

ALP Curriculum  
for  
Elementary

Package | 2022  
D & E

# HOME ECONOMICS

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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 OOS 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)

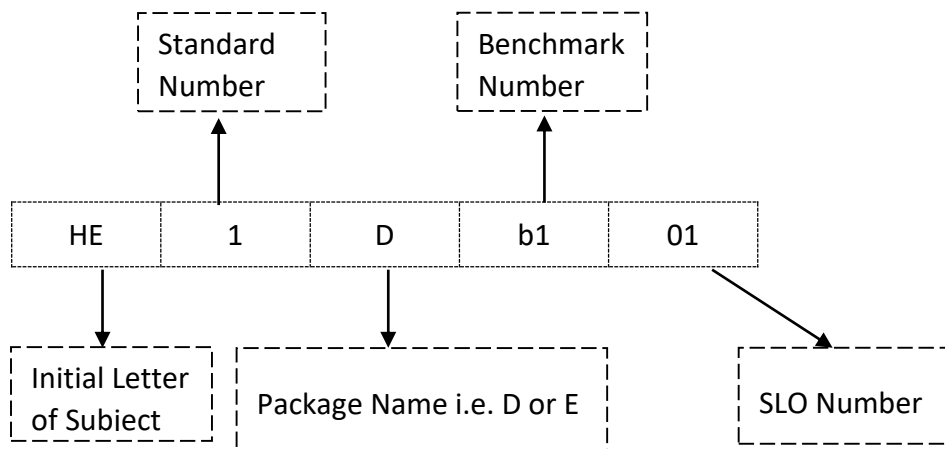
Student Learning Outcomes (SLOs) are specific statements that describe the knowledge, skills and values that students are expected to attain at the end of a particular grade. The SLOs must be SMART i.e. specific, measurable, achievable, realistic, time bound and observable. SLOs differ from objectives 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 : **HE1Db101**



## HOME ECONOMICS

### INTRODUCTION:

Home Economics is a branch of study that assists students in developing their knowledge, skills and attitudes in areas that contributes to the betterment of home and family. It deals with household administration, food and Nutrition and family living. Home Economics is a well thought combination of 5 disciplines, including Food and Nutrition, Human Development, Home Management, Textiles and Clothing and Art and Design along with that in some areas Interior Design is also mentioned as a sixth Major subject of Home Economics.

This strand seeks to provide job-ready skills that assists in locating suitable employment. This curriculum is not only based on cooking and safety, but it also instils a sense of responsibility. It maintains the traditional values in studying all disciplines of Home Economics which creates new ways of delivering knowledge on the most modern lines.

### OBJECTIVES OF HOME ECONOMICS CURRICULUM:

- Helping students to prepare themselves for home and family living.
- To provide specific experiences that are required for professional and home economics skills or abilities.
- Understanding daily issues and improving aspects of life that impact individuals, families and communities such as relationships, shelter, clothing and nutrition.
- To deliver the home economics curricula which will qualify the person to meet requirements of family.
- To provide opportunities to learn Home Economics in a setting that is suitable to ALP through flexibly thought out and organized learning climate.
- To assess prior knowledge of the learners, which belong to a diverse and complex societal group and build on the planned knowledge and skills pertaining to Home Economics.
- To provide in depth understanding of basic skills of Home Economics including cooking, stitching, designing, decision making and enhancing family living standards.
- To provide teachers and learners an understanding and use of major components of Home Economics.
- To encourage teachers and learners to apply Home Economics skills in different academic and social contexts.
- To provide guidelines for the teachers, learners, textbook developers, assessors/ evaluators and other users of the Home Economics curriculum.

## PACKAGE D

**Standard 1:** student will integrate learning skills and practices from different content areas required for careers in Consumer sciences.

