

# ALP Curriculum for Elementary

Package  
D & E

2022

# HISTORY

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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)

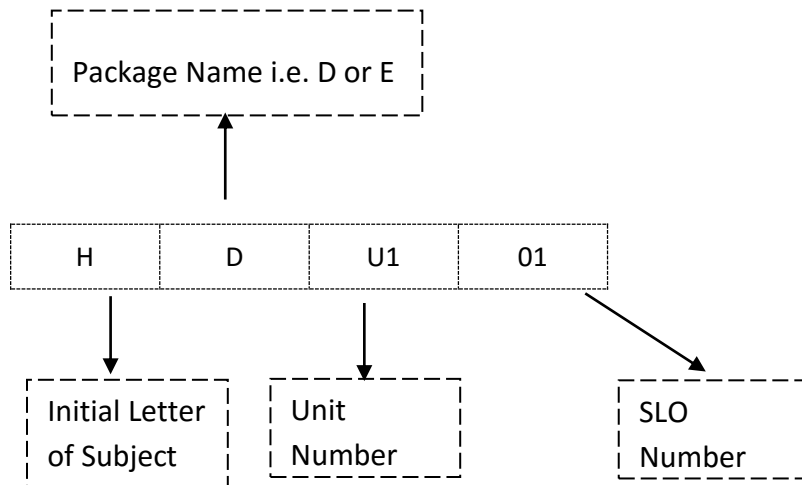
Student Learning Outcomes (SLOs) are specific statements that describe the knowledge, skills and values that students are expected to attain at the end of a particular grade. The SLOs must be SMART i.e. specific, measurable, achievable, realistic, time bound and observable. SLOs differ from objectives 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 : **HDU101**



# HISTORY PACKAGE D

## ALP CURRICULUM FOR HISTORY-PACKAGE D (GRADE VI & VII)

### Quantification of Unit Wise SLO'S

| S. No | Unit         | SLO'S      |           |
|-------|--------------|------------|-----------|
| -     | -            | SNC        | ALP       |
| 1     | 1            | 20         | 06        |
| 2     | 2            | 30         | 04        |
| 3     | 3            | 28         | 04        |
| 4     | 4            | 28         | 04        |
| 5     | 5            | 13         | 05        |
| 6     | 6            | 20         | 05        |
| 7     | 7            | 16         | 04        |
| 8     | 8            | 13         | 05        |
| 9     | 9            | 33         | 05        |
|       | <b>Total</b> | <b>191</b> | <b>42</b> |

Learning on each TOPIC/ UNIT is achieved by covering all four DOMAINS. The four DOMAINS for every TOPIC/ UNIT are:

**DOMAIN A:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN B:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN C:** Difference, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN D:** Historical Enquiry and Interpretation

**STRAND I: History of the World**

**(CHAPTER 1: Ancient Civilizations: Indus Valley Civilization)**

**STANDARD I:** Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.

**BENCHMARK 1:** Learn the significance of studying human history and world civilizations.

**BENCHMARK 2:** Understand and explain the motivating force responsible for the process of change and development in the ancient, medieval and modern world.

| No.           | SLOs                           | Content  | Methodology  | Assessment   |
|---------------|--------------------------------|--|--|--|
| <b>HDU101</b> | Define history and Pre-history | <ul style="list-style-type: none"> <li>• Introduction to History</li> <li>• Significance of the</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the location of Indus Valley Civilization on the</li> </ul> | <ul style="list-style-type: none"> <li>• Ask students to give at least one reason why the</li> </ul> |

|                |   |  |   |  |
|----------------|---|--|---|--|
|                |   | study of history   | world map.  | ancient civilizations settled near the river.  |
| <b>HDU102</b>  | Briefly describe Stone Age and the Age of Metals  | <ul style="list-style-type: none"> <li>• Stone Age</li> <li>• Age of Metals (Copper Age, Bronze Age and Iron Age)</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher can show a documentary on the liestyle of the people of ancient civilizations.</li> </ul>  | •  |
| <b>HDU103</b>  | Briefly introduce the concept of Civilization and River valley civilizations  | Civilization   | <ul style="list-style-type: none"> <li>• Students can be asked to make a model of ancient village.</li> <li>• Show the map of River Valley Civilizations and identify its main components.</li> </ul>   |  |
| <b>HD U104</b> | Explain the importance of Indus in the establishment of huge settlements (Mohenjodaro and Harappa) of Indus Valley Civilization.              | The River Valley Civilizations (Indus Valley Civilizations)  | <ul style="list-style-type: none"> <li>• Students will make models with clay or thermo sheets and will exhibit the town planning of the Indus Valley Civilization. They will add labels to explain its significance. Models will be exhibited in the classroom.</li> </ul> <p>Discuss the location of Indus Valley Civilization on the world map.</p> | <ul style="list-style-type: none"> <li>• Generate a class discussion to evaluate the similarities and differences between the lifestyle of people who lived in Indus Valley to the people of Pakistan.</li> <li>• Constructing a timeline of major events</li> </ul> |
| <b>HDU105</b>  | Identify some significant characteristics of Indus Valley Civilization, e.g., daily life, agriculture, trade, religion, script, economy, etc. | Salient Characteristics of Indus Valley Civilization   |   |  |
| <b>HDU106</b>  | Use a timeline to identify the time of the Indus Valley civilization.   | Timeline of Indus Valley Civilization  |   |  |

