



CURRICULUM  
**ACCELERATED LEARNING  
PROGRAM-MIDDLE**

**2022**

Package D (VI-VIII)  
& Package E (VIII)

**National Curriculum Council (NCC)**  
Ministry of Federal Education and Professional Training  
(MoFEPT), Islamabad



# ACRONYMS

ALP	Accelerated Learning Programme/ Pathways
AEPAM	Academy for educational planning & management
AQAL	Advancing Quality Alternative Learning
FDE	Federal Directorate of Education
ICT	Islamabad Capital Territory
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MoFEPT	Ministry of Federal Education and Professional Training
NCC	National Curriculum Council
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
N-EMIS	National – Education Management Information System
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NFEMIS	Non-Formal Education Management Information System
OOSC	Out-of-school children
PBS	Pakistan Bureau of Statistics
PSLM	Pakistan Social and Living Standards Measurement Survey
SDGs	Sustainable Development Goals
SLO	Student Learning Outcomes
SNC	Single National Curriculum
SOLO	Structurally Observed Learning Outcomes

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## Introduction & Background

### Rationale for ALP Curriculum:

Pakistan Education Statistics Report 2016-17 reveals that 22.8 million children of 5-16 years of age in Pakistan are out-of-schools. The report describes further that 78% of these out-of-school children (OOSC) are between the ages of 10 and 16 years, while remaining 22% belong to 5-9 years of age cohort. These data categorically point towards a fact that the OOSC crises is heavy on 10-16 years of age cohort, hence, learning solutions need to be designed accordingly. With reference to gender, the same data source confirms that 53% of these OOSC are girls. It is worthwhile to specify that Pakistan Education Statistics Report that is published annually by AEPAM has not issued any particular data on out-of-school children after 2016-17 report.

A recent report published by Pakistan Bureau of Statics (PBS) in 2020 highlights out-of-school children. This particular report is published under the Pakistan Social and Living Standards Measurement Survey (PSLM) banner and analyzes data of year 2018-19. This report describes that OOSC in Pakistan are 32%, and that percentages of rural and urban OOSC are 37% and 22% respectively. The same report categorizes the OOSC in two major types; those who have never been to any school and those who were dropped out. The statistics confirm that 5.7% of the total OOSC were dropped out, while 26% were never been to any schools. Same data source (PSLM 2018-19) throws light on major reasons of OOSC and confirms that willingness of children, children's involvement in labor and cost of education and "others" are among the key reasons for staying OOSC. One of the strong factors behind massive OOSC for 10-16 years of age cohort is that children become overage and possibility of their admissions or readmissions in education system is limited, therefore, an alternative and accelerated learning solution/ course can serve as a viable learning option in this scenario.

In addition to the above given situation that describes the OOSC issue and need for an alternative and accelerated learning programme, supply of schools is another compelling factor that should be discussed to understand the OOSC crises further. According to Pakistan Education Statistics Report 2017-18 (published in 2020), primary schools in Pakistan are 79%, and middle/ elementary schools are only 11% and remaining 10 percent are secondary and higher secondary schools in public education sector. This situation points towards acute scarcity of middle/ elementary and secondary schools in the country, which restricts transition of learners to vertical learning cycles, e.g., from primary to middle, and middle to secondary cycles. Lack of middle and secondary schools in Pakistan is negatively impacting the learning continuity of learners especially for girls in remote rural areas where girls find it difficult to travel distances to access middle and secondary schools. Scarcity of middle/ elementary schools limits transition of a large number of children who complete primary education. The effect is huge on girls as they cannot manage to go outside of their villages/ areas to study in middle/ elementary schools. Therefore, an alternative and accelerated learning system that provides such option for children at their doorsteps, will help in addressing out-of-children crises to a large extent.

Based on the above situation, following factors are crucial that necessitate development and supply of ALP (Middle) in Pakistan:

1. ALP (Middle) will help bridging the supply side gap that exists in Pakistan; only 11%

public sector schools are middle/ elementary schools. The ALP (Middle) may be offered in the evening shifts in existing primary schools or may be offered inside the villages at some community provided place where children have an easy access.

2. A large proportion of OOSC of 10-16 years of age includes children who possess primary completion certificate, but could not manage to study further in middle/ elementary level, owing to unavailability of middle/ elementary schools in their areas/ villages. Therefore, the ALP (Middle) is going to be a viable learning option for them, which can be offered in evening shift in existing primary schools or at some other place where learners feel an easy access. Such an option is incredibly suitable for girls who cannot go outside of their areas to access middle/elementary education course.
3. ALP (Middle), being a fast-track/ accelerated learning model that offers middle education cycle in 18 months, will provide an excellent opportunity to overage children to rejoin the education system and complete the middle/ elementary education cycle in short duration and continue their learning.
4. ALP (Middle), being accelerated (fast track) and flexible, is easy to operationalize. Therefore, the said ALP (Middle) schools/ centers can be established quickly with the support of the local communities.
5. Owing to reduced programme duration, ALP (Middle) will cost less and help in accommodating more OOSC through increased supply of such programmes/ courses in both rural and urban areas.
6. Such programme, with its flexible and accelerated nature, can serve well for children who are involved in labor. These children can join the said programme in evening/ night shift after managing their daily work.

Accelerated Learning Programme (ALP) and its curriculum for Middle/ Elementary level suits to the needs of children who have primary completion certificate or exhibit equivalent competence, and are living in areas where elementary/ middle schools are not available. The Accelerated Learning Programme (ALP-Middle) curriculum is a fast-track learning option that is offered to dropped out and overage OOSC, any time at their doorsteps to join middle/ elementary education cycle, complete the same and transit to next level for continuing education. The ALP (middle) is condensed and integrated curriculum/ programme and offers middle/ elementary completion in 18 months. As the ALP (Middle) is equivalent to National Curriculum 2006 and latest Single National Curriculum (SNC), therefore, learners will be able to obtain valid certificates after assessment for learning continuity and will have options to join the grade nine.

### **What is Accelerated Learning or Accelerated Education:**

It is worthwhile to mention that the Accelerated Learning or Accelerated Education is one of the types of Non-Formal Basic Education (NFBE) that is defined as “education to out-of-school children (OOSC) in settings other than regular or formal schools and through processes that do not, necessarily, replicate mainstream education. It provides options for customized or Alternate or Accelerated Learning Pathways/ Programmes (ALP) in order to ensure learning outcomes equivalent to those of formal education. One of the key outcomes of NFBE is to mainstream out of school children into regular/formal schools for continuing education or introduce more accelerated vertical programmes for this purpose.

The ALP (Middle) Curriculum 2022 is flexible, age-appropriate, fast-track and is designed to

build on the prior knowledge of the children who belong to marginalized and disadvantaged population groups and dropped out before completing their middle education cycle or completed primary education but could study beyond owing to unavailability of middle/ elementary schools. At the same time, the ALP (Middle) offers middle education to those who have missed out on or had their education interrupted owing to various reasons such as poverty, involvement in labor, access issues, and cultural barriers. The ALP (Middle) offers middle education in 18 months as the curriculum, learning contents and teaching & learning strategies are integrated vertically and horizontally that enable teachers to teach multiple topics/ concepts at the same time and achieve multiple SLOs at the same time. The ALP (Middle) is equivalent and offers valid certificate during and after the course for continuing education and learning.

## **Goals of Accelerated Learning Curriculum**

### **Curriculum Goal**

The Learning Goals define what learners might be expected to know, what they might be able to do and the understandings they might develop as they move through the different steps of a school programme. Well-written learning goals guide teaching & learning and assessment & evaluation practices.

The realization of goals enables learners to realize their potential as unique individuals, develop as social beings through living and co-operating with others and contribute to the good of society. Moreover, the fulfilment of the goal prepares them well for further education and lifelong learning.

A well-designed curriculum is built on a clear vision of what it aims to achieve. It should, therefore, incorporate:

- Clear values that reflect ideals of nation building and global citizenship;
- Clear aims that reflect cultural harmony and unity;
- Principles that promote intellectual, spiritual, aesthetic, emotional, social and physical development of all learners;
- A mechanism to refine the inbuilt potential of learners to make them active contributors in society; and
- Higher order thinking for better cohesion of theory and practice.

The curriculum also needs to incorporate a range of components including:

- Aims, goals and objectives;
- Subject matter and content;
- Learning activities; and
- Assessment and evaluation practices.