**Benchmark 1:** Understanding of the role & function of physical science in the study of Home Economics.

Coding Key	SLOs	Contents	Methodology	Assessment
HE1Db101	Define home economics.	Definition of home economics	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Concept mapping</li> <li>• Example from home and environment</li> <li>• Observation</li> </ul>	Oral questions, Observations
HE1Db102	Identify different areas of home economics.	Areas of home economics	Teaching	Making tree for different areas of home economics
HE1Db103	Discuss the relationship between different areas of home economics.	Interrelation between different areas of home economics	Group interactive activities	Recall and retrieve
HE1Db104	Explain the scope / contribution of home economics to the individual family and community.	<ul style="list-style-type: none"> <li>• Scope of home economics.</li> <li>• Branches of home economics:</li> <li>• Art and design</li> <li>• Food &amp; nutrition</li> <li>• Clothing &amp; textiles</li> <li>• Human development</li> <li>• Home management</li> </ul>	Group discussion	Oral test

**Standard 2:** Student will demonstrate nutrition & wellness practices that enhance individual & family well-being

**Benchmark 2:** Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Coding Key	SLOs	Contents	Methodology	Assessment
HE2Db201	Define food and nutrition.	<ul style="list-style-type: none"> <li>• Basic food groups</li> <li>• Describe the basic food groups using food plate</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching lesson</li> <li>• Concept mapping</li> <li>• Food groups</li> <li>• Identification through actual samples (food)</li> <li>• Models / pictures</li> </ul>	Oral questions, - Cooking of any two dishes representing balanced diet.
HE2Db202	Define functions of	Define balanced diet	<ul style="list-style-type: none"> <li>• Balanced diet practice</li> </ul>	Options:

	food and its relationship with health.	with daily life examples.	through questions/ answers <ul style="list-style-type: none"> <li>Eating recalls of children</li> <li>Positive and guided feedback</li> </ul>	Daal Chawal or Chapatti with any -Curry
<b>HE2Db203</b>	Define nutrients	<ul style="list-style-type: none"> <li>Classification, sources and functions of nutrients</li> <li>Carbohydrates, fats, proteins, vitamins, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>Listen and write</li> <li>Chart and poster</li> <li>Showing nutrients</li> <li>Concept mapping</li> </ul>	Assessment chart of children to monitor their dietary intake pattern Oral questions
<b>HE2Db204</b>	Basic food groups using the food pyramid/ food plate.		<ul style="list-style-type: none"> <li>Charts, pictures,</li> <li>Listen &amp; write strategy, showing original food samples</li> </ul>	Poster making on food plate. Oral questions, - dietary
<b>HE2Db205</b>	define meal management	Meal planning with the help of basic food groups and food plate (Reference dietary guidelines 2018)	Listen and write	Oral questions and observations
<b>HE2Db206</b>	Explain the importance of meal planning and its principles.	Meal/ menu planning for various occasions Principles of meal planning, Color, flavor, texture	Demonstration on food budget for a family of six members	Preparing monthly food budge for a family
<b>HE2Db207</b>	Discuss the nutritional needs of the family members.	Factors affecting meal planning <ul style="list-style-type: none"> <li>Seasons</li> <li>Family income</li> <li>Variety</li> <li>Suitable combination</li> <li>Cooking skills</li> <li>Family choices</li> <li>Religious and cultural values</li> </ul>	Group interactive activities	Group project
<b>HE2Db208</b>	Identify food fads and fallacies.	Elaborate with the existing cultural examples prevailing in local	List down the common food fads and fallacies in local culture	Question answers

