-06-B1-02] Read aloud short and simple texts (fiction and non-fiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.	Age/culture appropriate text including essays/stories/short plays/ dramas of students' interest focusing on the recommended themes/sub-themes	Model reading of the given text by the teachers. Invite a few students to read aloud the given text paying attention to fluency, pronunciation and expression of ideas.	Ask questions about the main idea/writer's purpose/characters/audience/point of interest in the text.

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyze a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

Benchmark 2: Discover meaning (dictionary meaning and contextual meaning) of words and phrases, analyze patterns of text organization and functions of various devices used in a paragraph and text as a whole.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E4D1b201	<p>[SLO: E-06-B2-01] Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.</p>	Text/list of difficult words, preferably taken from the recently read unit.	Ask students to look up the meaning of given words in the dictionary. Read the text again and see if the meaning given in the dictionary is similar to what it is meant for in the text.	Oral/written
	<p>[SLO: E-06-B2-05] Identify the topic sentence as the main idea and supporting details in a paragraph.</p> <p>Recognize features of an effective topic sentence using specific words and vivid verbs.</p> <p>Identify sentences in a paragraph that support the main idea through:</p> <ul style="list-style-type: none"> • definition, • example, and/or • evidence 	Text addressing the recommended themes/sub-themes	<p>The teacher writes a short paragraph on the board and asks students to share their understanding of the paragraph. What is the main idea given in the paragraph? After identifying the main idea, the pair of students writes 2-3 sentences to support the main idea and a concluding sentence.</p> <p>Teacher may divide the class into small groups and give strips of sentences to each group. They reorganize into correct order with topic sentence</p>	Students will identify topic sentence, supporting details and concluding sentences from the paragraph assigned to them

			coming first followed by supporting details, and then a concluding sentence.	
E4D1b202	<u>SLO: E-07-B2-05]</u> Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details	Do	Do	Do
E4D1b203	<u>SLO: E-06-B3-02]</u> Identify themes as big ideas in stories/poems and other texts. Collate the information and list the major points	Age/culture appropriate text including poems/stories/short plays/dramas of students' interest addressing the recommended themes/sub-themes	<ul style="list-style-type: none"> • Ask students to make silent reading of the given text and underline the main points. • Now help them in identifying the theme of the text by pointing out the main points 	Oral/written test for identifying main points/theme of the given text
E4D1b204	<u>SLO: E-06-B3-03]</u> Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied.	Text/ content/ pictures title/ heading/ according to the age and package of the student. Text appropriate for scanning.ie. menus/dictionary/flight schedules/result cards etc.	<ul style="list-style-type: none"> • Ask students for silent reading of the given text and try to locate specific information required. 	Oral questions
E4D1b205	<u>SLO: E-06-B3-04]</u> Distinguish between fact and opinion.	Passage including both opinions and facts, addressing the suggested themes/sub-themes	<ul style="list-style-type: none"> • Group A will search for opinions while Group B will look for facts. 	Oral/written test / short questions and answers
E4D1b206	<u>SLO: E-06-B3-05]</u>	Text appropriate for skimming.ie.	Ask students for quick reading of the	Oral/written summary of

	Skim the text to extract the main idea and relevant information from a text/paragraph.	poem/story/paragraph /essay etc.	given text and try to extract the main idea by underlining important points	the given text/ short questions
E4D1b207	<u>SLO: E-06-B3-06]</u> Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.	A model story / Poem showing character development/delineating its salient characteristics	Divide the class into small groups. Assign a story to each group to identify the developing and static character. Each group checks each other's work and helps improve their own work.	Oral/written questions asking for major characteristics of the story characters

Competency C: Vocabulary and Grammar

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

Benchmark 1: Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary accurately and knowledge of linguistic conventions in reading, writing and spoken language.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E5D1b101	<u>SLO: E-06-C1-01]</u> ➤ Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative) ➤ Use dictionary/Thesaurus to: • Locate guide words. • Locate entry word. • choose appropriate word definition •To identify pronunciation of a word with the help of a pronunciation key.	<ul style="list-style-type: none"> • A page from dictionary explaining how to use a dictionary and locate guide words, entry word, pronunciation etc. • List of difficult words, preferably taken from the recently read unit. 	Ask students to look up the meaning of given words in the dictionary. Read the text again and see if the meaning given in the dictionary is similar to what it is meant for in the text.	Observation/ oral/written test / locating words and their meanings in a dictionary. Looking for spelling and pronunciation in a dictionary

	<ul style="list-style-type: none"> •Identify syllable division. •Identify the part of speech of a word through abbreviation used. •Identify correct spellings. ➤ use a thesaurus to locate synonyms/ antonyms ➤ Identify phrases through keywords. ➤ Understand various abbreviations used in a dictionary. 			
E5D1b102	<p>SLO: E-06-C1-04] Recognize and use simple binomial pairs (neat and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts.</p>	List of binomial pairs, idioms, and phrasal verbs	Ask students to look for the binomial pairs and idioms in the given text. Help them locate their meanings in the dictionary/thesaurus	Oral / written tests

Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Benchmark 1: Recognize and use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E6D1b101	<p>SLO: E-06-C2-01] Use the types of nouns i.e., common, proper, collective, concrete and abstract nouns. Use post modifiers to</p>	Text/Activities relevant to the real-life situation containing different types of nouns, along with illustrations	Explain different kinds of nouns quoting examples from immediate environment	Written test, & oral questions

	go after a noun (e.g., the man in the blue shirt).			
E6D1b10 2	SLO: E-06-C2-03] Sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).	Text / list showing gender	Focusing on the usage of nouns, activities such as the one given below can be used by the teachers. Divide your class into groups of four to five students. Students can play a (Highway) game about Noun Gender. Student A: I have a grandmother. Student-B: I have a grandmother and an aunt. They keep on adding nouns of feminine gender. (The same activity can be repeated for masculine, common and neuter gender)	Written Test for filling in the missing gender in the relevant column
E6D1b10 3	SLO: E-06-C2-04] Recognize and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).	Text containing different types of pronouns Model Sentences elaborating use of possessive pronouns Model dialogue/passage making use of interrogative pronouns	Share and explain different types of pronouns through pictures/ demonstration/ dialogue/ role play	Written test/ Oral questions
E6D1b10 4	SLO: E-06-C2-05] Demonstrate use of pronoun-antecedent agreement recognizing their relationship.	Text/List of sentences explaining pronoun-antecedent agreement and use of relative pronouns	The teacher will read aloud the given text and ask students to identify relevant pronouns. He/she will further	Written Test for the correct usage of relative pronoun

	Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.		explain the rules for the use of pronoun-antecedent agreement	and pronoun-antecedent agreement
E6D1b105	SLO: E-06-C2-06] Recall and apply rules for use of articles 'a', 'an' and 'the' in speech and writing.	Text/list of sentences explaining use of articles with the help of illustration	Explain the rules of using articles by giving examples from the immediate environment Also explain use of zero article	Written Test for filling in the missing article in the blanks
E6D1b106	SLO: E-06-C2-07] Form adjectives from nouns Identify adjectival phrases.	List of nouns for changing into adjectives	Share and explain some common suffixes for changing nouns into adjectives	Written & oral test
E6D1b107	SLO: E-06-C2-13] Use prepositions of position, time, movement and direction including since and for.	Sentences /text/ story making use of prepositions of position, time, movement and direction along with illustration	Display the illustrations and explain the targeted prepositions. Pose questions for clarity of the concept	Written & oral test

Benchmark II: Identify, comprehend and use punctuation with reasonable accuracy.

E6D1b201	SLO: E-06-C3-01] Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas. Recognize and rectify faulty punctuation in a given text and own work.	Text/ list of sentences explaining correct usage of punctuation/ Capitalization	<ul style="list-style-type: none"> • Teacher will display/ write punctuation marks and explain their correct usage. • Teacher can make a punctuation song and sing with students in class. The song will have punctuation marks, their meanings and correct use so students can 	Teacher can assess knowledge of punctuation by giving a short piece of text with faulty punctuation. Students complete the task individually and then conduct peer checking
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			learn these rules in fun manner.	
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Benchmark III: Analyze and use concepts of time and tense in speech and writing; recognize different sentence patterns and structures; follow rules of subject-verb agreement, recognize and apply the concept and functions of voice and speech in reading and writing.