## Equivalence Frame

### Division of Packages and Grades

Division of Packages and equivalent grades of formal education along with duration and daily teaching & learning hours is as under:

Packages	Grades covered	Duration	Daily Instructions
Package D	Grade 6 & 7	8 months	4 hours
Package E	Grade 8	10 months	4 hours
<b>Total</b>		<b>18 months</b>	

### Packages/ Grades, Pre-Requisite, Course Duration and Certification

Packages, equivalent grades in formal education, pre-requisite for admission in ALP (Middle), information about assessment, certification and continuing education are given below:

Packages	Pre-requisite	Duration	Description	Core Subjects	Assessment	Certificate	Learning Continuing
Package D	Children after competing Package C of the ALP (Primary) Children after completing grade 5 from any formal public/ private schools Children demonstrating competencies equivalent to grade 5 or Package C (through placement tests).	8 months	Grades 6 & 7	1: Urdu 2: English 3: Mathematics 4: Social Studies 5: General Science 6: Islamiyat 7: Ethics 8: Information, Communication Technology	Internal Assessment	Yes (Package D completion certificate after internal assessment) Package D-1 certificate after completing D-1 that is equivalent to grade 6 Package D-2 certificate after completing D-2 that is equivalent to grade 7	Children after obtaining the specified certificate or demonstrating package/ grade equivalent competencies can join formal schools (public or private) or non-formal/ ALP centers during or after completing Package D
Package E	Children after completing package D (package D completion certificate) Children having grade 7 level competence or certificate Children demonstrating package D equivalent competence (through placement test)	10 months	Grade 8	1: Urdu 2: English 3: Mathematics 4: Geography 5: History 6: Sciences 7: Islamiyat 8: Ethics 9: Computer Science	External/ Terminal Assessment	Yes 1. upon completing package C through terminal assessment 2. During the course	Learners with package E certificate can transit to grade 9 of the formal education Children can join formal (public or private schools) during Package E in grade 8

## **Target group, enrollment, entry, exit and completion strategies**

### **Target Group:**

Age Group: The curriculum is designed for children of 10 to 16 years of age

Admission pre-requisite in ALP (Middle):

1. Children possessing primary completion certificate (from any formal school)
2. Children possessing Package C completion certificate (from NFBE/ ALP center)
3. Children who dropped out before completing grade 5, but are able to demonstrate grade 5 equivalent competence (through placement test)
4. Children who dropped out before completing Package C, but are able to demonstrate Package C equivalent competence (through placement test)
5. Children possessing grade 6 certificate (during the course before completion) can join Package D (D-1)
6. Children possessing grade 6 completion certificate can join Package D (D-2)
7. Children possessing grade 7 certificate (during the course before completion) can join Package D (D-2)
8. Children possessing grade 7 completion certificate can join Package E

### **General characteristics of the target Group:**

1. Children belonging to marginalized and disadvantaged population groups who generally remain excluded from their right to education will be preferred
2. Enrollment of “girls” will particularly be prioritized as they remain excluded for cultural and access issues
3. Children involved in labor will be prioritized and be placed in the right Packages as per their prior knowledge/ competence evaluated through the placement test
4. Refugee and stateless children as well as those who are displaced owing to natural disasters or local conflicts
5. Any other children who find it difficult to seek admission in formal schools

### **Entry and Exit Strategies**

Following are key strategies for entry and exit of children in the ALP programme:

1. Placement test will be conducted to assess the prior knowledge/ competence of the children intending to seek admission in the ALP (Middle), which will help the teachers in placing the children in the Packages suitable for them.
2. Children intending to leave the center during the programme/ course, will be given school leaving certificate after administering “exit test” so as the learners could seek admission in any other ALP or formal school for continuing education and learning.
3. It is appraised that the entry (placement) and exit tests will be derived from the curriculum and the teachers will be equipped with a set of “tests” to administer for children seeking admission or leaving the center.

**Options for Completing the Packages and Programme/ Course before the Prescribed Duration:**

Following are a few options for completing a particular package or complete ALP (Middle) course before the prescribed time duration, which is 18 months.

**Flexible duration for children possessing prior knowledge:**

The ALP (Middle) offers middle completion in 18 months, however, learners who were dropped out before completing the middle education cycle and demonstrating “Prior Knowledge/ Competence” through the entry/ placement test, will have the option to complete the middle education cycle before 18 months. For example, children dropped out in grade 7 and they were able to demonstrate the competence of grade 7, will be placed in Package E and be able to complete the middle education cycle in 10 months.

**Prescribed duration for innovative learning strategies:**

In case, any NFE/ ALP provider adopts innovative teaching & learning resources/ contents and teaching & learning strategies that helps in completing a particular Package or complete ALP (Middle), the time duration may be reduced accordingly and the provider may offer to complete the ALP before 18 months.

## 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 of SLO: E1Ab101:

- E** = Initial letter for concerned subject e.g., E for English, GS for General Science, M for Mathematics, SS for Social Studies, I for Islamiyat and U for Urdu.
- E1** = 1 is for Standard number i.e., E1 is for English Standard number 1.
- E1A** = A is for Package i.e., E1A is for English Standard number 1 Package A.
- E1Ab** = b is for Benchmark.
- E1Ab1** = E1Ab1 is English Standard number 1 Package A and Benchmark 1.
- E1Ab101** = 01 is SLO number. The elaboration of complete code E1Ab101 is English Standard number 1 Package A, Benchmark number 1 and SLO 01.

### Complete Coding

Guideline	Subject	Subject Initial letter(s)	Standard 1 Digit Numeric	Package Single Capital Letter	Benchmark B&1 Digit	SLO 2 Digits	Combined
	Urdu	U	1	D or E	b1	01	U1Db101
	English	E	1	D or E	b1	01	E1Db101
	General Science	GS	1	D or E	b1	01	GS1Db101
	Social Studies	SS	1	D or E	b1	01	SS1Db101
	Information, Communication Technology	IT	1	D or E	b1	01	IT1Db101
	Mathematics	M	1	D or E	b1	01	M1Db101
	Islamiyat	I	1	D or E	b1	01	I1Db101
	Ethics	Et	1	D or E	b1	01	Et1Db101

## Subject wise ALP (Middle) Curriculum

English

General Science

History

Geography

Islamiyat

Urdu

Mathematics

# English

**Accelerated Education Programme for Elementary Grades**  
**English Package D**

**Strands/ competencies in English language**

1. Listening and speaking skills
2. Reading and thinking skills
3. Writing skills
4. Formal and lexical aspects of language
5. Appropriate ethical and social development

**(Competency-I)**  
**Listening and Speaking Skills**

**Standard 1:**

All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

**Benchmarks**

1. Use selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.
2. Demonstrate through dialogues, panel discussions, talks on topics, the social and academic conventions, and dynamics to communicate informative ideas.

**(Competency-II)**  
**Reading and Thinking Skills**

**Standard 1:**

All students will search for, discover, and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

**Benchmarks:**

1. Analyze patterns of text organization, and function of various devices used in a paragraph
2. Extend conceptual understanding of processes, procedures, events, and issues applying reading comprehension and thinking strategies
3. Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes, and procedures and cause and effect relationship
4. Gather, analyze, and use information for a variety of purposes using various aids and study skills

**Standard 2:**

All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature

**Benchmarks**

1. Analyze short stories and poems; identify with characters' emotional responses, motives, and actions.

**(Competency-III)**  
**Writing Skills**

**Standard 1:**

All students will develop and produce fluency and accuracy, academic, transactional, and creative writing which is focused, purposeful and shows an insight into the writing process

**Benchmarks**

1. Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details
2. Write descriptive, expository, and narrative texts for different purposes and audience.
3. Write a variety of interpersonal and transactional texts e.g., informal, and formal letters, simple forms, dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
4. Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation, and vocabulary.

**(Competency-IV)**  
**Formal and Lexical Aspects of Language**

**Standard 1**

All students will understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication.

**Benchmarks**

1. Pronounce (acceptably) words, identify, and apply stress shift and intonation patterns for communicating different meanings

**Standard 2**

All students will enhance vocabulary for effective communication.

**Benchmarks**

1. Build vocabulary through word roots, contextual clues, dictionary, thesaurus, and the environment, use words, phrases, and idioms in context and with correct spellings

**Standard 3**

All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

**Benchmarks**

1. Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs, and use them in their speech and writing.
2. Recognize and use punctuation including use of semicolons, dash, parenthesis, and quotation marks to denote direct speech.
3. Identify sentence types and structure, recognize, and apply the concept and functions of voice and narration in reading and writing.

**(Competency-V)**  
**Appropriate Ethical and Social Development**

**Standard 1:**

All students will develop ethical and social attributes and values relevant to a multicultural and civilized society.

**Benchmarks**

1. Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc. Relevant for peaceful coexistence between individuals, groups, and nations
2. Develop and portray through actions, a sense of importance of individual worth, simulation valuing diversity and equality among people
3. Understand and evaluate contemporary social, economic, and scientific developments/ issues to participate in the global society as a sensible and thinking individuals.

**Competency-I**  
**Listening and Speaking Skills**

**Standard 1:** All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

**Benchmark I:** Use selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E1Db101	Use various functions to: Ask and answer questions of personal interest and general everyday aspect	A dialogue with different expressions / functions	Discuss different dialogues with expressions / functions like pleasure, anger, likes, dislikes, asking questions and their answers etc.	Conversation among group members Verbal dialogue
E1Db102	Engage in conversation			
E1Db103	Express surprise			
E1Db104	Express pleasure and displeasure (like and dislikes)			
E1Db105	Express anger and impatience			
E1Db106	Express disappointment			
E1Db107	Give reasons for expressing ability/ inability to do something			
E1Db108	Show willingness and unwillingness to do something			
E1Db109	Give and follow directions/ instructions			
E1Db110	Express personal needs			

**Benchmark II:** Demonstrate through dialogues, panel discussions, talks on topics, the social and academic conventions, and dynamics to communicate informative ideas.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E1Db201	Use conventions and dynamics of group discussion and interaction to: Offer and respond to greetings, compliments, invitations, introductions, and farewells	Sample argumentative and persuasive texts debates / campaign / literature	Speech / debate competition / presentations that influence readers or viewers to change their mind about the issue / topic	Group presentation and observations Conversation among group members
E1Db202	Show and accept gratitude, apology, express anger or impatience			
E1Db203	Ask and restate directions and instructions			
E1Db204	Take turns, lead, and follow			
E1Db205	Relate what they have to say to what has been said before			
E1Db206	Use polite expressions to seek attention			
E1Db207	Consider different viewpoints			