		environment regarding food fallacies and food		
<b>Benchmark 3:</b> Evaluate factors that affect food safety, from production through consumption Define meal management and food preservation methods along advantages and risks of new technology.				
<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE2Db301</b>	Describe food preparation.	Detailed methods of cooking steps: <ul style="list-style-type: none"> <li>• Before cooking</li> <li>• During cooking</li> <li>• After cooking</li> </ul>	Demonstration	Oral questions Cooking competitions
<b>HE2Db302</b>	Describe the factors to be kept in mind while selecting and purchasing of food.	<ul style="list-style-type: none"> <li>• Price</li> <li>• Seasons</li> <li>• Good choices</li> <li>• Variety</li> <li>• Cooking skills</li> <li>• Family size</li> </ul>	Narration of text Demonstration	Cooking of seasonal vegetables
<b>HE2Db303</b>	Describe the appropriate methods / techniques of food preparation.	<ul style="list-style-type: none"> <li>• Boiling</li> <li>• Steaming</li> <li>• Frying / roasting</li> <li>• Baking</li> </ul>	Demonstration	Group activity Practice of cooking techniques
<b>HE2Db304</b>	Explain the safely measures that should be taken during preparation and cooking of food in the kitchen.	<ul style="list-style-type: none"> <li>• Floor safety</li> <li>• Fire safety</li> <li>• Chemical safety</li> <li>• Equipment safety</li> </ul>	Examples of safe handling procedures in the kitchen	Oral questions
<b>Standard 3:</b> Student will evaluate the significance of family and its impact on the wellbeing of individual & society				
<b>Benchmark 4:</b> Examine how social changes impact the family unit.				
<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE3Db401</b>	Define growth and development.	<ul style="list-style-type: none"> <li>• Growth patterns</li> <li>• Inter-relationship among different aspects of development</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Developmental charts for different age groups</li> </ul>	Oral equations Picture collection of different age group people
<b>HE3Db402</b>	Describe different stages of development.	Stages of development	<ul style="list-style-type: none"> <li>• Read and write</li> <li>• Brain storming</li> <li>• Flash cards</li> </ul>	Question answers
<b>HE3Db403</b>	Differentiate between growth and development.	Inter-relationship of different aspects of growth and development	Flash cards	Activity Oral questions

<b>HE3Db404</b>	Define and discuss the significance of social play.	<ul style="list-style-type: none"> <li>Indoor and outdoor plays</li> <li>Plays for boys and girls</li> </ul>	Compare and contrast method	Oral question Chart making on different plays
<b>HE3Db405</b>	Describe stages and types of play.	Unoccupied plays Onlooker plays Parallel plays associative plays	Brain storming	Practice of different plays Written test

**Benchmark 5:** Explain how families, as a basic unit of society are responsible for the long term needs and interest of their members.

<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE3Db501</b>	Define family,	Chart on sub-stages of life	Role play of family life cycle Listen and write	Oral questions and observations of responsibilities of family members
<b>HE3Db502</b>	Describe the stages of family life cycle.			
<b>HE3Db503</b>	Identify the role and responsibilities of the individual towards the family.	Factors affecting parent and child relationship: <ul style="list-style-type: none"> <li>environmental factors</li> <li>economics factors</li> <li>cultural factors</li> </ul>	Flash cards	Observation of family responsibilities
<b>HE3Db504</b>	Define and explain the importance of family relations.	Parent, children, sibling relations	Listen and write Narration of family relations in Light of Ahadees and Quranic Verses.	Oral questions Observations Written test

**Standard 4:** Student will display a sense of curiosity & interest in the social world & demonstrate an increasing awareness that this lead to new developments in consumer sciences & technology. They will learn from books and other sources of information and reconstruct previously learned knowledge. They will find new ways in solving problems and resolving social issues.

**Benchmark 6:** Describe limitation in personal Knowledge of clothing in relation to personal grooming practices.

<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE4Db601</b>	Define clothing	<ul style="list-style-type: none"> <li>Text with mentioned examples.</li> <li>Pictures related to types of lines, dressing and texture</li> </ul>	Listen and write Demonstration of different dresses though available resources	Written test Exercise Observation
<b>HE4Db602</b>	Concept of clothing in Islam.			
<b>HE4Db603</b>	List the elements of design.	Pictures related to types of lines dressing and texture	Demonstration on use of lines, colors and textures in clothing	Collect and paste different types of fabrics in