E6D1b301	SLO: E-06-C4-01] Recognize the form, functions; and use of: Simple present tense,	Text/ activities relevant to the real-life situation	posing questions to check conceptual understanding and by inviting students' questions for clarification	MCQs for choosing the correct use of tense in given situations / daily routine
E6D1b302	SLO: E-06-C4-02] Recognize the form, functions of present continuous tense	As Above	As Above	conversion of simple present to continuous
E6D1b303	SLO: E-06-C4-03] Recognize and use the forms and functions of present perfect tense	As Above	As Above	Tense conversion
E6D1b304	SLO: E-06-C4-05] Use past continuous in writing and past perfect for a past action occurring before another past action (e.g., I had done my homework before my father reached home)	As Above	As Above	As Above
E6D1b305	SLO: E-06-C4-06] Recognize and use the forms and functions of future tense.	As Above	As Above	As Above

Competency D: Writing Skills

Standard 1: *Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.*

Benchmark 1: Write legibly, consistently and with correct formation; apply word analysis, phonetic skills and spell grade-level familiar and unfamiliar words; following rules of grammar, stages of writing skills and structure to write coherently and cohesively to effect.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E7D1b101	SLO: E-06-D1-02] Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; /jəs/ spelt with –tious and cious. Exception: -xious; /jəl/ spelt with –tial, -cial and exceptions. Making analogies from familiar words.	Text with multi syllable words with different spelling patterns.	Dictate students a few commonly used words. Check their response and the words with correct spellings on the board. Tell and explain students that words can be broken into syllables for writing correctly. Share spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies	Dictation / syllable division/ changing the ending of the words
E7D1b102	SLO: E-06-D1-03] Spell and write accurately using knowledge of phonic elements, words	Do	Do	Do

Benchmark 2: Apply knowledge of appropriate organizational structures and language features to create a variety of increasingly advanced texts for different purposes.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E7D1b201	SLO: E-06-D2-01] Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking,	List of selected topics relevant to suggested themes/sub-themes for paragraph writing.	Students are to be asked to do brainstorming for all writing that they are assigned. Students make an outline in the form of a mind map by	Teacher should give a topic and divide class into small groups. Assign one paragraph

	picture illustrations and doodles.		branching out separately on the mind map for each paragraph separately. Add some points and details that will necessarily go into a specific paragraph. Give headings on mind maps for clarity.	to each group to brainstorm and mindmap on the given topic
E7D1b20 2	<u>SLO: E-06-D2-03]</u> Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea. Write a simple unified paragraph on a given topic: Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. Add adequate supporting details to complete the idea.	Appropriate paragraphs with clear topic sentences and supporting details.	The teacher writes a short paragraph on the board and asks students to share their understanding of the paragraph. Point out the topic sentence given in the paragraph? After identifying topic sentence, the students will be asked to write 2-3 more sentences to support the topic sentence and a concluding sentence. Teacher may divide the class into small groups and give strips of sentences to each group.	Students will write topic sentence, supporting details and concluding sentences for the topics assigned to them
E7D1b20 3	<u>SLO: E-07-D2-03]</u> Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.	Model text for proofreading and editing suitable for some specific purpose and audience	Have students proofread the written work keeping in mind the purpose and audience	Students proofread and edit the paragraph for different purposes and

				audience
E7D1b20 4	SLO: E-06-D3-01] Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.	List of selected topics relevant to suggested themes/sub-themes for paragraph writing.	Students are to be asked to do brainstorming for all writing that they are assigned. Students make an outline in the form of a mind map by branching out separately on the mind map for each paragraph separately. Add some points and details that will necessarily go into a specific paragraph. Give headings on mind maps for clarity.	Teacher should decide a topic and divide class into small groups. Assign one paragraph to each group to create a meaningful paragraph
E7D1b20 5	SLO: E-06-D4-09] Write the main idea of a familiar and unfamiliar poem.	Sample poems of students' interest and relevant to the suggested themes/sub-themes	Ask students to read the given poem carefully and put the text in their own words (paraphrase). Now invite them to identify the main points. Finally, help them to write the main idea of the given poem	Written / Oral Tests
E7D1b20 6	SLO: E-06-D4-10] Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgment.	Do	Students collect the main points and then develop them into a summary	Do

English

Package D (Grade-VII)

Competency A: Oral Communication Skills

Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences

Benchmark 1: Comprehend, and respond to a variety of speech types

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E2D1b101	[SLO: E-06-A2-01] [SLO: E-07-A2-01] Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding	Age/culture appropriate audio/video recordings of stories/short plays/ dramas with sub titles of students' interest focusing on the recommended themes/sub-themes.	Listening to different texts to point out their point of interest	Oral questions

Benchmark 2: Use dialogues, panel discussions, talks on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.

Coding Key	SLOs	Contents	Suggested Activities / Methodology	Assessment
E2D1b201	[SLO: E-06-A3-01] [SLO: E-07-A3-01] Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.	Sample Dialogue/ play script	<ul style="list-style-type: none"> Students practically perform the role play / dialogue in the class which they have listened 	Observation/Oral conversations in form of dialogue

Competency B: Reading and Critical Thinking Skills

Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

Benchmark I: Read a wide range of unfamiliar texts with fluency, expression, understanding

and enjoyment.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E3D2b101	[SLO: E-07-B1-02] Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.	Age/culture appropriate text including essays/stories/short plays/dramas of students' interest focusing on the recommended themes/sub-themes	<ul style="list-style-type: none"> • The teacher must use brainstorming and discussion to introduce the purpose, mood and feelings of the writer. • Make questions to answer the text: simple knowledge and understanding based questions to those that show implied meaning to understand the writer's perspective. 	Observation/ Oral questions

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyze a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

Benchmark 2: Discover meaning (dictionary meaning and contextual meaning) of words and phrases, analyze patterns of text organization and functions of various devices used in a paragraph and text as a whole.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E4D2b101	[SLO: E-07-B2-02] Discuss and evaluate how authors use	Age/culture appropriate text including essays/	<ul style="list-style-type: none"> • Display a chart of targeted figures of speech with the 	Oral/written test for identification

	language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.	stories/short plays/dramas especially poems	meaning and examples. Paste in the class for future reference. <ul style="list-style-type: none"> ● Use brainstorming to recall prior learning of figures of speech, ask students the meanings of these terms. ● Write a few sentences/lines on the writing board and ask them to identify figure/s of speech in each sentence. 	and use of learnt figures of speech
E4D2b102	SLO: E-07-B3-02] Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Sample text of students' interest and relevant to the suggested themes/sub-themes	Ask students to read the given text carefully and put the text in their own words (paraphrase). Now invite them to identify the main points. Finally, help them to write the main idea of the given poem	Written test
E4D2b103	SLO: E-07-B3-05] Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms,	Text appropriate for skimming.ie. poem/story/ passage/newspaper article relevant to the real life situation/ suggested themes/ sub themes	Ask students for quick reading of the given text and try to extract the main idea by underlining important points	Oral/written summary of the given text
E4D2b104	SLO: E-07-B3-09] Differentiate literary text from non-literary texts/informational texts.	Literary /non-literary texts/informational texts age and grade appropriate	Explain the difference between literary and non-literary texts to the students with the	Written test

			help of examples/ selected work. Share salient characteristics of both texts	
E4D2b105	SLO: E-07-B3-12] Summarize complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalizations (such as the moral of a story) by: a. identifying the gist/ main idea and key details b. identifying general patterns from more than one source	Sample text of students' interest and relevant to the suggested themes/sub-themes	Students read the text, find main ideas and supporting details. Then they may paraphrase or summarize it.	Written test
E4D2b106	SLO: E-07-B3-15] Read and view a variety of reading-age- appropriate and high- interest books and texts from print and non-print sources: a. Poetry Personal recounts a. Narratives b. Procedures c. Information reports d. Interpersonal texts e. Drama (f. Factual recounts g. Explanations	Adge/culture appropriate text including essays/ stories/short plays/ dramas of students' interest focusing on the recommended themes/sub-themes	Explain students various text types by giving examples from the textbook Share salient features of each text type and its use in academic context	Written test

Competency C: Vocabulary and Grammar

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

Benchmark 1: Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary accurately and

knowledge of linguistic conventions in reading, writing and spoken language.