**STRAND I: History of the World****(CHAPTER 2: Persian, Greek and Roman Civilizations)**

**STANDARD I:** Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.

**BENCHMARK 1:** Understand and explain the motivating force responsible for the process of change and development in the ancient, medieval and modern world.

| No.           | SLOs   | Content                                | Methodology  | Assessment  |
|---------------|--|--|--|---|
| <b>HDU201</b> | Use a timeline to identify the time of the Persian, Greek and Roman Civilizations. | Persian, Greek and Roman Civilizations | <ul style="list-style-type: none"> <li>Using world map to identify these places.</li> <li>Verbal Notes to the class</li> <li>Class debate</li> <li>Quiz</li> <li>Worksheet</li> <li>Class debate,</li> <li>Group Activity to discuss how Alexander conquered such a vast area.</li> <li>Give verbal notes to the students probing why Plato, Aristotle, and Socrates are famous even today.</li> </ul> | <ul style="list-style-type: none"> <li>Constructing a timeline of major events.</li> <li>Worksheet</li> <li>Venn diagram to explain the similarities and differences between Greek and Roman Civilizations</li> </ul> |
| <b>HDU202</b> | Describe when, and how, the Greek Civilization was formed.                         | Origins of Greek Civilization          |  |   |
| <b>HDU203</b> | Briefly describe Alexander the Great's conquests and his place in history.         | Alexander the Great                    |  |   |
| <b>HDU204</b> | Enlist some of the contributions of the Greeks to the world.                       | Greeks' Contributions to the world     |  |   |

**STRAND II: History of South Asia****(CHAPTER 3: Aryans, Kushans and Guptas)**

**STANDARD II:** Students will develop a critical approach toward the emergence of civilizations in South Asia. They will appreciate the contributions of Muslim rulers/ Sultans in various fields. In addition, students will evaluate the effects of British Colonialism and subsequent political struggle for freedom.

**BENCHMARK 1:** Describe the features of various civilizations that emerged in South Asia.

| No.            | SLOs   | Content                    | Methodology  | Assessment   |
|----------------|--|----------------------------|--|--|
| <b>HD U301</b> | Use a timeline to identify the time of the Aryans, | Aryans, Kushans and Guptas | <ul style="list-style-type: none"> <li>Use a timeline to identify the time of</li> </ul> | <ul style="list-style-type: none"> <li>Write in their notebooks at least two points</li> </ul> |

|                |   |                |  |   |
|----------------|---|----------------|--|---|
|                | Mauryan, Kushan, and Gupta Kingdoms.  |                | the Aryans, Mauryan, Kushan, and Gupta Kingdoms.   | of comparison between the Indus Valley people and Aryans.   |
| <b>HD U302</b> | Use maps to locate Mauryan, Kushan, and Gupta Kingdoms in the modern world. |                | <ul style="list-style-type: none"> <li>Discuss the salient characteristics of the Golden Hindu Era through some secondary sources like books, videos and documents.</li> </ul>   | <ul style="list-style-type: none"> <li>Write in their notebooks a paragraph explaining why Aryans were able to defeat Indus valley people.</li> </ul> |
| <b>HD U303</b> | Trace the origins of Aryans, and explore why they came to India.            |                | <ul style="list-style-type: none"> <li>Use an atlas to locate Mauryan, Kushan, and Gupta Kingdoms on the modern world map.</li> </ul>  |   |
| <b>HD U304</b> | Describe when, and how, the Mauryan Empire was formed.                      | Mauryan Empire | <ul style="list-style-type: none"> <li>Discuss reasons behind the defeat of Indus Valley people by the Aryans, and what made Aryans different.</li> <li>Divide the class into 4-5 groups for a discussion focusing on the rise and fall of the Mauryan Kingdom.</li> </ul> |   |

**Strand III: History of Islam**  
**(CHAPTER 4: Rise of Islamic Civilizations)**

**STANDARD III:** Students will learn about the advent of Islam in Arabian Peninsula, Pious Caliphate, and the establishment and expansion of the Islamic state. Students will also explore the rise and decline of Muslim dynasties. Moreover, they will be able to discuss the western colonization and Muslim resistance.

**BENCHMARK 1:** Understand the effect of Islamic teachings on Arabian society.

**BENCHMARK 2:** Analyse the contributions of Pious Caliphate in the expansion and consolidation of the Islamic state.

| No.            | SLOs   | Content                 | Methodology  | Assessment   |
|----------------|--|-------------------------|--|--|
| <b>HD U401</b> | Discuss the life of Prophet (S.A.W) at Makkah. | Life of Prophet (S.A.W) | <ul style="list-style-type: none"> <li>Identify Makkah, Madinah and Ta'if on the map.</li> </ul> | <ul style="list-style-type: none"> <li>Give group presentations to the class to share the information</li> </ul> |
| <b>HD</b>      | Discuss the life of                            |                         |  |  |