				notebook
<b>HE4Db604</b>	List the factors which affect the selection of clothing for individuals.	<ul style="list-style-type: none"> <li>• Use of vertical and horizontal lines in dressing</li> <li>• Use of color and texture in dressing</li> <li>• Selection of appropriate dress according to different body structure</li> </ul>	Flash cards	Dress making for any age group
<b>HE4Db605</b>	Define grooming	Physical and dental hygiene: <ul style="list-style-type: none"> <li>• Good health</li> <li>• Sleep and balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Demonstration on cleanliness and grooming practice like tooth, hand and hair care physical exercise</li> </ul>	Oral questions Observations Written test Poster / illustrating effective grooming practice
<b>HE4Db606</b>	Discuss its importance in everyday life.			

**Benchmark 7:** Show how common themes of science, mathematics and technology apply in real world.

<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE4Db701</b>	Define wardrobe	Selection of clothing according to season, occupation, age, personality and culture	Demonstration on selection of clothing	Oral questions Observation
<b>HE4Db702</b>	Importance Of Wardrobe.			
<b>HE4Db703</b>	Discuss the principles of wardrobe planning.	<ul style="list-style-type: none"> <li>• Religion and cultural norms</li> <li>• Age</li> <li>• Season</li> <li>• Budget</li> </ul>	File work of wardrobe for summer and winter Flash cards	Oral questions Group work
<b>HE4Db704</b>	Explain the importance and care of clothing.	<ul style="list-style-type: none"> <li>• Washing</li> <li>• Drying / ironing</li> </ul>	Demonstration	Oral question
<b>HE4Db705</b>	Discuss the factors to be kept in mind while washing, drying and ironing of clothes.	Representation of wardrobe through pictures.	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Listen and write</li> <li>• Samples of various fabrics</li> </ul>	Practice of ironing on different type of fabrics e.g., cotton, silk etc.
<b>HE4Db706</b>	Define design	<ul style="list-style-type: none"> <li>• Lines</li> <li>• Colour</li> <li>• Texture</li> <li>• Shape</li> <li>• Space</li> </ul>	Drawing of lines and shapes	Drawing / making of sketch through different types of lines, shapes
<b>HE4Db707</b>	Explain elements of design.		Orientation through natural objects	



<b>HE4Db708</b>	Explain the principles of design.	<ul style="list-style-type: none"> <li>• Emphasis</li> <li>• Balance</li> <li>• Proportion</li> <li>• Rhythm</li> <li>• Harmony</li> </ul>	Narration through daily life examples of art principles	List down daily life examples of art principles in short, home and surroundings
<b>Standard 5:</b> student will identify and evaluate available and expanding resources as related to the needs of individuals and families.				
<b>Benchmark 8:</b> Analyze resources consumption for conservation and future environmental impact and identify responsibilities of individual and families within their home and communities.				
<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE5Db801</b>	Define management	Steps of management process	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Flow chart</li> </ul>	Oral question Observations and -written test
<b>HE5Db802</b>	Home management and its importance.			
<b>HE5Db803</b>	Describe the process of home management.	Planning, organizing, evaluation	Compare and contrast	Practice of event management e.g., birthday party etc.
<b>HE5Db804</b>	Define resources and describe different types of resources.	Importance of time and energy Use of different resources	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Making chart of time management for one day</li> </ul>	Oral questions Observation and -written test
<b>HE5Db805</b>	Explain the management of resources.	Human and non-human resources	Practice of time management through different house hold tasks	Observations of different task assigned by teacher