E1Db208	Extend their ideas in the light of discussion			
E1Db209	Give reasons for opinions and actions			
E1Db210	Identify a problem and propose a solution			
E1Db211	Join in a group, response at the appropriate time			
E1Db212	Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to: Make polite introductions	Relevant speeches, debates, dialogues	Teach students how different expressions are used during speech, debate, and conversation to influence others	Role play, drama, presentation
E1Db213	Ask someone to say something again			
E1Db214	Check understanding of the message			
E1Db215	Take and leave a message			
E1Db216	Infer and draw conclusions about meaning, intention and feeling communicated by the speaker			
E1Db217	Recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, and disappointment			
E1Db218	Make and respond to inquiries			
E1Db219	Make and respond to requests			

**(Competency-II)**

**Reading and Thinking Skills**

**Standard 2:** All students will search for, discover, and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

**Benchmark I:** Analyze patterns of text organization, and function of various devices used in a paragraph

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Db101	Read and analyze a paragraph to: Identify a topic sentence (that carries main idea in a paragraph)	A descriptive or reflective paragraph with topic sentence, supporting sentences and concluding sentence.	Teach the three main parts of a paragraph. Tell students that a good paragraph focuses on single theme.	Reading for main idea. Reading for details
E2Db102	Identify sentences carrying supporting details			
E2Db103	Recognize that text comprises a group of paragraphs as separate meaningful units of			

	expressions that develop a single theme of idea as topic sentence			
E2Db104	Analyze features of an effective topic sentence such as: <ul style="list-style-type: none"> <li>• Specific words</li> <li>• Vivid verbs</li> <li>• Modifiers</li> </ul>	Appropriate topic sentences.	Tell students about the composition of an appropriate topic sentence i.e., Topic sentence = topic + limiting statement.	Asks learners to write appropriate topic sentences on some simple words.
E2Db105	Analyze paragraphs to identify sentences that support the main idea through: definitions, examples, illustrations, evidence and cause and effect	Body of a model paragraph.	Teach the students that sentences that follow topic sentences support the main idea of that sentence in the form of examples, reasons, details etc.	Written test
E2Db106	Recognize chronological and spatial order of arranging paragraph details	A model paragraph with chronological and spatial order of information.	Sequencing jumble sentences.	Written test. Match the columns

**Benchmark II:** Extend conceptual understanding of processes, procedures, events, and issues applying reading comprehension and thinking strategies

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Db201	Use pre-reading strategies to: Predict the content of a text from topic / picture, title/ headings etc. by using prior knowledge, asking questions and contextual clues	Text / content / pictures/ titles / heading etc.	Brainstorming. Discussion. Silent reading.	Oral questioning. Discussion
E2Db202	Skim text to: <ul style="list-style-type: none"> <li>• Have a general idea of the text</li> <li>• Infer theme/ main idea</li> </ul>	Model text with varied information.	Reading with comprehension. Teach students how to skim a test. (Example)	Ask students to identify main ideas. Summarize a text. Re-reading in simple words.
E2Db203	Apply critical thinking to interact with text, and use intensive reading strategies: Scan to answer short	Model text.	Teach learners how to scan, infer meaning from the text, its implied meaning.	Specific information. Question-answers. Finding meaning in dictionary.

	questions			Sorting telephone numbers in telephone directory.
E2Db204	Make simple inferences using context of the text and prior knowledge			
E2Db205	Distinguish between what is clearly stated and what is implied			
E2Db206	Deduce meaning of difficult words from text			
E2Db207	Use text to infer missing words			
E2Db208	Read silently with comprehension and extract main idea and supporting detail			
E2Db209	Scan to locate an opinion			
E2Db210	Distinguish fact from opinion			
E2Db211	Follow instructions in simple forms requiring personal information			
E2Db212	Comprehend/ interpret text by applying critical thinking			
E2Db213	Generate questions to understand text			
E2Db214	Use summary skills to: Extract salient points and develop a mind map to summarize a text.	Selected passages from different types of text, (poem, prose, short stories etc.).	Reading/recitation with comprehension. Mid-text prediction.	Question-answer. Paragraphing. Describe picture orally. Summary writing
E2Db215	Transfer the written text to a diagram flow chart or close paragraph			
E2Db216	Use critical thinking to respond to the text (post-reading): Apply word knowledge and own feelings / opinion to the text read	Selected text from prose, short stories, or poem.	Discussion/inductive and deductive strategies.	Questioning. Reading for specific information text.
E2Db217	Explore causes and consequences of a problem and propose various solutions			
E2Db218	Apply strategies to comprehend questions by making key words, verbs, and tenses in a variety of question types:	Textual aids on textbook, newspaper and magazine.	Tell the students: <ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Understand the meanings of different words.</li> <li>• Understand the</li> </ul>	Vocabulary building test. Questionings. Summary writing

	<ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response</li> <li>• Open ended</li> </ul>		<p>meaning of sentences.</p> <ul style="list-style-type: none"> <li>• Understand the gist of the text.</li> </ul>	
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**Benchmark III:** Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes, and procedures and cause and effect relationship

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Db301	Interpret vocabulary and structures given in a mind map to write a short description of a person, place, object, and animal using connectors of comparison.	Model text/ activities related to a real-life situation, describing the different qualities of place, object, and person etc.	Practicing new vocabulary. Dominoes Picture or phenomenon. Memorizing list.	Questioning. Matching columns. Crosswords.
E2Db302	Analyze information in a variety of tables, flow charts or diagrams to describe processes, cause, and effect relationship through guided writing tasks.	Tables, cards, pictures, maps, descriptive text.	Substitution drills, process writing approach.	Cause and effect relationship. Completing sentences.
E2Db303	Recognize, organize, and use appropriate transitional words, information and sequential pattern and transitional words within and beyond paragraphs for better coherence and cohesion.	A model paragraph based on description/ narration/ reflection.	Teach the students the role of transitional devices and highlight the importance of transition.	Identify in a text. Free writing using transitional devices. Changing sentences.

**Benchmark IV:** Gather, analyze, and use information for a variety of purposes using various aids and study skills.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Db401	Use dictionary to: <ul style="list-style-type: none"> <li>• Locate guide words.</li> <li>• Locate entry words.</li> </ul>	Dictionary authentic material / text.	Teachers provide authentic text from a newspaper/ magazine/ textbook etc. and instructs the	Discussion. Questions. Texts.
E2Db402	Chose appropriate word definition			
E2Db403	Identify pronunciation with the pronunciation key focusing on the consonant.			

E2Db404	Identify syllable division, and stress pattern.		students accordingly.	
E2Db405	Identify parts of speech of a word through abbreviation used.			
E2Db406	Identify correct spellings. Identify phrases through key words.			
E2Db407	Identify and utilize effective study skills e.g., writing an outline	Textbooks. Model paragraph.	Teacher tells the students the role of outlining, mind mapping and their extension into a paragraph.	Practice activities. Brainstorming. Collect relevant vocabulary items.
E2Db408	Making a mind map, brainstorming for generating and developing ideas			
E2Db409	Use textual aids such as title page (author, publishing details), blurbs, table of content, index, glossary of texts to: Comprehend texts	Textbook, Story books. Magazines.	Showing the layout of the textbook. Demonstrate and share with the class.	Questions. Exercises. Discussion.
E2Db410	Identify and select relevant information in a book		Reading the text.	

**Standard 3:** All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

**Benchmarks I:** Analyze short stories and poems; identify with characters' emotional responses, motives, and actions.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E3Db101	Recognize and describe story elements: characters, events, setting, plot, theme, tone and make predictions about story line/ content, characters, using contextual clues and prior knowledge	Selected text i.e., story, poem containing elements of story.	Teach students the elements of a story. Then provide them a story to read silently keeping in view the elements of the story.	Retell a story. Oral questions.
E3Db102	Read a story to: Retell it sequentially.	A selected story	Tell a story and verbally highlight the author's purpose, characters and identify narrator.	Retell a story. Describe the role of characters and narrator in the story.
E3Db103	Summarize (through gapped summary exercises).	containing all the essential aspects of a story.		
E3Db104	Identify author's purpose			
E3Db105	Identify speaker/ narrator (in selection)			
E3Db106	Identify characters and their traits with preferences (with evidence from text/ story)			

E3Db107	Recognize genre of literature e.g., fiction, poetry, legend, myth	Selected literature related to fiction, legend, myth, and poetry.	Familiarize the learners with different genre of literature by discussing their purpose, structure, and relevance in life.	Exercise activities. Question-answers. Oral test.
E3Db108	Read a poem and give orally and in writing: Main idea	Selected poems (as in textbooks).	Recite the poem, tell the main ideas and personal view on the poem.	Read for main ideas. Find key words/phrases. Summarize the poem.
E3Db109	Summary (through gapped summary exercises)			
E3Db110	Personal response tone			
E3Db111	Read the poem and understand how a writer / poet uses language to identify: literary techniques such as personification and alliteration	Selected poems.	Teach the figures of speech i.e., similes, metaphors, personifications, and alliterations etc. with examples and their effect on five normal senses.	Identify figures of speech in a poem and their expression through feelings.
E3Db112	How the poet ensures to appeal to the senses through use of figurative language including similes and metaphors			

**(Competency-III)**

**Writing skills**

**Standard 4:** All students will develop and produce fluency and accuracy, academic, transactional, and creative writing which is focused, purposeful and shows an insight into the writing process