|                |   |                 |  |  |
|----------------|---|-----------------|--|--|
| <b>U402</b>    | Prophet (S.A.W) at Madina.                            |                 | <ul style="list-style-type: none"> <li>Using a map trace the route of migration to Madinah.</li> <li>Assign a group activity to students to discuss how Allah inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَآصْحَابِهِ وَسَلَّمَ.</li> <li>Think about the aspects of governance of pious caliphs and analyse their policy for its applications for today's world.</li> </ul> | <p>gathered from different research sources about the spread of Islam in the world.</p> <ul style="list-style-type: none"> <li>Attempt a worksheet on how Allah inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَآصْحَابِهِ وَسَلَّمَ</li> </ul> |
| <b>HD U403</b> | Describe the era of Pious Caliphs and their timeline. | Pious Caliphate |  |  |
| <b>HD U404</b> | Discuss the salient features of Pious Caliphate.      |                 |  |  |

**STRAND I: History of the World**  
**(CHAPTER 5: Middle Ages in Europe)**

**STANDARD I:** Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.

**BENCHMARK 1:** Understand and explain the motivating force responsible for the process of change and development in the ancient, medieval and modern world.

| No             | SLOs  | Content                           | Methodology  | Assessment   |
|----------------|---|-----------------------------------|--|--|
| <b>HD U501</b> | Discuss the salient features of Medieval Europe with a special focus on Western Europe. | Medieval Europe: Salient Features | <ul style="list-style-type: none"> <li>Use a timeline to locate the time period of important events in Medieval Age.</li> <li>Use some sources of information to gather data and information regarding Western Europe.</li> <li>Show documentaries to help students discover the conquest</li> </ul> | <ul style="list-style-type: none"> <li>Construct in their notebooks a timeline to locate the time period of important events in Medieval Age.</li> </ul> |
| <b>HD U502</b> | Describe why Middle Ages is regarded sometimes as the Dark Ages for Western Europe.     |                                   |  |  |
| <b>HD</b>      | Introduce Byzantine   | Introduction to                   |  |  |

|                |   |                  |   |  |
|----------------|---|------------------|---|--|
| <b>U503</b>    | Roman Empire (also called as Eastern Roman Empire) and its timeline.                          | Byzantine Empire | of Constantinople by the Ottoman Turks. <ul style="list-style-type: none"> <li>● Generate a class debate to enquire into major developments in the Byzantine Empire.</li> </ul> |  |
| <b>HD U504</b> | Explain the factors leading to the fall of Constantinople in 1453. Also describe its impacts. |                  |   |  |

**STRAND III: History of Islam**  
**(CHAPTER 6: Spread of Islam in Europe and Asia)**

**STANDARD III:** Students will learn about the advent of Islam in Arabian Peninsula, Pious Caliphate, and the establishment and expansion of the Islamic state. Students will also explore the rise and decline of Muslim dynasties. Moreover, they will be able to discuss the western colonization and Muslim resistance.

**BENCHMARK 1:** Appreciate the achievements of the subsequent Muslim dynasties

| No             | SLOs   | Content               | Methodology  | Assessment  |
|----------------|--|-----------------------|--|---|
| <b>HD U601</b> | Describe the establishment of Umayyad rule.                            | Umayyads and Abbasids | <ul style="list-style-type: none"> <li>● Use a Venn diagram to compare and contrast Umayyads with Abbasids.</li> <li>● Generate a discussion to inquire why the Abbasid Dynasty is considered the 'Golden Age of Islam'.</li> <li>● Divide the class into groups and ask each group to gather information from textbooks and the Internet about the glory of Muslim rule.</li> </ul> | <ul style="list-style-type: none"> <li>● Draw a T-chart in their notebooks to compare and contrast the Abbasid Dynasty with Umayyad.</li> <li>● Attempt a quiz developed on the glory of Muslim rule.</li> <li>● Ask students to share their inquiries to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.</li> </ul> |
| <b>HD U602</b> | Enlist some prominent rulers of Umayyads.                              |                       |  |   |
| <b>HD U603</b> | Trace the origins of Abbasid rule.                                     |                       |  |   |
| <b>HD U604</b> | Enlist some prominent rulers of Abbasids and their major achievements. |                       |  |   |
| <b>HD U605</b> | Describe the Fall of Baghdad at the hands of Mongols in 1258.          |                       |  |   |

**STRAND III: History of Islam**  
**[CHAPTER 7: Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades]**

**STANDARD III** Students will learn about the advent of Islam in Arabian Peninsula, Pious Caliphate, and the



establishment and expansion of the Islamic state. Students will also explore the rise and decline of Muslim dynasties. Moreover, they will be able to discuss the western colonization and Muslim resistance.