## PACKAGE E

<b>Strand: Areas of Home Economics</b>				
<b>Standard 1:</b> student will integrate learning skills and practices from different content areas required for careers in Consumer sciences.				
<b>Benchmark 1:</b> Understanding of the role & function of physical science in the study of Home Economics.				
Coding Key	SLOs	Contents	Methodology	Assessment
<b>HE1Eb101</b>	Aims and objectives of Home Economics	General and professional objectives of home economics	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• chart making on inter relationship of home economics</li> </ul>	Oral questions Observation Quiz regarding fields of home economics
<b>HE1Eb102</b>	Relationship with other subjects	Relationship with: Basic science, Social science, Humanities		
<b>Standard 2:</b> Student will demonstrate nutrition & wellness practices that enhance individual & family well –being.				
<b>Benchmark 2:</b> Evaluate the factors that affect food safety from production through consumption.				
Coding Key	SLOs	Contents	Methodology	Assessment
<b>HE2Eb201</b>	Effects of cooking on quality of food	<ul style="list-style-type: none"> <li>• Effects of cooking on different types of food: fruits, vegetables, milk, eggs, cereals and pulses</li> <li>• The effect of heat on the nutrients in food. Changes in:               <ul style="list-style-type: none"> <li>➤ Protein</li> <li>➤ Carbohydrates</li> <li>➤ Fats</li> <li>➤ Vitamins</li> <li>➤ Minerals</li> <li>➤ Color</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• observation through cooking of different types of food.</li> <li>• flow chart</li> <li>• writing in steps</li> </ul>	Cooking Practical Writing outcomes in steps
<b>HE2Eb202</b>	Methods of food Preservation	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Advantages</li> <li>• Methods:               <ul style="list-style-type: none"> <li>➤ Drying</li> <li>➤ Canning</li> <li>➤ Sugaring</li> <li>➤ Salting</li> <li>➤ Pickling</li> <li>➤ Freezing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read and write</li> <li>• Practicing any one technique.</li> <li>• Study trips</li> </ul>	Quiz Teacher observation of practical performed by students.

<b>HE2Eb203</b>	Causes of food decay	<ul style="list-style-type: none"> <li>• Food spoilage</li> <li>• Types of microorganism that cause food spoilage: <ul style="list-style-type: none"> <li>➤ Yeast</li> <li>➤ Mold</li> <li>➤ Bacteria</li> <li>➤ Fungus</li> </ul> </li> </ul>	Read and write Demonstration of any one common spoiled food and writing its conditions	Physical identification of type of spoiled food Quiz
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**Standard 3:** Students will evaluate the significance of family and its impact on the well-being of individual and society.

**Benchmark 3:** Examine the inter-relationship of family, career and community roles and responsibilities for individuals.

Coding Key	SLOs	Contents	Methodology	Assessment
<b>HE3Eb301</b>	Define Self-Concept	<ul style="list-style-type: none"> <li>• Self-Concept and Self-Esteem</li> <li>• Development of Self-Concept</li> </ul>	<ul style="list-style-type: none"> <li>• Motivational sessions</li> <li>• Self-assessment</li> </ul>	Observation of behavior
<b>HE3Eb302</b>	Define personality	Definition Personality traits	<ul style="list-style-type: none"> <li>• Writing in steps</li> <li>• Flow charts</li> <li>• Cross questioning</li> </ul>	Through discussion Quiz Cross questioning
<b>HE3Eb303</b>	Importance of self-concept in personality development	Factors contributing in the development of personality	<ul style="list-style-type: none"> <li>• Read and write</li> <li>• By conducting seminars(motivational speakers)</li> </ul>	Observation of child Quiz
<b>HE3Eb304</b>	Discuss ways to improve personality	<ul style="list-style-type: none"> <li>• Strong personality</li> <li>• Appropriate dressing</li> <li>• Reading habits</li> <li>• Meet and Greet</li> <li>• Offer what you can</li> </ul>		
<b>HE3Eb305</b>	Enlist the components of character building and its importance	<ul style="list-style-type: none"> <li>• Moral values and character building</li> <li>• Moral principles</li> </ul>		

**Standard 4:** Student will display a sense of curiosity & interest in the social world & demonstrate an increasing awareness that this lead to new developments in consumer sciences & technology. They will learn from books and other sources of information and reconstruct previously learned knowledge. They will find new ways in solving problems and resolving social issues.