Coding Key	SLOs	Contents	Suggested Activities / Methodology	Assessment
E5D2b101	SLO: E-07-C1-06] Understand and utilize similes, metaphor, personification, mood, alliteration and imagery	Short poems of students' interest containing similes/ metaphors/ personification/ alliteration	Brainstorm students to recall prior learning of figures of speech. Ask students the meanings of these terms. Read aloud the given poem paying attention to rhyme & rhythm. Invite students to find targeted figures of speech in the given poem.	Divide the students in groups or pairs to find similes, metaphors, personification, alliteration in a given text. Students can be asked to write poems using these figures of speech.

Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Benchmark 2: Recognize and use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E6D2b201	SLO: E-07-C2-01] SLO: E-06-C2-02] Change compound nouns in plural form. (E.g. babysitter-babysitters) Recognize and use nouns that are written in plural form but are in	List of compound nouns/nouns that are written in plural form but are in fact singular	Brainstorm students to recall prior learning of the rules to change the number of nouns. Share with students that	Students change the number of the compound nouns. They also write nouns which are singular

	fact singular e.g., scissors.		there are certain nouns that are written in plural form but are in fact singular. Display list showing examples: News, spectacles, shackles, etc. Explain how these nouns are used in sentences	but written in plural.
E6D2b202	SLO: E-07-C2-05] Use articles correctly in speech and writing	Text/sentences elaborating the use of articles	Recall prior learning of the indefinite article. Share and explain use of definite article 'the' when a common noun is meant to be particularized i.e. dealt as a proper noun by giving examples from immediate environment. Also explain omission of article with plural nouns etc.	Written test requiring students to insert the correct article
E6D2b203	SLO: E-06-C2-08] SLO: E-07-C2-07] Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular	Model descriptive text elaborating use of targeted types of adjectives with the help of illustrations	Students recall the function of adjectives. Tell them adjectives have different degrees, as well. Share and explain the use of various types/degrees of adjectives.	Classification/ change in degree and inserting correct type of adjective in the given sentences.

	<p>and irregular adjectives.</p> <p>Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns.</p> <p>Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.</p>			
E6D2b204	<p>SLO: E-07-C2-08]</p> <p>Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.</p>	<p>List of sentences elaborating use of helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession</p>	<p>Recall students use of action verbs. Explain them difference in use of targeted types of verbs by giving examples from immediate environment</p>	<p>Written test requiring students to complete the given sentences by inserting correct type of helping verbs.</p>
E6D2b205	<p>SLO: E-07-C2-10]</p> <p>Recognize and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.</p>	<p>Text/activities relevant to the real-life situation/ suggested themes/ sub themes containing modal verbs</p>	<p>Students recall the use of action/helping verbs. Share/Display list of model verbs and explain students use of given modal verbs by writing sentences used in daily life situation.</p>	<p>Written test requiring students to complete the given sentences by inserting correct modal verbs.</p>
E6D2b206	<p>SLO: E-07-C2-11]</p> <p>Use adverbs, adverb phrases in their speech and writing.</p>	<p>Sentences with adverbs and adverb phrases</p>	<p>Display a picture of a busy place e.g., market, park, zoo etc. and invite students to</p>	<p>Oral and written test Students identify adverbs and adverb</p>

			describe the actions depicted in the picture using targeted adverbs	phrases in the text they have read and then use them in their sentences
E6D2b207	<p>SLO: E-07-C2-13] Explain functions of different conjunctions/ transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either...or..., neither...nor...)</p> <p>Recall the use of coordinating and subordinating conjunctions.</p>	Model text/list of sentences elaborating use of different conjunctions/ transitional devices preferably with illustrations	<ul style="list-style-type: none"> ● The teacher shares with students, a list of conjunction/ transitional devices with their purpose and use in writing. ● Explain them that conjunctions join two sentences/clauses while transitional devices join sentences/clauses and paragraphs for coherence 	Written test asking the students use transitional devices in the given written task
E6D2b208	<p>SLO: E-07-C4-02] Recognize the form, and various functions of simple past tense</p>	Model text (preferably stories)/ activities relevant to the real-life situation/ suggested themes/ sub themes	<ul style="list-style-type: none"> ● Recall students' previous learning of tenses. ● Explain rules for simple 	Written test for completion of sentences by choosing the correct form of verb in given situations.

			past tense. i.e., second form of verb, no helping verb in statements, did/did not for making interrogative/negative sentences etc.	Write a few sentences in simple present tense; invite students to change them in simple past.
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Benchmark 3: Analyze and use concepts of time and tense in speech and writing; recognize different sentence patterns and structures; follow rules of subject-verb agreement, recognize and apply the concept and functions of voice and speech in reading and writing.

E6D2b30 1	SLO: E-07-C5-02] Use sentences with direct and indirect objects and sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC- Subject-Verb-Object (direct)-Complement	Text/List of sentences elaborating given sentence patterns	Brainstorm student by asking questions about parts of a sentence. The teacher can make a poster and display the variety of sentence patterns and sentence types.	Divide class into pairs and pick a short fiction paragraph from the book to identify different sentence types, structures used in the sentence. Students can use colour pencils to highlight the variety for better understanding. Students also write sentences with SVO, SVOO and
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				SVOC pattern
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Competency D: Writing Skills

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

Benchmark 1: Apply knowledge of appropriate organizational structures and language features to create a variety of increasingly advanced texts for different purposes.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E7Eb201	<u>SLO: E-07-D2-02]</u> Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	Text showing dialogues	Role play	Students write short dialogues on given situations
	<u>SLO: E-06-D2-04]</u> <u>SLO: E-07-D2-04]</u> Write the final draft after complete editing and proofreading.	Mind maps and rough drafts with errors	Students edit the rough draft	Student develop the mind map and write a formal draft
	<u>SLO: E-06-D4-04]</u> <u>SLO: E-07-D4-04]</u> Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft	Descriptive compositions of persons / places / objects	Let students brainstorm in groups. Then they individually make a mind map of the topic and write the first draft	Written test of descriptive compositions
	<u>SLO: E-07-D4-09]</u>	Poems	Students read	Written test

	Use paraphrasing skills to paraphrase stanzas in a poem.		the whole poem. They will look for the meaning of difficult words. Then they will rephrase the poem / stanza.	
	E-07-D4-12] Proofread and edit texts for errors of <ul style="list-style-type: none"> • sentence structure. • subject/verb agreement. • noun/pronoun agreement. • transitional devices • punctuation and spelling 	Sentences with errors of <ul style="list-style-type: none"> • Sentence structure • Subject verb agreement • Noun Pronoun agreement • Transitional Devices • Punctuation and spelling 	Students work in pairs to correct errors	Written test for proofreading and editing.