**BENCHMARK 1:** Appreciate the achievements of the subsequent Muslim dynasties

| No             | SLOs   | Content  | Methodology   | Assessment  |
|----------------|--|--|---|---|
| <b>HD U701</b> | Use a timeline showing the span of the rule of Seljuc, Fatimids, Ayyubid, Ottomans and Safavids. | Seljuc, Fatimids, Ayyubid, Ottomans and Safavids | <ul style="list-style-type: none"> <li>The teacher will use a timeline showing the span of the different Muslim dynasties</li> <li>Divide the class into groups and ask each group to gather and analyze information about the said dynasties.</li> <li>Use documents to help students investigate the causes of decline of these dynasties.</li> </ul> | <ul style="list-style-type: none"> <li>Students will draw a timeline showing the span of the rule of Seljuc, Fatimids, Ayyubid, Ottomans and Safavids.</li> <li>Write a paragraph or two in their notebooks to explain the salient features of Ottoman Empire.</li> </ul> |
| <b>HD U702</b> | Trace the origins of the Ottoman Empire.   | Ottomans   |   |   |
| <b>HD U703</b> | Identify the most significant sultans of the Ottoman Empire.                                     |  |   |   |
| <b>HD U704</b> | Discuss factors leading to Crusades. Recall the role of Salahuddin Ayubi in Crusades.            | Decline  |   |   |

**STRAND II: History of South Asia**

**[CHAPTER 8: Muslims in South Asia (Delhi Sultanate, Mughal Empire)]**

**BENCHMARK II:** Analyse the rise and fall of Delhi Sultanate and Mughal Empire.

| No             | SLOs   | Content         | Methodology   | Assessment  |
|----------------|--|-----------------|---|---|
| <b>HD U801</b> | Introduce Delhi Sultanate and enlist its various dynasties (Slave, Khilji, Tughluq, Syed, Lodhi) | Delhi Sultanate | <ul style="list-style-type: none"> <li>Use a Venn diagram to compare and contrast Delhi Sultanate with Mughals.</li> <li>Use a timeline to identify the time of the major events during Delhi Sultanate and Mughals.</li> </ul> | <ul style="list-style-type: none"> <li>Draw Venn diagrams to depict differences, and similarities, between Delhi Sultanate with Mughals.</li> <li>Draw a flowchart</li> </ul> |
| <b>HD U802</b> | Trace the origin of Mughal empire.   | Mughal Dynasty  |   |   |

|                |  |  |  |  |
|----------------|--|--|--|--|
| <b>HD U803</b> | Enlist first six rulers of Mughal Dynasty.                               |  | <ul style="list-style-type: none"> <li>Ask the students to gather information through internet about the major challenges faced by Mughals in the Subcontinent.</li> </ul> | in their notebooks to describe the strengths and weaknesses of Mughal dynasty. |
| <b>HD U804</b> | Analyse why Akbar is considered as the greatest ruler of Mughal dynasty. |  |  |  |
| <b>HD U805</b> | Describe the causes of the decline of Mughal Empire.                     |  |  |  |

**STRAND I: History of the World**

**[CHAPTER 9: Modern Period in Europe (Renaissance and Enlightenment)]**

**STANDARD I:** Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.

**BENCHMARK 1:** Understand and explain the motivating force responsible for the process of change and development in the ancient, medieval and modern world.

| No             | SLOs  | Content                       | Methodology  | Assessment   |
|----------------|---|-------------------------------|--|--|
| <b>HD U901</b> | <ul style="list-style-type: none"> <li>Use a timeline to identify the time of the major events of Renaissance and Enlightenment.</li> </ul>                 | Renaissance and Enlightenment | <ul style="list-style-type: none"> <li>Use a timeline to identify the time of the major events of Renaissance and Enlightenment.</li> <li>Use Venn diagrams to depict similarities and differences between Renaissance and Enlightenment.</li> </ul> | <ul style="list-style-type: none"> <li>Use a flowchart to describe the major milestones during the Scientific Revolution.</li> <li>Generate a discussion to help students discover the revolutionary change brought by Renaissance.</li> </ul> |
| <b>HD U902</b> | <ul style="list-style-type: none"> <li>Introduce Renaissance and explain how it played role in transition of Europe from Medieval to Modern Age.</li> </ul> |                               |  |  |
| <b>HD U903</b> | <ul style="list-style-type: none"> <li>Describe Enlightenment and its basic features.</li> </ul>  | Enlightenment                 |  |  |
| <b>HD U904</b> | <ul style="list-style-type: none"> <li>What were the causes of French Revolution?</li> </ul>  | French Revolution             |  |  |

|                |  |                       |  |  |
|----------------|--|-----------------------|--|--|
|                |  |                       |  |  |
| <b>HD U905</b> | <ul style="list-style-type: none"><li>• Describe causes and impacts of Industrial Revolution</li></ul> | Industrial Revolution |  |  |

# HISTORY PACKAGE E

## ALP CURRICULUM FOR HISTORY-PACKAGE E (VIII)

### Quantification of Unit Wise SLO'S

| S. No | Unit  | SLO'S    |     |
|-------|-------|----------|-----|
| -     | -     | SNC      | ALP |
| 1     | 1     | 7+ 8= 15 | 04  |
| 2     | 2     | 9+11=20  | 04  |
| 3     | 3     | 6+16=22  | 04  |
| 4     | 4     | 8+ 19=27 | 08  |
| 5     | 5     | 10+9=19  | 07  |
|       | Total | 103      | 27  |

Learning on each TOPIC/ UNIT is achieved by covering all four DOMAINS. The four DOMAINS for every TOPIC/ UNIT are:

**DOMAIN A:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN B:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN C:** Difference, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN D:** Historical Enquiry and Interpretation

### STRAND II: History of South Asia (CHAPTER 1: Arrival of British in Subcontinent)

**STANDARD II** Students will develop a critical approach toward the emergence of civilizations in South Asia. They will appreciate the contributions of Muslim rulers/ Sultans in various fields. In addition, students will evaluate the effects of British Colonialism and subsequent political struggle for freedom.