**Benchmark 4:** Show how common themes of science, mathematics and technology apply in real world.

Coding Key	SLOs	Contents	Methodology	Assessment
<b>HE4Eb401</b>	Define textiles	classification of fibers (natural & man made)	<ul style="list-style-type: none"> <li>• Read &amp; write</li> <li>• Identification of</li> </ul>	Portfolio making (collection of pieces of natural

			different fabrics	& man made fabrics)
<b>HE4Eb402</b>	Define clothing	Reasons of wearing clothes( physical needs, psychological needs, social needs)	Read & write Cutting and stitching of simple shalwar qameez through workshop	Quiz Practical sample Observation
<b>HE4Eb403</b>	Enlist different methods of stain removal	<ul style="list-style-type: none"> <li>• Stain removal methods</li> <li>• Identification of stains, types of stain</li> <li>• Equipment use for stain removal</li> </ul>	Read &write Experiment	To wash different types of stains on different types of fabrics by students with available resources
<b>HE4Eb404</b>	Enlist and use six basic embroidery stitches	Embroidery practices	Practical / workshop	Making of any interior project in six different stitches
<b>HE4Eb505</b>	Define color	Definition	Read & Write	Quiz
<b>HE4Eb506</b>	Explain the color wheel and its importance	<ul style="list-style-type: none"> <li>• The primary color triad</li> <li>• The secondary triad</li> <li>• Colors relationship</li> </ul>	Make a color wheel of primary &secondary colors	Display and marking of color wheels To create secondary colors from primary colors
<b>HE4Eb507</b>	Describe the different types of color scheme	<ul style="list-style-type: none"> <li>• Complementary color scheme</li> <li>• Analogous color scheme</li> <li>• Monochromatic color scheme</li> </ul>	Read & write Practical	Painting in any color scheme
<b>HE4Eb508</b>	Define weaving & its types	<ul style="list-style-type: none"> <li>• Weaving (warp, weft)</li> <li>• Types of weaves (plain, twill, satin )</li> </ul>	Read &write Practical	Chart paper weaving & mounting for display
<b>Standard 5:</b> students will function sensibly as providers and consumers of goods and services.				
<b>Benchmark 5:</b> understanding the relationship of the components of a simple spending plan and how that relationship allows for managing income, expanses and savings.				
<b>Coding Key</b>	<b>SLOs</b>	<b>Contents</b>	<b>Methodology</b>	<b>Assessment</b>
<b>HE5Eb501</b>	Explain the importance of time management	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Need of time management</li> <li>• Effective usage of time</li> </ul>	Read &write Interactive method	Observation and written test Making of time management plan for a day

<b>HE5Eb502</b>	Describe the steps taken in time management	<ul style="list-style-type: none"> <li>• Steps of time management</li> <li>• Grouping of various activities</li> <li>• Accurate estimate of time</li> <li>• Creating harmony &amp; balance in available time</li> </ul>	Read & write Interactive method	Quiz Worksheet
<b>HE5Eb503</b>	Define Money Management	<ul style="list-style-type: none"> <li>• Principles of money management</li> <li>• Types of Income</li> </ul>	Read and write Interactive Method	Making of household budget for 4-6 members
<b>HE5b504</b>	Plan expenditure to meet basic needs	<ul style="list-style-type: none"> <li>• Budgeting for basic needs</li> </ul>	Read and write Pie chart	Flowchart of monthly expenses and income
<b>HE5b505</b>	Define dignity of labor	Famous quotes	Interactive method References from Ahadees and life of Holy Prophet SAW	Observation of activities
<b>HE5b506</b>	Define Work Simplification	<ul style="list-style-type: none"> <li>• Use of various tools for household activities and making it simplify</li> <li>• Organizing Kitchen</li> </ul>	Read and write Interactive Method Work simplification role models	Observation Chart on various postures during different household activities
<b>HE5b507</b>	Explain the importance of work simplification	<ul style="list-style-type: none"> <li>• Energy Conservation</li> <li>• Goals</li> <li>• Importance</li> </ul>	Read and write Discussion	Practical performance