**Benchmark I:** Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Db101	Develop focus to write a paragraph for a given purpose and audience by analyzing paragraphs and identifying the central idea	Motivational text/ paragraphs with specific purpose in accordance with the age of audience.	Model texts for reading and writing. Tell students the effect and purpose of paragraph. Encourage the students to use their imagination. Familiarize the students with prominent authors of Pakistan.	Assign a test and ask students to focus on purpose and audience.
E4Db102	Use variety of pre-writing strategies such as brainstorming, mind	Pre-writing strategies.	Tell student outlining, brainstorming, mind mapping, clustering,	Written test.

	mapping, outlining etc.		sequencing the information, order of importance of information.	
E4Db103	Write a simple unified paragraph on a given topic: Write a clear topic sentence using specific words, vivid verbs, modifiers etc.	Textbook, Unified paragraph.	Teach the structure and organization (topic sentence, supporting details and conclusion) of a paragraph. Also teach the pronoun – antecedent relationship and arrangement of events in chronological order	Written test, free practice on writing a good paragraph.
E4Db104	Add adequate supporting detail (example, illustration, definition, evidence, or cause and effect) to develop the main idea			
E4Db105	Use appropriate pronoun – antecedent relationship and transitional devices within a paragraph			
E4Db106	Use chronological/ sequential order of arranging detail			
E4Db107	Recognize that: Introductory paragraph carries the main idea of an essay	A model composition containing introductory paragraph, body paragraphs and concluding paragraph.	Tell the students that introductory paragraph contains main idea, body paragraph contains the details of the main idea in the form of reasons, examples, details and explanation, and concluding paragraph restates the main idea and body paragraph.	Written test.
E4Db108	Each one of the body paragraphs develop the main idea through key ideas. These key ideas are developed through supporting details			
E4Db109	The concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.			
E4Db110	Paragraphs are linked through various transitional devices.			
E4Db111	Write a composition of three or more paragraphs following conventions of easy writing: Introductory paragraph	Model composition.	1- Parts of a model paragraph i.e., • Introduction. • Body. • Conclusion. 2- Introduction contains main idea. 3- Body contains details	Written test, guided and controlled practice on paragraph writing
E4Db112	Developmental Paragraphs			
E4Db113	Concluding paragraph			

			of the main idea. 4- Conclusion restates the main idea.	
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**Benchmark II:** Write descriptive, expository, and narrative texts for different purposes and audience.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Db201	Analyze written texts to use in their own writing, features of a simple expository composition showing process as well as cause and effect of an event or an action: Logical order of events, actions, and ideas	Model composition relevant to the real-life situation/ suggested themes / sub themes dealing with single idea	Ask students how to write an expository essay following logical order, cause and effect principles, correct use of tense etc.	Test on expository composition
E4Db202	Appropriate connectors of cause and effect.			
E4Db203	Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects, and places: <b>PERSONS</b> • Detailed physical description of face, build, cloths etc. of a person • Personality traits e.g., habits, attitudes etc.	Model passages from real life situation describing person, places, objects	Tell students how to write a descriptive essay Tell the organization of points	Test on descriptive composition
E4Db204	<b>OBJECTS AND PLACES</b> Sufficient general details and finer details of size, color, shape, and texture.			
E4Db205	Defining characteristics of an object/ place			
E4Db206	Appropriate adjectives and adverbs for vivid effect			
E4Db207	Details in appropriate order			
E4Db208	Write two paragraphs of comparison between persons, objects, or places: Use appropriate similes and metaphors for comparison	Textbook, Open ended paragraphs,	Teacher will ask students to identify persons, objects, and places from the paragraph	Written test, Matching columns
E4Db209	Use correct connectors of comparison			
E4Db210	Write a short narrative in the first person, which describes events: Use sequential order	Model passages relevant to short narratives /	Narrative composition is based on stories which may be real or imaginary Tell elements of a	Test on writing narrative essay
E4Db211	Use specific adjectives and adverbs			

E4Db212	Use appropriate tense	stories	narrative / story Preferable narrative composition is written in 1st person pronouns Share a narrative essay in the class	
E4Db213	Use appropriate transitional devices			
E4Db214	<b>Use of elements of a story</b> Write a story for fluency, creativity, and pleasure			
E4Db215	Analyze questions to write effective and focused answers of required length by: Marking key words	Types of questions with different direction words	Tell the students the meaning of different direction words e.g., compare, contrast, state, define, list, enumerate, differentiate, describe, discuss etc. Give examples also	Design questions with different direction words and ask the students to answer
E4Db216	Identifying verbs and tenses			
E4Db217	Recognizing question types such as: Literal/ textual/ factual, interpretive, inferential, evaluative, personal response, open ended and use summary skills to write summary			
E4Db218	Use paraphrasing skills to paraphrase stanzas	Select stanzas / poems from the textbook	Tell the steps involved in paraphrasing stanzas	Written test

**Benchmark III:** Write a variety of interpersonal and transactional texts e.g., informal, and formal letters, simple forms, dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Db301	Write short letters to people in immediate, extended social and academic environment for various purposes: Identify parts of letter	Sample letters	Teach parts of letter Order and placement of parts of a letter	Test
E4Db302	Use correct conventions (layout, salutations etc.), appropriate vocabulary, tone, and style			
E4Db303	Revise for correct format, layout			
E4Db304	Write the address on the envelop clearly and in proper format			
E4Db305	Write letter of application to people within your environment (principal/ teacher) formal letter of	Sample applications	Tell the parts of an application Tell the order and placement of parts of	Written test

	application		an application with examples	
E4Db306	Analyze and compare various informal dialogues to write short informal dialogues Identify characters and their relationships	Select informal dialogues (textbooks)	Debate among students on different topics of informal dialogues Show videos of different informal dialogues Discuss the structure of informal dialogue	Dialogue writing through competition
E4Db307	Identify vocabulary, tone, and style appropriate to context and relationship between addresser and addressee			
E4Db308	Recognize language forms depicting features of oral speech			
E4Db309	Fill in correctly and legibly, simple forms requiring personal information and about the school 1) school/ college admission forms, ID card, 2) library membership form	Different kinds of forms	Tell students how to fill the required information in school, college or daily life forms	Form filling activity

**Benchmark IV:** Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation, and vocabulary.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Db401	Plan their own writing: Identify audience and purpose	Model paragraph with clear indication towards purpose and audience	Keeping in view the audience and purpose the teacher tells  1. A paragraph has a single idea in the topic sentence  2. It contains relevant information about the idea in the topic sentence  3. Should be correct from language point of view	Paragraph writing
E4Db402	Develop focus for their own writing			
E4Db403	Use of a variety of pre-writing strategies such as brainstorming, mind-mapping, and outlining			
E4Db404	Draft and revise a paragraph to ensure that it: Has main idea stated in topic sentence?			
E4Db405	Provides relevant, specific, and substantial supporting details for the main idea			
E4Db406	Uses transition words that contribute to a sense of cohesions and cohesiveness			
E4Db407	Has varied sentence structure and length			
E4Db408	Has an effective introduction and conclusion			
E4Db409	Gives a title based on the main			

	idea			
E4Db410	Proofread and edit texts for errors of: Sentence structure			
E4Db411	Subject / verb agreement			
E4Db412	Noun/ pronoun agreement			
E4Db413	Reference words, connectives.			
E4Db414	Adverbs and adjectives			
E4Db415	Punctuations and spelling			

**(Competency-IV)**

**Formal and Lexical Aspects of Language**

**Standard 5:** All students will understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication.

**Benchmark I:** Pronounce (acceptably) words, identify, and apply stress shift and intonation patterns for communicating different meanings

<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching strategies</b>	<b>Assessment strategies</b>
E5Db101	Recognize and articulate English sounds given in the pronunciation key in the dictionary.	Dictionary / phonemic alphabet	Teach articulation and places of articulation by using dictionary	Oral test
E5Db102	Identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/, etc.	Problem consonants e.g., v/, /w/, /th/, /l/, /r/, /y/	Tell students the sounds of the problem consonants	Choral repetition, imitation drills
E5Db103	Identify and correctly pronounce diphthongs and triphthongs in words.	Textbook, chart of phonemic symbols	Teach diphthong and triphthong with examples from the textbook	Identify diphthongs and triphthongs in the text Oral test
E5Db104	Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning.	Textbook, chart of phonemic symbols	Tell students the sounds of long vowels and short vowels with examples from the textbook	Identify diphthongs and triphthongs in the text Oral test
E5Db105	Identify and pronounce consonant clusters with developing accuracy in initial and final positions.	Selected list of words containing consonant clusters in initial and final positions	Share and explain the pronunciation of clusters in the initial and final positions Listen and repeat	Underline the consonant groups in words from textbook and utter their sounds
E5Db106	Recognize and	Selected list of	Reading/demonstratio	Presentation,

	pronounce silent letters in words.	words containing silent letters / interesting story / passages with words having silent letter e.g., listen, guest, knife	n / audio video recordings of story / passages with silent letters	oral test
E5Db107	Recognize syllable division of words in oral and written text.	Select a list of one syllable words, two syllable and 3 syllable words from an interesting story / passages containing the above said words	Share and explain the break up of words into their syllables Demonstrate / pronounce the syllables Audio / video recordings	Observation and oral test
E5Db108	Demarcate words into syllables with the help of a dictionary.			
E5Db109	Comprehend and apply the use of rules for word stress for change in meaning in a speech	List of selected compound words, longer words, two syllable and three syllable words / interesting story / passage	Teach how a part of a compound word, longer word and two syllable word and three syllable word is stressed	Identify and observe the stress patterns in the words present in the text Word Stress Bingo
E5Db110	Pronounce weak forms of personal pronouns, modal verbs, their negatives, prepositions, articles, and conjunctions.	list of personal pronouns, modal verbs prepositions, articles, and conjunctions	Tell that some words have two different pronunciations i.e., a strong form and a weak form. Normally we use weak form but if the word is stressed, we use strong form Listen to the difference and repeat	Oral test, listen and mark strong and weak form of the words
E5Db111	Recognize and use varying intonation patterns to show attitude.	Passage / story / conversation	Share and explain that we often rise and fall the tone according to the information and situation and to express attitude Demonstration / audio/ video recordings	Listen and mark