Themes and Sub-Themes

Themes

1. Ethics and values (Universally desired personality traits)
(Values, established ideals of life, objects, customs, ways of acting that members of a society regard as desirable)
2. Personality development
3. Peaceful Co-existence/ Peace education
4. People and places
5. Patriotism/National Pride
6. Nature
7. Gender equality and Equity
8. Festivals and cultural events
9. Role models
10. Environmental education
11. Human Resource Management
12. Commute, Travel and Tourism
13. Science and Technology
14. Employment and Entrepreneurship
15. Media
16. Crisis awareness & management, risk reduction
17. Participatory Citizenship
18. Health, Safety, Drug education
19. Avoiding Social Evils
20. Sports and hobbies
21. Adventure

Sub-Themes (6)

- Patience/ tolerance
- Showing moral courage
- Respecting others
- Empathy
- Trustworthiness
- Fairness
- Brotherhood
- Respect for elders
- Truthfulness/Honesty

- Forgiveness
- Concept of Self esteem
- Concept of personal goals
- Enhancing communication and inter and intra personal skills
- Learning study skills
- Learning to be organized
- Handling emotions effectively
- Kindness (to people, plants and animals)
- Friendship and cooperation
- Awareness of challenges faced by differently abled people
- Promotion of nonviolent behaviour at personal and social levels.
- Knowing people of different religions, ethnicity, languages and nationalities
- Places of historical, cultural and geographical importance and interest in Pakistan and other countries.
- Understanding and exhibiting national pride (Language, dress, culture, food, arts & crafts)
- Natural beauty and geographical diversity of Pakistan (Famous tourist spots/resorts)
- Role of women in the house and outside world
- Gender balanced access to basic need (Education, health and employment)
- Regional, national and cultural festivals of Pakistan
- Characteristics of a hero/ role model
- Local, national and international role models depicting noble cause, national cause.
- Incidents from the Life of Rasoolullah Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen showing his patience and tolerance
- Companions of the Rasool-e- Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- Awardees of Nishan –e- Haider
- Contemporary heroes (historical figures, unsung heroes, philanthropists, prominent personalities from armed forces i.e., army, air force, navy and civilian forces i.e., rangers and police.
- Knowledge of immediate environment and biomes
- Keeping the resorts clean, avoid chalking on trees and rocks
- Importance of the use of biodegradable products
- Conservation of natural and manmade resources (energy, water, gas, etc.)
- Importance of plants and trees
- Efficient management of human resources
- General Impact of population growth on natural resources and environment
- Considering the principles of “Safety First”
- Appreciating local/regional tourism
- Travelling/ commuting etiquettes (wearing a seat belt, locking doors, queuing, not littering, buying tickets, respecting fellow passengers and transport staff, etc.)
- Science and technology in everyday life
- Understanding the value of scientific thinking
- Exploring the educational content available on internet
- Being mindful of cyber security measures.
- Awareness of emerging professions and occupations

- Showing respect to different professions and occupations
- Dignity of labour
- Media as a source of instant knowledge
- Distinguish between fake and real information on different media
- Basic knowledge of first aid
- Awareness of crisis, accidents natural calamities and pandemics
- Measures to be taken before, during and after any natural hazard.
- Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
- Understanding individual responsibility as a citizen, in different situation
- Understanding Mandatory Traffic Signs and Signals
- Understanding warning / regulatory Traffic Signs and Signals
- Respecting community resources
- Community service
- Practicing cleanliness for self and surroundings
- Civic responsibilities
- Understanding physical well-being
- Visiting a doctor
- Knowledge about harmful drugs
- Reporting to authorities
- Awareness of concept of abuse and ways to handle it
- Confiding in family members
- Learning to say “no” to an inappropriate touch/situation (Stranger Danger)
- Healthy eating habits (No junk food, No skipping meals)
- Importance of physical exercise
- Knowledge about house hold chemicals and careless use of medicines
- Calling emergency helplines
- organized
- Discouraging bullying behaviour (physical, emotional, cyber) and body shaming (in social setup)
- Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)
- Outdoor games (cycling, hiking and trekking, etc.)
- Sportsman/team spirit (team work)
- Hobbies
- Indoor/outdoor rock climbing, mountaineering /hiking/ skiing
- Difference between Thrill seeking and adventure
- Avoiding reckless thrill seeking (over speeding, riding without license, dangerous pranking)

- **Sub-Themes (7)**
- Patience/Tolerance
- Trustworthiness
- Respect for rule and law
- Fairness

- Integrity
- Selflessness
- Moral courage
- Empathy
- Respect for elders
- Justice
- Importance of Self esteem
- Concept of personal goals and plans to achieve them
- Enhancing communication and inter and intra personal skills
- Handling emotions effectively
- Learning to be organized
- Learning study skills
- Kindness (to people, plants and animals)
- Diversity and acceptance of diversity (of opinions, likes and dislikes)
- Learn to have consideration for other's way of life
- Conflict Management (Resolving conflicts through dialogue).
- Knowing people of different religions, ethnicity, languages and nationalities
- Places of historical, cultural and geographical importance and interest in Pakistan and other countries.
- Understanding national pride (Language, dress, culture, food arts & crafts)
- Natural beauty and geographical diversity of Pakistan and Asia (Famous tourist spots/resorts)
- Gender balanced access to basic needs (Education, health and employment)
- Balanced Role of women in development of society (for example, female entrepreneurs, cottage industries, women in sports, IT, and science, etc.)
- Regional, national and global festivals and cultural events
- Characteristics of a hero/ role model
- Local, national and international role models depicting noble cause, national cause.
- Incidents from the Life of Rasoolullah Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- (Prophet Muhammad (saw)'s head of family)
- Companions of the Rasool-e- Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- Awardees of Nishan –e-Haider
- Contemporary heroes (historical figures, unsung heroes, educationists, philanthropists, prominent personalities from armed forces i.e., army, air force, navy and civilian forces i.e., rangers and police.)
- Solid waste management (disposal and recycling)
- Keeping the resorts clean, avoid chalking on trees and rocks
- Making sustainable lifestyle choices
- Conservation of natural and manmade resources (energy, water, gas, forests, biomes, etc.)
- Importance of plants
- Introduction to climate change
- Efficient management of human resources
- General Impact of population growth on natural resources and environment

- Considering the principle of “Safety First”
- Appreciating international tourism
- Travelling/ commuting etiquettes (wearing a seat belt, queuing, not littering, buying tickets, respecting fellow passengers and transport staff, etc.)
- Science and technology in everyday life
- Understanding the value of scientific thinking
- Exploring the educational content available on internet
- Being mindful of cyber security measures.
- Awareness of emerging and existing professions, occupations and small industries appreciating value of labour among all professions and occupations
- Media as a source of instant knowledge
- Awareness of media literacy and media bound propaganda
- Social media ethics (avoid sharing personal information, respect privacy of others, being polite while commenting)
- Distinguish between fake and authentic information on different media
- Basic knowledge of first aid
- Awareness of crisis, accidents natural calamities and pandemics
- Measures to be taken before, during and after any natural hazard.
- Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans)
- Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
- Understanding individual responsibility as a citizen, in different situation
- Civic responsibilities (Making queues, avoid spitting, avoid public urination/open defecations)
- Respecting community resources
- Community service
- Traffic education
- Obeying rules and regulations (observing speed Limit)
- Being a responsible and helpful citizen
- Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.)
- Respecting human rights
- Visiting a doctor
- Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.)
- Negative and harmful effects of drug abuse
- Awareness of concept of abuse and ways to handle it
- Confiding in family members
- Learning to say “no” to an inappropriate touch/ situation (Stranger Danger)
- Gathering support from teachers and parents
- Awareness campaign about Health and hygiene.
- Reporting to authorities
- Healthy eating habits (No junk food, No skipping meals)
- Importance of physical exercise
- Knowledge about house hold chemicals and careless use of medicines

- Calling emergency Helplines
- Discouraging bullying behaviour (physical, emotional, cyber) and body shaming (in social setup)
- Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)
- Hoarding
- Outdoor games (cycling, hiking and trekking, etc.)
- Sportsman/team spirit (team work)
- Hobbies
- Indoor/outdoor rock climbing, mountaineering /hiking/ skiing
- Difference between thrill seeking and adventure
- Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking)

English

Package E (Grade-VIII)

Competency A: Oral Communication Skills

Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.

Benchmark 1: Listen to and respond to a variety of spoken audio/visual texts at increasing levels of difficulty in different contexts. Apply a range of strategies individually and collaboratively to comprehend and interpret information.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb101	[SLO: E-08-A1-03] Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning	Audio / visual recordings of different text types	Students may do while listening and post listening activities like filling the blanks / discussions / conversations on the text	Short Questions / MCQs based on the text being listened

Benchmark II: Comprehend, and respond to a variety of speech types.