### **GUIDELINES FOR TEXTBOOK DEVELOPERS**

- The author should must follow the learning outcomes of each chapter in the curricula.
- It is essential that the textbook be educational and engaging, with questions placed at appropriate intervals to elicit thought from the learners.
- The core document should be kept free of horizontal and vertical overlap of concepts.
- The details of the treatments of the concepts should be divided into headings and sub headings in a logical manner.
- The language used should be simple, clear, unambiguous and easily understood by students at the appropriate level.
- Simple questions may be asked throughout the chapter to encourage students to remember, think about and apply what they have just learnt as well as to reinforce their understanding of the concepts and principles.
- Where ever possible, new progression and extension in the subject should be incorporated.
- The author should consider the number of periods (class hours) in an academic year of ALP to the teaching of home economics while developing textbook material.
- Review of SLO's is important for authors to develop text material of specific level.
- Avoid an over load of theoretical information; instead use practical as there are a better way of realizing the targets of the SLO's Of home economics.
- Use symbols, figures, drawing, sketches, i.e line language that is relevant to the subject, as well as the cultural context of students.
- Decide the weighing to be given to different skills with in each unit.
- Ensure vocabulary is relevant to the subject of home economics and also have links with local and cultural context.
- Use descriptive language which help students visualize and understand the meaning of the text.
- Use short precise description with suitable supporting real life and contextual examples.
- Develop activities on selected skills, sub skills; according to the SLO's.

## GUIDELINES FOR TEACHERS

A school is a social institution that is rooted in the society in which it exists. Individual must be prepared for active and constructive participation in society by the social institution. Teachers need to have a clear understanding of the teaching strategies, and how to apply them to their students in an effective way. It just becomes important that teaching and learning focuses on, developing values and acquiring knowledge, skills which are meaningful and applicable. Teachers need to ensure that their students are prepared for the challenges of a global society and develop their social consciousness and to achieve those objectives, innovative and instructional strategies should be adopted while spoon feeding style of traditional classroom teaching should be avoided.

Every teacher of home economics is obliged to train students not only in the subject itself, but also prepare them for further studies or practical life in case they do not opt to continue studies. Therefore the teacher approach should cater for both these considerations. Flexibility in approach to consider the strengths and weakness of students allows room for all cognitive levels, to flourish, this being possible with genuine guides and willingness of the teacher.

A relaxed and calm atmosphere with a confident teacher will help generate ideas, contributions, questions and comments. For engaging students in a fruitful learning following instructional practices can be utilized.

- Lecture
- Discussion
- Modeling: after telling students what to do, it's important to show them exactly how to do it.
- Cooperative and collaborative group work.
- Activity based teaching that centered the learners mind which involves them entirely in to the process of learning.
- Laboratory work with introducing them to technologies.
- Preparation of models and charts.
- Field trips of industries and home economics colleges.
- Presentation with audio video references.
- Role-plays
- Puzzles
- Cross questioning
- Team work
- Seminars
- Competitions
- Quizzes

## ASSESSMENT GUIDELINES

The purpose of assessment is to see if students have gain the skills, information and understanding that have been specified as the curriculum aim. This is generally accomplished by administering a summative evaluation at the end of the session. Teachers expect from students to communicate their grasp of work has been taught, and student performance is graded throughout the year. This type of evaluation is useful because it may be completed in a short period of time. On the other hand, this type of assessment is a one type practice that does not allowed students or teachers to interact with one another as the session progresses. As a result, the student is unable to learn from his/her mistakes. This void can be filled by implementing formative assessment, which is a continuous procedure that occurs throughout the sessions and does not allow students for making mistakes.