**Standard 6:** All students will enhance vocabulary for effective communication.

**Benchmark I:** Build vocabulary through word roots, contextual clues, dictionary, thesaurus, and the environment, use words, phrases, and idioms in context and with correct spellings

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E6Db101	Build and use appropriate vocabulary and correct spellings for effective communication through: The use of dictionary to find appropriate meanings and correct spellings.	Textbook / relevant text	Vocabulary building activities through word roots	Oral and written test
E6Db102	Comprehend the role of compound words in vocabulary building and create compound words.			
E6Db103	Understand and use correctly, phrasal verbs given in the text/glossary.	Textbook / relevant texts	Teach the phrasal verbs with examples from the text	Identify phrasal verbs in the text Use phrasal verbs in sentences

**Standard 7:** All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

**Benchmark I:** Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs, and use them in their speech and writing.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E7Db101	<b>NOUNS, NOUN PHRASES AND CLAUSES</b> Demonstrate use of common and proper, collective, countable, and uncountable nouns.	Textbook/activities related to the real-life situation, containing different types of noun	Explain different types of nouns with examples from textbook / real life	Oral discussion and written test
E7Db102	Apply the rules of change of number of nouns learnt earlier.	List containing singular and plural nouns	Teach how a singular noun is change to the plural form and vice versa	Written test / Match the columns
E7Db103	Change the number of compound nouns. Differentiate between plural and possessive forms of compound nouns.	List containing plural and possessive form of compound words	Teach and explain with examples	Written / MCQ's test
E7Db104	Recognize and demonstrate • Nouns that are plural	List of nouns written in plural form but are infact	Share and explain list of nouns written in plural form but are in	Discussion and written test /

	but are singular in fact • Words that have only plural form	singular with illustrations like trousers, physics etc.	fact singular	Identify from text
E7Db105	Change the gender of nouns.	List of masculine and feminine gender of nouns	Share and explain the gender of nouns	Written test / Match the columns
E7Db106	Differentiate between and demonstrate use of possessive forms of more animate and inanimate nouns.	List of possessive forms of animate and inanimate nouns	Teach possessive forms of animate / inanimate nouns with examples	Written test / Fill in the blanks exercises
E7Db107	<b>PRONOUNS</b> Demonstrate use of pronouns as subject and object. Recognize function of and use possessive and reflexive pronouns.	Model text containing different types of pronouns used as subject and object and possessive and reflexive pronouns	Share different types of pronouns through objects / pictures / demonstrations	Oral questions and written test / Fill in the blanks
E7Db108	Use of indefinite pronouns.	Model text / passage / dialogue containing indefinite pronouns	Demonstration / dialogue / role play / Explanation / demonstration	Written test / Role play / Exercise
E7Db109	Demonstrate use of pronoun-antecedent agreement recognizing their relationship.	Text containing sentences with pronoun – antecedent agreement	Demonstration through articulation/ pronunciation of words requiring indefinite articles	Written test / Role play / Exercise
E7Db110	<b>ARTICLES</b> Apply rules of the following whenever applicable in speech and writing: • <i>a</i> • <i>an</i> • <i>the</i>	Model text containing illustrations elaborating the use of articles	Demonstration through articulation / pronunciation of words requiring indefinite and definite articles	Written test / Fill in the blanks / Matching columns
E7Db111	<b>VERBS</b> Illustrate use of helping verbs and linking verbs in speech and writing (be, have, do etc.)	Text / Sample sentences elaborating the use of be, have, do	Share and explain sentences containing be, have, and do as helping verbs	Written test Free sentence composition
E7Db112	Recognize and demonstrate function and use of modal verbs (can/ cannot, may/ may not, and should/ <i>should not</i> ) to express ability, inability, permission,	Text / activities containing model verbs along with illustrations	Meaningful drills	Practice talk shows

	prohibition, doubt, and obligation etc.			
E7Db113	Recognize and demonstrate function and use of <i>could, might, shall, must, and ought</i> as well as <i>would, need</i> and <i>dare</i> in affirmative, negative, and interrogative sentences.	Text / activities / suggested themes / sub themes containing “could, might, shall, must, ought, could, etc.”	Awareness, controlled drills	Grammar practice / Talk shows
E7Db114	Illustrate use of regular and irregular verbs in speech and writing	Textbook / model composition	Presenting through text, presenting through a situation, controlled drills	Written test / Identify regular and irregular verbs from the text
E7Db115	Illustrate use of transitive and intransitive verbs.	Textbook / Model sentences that require transitive and intransitive verbs e.g.; • I eat. • You write. You take tea etc.	Guided practice / Meaningful drills / Awareness Teach and explain transitive and intransitive verbs with examples / Controlled drills	Free sentence composition / Oral and written test
E7Db116	<b>ADJECTIVES</b> Classify adjectives into different types ( <i>quantity, quality, size, shape, color, and origin</i> ). Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i> .	Model descriptive text containing use of targeted types of adjectives	Teach with examples	Written test / Matching columns
E7Db117	Recognize and use regular, irregular and absolute adjectives.	Model text containing use of targeted types of adjectives	Teach with examples with examples through guided practice	Written test / Identify regular and irregular adjectives in the text
E7Db118	Form adjectives from nouns	List of nouns for changing into adjectives	Share and explain the rules of changing nouns into adjectives through examples	Oral and written test
E7Db119	<b>ADVERBS AND ADVERBIALS</b> Classify and use different kinds of adverbs e.g., manner, time, place, frequency, degree, and reason	Narrative text containing different actions through different types of adverbs	Show pictures of busy places e.g., park, zoo, school, and ask students to describe the actions shown in the pictures using targeted adverbs	Discourse composition

E7Db120	<b>PREPOSITIONS</b> Illustrate use of prepositions of position, time, movement, and direction	Model text containing prepositions of time, position, movement, and direction	Present / display examples and explain the targeted prepositions Pose questions for clarity of concept	Oral and written test / Fill in the blanks
E7Db121	<b>TRANSITIONAL DEVICES</b> Use in speech and writing, transitional devices of addition, alternative, comparison, contrast, illustrations, sequence, conclusion, cause and effect	Model text activities related to the real-life situation / selected themes / sub themes containing the target devices	Present / display examples and explain the targeted devices Pose questions for clarity of concept Guided practice	Oral and written test / Free practice
E7Db122	<b>TENSES</b> Recognize and illustrate use of tenses learnt earlier	Text / activities relevant to real life situation / suggested themes / sub themes	Share and explain the structure and uses of targeted tenses with examples from real life / text	Free sentence composition discourse composition / Translation
E7Db123	Recognize and illustrate the form, function, and illustrate use of: <ul style="list-style-type: none"> <li>• Simple Present</li> <li>• Present Continuous</li> <li>• Present Perfect Simple</li> <li>• Simple Past</li> <li>Past Continuous</li> </ul>			

**Benchmark II:** Recognize and use punctuation including use of semicolons, dash, parenthesis, and quotation marks to denote direct speech.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E7Db201	Recognize, use and apply rules of capitalization, full- stop, comma, colon, question marks, hyphen, dash etc.	Model text / Activities containing the targeted punctuation marks	Introduce and explain the punctuation marks through guided exercises	Correction of passages with faulty punctuation marks for identification

**Benchmark III:** Identify sentence types and structure, recognize, and apply the concept and functions of voice and narration in reading and writing.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E7Db301	<b>SENTENCE STRUCTURE</b> Use sentences with subject, verb and object.	Text/list of sentences related to the real-life situation / suggest	Explain the difference between the role of subject	Practice exercise to identify subject and

		themes / sub themes focusing on sentence structure	and predicate with multiple examples	predicate
E7Db302	<b>TYPES OF SENTENCES</b> Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences	Text with targeted types of sentences	Design, explain and use the targeted types of sentences	Practice, exercise to use the targeted types of sentences
E7Db303	Identify active and passive voice in sentences	Model text containing active and passive voices	Structure, explain and use the targeted voices	Written test / Change of voices

**Accelerated Education Programme for Elementary Grades**  
**English Package E**

**Strands/ competencies in English language**

1. Listening and speaking skills
2. Reading and thinking skills
3. Writing skills
4. Formal and lexical aspects of language
5. Appropriate ethical and social development

**(Competency-I)**  
**Listening and Speaking Skills**

**Standard 1:**

All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

**Benchmarks**

1. Use selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.
2. Demonstrate through dialogues, panel discussions, talks on topics, the social and academic conventions, and dynamics to communicate informative ideas.

**(Competency-II)**  
**Reading and Thinking Skills**

**Standard 1:**

All students will search for, discover, and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

**Benchmarks:**

1. Analyze patterns of text organization, and function of various devices used in a paragraph
2. Extend conceptual understanding of processes, procedures, events, and issues applying reading comprehension and thinking strategies
3. Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes, and procedures and cause and effect relationship
4. Gather, analyze, and use information for a variety of purposes using various aids and study skills

**Standard 2:**

All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature

**Benchmarks**

1. Analyze short stories and poems; identify with characters' emotional responses, motives, and actions.

**(Competency-III)**  
**Writing Skills**

**Standard 1:**

All students will develop and produce fluency and accuracy, academic, transactional, and creative writing which is focused, purposeful and shows an insight into the writing process

**Benchmarks**

1. Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details
2. Write descriptive, expository, and narrative texts for different purposes and audience.
3. Write a variety of interpersonal and transactional texts e.g., informal, and formal letters, simple forms, dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
4. Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation, and vocabulary.