**BENCHMARK 1:** Analyze the rise and fall of Mughal Empire.

**BENCHMARK 2:** Explain the British expansion and their influence in the Sub-Continent.

| No.    | SLOs   | Content                                       | Methodology   | Assessment   |
|--------|--|---|---|--|
| HEU101 | <ul style="list-style-type: none"> <li>Use a timeline to identify the main events from the death of Aurangzeb (1707) till War of Independence (1857).</li> </ul> | Major Events of Indian History from 1707-1857 | <ul style="list-style-type: none"> <li>Making chart of main events</li> <li>Group activities on the main events</li> <li>Prepare time line with the participation of students and present in class</li> <li>Using time line generate</li> </ul> | <ul style="list-style-type: none"> <li>Oral exercise</li> <li>Extended Response Questions (ERQ) on from 1707-1857 main events</li> <li>Multiple Choice Questions (MCQ) on the topic</li> </ul> |

|               |  |                                  |   |   |
|---------------|--|----------------------------------|---|---|
|               |  |                                  | discussion on the main events from 1707-1857  |   |
| <b>HEU102</b> | <ul style="list-style-type: none"> <li>Describe the East India Company's arrival and capture of political power.</li> </ul>                          | Arrival of British in India      | <ul style="list-style-type: none"> <li>Interactive Lecture</li> <li>Discussion</li> <li>Documentary showing</li> </ul>  | <ul style="list-style-type: none"> <li>Group assignments on the topic</li> <li>Quiz competition East India Company's</li> <li>Multiple Choice Questions (MCQ) on the arrival of British in India</li> </ul>   |
| <b>HEU103</b> | <ul style="list-style-type: none"> <li>Describe Resistance offered to East India Company.i.e. Siraj-ud-Daula, Haider Ali and Tipu Sultan.</li> </ul> | Resistance to British occupation | <ul style="list-style-type: none"> <li>Through interactive lecture introduce Battle of Plassey, Buxar and syrangapatam</li> <li>Brain storming on these battles</li> <li>Using story telling method explain resistance paid to British</li> <li>Discussion</li> <li>Movies &amp; Documentaries</li> </ul> | <ul style="list-style-type: none"> <li>Multiple Choice Questions (MCQ) resistance battles</li> <li>Short answer question on the topic</li> <li>Hand raising oral question on the topic</li> <li>Home Assignments to students &amp; feedback on the topic</li> </ul> |
| <b>HEU104</b> | <ul style="list-style-type: none"> <li>Describe War of Independence (1857): its Causes and Consequences.</li> </ul>                                  | 1857 War of Independence         | <ul style="list-style-type: none"> <li>Text Book reading with focus on key ideas</li> <li>Show a documentary and generate discussion on War of Independence</li> <li>Individual home assignment and</li> </ul>  | <ul style="list-style-type: none"> <li>Oral Response question on the topic</li> <li>Individual assignments and feedback on the topic</li> <li>Group assignments</li> <li>Multiple Choice Questions (MCQ)</li> </ul>   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>presentation in class</p> <ul style="list-style-type: none"> <li>• Chart Making &amp; class presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Class presentation</li> </ul> |
|--|--|--|--|--|

**STRAND II: History of South Asia (CHAPTER 2: Reform Movements in India)**

**STANDARD II** Students will develop a critical approach toward the emergence of Reform Movements in India. In addition, students will evaluate the effects of British Colonialism and subsequent political struggle for freedom.

**BENCHMARK I:** Describe the influence of colonialism on the Muslim world and resultant revivalist movements.

| No.    | SLOs   | Content  | Methodology   | Assessment  |
|--------|--|--|---|---|
| HEU201 | <ul style="list-style-type: none"> <li>• Explain Sheikh Ahmad's contributions which made him Mujaddid Alf-Sani.</li> </ul>                   | Hazrat Mujaddid Alf-Sani and his contributions   | <ul style="list-style-type: none"> <li>• Read and explain topic from Text book</li> <li>• Generate a participatory discussion in class</li> <li>• Participatory Lecture</li> <li>• Give group assignment on key ideas about the topic</li> </ul>              | <ul style="list-style-type: none"> <li>• Ask students to write Short essay on Sheikh Ahmad's contributions</li> <li>• Ask Oral question on the life of Hazrat Mujaddid Alf-Sani</li> <li>• Conduct Multiple Choice Question test</li> </ul> |
| HEU202 | <ul style="list-style-type: none"> <li>• Enlist Shah Waliullah's religious and political efforts in response to Muslims' decline.</li> </ul> | Shah Waliullah's efforts to stop Muslims decline | <ul style="list-style-type: none"> <li>• Narrate Shah Waliullah's efforts in story telling way</li> <li>• Generate a participatory discussion in class Waliullah's efforts</li> <li>• Ask students to make chart on key points of Shah Waliullah's</li> </ul> | <ul style="list-style-type: none"> <li>• Ask students to write Short essay on Shah Waliullah's efforts</li> <li>• Ask Oral question on the Narrate Shah Waliullah's efforts</li> <li>• Conduct short answer Question test</li> </ul>        |