E1Eb201	[SLO: E-08-A2-02] Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	Age-appropriate topics for discussions/ conversations in groups	Role play/Discussions in groups	Observation of students during collaborative discussions/ Role play
E1Eb202	[SLO: E-08-A2-03] Ask and answer questions of personal relevance, information and variety of communicative purposes	Audios/Videos/Text focusing on questions of personal relevance	Students ask the questions of personal relevance in pairs or groups	Interview/ Role play

E1Eb203	[SLO: E-08-A2-05] Perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.	Drama / Play scripts with different roles and scenarios	<ul style="list-style-type: none"> • Reading dramas and then performing • Practicing • Individual roles • Collective roles • Performing pantomime/role plays/simulations • Drama ice breakers • Dialogue memorization 	Students perform dramas / Play scripts
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Benchmark III: Use dialogues, panel discussions, talks on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb301	[SLO: E-08-A3-01] Speak confidently and fluently in a wide range of contexts to fulfil different purposes.	Audios / Videos of text with spoken discourse on variety of topics / contexts	Students are given situations where they speak / talk.	Observing students in groups or pairs. There may be solo performance in form of speech.
E1Eb302	[SLO: E-08-A3-02] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to	Audios / Videos based on collaborative discussions	Students set rules, goals and deadlines for discussions. They prepare beforehand for the topic being discussed.	Observation

	evidence on the topic, text, or issue to probe and reflect on ideas under discussion			
E1Eb303	[SLO: E-08-A4-01] Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.	Listening material/audios/videos of debates and discussions	Students prepare and give debates in classroom and extended environment	Debate Competitions

Competency B: Reading and Critical Thinking Skills

Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

Benchmark 1: Decode unfamiliar multisyllabic words, pronounce them correctly, and read a wide range of unfamiliar texts with fluency, expression, understanding and enjoyment.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb101	[SLO: E-08-B1-02] Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.	Wide range of text, essays/ poetry / dramas / articles / stories etc.	<ul style="list-style-type: none"> Chain reading strategy should be used to read the text aloud with expression and accuracy. Pair reading strategy to be used. Students should be trained on reading and changing voice modulation according to the characters. An open dialogue/debate can be conducted on similar topic as that of the text to express opinions openly while taking ideas from the text. 	Observation/Reading competition

E1Eb102	[SLO: E-08-B1-03] Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.	Text with a lot of words having silent letters / List of silent letters in tricky words	Reading words with silent letters in a list pasted on chart	Reading words with silent letters/ identifying silent letters in a word.
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Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb103	[SLO: E-08-B1-05] Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)	Sample text with while reading and post reading questions	Students read the text. The teacher may use Jigsaw activity / KWL chart etc.	Comprehension Questions

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyze a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

Benchmark II: Discover meaning (dictionary meaning and contextual meaning) of words and phrases, analyze patterns of text organization and functions of various devices used in a paragraph and text as a whole.

E2Eb201	[SLO: E-08-B2-01] Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning.	Essays / Stories / Poems/ Dramas / Articles	Students guess the meanings of words with the help of teacher from the context. Then they will use dictionary to see the dictionary meaning	Individual test of contextual and dictionary meanings
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			of the word.	
E2Eb202	[SLO: E-08-B2-03] Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.	Literary/Non-Literary Text	Do	Do

Benchmark III: Identify and analyze a variety of text types.

(a) Literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies.

(b) Informational text types to inform, persuade and explain by interpreting information from visual cues, graphic organizers, time-order, simple processes and procedures and cause and effect relationships to understand the explicit and implicit meaning using a range of reading strategies, for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference.

E2Eb301	[SLO: E-08-B3-02] Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Age/Grade level text	Students read the text closely. They find theme/main idea of the text. They look for supporting details.	Students write the summary of the given text in their own words by developing main idea.
E2Eb302	[SLO: E-08-B3-04] Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with	Essays / Articles / Stories etc.	<ul style="list-style-type: none"> • Students may work in groups. They read the given text and then find • Group A, causes and effects. • Group B, facts and opinions 	Comprehension questions based on causes and effects, facts and opinions

	specific reference to informational texts.			
E2Eb303	<u>SLO: E-08-B3-05]</u> Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	Appropriate Text (articles / stories / essays / dramas / dialogues)	<ul style="list-style-type: none"> Students give a glance to titles / headings / sub headings / pictures/ topic sentences to have the general idea of the text for skimming. They go through reading for scanning. 	Comprehension Questions
E2Eb304	<u>SLO: E-08-B3-07]</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems. Identify and analyze stages of plot development in a fiction text. (Exposition, setting, climax, character development, resolution)	Dramas / Stories and Poems Poems should be regular poems with rhyme scheme and figurative language.	Students work individually or in groups to search for elements of the story in the given story. Teacher should tell them about elements of the story. While tackling with poem, teacher should help students to find rhyme scheme, imagery and figurative language.	Questions based on setting, characters, plot etc. Comprehension Question on rhyme, rhythm and figurative language
E2Eb305	<u>SLO: E-08-B3-13]</u> Demonstrate an understanding of interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)	Text with maps, graphs, charts, diagrams	Students will collect information from maps, graphs, charts and diagrams. They may work in groups. Activity can be carried out in an extended environment.	Comprehension Questions based on maps/ graphs / charts diagrams
E2Eb306	<u>SLO: E-08-B3-15]</u>	Age and grade level text (poetry, personal	<ul style="list-style-type: none"> Comprehension worksheet for 	Assessment through

	<p>Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources:</p> <p>a. Poetry (e.g., rhymes, cinquains, haiku)</p> <p>b. Personal recounts (e.g., diary entries, biographies)</p> <p>c. Narratives (e.g., fables, historical fiction, science fiction, legends)</p> <p>d. Procedures (e.g., recipes, directions, instruction manuals)</p> <p>e. Information reports (e.g., project reports, fact sheets, brochures)</p> <p>f. Interpersonal texts (e.g., informal and formal letter, notices, to email)</p> <p>g. Factual recounts (e.g., eye-witness accounts, news bulletins)</p> <p>h. Drama (play scripts)</p> <p>i. Explanations (e.g., how something works)</p> <p>j. Expositions (e.g., reviews, arguments)</p>	<p>recounts, narratives, procedures, information reports, interpersonal texts, factual recounts, dramas, expositions)</p>	<p>different texts on poetry, personal recounts, narratives, procedures, advertisements, information, report, procedures, explanations, comic, description, biography etc.</p> <ul style="list-style-type: none"> Identifying and using sequence signal words 	<p>worksheets, discussions, presentations/ MCQs/ Comprehension Questions/ Filling the blanks/ Summaries</p>
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Competency C: Vocabulary and Grammar

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

Benchmark 1: Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary accurately and knowledge of linguistic conventions in reading, writing and spoken language.