**(Competency-IV)**  
**Formal and Lexical Aspects of Language**

**Standard 1**

All students will understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication.

**Benchmarks**

1. Pronounce (acceptably) words, identify, and apply stress shift and intonation patterns for communicating different meanings

**Standard 2**

All students will enhance vocabulary for effective communication.

**Benchmarks**

1. Build vocabulary through word roots, contextual clues, dictionary, thesaurus, and the environment, use words, phrases, and idioms in context and with correct spellings

**Standard 3**

All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

**Benchmarks**

1. Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs, and use them in their speech and writing.
2. Recognize and use punctuation including use of semicolons, dash, parenthesis, and quotation marks to denote direct speech.
3. Identify sentence types and structure, recognize, and apply the concept and functions of voice and narration in reading and writing.

**(Competency-V)**  
**Appropriate Ethical and Social Development**

**Standard 1:**

All students will develop ethical and social attributes and values relevant to a multicultural and civilized society.

**Benchmarks**

1. Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc. relevant for peaceful coexistence between individuals, groups, and nations
2. Develop and portray through actions, a sense of importance of individual worth, simulation valuing diversity and equality among people
3. Understand and evaluate contemporary social, economic, and scientific developments/ issues to participate in the global society as a sensible and thinking individuals.

**Competency-I**  
**Listening and Speaking Skills**

**Standard 1:** All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

**Benchmark I:** Use selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E1Eb101	Use various functions to: Ask and answer questions of personal interest and general everyday aspect	A dialogue with different expressions / functions	Discuss different dialogues with expressions / functions like pleasure, anger, likes, dislikes, asking questions and their answers etc.	Conversation among group members Verbal dialogue
E1Eb102	Engage in conversation			
E1Eb103	Express surprise			
E1Eb104	Express pleasure and displeasure (like and dislikes)			
E1Eb105	Express anger and impatience			
E1Eb106	Express disappointment			
E1Eb107	Give reasons for expressing ability/ inability to do something			
E1Eb108	Show willingness and unwillingness to do something			
E1Eb109	Give and follow directions/ instructions			
E1Eb110	Express personal needs			

**Benchmark II:** Demonstrate through dialogues, panel discussions, talks on topics, the social and academic conventions, and dynamics to communicate informative ideas.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E1Eb201	Use conventions and dynamics of group discussion and interaction to: Offer and respond to greetings, compliments, invitations, introductions, and farewells	Sample argumentative and persuasive texts/debates / campaign / literature	Speech / debate competition / presentations that influence readers or viewers to change their mind about the issue / topic	Group presentation and observations Conversation among group members
E1Eb202	Show and accept gratitude, apology, express anger or impatience			
E1Eb203	Ask and restate directions and instructions			
E1Eb204	Take turns, lead, and follow			
E1Eb205	Relate what they have to say to what has been said before			
E1Eb206	Use polite expressions to seek attention			
E1Eb207	Consider different viewpoints			
E1Eb208	Extend their ideas in the light of discussion			

E1Eb209	Give reasons for opinions and actions			
E1Eb210	Identify a problem and propose a solution			
E1Eb211	Join in a group, response at the appropriate time			
E1Eb212	Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to: Make polite introductions	Relevant speeches, debates, dialogues	Teach students how different expressions are used during speech, debate, and conversation to influence others	Role play, drama, presentation
E1Eb213	Ask someone to say something again			
E1Eb214	Check understanding of the message			
E1Eb215	Take and leave a message			
E1Eb216	Infer and draw conclusions about meaning, intention and feeling communicated by the speaker			
E1Eb217	Recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, and disappointment			
E1Eb218	Make and respond to inquiries			
E1Eb219	Make and respond to requests			

**(Competency-II)**

**Reading and Thinking Skills**

**Standard 2:** All students will search for, discover, and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency, and enjoyment.

**Benchmark I:** Analyze patterns of text organization, and function of various devices used in a paragraph

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Eb101	Read and analyze a paragraph to: Identify a topic sentence (that carries main idea in a paragraph)	A descriptive or reflective paragraph with topic sentence, supporting sentences and concluding sentence.	Teach the three main parts of a paragraph. Tell students that a good paragraph focuses on single theme.	Reading for main idea. Reading for details
E2Eb102	Identify sentences carrying supporting details			
E2Eb103	Recognize that text comprises a group of paragraphs as separate meaningful units of expressions that develop			

	a single theme of idea as topic sentence			
E2Eb104	Analyze features of an effective topic sentence such as: <ul style="list-style-type: none"> <li>• Specific words</li> <li>• Vivid verbs</li> <li>• Modifiers</li> </ul>	Appropriate topic sentences.	Tell students about the composition of an appropriate topic sentence i.e., Topic sentence= topic + limiting statement.	Asks learners to write appropriate topic sentences on some simple words.
E2Eb105	Analyze paragraphs to identify sentences that support the main idea through: definitions, examples, illustrations, evidence and cause and effect	Body of a model paragraph.	Teach the students that sentences that follow topic sentences support the main idea of that sentence in the form of examples, reasons, details etc.	Written test

**Benchmark II:** Extend conceptual understanding of processes, procedures, events, and issues applying reading comprehension and thinking strategies

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Eb201	Use pre-reading strategies to: Predict the content of a text from topic / pictures, titles/ headings etc. by using prior knowledge, asking questions and contextual clues	Text / content / pictures/ titles / heading etc.	Brainstorming. Discussion. Silent reading.	Oral questioning. Discussion
E2Eb202	Skim text to: <ul style="list-style-type: none"> <li>• Have a general idea of the text</li> <li>• Infer theme/ main idea</li> </ul>	Model text with varied information.	Reading with comprehension. Teach students how to skim a text. (Example)	Ask students to identify main ideas. <ul style="list-style-type: none"> <li>• Summarize a text.</li> <li>• Re-reading in simple words.</li> </ul>
E2Eb203	Apply critical thinking to interact with text, and use intensive reading strategies: Scan to answer short questions	Model text.	Teach learners how to scan, infer meaning from the text, its implied meaning.	Specific information.
E2Eb204	Make simple inferences using context of the text and prior knowledge			
E2Eb205	Distinguish between what is clearly stated and what is implied			
E2Eb206	Deduce meaning of difficult words from text			Question-answers.
E2Eb207	Use text to infer missing words			
E2Eb208	Read silently with			

	comprehension and extract main idea and supporting detail			
E2Eb209	Scan to locate an opinion			Finding meaning in dictionary.
E2Eb210	Distinguish fact from opinion			
E2Eb211	Follow instructions in simple forms requesting personal information			Sorting telephone numbers in telephone directory.
E2Eb212	Comprehend/ interpret text by applying critical thinking			
E2Eb213	Generate questions to understand text			
E2Eb214	Use summary skills to: Extract salient points and develop a mind map to summarize a text.	Selected passages from different types of text, (poem, prose, short stories etc.).	Reading / recitation with comprehension. Mid-text prediction.	Question-answer. Paraphrasing. Describe picture orally. Summary writing
E2Eb215	Transfer the written text to a diagram flow chart or close paragraph			
E2Eb216	Use critical thinking to respond to the text (post-reading): Apply word knowledge and own feelings / opinion to the text read	Selected text from prose, short stories, or poem.	Discussion/inductive and deductive strategies.	Questioning Reading text for specific information.
E2Eb217	Explore causes and consequences of a problem and propose various solutions			
E2Eb218	Apply strategies to comprehend questions by making key words, verbs, and tenses in a variety of question types: <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response</li> <li>• Open ended</li> </ul>	Textual aids on textbook, newspaper and magazine.	Tell the students: <ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Understand the meanings of different words.</li> <li>• Understand the meaning of sentences.</li> <li>• Understand the gist of the text.</li> </ul>	Vocabulary building test. Questioning. Summary writing

**Benchmark III:** Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes, and procedures and cause and effect relationship

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Eb301	Interpret vocabulary and structures given in a mind map to write a short description of a person,	Model text/ activities related to a real-life situation,	Practicing new vocabulary. Dominoes Picture or	Questioning Matching columns Crosswords

	place, object, and animal using connectors of comparison.	describing the different qualities of place, object, and person etc.	phenomenon. Memorizing list.	
E2Eb302	Analyze information in a variety of tables, flow charts or diagrams to describe processes, cause, and effect relationship through guided writing tasks.	Tables, cards, pictures, maps, descriptive text.	Substitution drills, process writing approach.	Cause and effect relationship Completing sentences
E2Eb303	Recognize, organize, and use appropriate transitional words, information and sequential pattern and transitional words within and beyond paragraphs for better coherence and cohesion.	A model paragraph based on description/ narration/ reflection.	Teach the students the role of transitional devices and highlight the importance of transition.	Identify in a text Free writing using transitional devices Changing sentences.