|               |   |  | efforts  |  |
|---------------|---|--|--|--|
| <b>HEU203</b> | <ul style="list-style-type: none"> <li>Describe Mujahideen Movement ( Syed Ahmad &amp; Shah Ismail Shaheed )</li> </ul>   | Mujahideen Movement and Role of Syed Ahmad Shaheed | <ul style="list-style-type: none"> <li>Introduce Mujahideen Movement through brainstorming</li> <li>Read and explain Mujahideen Movement before class</li> <li>Make a brief chart with the students participation on the key events of Mujahideen Movement</li> <li>Find the location of Balakot on map and discuss the importance of last battle fought at Balakot</li> </ul> | <ul style="list-style-type: none"> <li>Ask students to develop a time line on the events of Mujahideen Movement</li> <li>Conduct a multiple Choice Questions (MCQ) test</li> <li>Conduct Short answer question test</li> <li>Hand raising oral question session</li> </ul>   |
| <b>HEU204</b> | <ul style="list-style-type: none"> <li>Describe some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.</li> </ul> | Aligarh Movement                                   | <ul style="list-style-type: none"> <li>Introduce Aligarh and other educational movement with participative lecture</li> <li>Make a comprehensive presentation on Aligarh movement and present in class</li> <li>Generate class discussion on key points of Aligarh movement</li> <li>Explain key ideas of Deoband, and Nadva with</li> </ul>                                   | <ul style="list-style-type: none"> <li>Divide the class into 3 groups and ask them to prepare charts on key points of the of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims</li> <li>Give individual assignment to students on the main contributions of</li> </ul> |

|  |  |  |                     |  |
|--|--|--|---------------------|--|
|  |  |  | storytelling method | <p>these institutions</p> <ul style="list-style-type: none"> <li>• Arrange a quiz competition among students on the topic</li> <li>• Conduct Short answer question test</li> </ul> |
|--|--|--|---------------------|--|

**STRAND I: History of the World (Chapter 3: World Wars I & II)**

**STANDARD I** Students will develop a world view based on analysis and assessment of historical events and their impacts on human society. They will also be able to identify the agents of change tailoring the patterns of human history.

**BENCHMARK 1:** Understand and explain the motivating force responsible for the process of change and development in the ancient, medieval and modern world.

| No.                  | SLOs   | Content                                 | Methodology   | Assessment   |
|----------------------|--|---|---|--|
| HEU301<br><br>HEU302 | <ul style="list-style-type: none"> <li>• Describe some major reasons for World War I.</li> <li>• Discuss the consequences of World War I.</li> </ul> | World War 1 its causes and consequences | <ul style="list-style-type: none"> <li>• Introduce WWI and explain its causes in simple way</li> <li>• Generate discussion on its causes and consequences through probing questions</li> <li>• Locate the main countries of WWI on map and explain fighting blocks</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange oral response question session on WWI, its causes and consequences</li> <li>• Give individual home assignment to students to identify causes and consequences of WWI</li> <li>• Give a short note test to students to write on WWI</li> </ul> |
| HEU303<br><br>HEU304 | <ul style="list-style-type: none"> <li>• Describe the causes of World War II.</li> <li>• Describe the impacts of World War II</li> </ul>             |   | <ul style="list-style-type: none"> <li>• Show pictures of different actors in WWI and generate</li> </ul>   | <ul style="list-style-type: none"> <li>• Oral exercise on WW II</li> <li>• Extended Response</li> </ul>  |



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>discussion</p> <ul style="list-style-type: none"> <li>• Prepare a presentation on the causes and impacts of World War II and present in class</li> <li>• Narrate whole story of World War II in story telling method</li> <li>• Guide students to watch documentaries and movies related to WW II</li> </ul> | <p>Questions (ERQ) on causes and impacts of WW II</p> <ul style="list-style-type: none"> <li>• Multiple Choice Questions (MCQ) on WW II</li> <li>• Divide the class into three groups and assign them task to prepare charts on the introduction of WW II, cause of WW II and impacts of WW II</li> </ul> |
|--|--|--|---|---|

**STRAND II: History of South Asia (Chapter 4: Political Awakening in India)**

**STANDARD II** Students will develop a critical approach toward the emergence of civilizations in South Asia. In addition, students will evaluate the effects of British Colonialism and subsequent political struggle for freedom.