Coding	SLOs	Content	Suggested	Assessment
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Key			Activities / Methodology	
E1Eb101	<p><u>SLO: E-08-C1-01]</u> Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> • Locate guide words. • Locate entry word. Look for the etymology of the word. <ul style="list-style-type: none"> ➤ Choose appropriate word definition according to the context. ➤ Identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and diphthongs. ➤ Identify syllable division and stress patterns. ➤ Identify the part of speech of a word through abbreviation used. <p>use thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing. identify phrases through keywords.</p> <ul style="list-style-type: none"> ➤ • use abbreviations and acronyms correctly. 	Appropriate Text/ Dictionary/ Thesaurus	Students use dictionary / thesaurus for the task they are assigned. They may work in groups and prepare charts on different tasks. They may play a game as well.	Students will find words, their meanings, and pronunciation etc., of the given words. They will look for synonyms and antonyms in thesaurus.
E1Eb102	<p><u>SLO: E-08-C1-03]</u> Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and suffixes (e.g., semi-, quad, -ologist, -ician) to construct multisyllabic words and</p>	List of words with suffixes and prefixes. List of root words, common suffixes and prefixes	List of common root words, suffixes and prefixes can be displayed or written on	Written or oral test of identification and construction of root words,

	pronounce the words with the correct stress.		the writing board. Students use these syllable patterns to construct multi syllabic words	suffixes and prefixes
E1Eb103	<p><u>SLO: E-08-C1-04]</u> Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.</p> <p>Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.</p> <p>Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth</p> <p>Use homographs in writing.</p>	List of idioms and proverbs, Sentences with adjectival, prepositional and adverbial phrases List of capitonym words and homographs	Teacher should explain the concept first. He / She should help the students to search for examples in the units they have read.	Students are asked to use given idioms, phrases, capitonym words and homographs in their own sentences. MCQs and fill in the blanks can also be used to test students.
E1Eb104	<p><u>SLO: E-08-C1-05]</u> Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	Any text (preferably poetry) with words showing connotations	The teacher should teach the difference between connotation and denotation. Try to give examples from real life and local context.	Students will be given the same words in different contexts to find out their connotative meanings. MCQs can be given with connotative and denotative meanings.
E1Eb105	<p><u>SLO: E-08-C1-06]</u> Understand and utilize similes, metaphors, personification, imagery, scheme, alliteration</p>	Text (preferably poems) with similes, metaphors, personification, imagery, etc.	Students will work individually / in pairs / in groups to	Students will identify the figures of speech in text.

		Poems with hyperbole, oxymoron, mood, rhyme, assonance and consonance	search for such figurative language to understand the beauty, connotative and denotative meaning of the text.	They will write their meanings and explanation. Written / Oral test to use these devices in assigned task.
E1Eb106	<u>[SLO: E-08-C1-ADD]</u> <i>Hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also. Analyze and create analogies correctly in tasks.</i>	Poems with hyperbole, oxymoron, mood, rhyme, assonance and consonance	Do	Do

Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Benchmark 1: Recognize and use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E2Eb101	<u>SLO: E-08-C2-01]</u> Understand the difference between singular and plural, countable and uncountable nouns (e.g. The scissors are on the table. vs. There is a pair of scissors on the table. The news is not very good)	Exercises/Text built on singular/plural and countable/ uncountable nouns	Recalling of noun number Recalling of countable/ uncountable nouns Pair work, group work or competitions, one of the groups asks for number of the noun and the other group answers	Written/ Oral Tests MCQs Fill in the blanks/ True/False
E2Eb102	<u>SLO: E-08-C2-03]</u> Demonstrate use of pronoun-antecedent	Text/Exercises/ Sentences showing	Recalling of pronoun	Written Test

	<p>agreement recognizing their relationship. Variety of pronouns including reflexive pronouns.</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>and explaining pronoun antecedent agreement Sentences explaining reflexive pronoun</p>	<p>antecedent agreement learnt in previous grade/ Working with sentences, paragraphs and exercises built on pronoun antecedent agreement and reflexive pronouns/ Worksheets may be served</p>	
E2Eb103	<p><u>SLO: E-08-C2-04]</u> Apply the rules and correct usage of articles through reading, speech and writing.</p>	<p>Text/Sentences/ Exercises built on articles Audio text/sentences explaining use of articles</p>	<p>Students will read text with faulty use of articles and then they will reread it by correcting the articles</p>	<p>Written/Oral test/ MCQs/ Fill in the blanks/ Editing of text/sentences for correct use of articles</p>
E2Eb104	<p><u>SLO: E-8-C2-06]</u> Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.</p>	<p>Text preferably descriptive (audio text/written text) with the use of adjectives and their degrees</p>	<p>Recalling Students listen to/read the text, mark the adjectives and then they write the degrees of those adjectives. They will use adjectives and their degrees in their own writing preferably in paragraph.</p>	<p>Students will use a word bank of adjectives in writing a descriptive paragraph about a person, place or a thing. Oral test can be conducted as well.</p>
E2Eb105	<p><u>SLO: E-08-C2-08]</u> Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs</p>	<p>Text/Sentences/ Exercises dealing with the use of helping verbs, transitive and intransitive verbs, linking, sensing and</p>	<p>Recalling of main, helping and feeling verbs Searching for transitive and intransitive verbs in the text/</p>	<p>Students use targeted verbs in their speech and writing. MCQs/</p>

	of possession e.g.,	feeling verbs and verbs of possession	Use of transitive and intransitive verbs in their writing	Filling the blanks/ Identification/ Use in sentences
E2Eb106	<u>E-08-C2-09]</u> Use modals correctly in speech and writing to create an effect and impact on the reader.	Audios / Videos / Texts related to real-life situation using modals. Dialogues showing use of modals.	Recalling of modals learnt in previous grades. Role plays using modals in different situations.	Written test/ Role plays and Observation / Worksheets with MCQs and Filling the blanks
E2Eb107	<u>E-08-C2-10]</u> Use adverbs, adverb phrases, and recognize adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs	Sentences /exercises with adverbs, adverb phrases and clauses and degrees of adverbs. List of subordinating conjunctions	Recalling of the adverbs and adverb phrases/ Chart showing difference between phrase and clause/ Identifying adverbs, adverb phrases and clauses in the text students have read in pairs and in groups/ Using adverb degrees in sentences	Students are assessed for adverbs / adverb phrases and clauses and degrees of adverbs through MCQs/ Sentence making/ Describing actions in pictures/ Inserting adverbs in blanks/ Writing degrees of adverbs/ Using adverb phrases and clauses in paragraphs

E2Eb108	<p><u>SLO: E-08-C2-11]</u></p> <p>Identify and use compound prepositions and prepositional phrases in writing</p>	<p>Text / sentences / activities with compound prepositions and prepositional phrases</p>	<p>Recalling of prepositions learnt in earlier grade/ Working on exercises / worksheets with compound prepositions and prepositional phrases. Teacher will explain what the preposition phrase is. Teacher will also explain difference between ordinary and compound preposition. Students will also identify compound preposition and prepositional phrases in the texts.</p>	<p>Written / Oral tests</p>
E2Eb109	<p><u>SLO: E-08-C2-12]</u></p> <p>Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s e.g., He could not attend the meeting because he was sick. "Recognize and use correlative conjunctions including pairs such as ""both/and,"" ""either/or,"" ""neither/nor,"" ""not/but"" and ""not only/but also.""</p>	<p>Text/sentences/ exercises explaining use of conjunctions and transitional devices/ List of subordinating conjunctions along with sentences/ List of correlative conjunctions along with example sentences</p>	<p>Teacher will ask students to recall their knowledge of conjunctions and transitional devices. Students will identify subordinating conjunctions and correlative conjunctions in the text in pairs or groups. Group competition can be carried out to write a paragraph/ sentences using word bank of conjunctions and transitional devices.</p>	<p>Students will be assessed through writing paragraphs/ sentences using conjunctions and transitional devices.</p>

Benchmark II: Identify, comprehend and use punctuation with reasonable accuracy.

E2Eb201	<u>SLO: E-08-C3-01]</u> Punctuate paragraphs and longer pieces of text correctly.	Text with different variety of punctuation marks	Students will identify different punctuation marks in the text assigned to their groups. They will notice their uses. Then they will punctuate assigned paragraph and display their work for gallery walk.	Students will be given paragraphs for punctuation.
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Benchmark III: Analyze and use concepts of time and tense in speech and writing; recognize different sentence patterns and structures; follow rules of subject-verb agreement, recognize and apply the concept and functions of voice and speech in reading and writing.