**Benchmark IV:** Gather, analyze, and use information for a variety of purposes using various aids and study skills

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E2Eb401	Use dictionary to: Locate guide words.	Dictionary/ authentic material / text.	Teachers provide authentic text from a newspaper/ magazine/ textbook etc. and instruct the students accordingly.	Discussion Questions Texts
E2Eb402	Locate entry words			
E2Eb403	Chose appropriate word definition			
E2Eb404	Identify pronunciation with the pronunciation key focusing on the consonant.			
E2Eb405	Identify parts of speech of a word through abbreviation used.			
E2Eb406	Identify and utilize effective study skills e.g., writing an outline	Textbooks. Model paragraph.	Teacher tells the students the role of outlining, mind mapping and their extension into a paragraph.	Practice activities Brainstorming Collect relevant vocabulary items
E2Eb407	Making a mind map, brainstorming for generating and developing ideas			
E2Eb408	Use textual aids such as title page (author, publishing details), blurbs, table of content, index, glossary of texts to: Comprehend texts	Textbook, Story books. Magazines.	Showing the layout of the textbook. Demonstrate and share with the class. Reading the text.	Questions Exercises Discussion
E2Eb409	Identify and select relevant information in a book			

**Standard 3:** All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature

**Benchmarks I:** Analyze short stories and poems; identify with characters' emotional responses, motives, and actions.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E3Eb101	Recognize and describe story elements: characters, events, setting, plot, theme, tone and make predictions about story line/ content, characters, using contextual clues and prior knowledge	Selected text i.e., story, poem containing elements of story.	Teach students the elements of a story. Then provide them a story to read silently keeping in view the elements of the story.	Retell a story. Oral questions.
E3Eb102	Read a story to: Retell it sequentially	A selected story containing all the essential aspects of a story.	Tell a story and verbally highlight the author's purpose, characters and identify narrator.	Retell a story. Describe the role of characters and narrator in the story.
E3Eb103	Summarize (through gapped summary exercises).			
E3Eb104	Identify author's purpose			
E3Eb105	Identify speaker/ narrator (in selection)			
E3Eb106	Identify characters and their traits with preferences (with evidence from text/ story)			
E3Eb107	Recognize genre of literature e.g., fiction, poetry, legend, myth	Selected literature related to fiction, legend, myth, and poetry.	Familiarize the learners with different genre of literature by discussing their purpose, structure, and relevance in life.	Exercise activities. Question-answers. Oral test.
E3Eb108	Read a poem and give orally and in writing: <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Summary (through gapped summary exercises)</li> <li>• Personal response tone</li> </ul>	Selected poems (as in textbooks).	Recite the poem, tell the main ideas and personal view on the poem.	Read for main ideas. Find key words/phrases. Summarize the poem.
E3Eb109	Read the poem and understand how a writer / poet uses language to identify: literary techniques such as personification and alliteration	Selected poems.	Teach the figures of speech i.e., similes, metaphors, personifications, and alliterations etc. with examples and their effect on five normal senses.	Identify figures of speech in a poem and their expression through feelings.
E3Eb110	How the poet ensures to appeal to the senses through use of figurative language including similes and metaphors			

**(Competency-III)****Writing skills**

**Standard 4:** All students will develop and produce fluency and accuracy, academic, transactional, and creative writing which is focused, purposeful and shows an insight into the writing process

**Benchmark I:** Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details

<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching strategies</b>	<b>Assessment strategies</b>
E4Eb101	Develop focus to write a paragraph for a given purpose and audience by analyzing paragraphs and identifying the central idea	Motivational text/ paragraphs with specific purpose in accordance with the age of audience.	Model texts for reading and writing. Tell students the effect and purpose of paragraph. Encourage the students to use their imagination. Familiarize the students with prominent authors of Pakistan.	Assign a test and ask students to focus on purpose and audience.
E4Eb102	Use variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.	Pre-writing strategies.	Tell students outlining, brainstorming, mind mapping, clustering, sequencing the information, order of importance of information.	Written test.
E4Eb103	Write a simple unified paragraph on a given topic: Write a clear topic sentence using specific words, vivid verbs, modifiers etc.	Textbook, Unified paragraph.	Teach the structure and organization (topic sentence, supporting details and conclusion) of a paragraph. Also teach the pronoun – antecedent relationship and arrangement of events in chronological order	Written test, free practice on writing a good paragraph.
E4Eb104	Add adequate supporting detail (example, illustration, definition, evidence, or cause and effect) to develop the main idea			
E4Eb105	Use appropriate pronoun – antecedent relationship and transitional devices within a paragraph			
E4Eb106	Use chronological/ sequential order of arranging detail			
E4Eb107	Recognize that: Introductory paragraph carries the main idea of an essay	A model composition containing introductory	Tell the students that introductory paragraph contains main idea, body paragraph contains the	Written test.

E4Eb108	Each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details	paragraphs, body paragraphs and concluding paragraph.	details of the main idea in the form of reasons, examples, details and explanation, and concluding paragraph restates the main idea and body paragraph.	
E4Eb109	The concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.			
E4Eb110	Paragraphs are linked through various transitional devices.			
E4Eb111	Write a composition of three or more paragraphs following conventions of easy writing: Introductory paragraph	Model composition.	Parts of a model paragraph i.e., • Introduction. • Body. • Conclusion.	Written test, guided and controlled practice on paragraph writing
E4Eb112	Developmental Paragraphs		Introduction contains main idea.	
E4Eb113	Concluding paragraph		Body contains details of the main idea. Conclusion restates the main idea.	

**Benchmark II:** Write descriptive, expository, and narrative texts for different purposes and audience.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Eb201	Analyze written texts to use in their own writing, features of a simple expository composition showing process as well as cause and effect of an event or an action: Logical order of events, actions, and ideas	Model composition relevant to the real-life situation/ suggested themes / sub themes	Ask students how to write an expository essay following logical order, cause and effect principles, correct use of tense etc.	Test on expository composition
E4Eb202	Appropriate connectors of cause and effect.	dealing with single idea		
E4Eb203	Write two paragraphs of comparison between persons, objects, or places: Use appropriate similes and metaphors for comparison	Textbook, Open ended paragraphs,	Teacher will ask students to identify persons, objects, and places from the paragraph	Written test, Matching columns
E4Eb204	Use correct connectors of comparison			
E4Eb205	Write a short narrative in the first person, which describes events:	Model passages	Narrative composition is	Test on writing

	Use sequential order	relevant to short narratives / stories	based on stories which may be real or imaginary Tell elements of a narrative / story Preferable narrative composition is written in 1st person pronouns Share a narrative essay in the class	narrative essay
E4Eb206	Use specific adjectives and adverbs			
E4Eb207	Use appropriate tense			
E4Eb208	Use appropriate transitional devices			
E4Eb209	<b>Use of elements of a story</b> Write a story for fluency, creativity, and pleasure			
E4Eb210	Analyze questions to write effective and focused answers of required length by:	Types of question with different direction words	Tell the students the meaning of different direction words e.g., compare, contrast, state, define, list, enumerate, differentiate, describe, discuss etc. Give examples also	Design questions with different direction words and ask the students to answer
E4Eb211	Marking key words			
E4Eb212	Identifying verbs and tenses			
E4Eb213	Recognizing question types such as.			
E4Eb214	Literal/ textual/ factual, interpretive, inferential, evaluative, personal response, open ended and use summary skills to write summary			
E4Eb215	Use paraphrasing skills to paraphrase stanzas	Select stanzas / poems from the textbook	Tell the steps involved in paraphrasing stanzas	Written test

**Benchmark III:** Write a variety of interpersonal and transactional texts e.g., informal, and formal letters, simple forms, dialogues (speech bubbles, cartoon strips) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Eb301	Write short letters to people in immediate, extended social and academic environment for various purposes: Identify parts of letter	Sample letters	Teach parts of letter Order and placement of parts of a letter	Test
E4Eb302	Use correct conventions (layout, salutations etc.), appropriate vocabulary, tone, and style			
E4Eb303	Revise for correct format, layout			
E4Eb304	Write the address on the envelop clearly and in proper format			

E4Eb305	Write letter of application to people within your environment (principal/ teacher) formal letter of application	Sample applications	Tell the parts of an application Tell the order and placement of parts of an application with examples	Written test
E4Eb306	Analyze and compare various informal dialogues to write short informal dialogues Identify characters and their relationships	Select informal dialogues (textbooks)	Debate among students on different topics of informal dialogues Show videos of different informal dialogues Discuss the structure of informal dialogue	Dialogue writing through competition
E4Eb307	Identify vocabulary, tone, and style appropriate to context and relationship between addresser and addressee			
E4Eb308	Recognize language forms depicting features of oral speech			
E4Eb309	Fill in correctly and legibly, simple forms requiring personal information and about the school 1) school/ college admission forms, ID card, 2) library membership form	Different kinds of forms	Tell students how to fill the required information in school, college or daily life forms	Form filling activity

**Benchmark IV:** Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation, and vocabulary.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E4Eb401	Plan their own writing: Identify audience and purpose	Model paragraph with clear indication towards purpose and audience	Keeping in view the audience and purpose the teacher tells <ul style="list-style-type: none"> <li>• A paragraph has a single idea in the topic sentence</li> <li>• It contains relevant information about the idea in the topic sentence</li> <li>• Should be correct from language point of view</li> </ul>	Paragraph writing
E4Eb402	Develop focus for their own writing			
E4Eb403	Use of a variety of pre-writing strategies such as brainstorming, mind-mapping, and outlining			
E4Eb404	Draft and revise a paragraph to ensure that it: Has main idea stated in topic sentence?			
E4Eb405	Provides relevant, specific, and substantial supporting details for the main idea			
E4Eb406	Uses transition words that contribute to a sense of cohesions and cohesiveness			