**BENCHMARK 4:** Evaluate the political struggle for freedom.

| No.    | SLOs   | Content                                   | Methodology   | Assessment   |
|--------|--|---|---|--|
| HEU401 | <ul style="list-style-type: none"> <li>• Explain the major reasons for the making of the Indian National Congress by Lord A. O. Hume in 1885.</li> </ul> | Establishment of Indian National Congress | <ul style="list-style-type: none"> <li>• Read the text on Indian National Congress and highlight its main points</li> <li>• Ask probing question on the topic and facilitate the answers</li> <li>• Use story telling method and narrate the story of INC</li> <li>• Guide students to watch a documentary on INC on YouTube</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange a oral quiz competition on the establishment of INC</li> <li>• Ask students to write 4-6 lines on INC</li> <li>• Multiple Choice Questions (MCQ) on the establishment of INC</li> </ul> |
| HEU402 | <ul style="list-style-type: none"> <li>• Describe the main reasons for the</li> </ul>  | Muslim League                             | <ul style="list-style-type: none"> <li>• Show pictures of Quaid-e-Azam</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask oral question about</li> </ul>  |

|               |   |                   |   |   |
|---------------|---|-------------------|---|---|
|               | formation of the Muslim League in 1906.   |                   | <p>and Allama Iqbal and generate discussion on ML formation</p> <ul style="list-style-type: none"> <li>• Prepare a presentation on ML and present in class</li> <li>• Narrate the story of ML formation in story telling way</li> <li>• Ask probing questions and facilitate answers</li> </ul>   | <p>the venue, date of formation, meeting participants and objectives of ML</p> <ul style="list-style-type: none"> <li>• Ask students to prepare charts on the formation of ML</li> <li>• Organize a quiz competition on the establishment of ML</li> <li>• Conduct short answer written test on ML</li> </ul> |
| <b>HEU403</b> | <ul style="list-style-type: none"> <li>• Identify some contributions of the founders of the Khilafat Movement in the Subcontinent.</li> </ul> | Khilafat Movement | <ul style="list-style-type: none"> <li>• Use story telling method to narrate the circumstances after World War I.</li> <li>• Using interactive Lecture method, introduce the institution of Khilafat and its significance for Muslim Ummah.</li> <li>• Show pictures of Ali brothers and other key figures of Khilafat movement.</li> </ul> | <ul style="list-style-type: none"> <li>• Short and long question on the khilafat movement.</li> <li>• Quiz competition on personalities of Khilafat movement.</li> <li>• Organize a quiz competition on the khilafat movement</li> </ul>  |
| <b>HEU404</b> | <ul style="list-style-type: none"> <li>• Describe main features of the Nehru Report in 1928 and its main features</li> </ul>                  | Nehru Report 1928 | <ul style="list-style-type: none"> <li>• Introduce Nehru report by reading text book</li> <li>• Generate discussion on Nehru Report Prepare a chart on Nehru Report main features</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask students to write note on Nehru Report</li> <li>• Ask Oral question on Nehru Report</li> <li>• Conduct Multiple Choice</li> </ul>  |

|               |   |                                 |   |   |
|---------------|---|---------------------------------|---|---|
|               |   |                                 | and ask children to present one by one  | Question test<br>Nehru Report   |
| <b>HEU405</b> | Describe<br>14 points of Quaid-e-Azam   | 14 Points of<br>Quaid-e-Azam    | <ul style="list-style-type: none"> <li>• Through interactive lecture introduce 14 points</li> <li>• Download original text of 14 points and explain</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask students to write note on 14 points</li> <li>• Ask Oral question on 14 points<br/>Conduct Multiple Choice Question test on the topic</li> </ul>  |
| <b>HEU406</b> | <ul style="list-style-type: none"> <li>• Explain the historical importance of Allama Iqbal's address of 1930 at Allahabad.</li> </ul>                   | Allahabad<br>Address of<br>1930 | <ul style="list-style-type: none"> <li>• Using interactive lecture method, introduce annual sessions of AIML and their role and importance in setting agenda for muslim politics.</li> <li>• Using story-telling method, narrate Allama Iqbal's address at Allahabad</li> </ul> | <ul style="list-style-type: none"> <li>• Ask oral question about the venue, date &amp; participants of Allahabad address</li> <li>• Ask students to prepare charts on the annual session of AIML in which Allama Iqbal presented his address</li> <li>• Organize a debate on the importance of Allahabad's address</li> </ul> |
| <b>HEU407</b> | <ul style="list-style-type: none"> <li>• Describe the historical significance of the Lahore Resolution of 1940 in the formation of Pakistan.</li> </ul> | Lahore<br>Resolution<br>(1940)  | <ul style="list-style-type: none"> <li>• By showing a picture of Minar-i-Pakistan and relate the story of Lahore Resolution of 1940.</li> <li>• Through probing questions, generate discussion on Lahore</li> </ul>   | <ul style="list-style-type: none"> <li>• Organize a quiz competition on the Lahore Resolution</li> <li>• Conduct short answer written test on Lahore Resolution</li> <li>• Give restricted response question test</li> </ul>  |

|               |  |                          |  |   |
|---------------|--|--------------------------|--|---|
|               |  |                          | Resolution...  |   |
| <b>HEU408</b> | <ul style="list-style-type: none"> <li>Identify the key points of the 'Independence Act' of 1947.</li> </ul> | Independence Act of 1947 | <ul style="list-style-type: none"> <li>Using internet, download the original text of 'Independence Act of 1947' and explain its main points.</li> <li>Prepare a chart on the key provisions of Independence Act of 1947 and present</li> </ul> | <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Short and long questions on 'Independence Act' of 1947</li> </ul> |

**STRAND IV: History of Pakistan (CHAPTER 5: Pakistan a new country: 1947 till today)**

**STANDARD 4:** Students will analyse the initial difficulties and the response of the nation to resolve these issues. They will assess the constitutional development and progress made by various governments. They will appreciate foreign policy of Pakistan and its role in international organizations.