## ASSESSMENT PROCEDURE

- Formative assessment should be used throughout the session and culminates in a summative evaluation at the end.
- Tasks that can help in formative assessment includes:
  - Home work
  - Laboratory reports
  - Quizzes
  - Tests
  - Group discussions
  - Oral presentations
  - Concept map drawing
  - Response card
  - Ask students to reflect
  - Open ended questions that gets them writing/talking
  - Work sheets
  - Online interactive activities
  - Anonymous voting
  - Peer quizzes: students can write their own questions about the content and then quiz each other.
  - Surprise time bound quizzes
- Feedback on students work in all of the above tasks must be prompt, effective and efficient.
- Questions should be asked from students during the assessment that determine knowledge, skills and understanding according to Bloom's Taxonomy.
  - **Recall and retrieve** information related to the contents of the course  
Leading words for setting questions (list, define, identify, label, tabulate, name, who, when and where etc.)
  - **Comprehend** the information i.e. do they know what it means  
Leading words for setting questions (interpret, predict, distinguish differentiate, estimate, discuss etc.)
  - **Apply** their knowledge i.e. do they know what is it good for  
Leading words for setting questions (demonstrate, show, solve, classify, illustrate, modify, change, discover etc.)



- **Analyze and synthesize** information i.e. taking things apart and putting things together. Leading words for setting questions (**analyze**: analyze, separate, explain, arrange, compare, infer etc.) (**Synthesize**: combine, integrate, rearrange, create, formulate, design, etc.)
- **Evaluate information** i.e. weighing available option. Leading words for setting questions (decide, measures, recommend, select, conclude, compare, summarize, etc.)
- Measure the potential and ability of students to engage in critical thinking
- Questions for the final paper should cover the entire range of the syllabus questions types should include MCQs, short answers, and essays
- Assessment should focus on student’s strengths not just weakness
- Assessment language should be simple, clear, and unambiguous

**Evaluation Strategy:**

An external examination is recommended at the end of the course. This evaluation should measure all the domains of learning and through it, the attainment of the objectives can be measured. The weightage of the different domains of learning is given below:

Learning domains for measurement	Weightage in Evaluation
<ul style="list-style-type: none"> <li>● Knowledge, comprehension, analysis, Evaluation, Synthesis, Application:</li> </ul>	70%
<ul style="list-style-type: none"> <li>● Skills of Communication, Initiating and planning, Designing Experiments and Interpreting Data:</li> </ul>	10%
<ul style="list-style-type: none"> <li>● Manipulative skills (Performing Lab Work)</li> </ul>	20%

**Weighing of Assessment Objectives:**

**Theory Assessment:** the theory examination is suggested to consist of a wide range of questions. The assessment should be designed to examine the candidate’s understanding of the whole syllabus and should test the following range of abilities.

Knowledge and understanding	60%
Higher abilities (handling information, Application and problem solving etc.)	40%

**Practical Assessment:** practical assessment is designed to test experimental skills and investigations.

**Summary:**

	FEDERAL 2007	ALP
Standard	6	6
Benchmark	19	13
SLO’s	209	69

- As there is no curriculum of Home Economics of grades VI-VIII of KP, ALP Curriculum for Home Economics has been designed by reducing National Curriculum by Ministry of Education Islamabad (2007).
- All the standards are included in the new curriculum of ALP as corporates in Home Economics curriculum 2007.
- Benchmarks are reduced by integrating it to cover the entire concept.
- No. of SLO's are reduced by integrating concepts and removing vertical and horizontal overlap of material.
- This curriculum covers all the basics and daily life problem solving content for ALP students with limited time.

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Khyber Pakhtunkhwa Abbottabad.**

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## **DIRECTORATE OF CURRICULUM & TEACHER EDUCATION**

**KHYBER PAKHTUNKHWA, ABBOTTABAD**

**Phone # 0992-382634 Fax # 0992-381527 (Email dcte-kpk@hotmail.com)**

**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.
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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**