E2Eb301	<u>SLO: E-08-C4-01]</u> Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in speech and writing.	Texts/ sentences /exercises on the use of all types of sentences. Sentences with gerunds and participles Sentences/exercises of aspect	Recalling of tenses/ Worksheets for tense conversion/ Students will practice different types of sentences in continuous writing. Teacher will explain aspect of time.	Students may be given task of tense conversion. Sentence making in different tenses/ Writing stories/paragraphs etc. using a specific tense/tenses/ Writing sentences with aspect of time
E2Eb302	<u>SLO: E-08-C5-01]</u> Identify and differentiate between a variety of phrases and clauses.	Texts/sentences with phrases and clauses. For example: noun phrase, adverb phrase and clauses, prepositional	Recalling of different types of phrases and clauses learnt in the same or previous grade. Identifying noun	Identifying noun phrases/clauses, prepositional phrase, adverb phrase/clause from the given sentences.

		phrases etc.	phrases/clauses, prepositional phrase, adverb phrase/clause from the given sentences	
E2Eb303	<p><u>SLO: E-08-C5-02]</u> Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes. <u>SLO: E-08-C5-ADD]</u> <i>Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.</i></p>	<p>Sentences/exercises with complex sentences and paragraphs. Sentences with main and subordinate clauses with appropriate transitional devices. List of transitional devices.</p>	<p>Recalling of sentence patterns and structures. Students will read the model texts then they will model those texts for constructing their own sentences and paragraph with main and subordinate clauses.</p>	Written Tests
E2Eb304	<p><u>SLO: E-08-C5-03]</u> Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative and imperative</p>	<p>List of declarative sentences, exclamatory sentences, interrogative sentences and imperative sentences</p>	<p>Teacher will explain all types of sentences. Students will identify types of sentences and will write their own sentences.</p>	MCQs/ Sentence writing for each type
E2Eb305	<p><u>SLO: E-08-C5-04]</u> Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.</p>	<p>Sentences / worksheets / exercises with direct and indirect speech, Sentences should be from real-life situations</p>	<p>Teacher will explain difference between direct and indirect speech. He/ She will tell the tense and pronoun change. He/ She will also tell how to change questions, orders, requests, suggestions and advices.</p>	Written/ Oral tests

Competency D: Writing Skills

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an

insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

Benchmark 1: Write legibly, consistently and with correct formation; apply word analysis, phonetic skills and spell grade-level familiar and unfamiliar words; following rules of grammar, stages of writing skills and structure to write coherently and cohesively to effect.

Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb101	<u>SLO: E-08-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts	Appropriate Texts	Students will edit and proofread the text individually and in groups	Students will be assigned tasks/texts for editing and proofreading.

Benchmark II: Apply knowledge of appropriate organizational structures and language features to create a variety of increasingly advanced texts for different purposes.

E1Eb201	<u>SLO: E-08-D2-01]</u> Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, free writing, note-taking.	List of selected topics for writing paragraphs, List of different activities like brainstorming, mind mapping, structuring etc. Graphic organizers	Students will be assigned topic to brainstorm and mind map.	They will write paragraphs on different topics.
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Coding Key	SLOs	Content	Suggested Activities / Methodology	Assessment
E1Eb202	<u>SLO: E-08-D2-02]</u> Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.	Videos / Written short dialogues with background with use of appropriate vocabulary, tone and style	Role plays	Students are assessed for writing dialogues on different situations.

E1Eb203	<u>SLO: E-08-D2-04]</u> Write the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.	Appropriate essays/stories/ articles/paragraphs /biographies etc.	Students will model a text. They will write a rough draft of an essay on assigned topic/situation after brainstorming. They will edit and proofread it.	Written tasks/tests
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Standard 2: *Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.*

Benchmark I: Generate ideas on a topic using pre-writing strategies: drawing and matching pictures, oral and written brainstorming, mind-mapping, note-taking and free-writing. Write compositions of a variety of types - descriptive, narrative, expository, persuasive/argumentative, formal and informal letters, summaries, stories, poems, dialogues; that are clear, coherent, cohesive and of creative value.

E2Eb101	<u>SLO: E-08-D3-01]</u> Write multiple paragraph essays/stories; multi-stanza poems or play script using correct punctuation and spelling, grammar, grade-level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre-writing, editing and final draft stages.	Appropriate text with multiple paragraphs/stanzas	Recalling of punctuation, grammar, spelling rules and transitional devices/ Teacher will explain chronological order, comparison and contrast, fact and opinion	Students are asked to write multiple paragraphs on a given topic/situation/ picture keeping in mind conventions of essay writing.
E2Eb102	<u>SLO: E-08-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a	Well-structured narratives	Students will practice writing narrative by establishing a context, introducing a narrator, characters and events. They will work in groups.	Students will write a narrative.

	<p>context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>		<p>Group A will write a story with dialogues. Group B will write a story without dialogues.</p>	
E2Eb103	<p><u>SLO: E-08-D4-06]</u> Compare and write informal and formal letters to people in extended social and academic environments for various purposes.</p>	Text of formal and informal letters	Students will model the letters for writing their own letters	Students will be assessed for writing formal and informal letters.
E2Eb104	<p><u>SLO: E-08-D4-09]</u> Use paraphrasing skills to paraphrase stanzas in a poem.</p>	Poems	Students will read the entire poem, breakdown the poem and judge the theme, come to particular stanza and look for	Students will be given stanzas for paraphrasing

			poetic/figurative language and write the poetic language in their own words.	
E2Eb105	<u>SLO: E-08-D4-10]</u> Use summary skills to write an objective summary of the given text and poems.	Prose texts/ Poems	Students will read the entire poem. They will look for new words, poetic language and setting of the poem and speaker. They will pick out the theme/main idea. They will write first draft then edit and proofread it while remaining objective.	Students will be given paragraphs /poems for writing summary.

Themes and Sub-Themes

Themes

1. Ethics and values (Universally desired personality traits)

(Values, established ideals of life, objects, customs, ways of acting that members of a society regard as desirable)

2. Personality development
3. Peaceful Co-existence/ Peace education
4. People and places
5. Patriotism/National Pride
6. Nature

7. Gender equality and Equity
8. Festivals and cultural events
9. Role models
10. Environmental education
11. Human Resource Management
12. Commute, Travel and Tourism
13. Science and Technology
14. Employment and Entrepreneurship
15. Media
16. Crisis awareness & management, risk reduction
17. Participatory Citizenship
18. Health, Safety, Drug education
19. Avoiding Social Evils
20. Sports and hobbies
21. Adventure

Sub-Themes (6)

- Patience/ tolerance
- Showing moral courage
- Respecting others
- Empathy
- Trustworthiness
- Fairness
- Brotherhood
- Respect for elders
- Truthfulness/Honesty
- Forgiveness
- Concept of Self esteem
- Concept of personal goals
- Enhancing communication and inter and intra personal skills
- Learning study skills
- Learning to be organized
- Handling emotions effectively
- Kindness (to people, plants and animals)
- Friendship and cooperation
- Awareness of challenges faced by differently abled people
- Promotion of nonviolent behaviour at personal and social levels.
- Knowing people of different religions, ethnicity, languages and nationalities
- Places of historical, cultural and geographical importance and interest in Pakistan and

other countries.