**BENCHMARK 1:** Describe the initial problems and efforts for the solutions made by the leadership and people of the nascent state.

**BENCHMARK 2:** Explain the constitutional development in Pakistan.

**BENCHMARK 3:** Evaluate the developments and progress in various fields.

| No.           | SLOs   | Content                    | Methodology   | Assessment  |
|---------------|--|----------------------------|---|---|
| <b>HEU501</b> | <ul style="list-style-type: none"> <li>Use a timeline to identify the time of the events after the formation of Pakistan from 1947-1971</li> </ul> | Main Events from 1947-1971 | <ul style="list-style-type: none"> <li>Through interactive lecture identify key events by using timeline</li> <li>Generate discussion by showing timeline on charts on key events from 1947-2018</li> </ul> | <ul style="list-style-type: none"> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the topic</li> <li>Quiz Competition on the topic</li> </ul> |
| <b>HEU502</b> | Enlist Pakistan's Head of State and Government from 1947-1971 with time period   | Government from 1947-1971  | <ul style="list-style-type: none"> <li>Prepare a two Colum chart with the name of Enlist Head of State and</li> </ul>   | <ul style="list-style-type: none"> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the</li> </ul>  |

|               |   |                             | Government with time period and explain   | topic  |
|---------------|---|-----------------------------|---|--|
| <b>HEU503</b> | <ul style="list-style-type: none"> <li>Describe the initial problems of Pakistan after independence</li> </ul>              | Initial Problem of Pakistan | <ul style="list-style-type: none"> <li>Guide students to watch a documentary on the topic</li> <li>Prepare a presentation on chart on initial problem of Pakistan and present in class</li> <li>Assign students a task on the identification of initial problems by using internet</li> </ul>                       | <ul style="list-style-type: none"> <li>Individual home assignment on the topic and feedback</li> <li>Short answer written class test</li> <li>Short essay writing test</li> <li>Speech competition on initial problem of Pakistan</li> </ul>   |
| <b>HEU504</b> | <ul style="list-style-type: none"> <li>Compare the salient features of the constitutions of 1956, 1962 and 1973.</li> </ul> | Constitutions of Pakistan   | <ul style="list-style-type: none"> <li>Write definition of constitution on board and explain its concepts</li> <li>Prepare a three column chart on main features of 1956, 1962 and 1973 constitution and present</li> <li>Through discussion explain different features 1956, 1962 and 1973 constitution</li> </ul> | <ul style="list-style-type: none"> <li>Divide the class into three groups and assign them tasks to prepare a chart on the salient features of 1956, 1962 and 1973 constitution</li> <li>Give class assignment to write features of 1956, 1962 and 1973 constitution</li> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the topic</li> </ul> |

|               |  |                             |   |  |
|---------------|--|-----------------------------|---|--|
| <b>HEU505</b> | <ul style="list-style-type: none"> <li>Discuss the events that led to the separation of East Pakistan.</li> </ul>                                  | Separation of East Pakistan | <ul style="list-style-type: none"> <li>Through brainstorming get student attention</li> <li>Trough reading text book explain the topic</li> <li>Show them some pictures of 1971 events and generate discussion</li> <li>Guide student to watch a documentary and online video lecture on the topic</li> </ul> | <ul style="list-style-type: none"> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the topic</li> <li>Short essay writing on the topic</li> <li>Brief answer question test</li> </ul> |
| <b>HEU506</b> | <ul style="list-style-type: none"> <li>Use a timeline to identify the time of the events after the formation of Pakistan from 1971-2018</li> </ul> | Main Events from 1971-2018  | <ul style="list-style-type: none"> <li>Through interactive lecture identify key events by using timeline</li> <li>Generate discussion by showing timeline on charts on key events from 1971-2018</li> </ul>   | <ul style="list-style-type: none"> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the topic</li> <li>Quiz Competition on the topic</li> </ul>  |
| <b>HEU507</b> | Enlist Pakistan's Head of State and Government from 1971- 2018 with time period  | Government from 1971-2018   | <ul style="list-style-type: none"> <li>Prepare a two Colum chart with the name of Enlist Head of State and Government with time period and explain</li> </ul>   | <ul style="list-style-type: none"> <li>Oral response questions on the topic</li> <li>Multiple choice questions on the topic</li> </ul>   |

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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.
6. Mr. Muhammad Asif Kasi, Provincial Coordinator JICA-AQAL Khyber Pakhtunkhwa Peshawar.
7. Mr. Muhammad Rafique Khattak, Director ALP-PIU E&SE Khyber Pakhtunkhwa Peshawar.
8. MD PSRA KP Office: 18/E Jamal ud din Afghani Road, University Town, Peshawar.
9. MD ESEF Khyber Pakhtunkhwa Plot #:20, Street No.13, Sector E-8, Phase-7, Hayatabad, Peshawar.
10. Director Director, FITE Peshawar & Jamrud.
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**