- Understanding and exhibiting national pride (Language, dress, culture, food, arts & crafts)
- Natural beauty and geographical diversity of Pakistan (Famous tourist spots/resorts)
- Role of women in the house and outside world
- Gender balanced access to basic need (Education, health and employment)
- Regional, national and cultural festivals of Pakistan
- Characteristics of a hero/ role model
- Local, national and international role models depicting noble cause, national cause.
- Incidents from the Life of Rasoolullah Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen showing his patience and tolerance
- Companions of the Rasool-e- Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- Awardees of Nishan –e- Haider
- Contemporary heroes (historical figures, unsung heroes, philanthropists, prominent personalities from armed forces i.e., army, air force, navy and civilian forces i.e., rangers and police.
- Knowledge of immediate environment and biomes
- Keeping the resorts clean, avoid chalking on trees and rocks
- Importance of the use of biodegradable products
- Conservation of natural and manmade resources (energy, water, gas, etc.)
- Importance of plants and trees
- Efficient management of human resources
- General Impact of population growth on natural resources and environment
- Considering the principles of “Safety First”
- Appreciating local/regional tourism
- Travelling/ commuting etiquettes (wearing a seat belt, locking doors, queuing, not littering, buying tickets, respecting fellow passengers and transport staff, etc.)
- Science and technology in everyday life
- Understanding the value of scientific thinking
- Exploring the educational content available on internet
- Being mindful of cyber security measures.
- Awareness of emerging professions and occupations
- Showing respect to different professions and occupations
- Dignity of labour
- Media as a source of instant knowledge
- Distinguish between fake and real information on different media
- Basic knowledge of first aid
- Awareness of crisis, accidents natural calamities and pandemics
- Measures to be taken before, during and after any natural hazard.
- Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
- Understanding individual responsibility as a citizen, in different situation
- Understanding Mandatory Traffic Signs and Signals
- Understanding warning / regulatory Traffic Signs and Signals
- Respecting community resources
- Community service
- Practicing cleanliness for self and surroundings

- Civic responsibilities
- Understanding physical well-being
- Visiting a doctor
- Knowledge about harmful drugs
- Reporting to authorities
- Awareness of concept of abuse and ways to handle it
- Confiding in family members
- Learning to say “no” to an inappropriate touch/situation (Stranger Danger)
- Healthy eating habits (No junk food, No skipping meals)
- Importance of physical exercise
- Knowledge about house hold chemicals and careless use of medicines
- Calling emergency helplines
- organized
- Discouraging bullying behaviour (physical, emotional, cyber) and body shaming (in social setup)
- Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)
- Outdoor games (cycling, hiking and trekking, etc.)
- Sportsman/team spirit (team work)
- Hobbies
- Indoor/outdoor rock climbing, mountaineering /hiking/ skiing
- Difference between Thrill seeking and adventure
- Avoiding reckless thrill seeking (over speeding, riding without license, dangerous pranking)

Sub-Themes (7)

- Patience/Tolerance
- Trustworthiness
- Respect for rule and law
- Fairness
- Integrity
- Selflessness
- Moral courage
- Empathy
- Respect for elders
- Justice
- Importance of Self esteem
- Concept of personal goals and plans to achieve them
- Enhancing communication and inter and intra personal skills
- Handling emotions effectively
- Learning to be organized
- Learning study skills
- Kindness (to people, plants and animals)
- Diversity and acceptance of diversity (of opinions, likes and dislikes)

- Learn to have consideration for other's way of life
- Conflict Management (Resolving conflicts through dialogue).
- Knowing people of different religions, ethnicity, languages and nationalities
- Places of historical, cultural and geographical importance and interest in Pakistan and other countries.
- Understanding national pride (Language, dress, culture, food arts & crafts)
- Natural beauty and geographical diversity of Pakistan and Asia (Famous tourist spots/resorts)
- Gender balanced access to basic needs (Education, health and employment)
- Balanced Role of women in development of society (for example, female entrepreneurs, cottage industries, women in sports, IT, and science, etc.)
- Regional, national and global festivals and cultural events
- Characteristics of a hero/ role model
- Local, national and international role models depicting noble cause, national cause.
- Incidents from the Life of Rasoolullah Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- (Prophet Muhammad (saw)'s head of family)
- Companions of the Rasool-e- Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyyeen
- Awardees of Nishan –e-Haider
- Contemporary heroes (historical figures, unsung heroes, educationists, philanthropists, prominent personalities from armed forces i.e., army, air force, navy and civilian forces i.e., rangers and police.)
- Solid waste management (disposal and recycling)
- Keeping the resorts clean, avoid chalking on trees and rocks
- Making sustainable lifestyle choices
- Conservation of natural and manmade resources (energy, water, gas, forests, biomes, etc.)
- Importance of plants
- Introduction to climate change
- Efficient management of human resources
- General Impact of population growth on natural resources and environment
- Considering the principle of "Safety First"
- Appreciating international tourism
- Travelling/ commuting etiquettes (wearing a seat belt, queuing, not littering, buying tickets, respecting fellow passengers and transport staff, etc.)
- Science and technology in everyday life
- Understanding the value of scientific thinking
- Exploring the educational content available on internet
- Being mindful of cyber security measures.
- Awareness of emerging and existing professions, occupations and small industries appreciating value of labour among all professions and occupations
- Media as a source of instant knowledge
- Awareness of media literacy and media bound propaganda
- Social media ethics (avoid sharing personal information, respect privacy of others, being polite while commenting)
- Distinguish between fake and authentic information on different media
- Basic knowledge of first aid

- Awareness of crisis, accidents natural calamities and pandemics
- Measures to be taken before, during and after any natural hazard.
- Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans)
- Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
- Understanding individual responsibility as a citizen, in different situation
- Civic responsibilities (Making queues, avoid spitting, avoid public urination/open defecations)
- Respecting community resources
- Community service
- Traffic education
- Obeying rules and regulations (observing speed Limit)
- Being a responsible and helpful citizen
- Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.)
- Respecting human rights
- Visiting a doctor
- Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.)
- Negative and harmful effects of drug abuse
- Awareness of concept of abuse and ways to handle it
- Confiding in family members
- Learning to say “no” to an inappropriate touch/ situation (Stranger Danger)
- Gathering support from teachers and parents
- Awareness campaign about Health and hygiene.
- Reporting to authorities
- Healthy eating habits (No junk food, No skipping meals)
- Importance of physical exercise
- Knowledge about house hold chemicals and careless use of medicines
- Calling emergency Helplines
- Discouraging bullying behavior (physical, emotional, cyber) and body shaming (in social setup)
- Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)
- Hoarding
- Outdoor games (cycling, hiking and trekking, etc.)
- Sportsman/team spirit (team work)
- Hobbies
- Indoor/outdoor rock climbing, mountaineering /hiking/ skiing
- Difference between thrill seeking and adventure
- Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking)

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Dated Abbottabad the, 27.09.2022

NOTIFICATION

No. 4436-43/ADL(C&TR): In exercise of powers conferred under the “*Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act. 2011*” and consequent upon the recommendations of the Review Committee notified vide No. 4340-45 dated 16.09.2022, **Mr. Muhammad Shoukat, Director, Curriculum & Teacher Education Khyber Pakhtunkhwa Abbottabad**, being Competent Authority is pleased to notify the “**Alternate Learning Pathways (ALP) Elementary (Grades VI-VIII) Curriculum 2022**”.

1. The Directorate of Professional Development Khyber Pakhtunkhawa (DPD), Regional Professional Development Centers (RPDCs), FATA Institute for Teacher Education, Elementary Colleges of Khyber Pakhtunkhawa shall align Training Manuals/Material, related to ALP with Curriculum 2022.
2. All development partners, NGOs/INGOs working or intends to work in the area of ALP activities shall obtain prior approval/NOC for their training, textual materials and align them with the ALP Curricula 2022 (Grades VI-VIII) from DCTE Khyber Pakhtunkhawa Abbottabad in the educational institutions / allotted ALP centers of Khyber Pakhtunkhawa and Newly Merged Districts.
3. In case of non-compliance, the institutions/ firms at fault shall be proceeded against under Section (4) of the Khyber Pakhtunkhawa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act. 2011.

DIRECTOR

**Endst: of even No & Date
Copy for information to the:**

1. Secretary to Government of Khyber Pakhtunkhwa E&SE Department, Peshawar.
2. CPO Elementary and Secondary Education Department Khyber Pakhtunkhwa Peshawar.
3. Chairman Khyber Pakhtunkhwa Textbook Board Phase V Hayatabad Peshawar.
4. Ms. Gulnaz Jabeen, Education Officer UNICEF Peshawar.
5. Director, Elementary & Secondary Education Khyber Pakhtunkhwa Peshawar.
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11. Director General, Information & Public Relations Khyber Pakhtunkhwa Peshawar.
12. All Heads of Development partners, NGOs/INGOs working in education sector Khyber Pakhtunkhwa.
13. Section Officer (B/T), Elementary & Secondary Education Department Peshawar.
14. P.S to Director, Local Directorate.

**Syed Amjad Ali
Additional Director
Curriculum & Textbooks Review**