E4Eb407	Has varied sentence structure and length			
E4Eb408	Has an effective introduction and conclusion			
E4Eb409	Gives a title based on the main idea			
E4Eb410	Proofread and edit texts for errors of: Sentence structure			
E4Eb411	Subject/ verb agreement			
E4Eb412	Noun/ pronoun agreement			
E4Eb413	Reference words, connectives.			
E4Eb414	Adverbs and adjectives			
E4Eb415	Punctuations and spelling			

**(Competency-IV)**

**Formal and Lexical Aspects of Language**

**Standard 5:** All students will understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication.

**Benchmark I:** Pronounce (acceptably) words, identify, and apply stress shift and intonation patterns for communicating different meanings

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E5Eb101	Recognize and articulate English sounds given in the pronunciation key in the dictionary.	Dictionary / phonemic alphabet	Teach articulation and places of articulation by using dictionary	Oral test
E5Eb102	Identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /y/, /th/, /l/, /r/, /r/, etc.	Problem consonants e.g., v/, /w/, /th/, /l/, /r/, /y/	Tell students the sounds of the problem consonants	Choral repetition, imitation drills
E5Eb103	Identify and correctly pronounce diphthongs and triphthongs in words.	Textbook, chart of phonemic symbols	Teach diphthong and triphthong with examples from the textbook	Identify diphthongs and triphthongs in the text Oral test
E5Eb104	Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning.	Textbook, chart of phonemic symbols	Tell students the sounds of long vowels and short vowels with examples from the textbook	Identify diphthongs and triphthongs in the text Oral test
E5Eb105	Identify and pronounce consonant clusters with	Selected list of words containing	Share and explain the pronunciation of	Underline the

	developing accuracy in initial and final positions.	consonant clusters in initial and final positions	clusters in the initial and final positions Listen and repeat	consonant groups in words from textbook and utter their sounds
E5Eb106	Recognize and pronounce silent letters in words.	Selected list of words containing silent letters / interesting story / passages with words having silent letter e.g., listen, guest, knife	Reading/demonstration / audio video recordings of story / passages with silent letters	Presentation, oral test
E5Eb107	Recognize syllable division of words in oral and written text.	Select a list of one syllable words, two syllable and 3 syllable words from an interesting story / passages containing the above said words	Share and explain the breakup of words into their syllables	Observation and oral test
E5Eb108	Demarcate words into syllables with the help of a dictionary.		Demonstrate / pronounce the syllables Audio / video recordings	
E5Eb109	Comprehend and apply the use of rules for word stress for change in meaning in a speech	List of selected compound words, longer words, two syllable and three syllable words / interesting story / passage	Teach how a part of a compound word, longer word and two syllable word and three syllable word is stressed	Identify and observe the stress patterns in the words present in the text Word Stress Bingo
E5Eb110	Pronounce weak forms of personal pronouns, modal verbs, their negatives, prepositions, articles, and conjunctions.	list of personal pronouns, modal verbs prepositions, articles, and conjunctions	Tell that some words have two different pronunciations i.e., a strong form and a weak form. Normally we use weak form but if the word is stressed, we use strong form Listen to the difference and repeat	Oral test, listen and mark strong and weak form of the words
E5Eb111	Recognize and use varying intonation patterns to show attitude.	Passage / story / conversation	Share and explain that we often rise and fall the tone according to the information and situation and to express attitude Demonstration / audio/ video recordings	Listen and mark

**Standard 6:** All students will enhance vocabulary for effective communication.

**Benchmark I:** Build vocabulary through word roots, contextual clues, dictionary, thesaurus, and the environment, use words, phrases, and idioms in context and with correct spellings

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E6Eb101	Build and use appropriate vocabulary and correct spellings for effective communication through: examine and interpret transitional devices that show comparison, sequence, result and conclusion, cause and effect, addition and reason, analyze analogies,, complete analogies correctly, understand and use phrasal verbs given in the test correctly, comprehend and use simple idioms in different text.	Selected passage containing transitional devices, phrasal verbs, analogies and simple idioms according to the age and grade level. List of targeted grammatical terms along with brief explanation.	Vocabulary building through word roots.	Oral and written test

**Standard 7:** All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

**Benchmark I:** Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs, and use them in their speech ad writing.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E6Eb101	<b>ARTICLES</b> Apply rules of the following whenever applicable in speech and writing: • <i>a</i> • <i>an</i> • <i>the</i>	Model text containing illustrations elaborating the use of articles	Demonstration through articulation / pronunciation of words requiring indefinite and definite articles	Written test / Fill in the blanks / Matching columns
E6Eb102	<b>VERBS</b> Illustrate use of helping verbs and linking verbs in speech and writing ( <i>be, have, do etc.</i> )	Text / Sample sentences elaborating the use of <i>be, have, do</i>	Share and explain sentences containing <i>be, have, and do</i> as helping verbs Meaningful drills	Written test Free sentence composition
E6Eb103	Recognize and demonstrate function and use of <b>modal verbs</b> ( <i>can/ cannot, may/ may not, and should/ should not</i> ) to express ability, inability, permission, prohibition, doubt, and obligation etc.	Text / activities containing model verbs along with illustrations	Awareness, controlled drills	Practice talk shows

E6Eb104	Recognize and demonstrate function and use of <i>could, might, shall, must,</i> and <i>ought</i> as well as <i>would, need</i> and <i>dare</i> in affirmative, negative, and interrogative sentences.	Text / activities / suggested themes / sub themes containing “could, might, shall, must, ought, could, etc.”	Presenting through text, presenting through a situation, controlled drills	Grammar practice / Talk shows
E6Eb105	Illustrate use of regular and irregular verbs in speech and writing	Textbook / model composition	Guided practice / Meaningful drills / Awareness	Written test / Identify regular and irregular verbs from the text
E6Eb106	Illustrate use of transitive and intransitive verbs.	Textbook / Model sentences that require transitive and intransitive verbs e.g.; <ul style="list-style-type: none"> <li>• I eat.</li> <li>• You write.</li> <li>• You take tea etc.</li> </ul>	Teach and explain transitive and intransitive verbs with examples / Controlled drills	Free sentence composition / Oral and written test
E6Eb107	<b>ADJECTIVES</b> Classify adjectives into different types ( <i>quantity, quality, size, shape, color, and origin</i> ). Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i> .	Model descriptive text containing use of targeted types of adjectives	Teach with examples	Written test / Matching columns
E6Eb108	Recognize and use regular, irregular and absolute adjectives.	Model text containing use of targeted types of adjectives	Teach with examples through guided practice	Written test / Identify regular and irregular adjectives in the text
E6Eb109	Form adjectives from nouns	List of nouns for changing into adjectives	Share and explain the rules of changing nouns into adjectives through examples	Oral and written test
E6Eb110	<b>ADVERBS AND ADVERBIALS</b> Classify and use different kinds of adverbs e.g., manner, time, place, frequency, degree, and reason	Narrative text containing different actions through different types of adverbs	Show pictures of busy places e.g., park, zoo, school, and ask students to describe the actions shown in the pictures using targeted adverbs	Discourse composition
E6Eb111	<b>PREPOSITIONS</b> Illustrate use of prepositions	Model text containing	Present / display examples and	Oral and written test

	of position, time, movement, and direction	prepositions of time, position, movement, and direction	explain the targeted prepositions Pose questions for clarity of concept	/ Fill in the blanks
E6Eb112	<b>TRANSITIONAL DEVICES</b> Use in speech and writing transitional devices of addition, alternative, comparison, contrast, illustrations, sequence, conclusion, cause and effect	Model text activities related to the real-life situation / selected themes / sub themes containing the target devices	Present / display examples and explain the targeted devices Pose questions for clarity of concept Guided practice	Oral and written test / Free practice
E6Eb113	<b>TENSES</b> Recognize and illustrate the form, function, and illustrate use of: <ul style="list-style-type: none"> <li>• Simple Present</li> <li>• Present Continuous</li> <li>• Present Perfect Simple</li> <li>• Simple Past</li> <li>• Past Continuous</li> <li>• Simple Future Tense</li> </ul>	Text / activities relevant to real life situation / suggested themes / sub themes	Share and explain the structure and uses of targeted tenses with examples from real life / text	Free sentence composition discourse composition / Translation

**Benchmark II:** Recognize and use punctuation including use of semicolons, dash, parenthesis, and quotation marks to denote direct speech.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E6Eb211	Recognize, use and apply rules of capitalization, full-stop, comma, colon, question marks, hyphen, dash etc.	Model text / Activities containing the targeted punctuation marks	Introduce and explain the punctuation marks through guided exercises	Correction of passages with faulty punctuation marks for identification

**Benchmark III:** Identify sentence types and structure, recognize, and apply the concept and functions of voice and narration in reading and writing.

Code	SLOs	Contents	Teaching strategies	Assessment strategies
E6Eb301	<b>SENTENCE STRUCTURE</b> Use sentences with subject, verb and object.	Text/list of sentences related to the real-life situation / suggest themes / sub themes focusing on sentence structure	Explain the difference between the role of subject and predicate with multiple examples	Practice exercise to identify subject and predicate
E6Eb302	<b>TYPES OF SENTENCES</b> Classify, use, convert and make declarative (affirmative and negative), interrogative,	Text with targeted types of sentences	Design, explain and use the targeted types of sentences	Practice, exercise to use the targeted

	exclamatory and imperative sentences			types of sentences
E6Eb303	Recognize the rules of and change the narration of statements and requests/ orders	Model text containing direct narration and indirect narration related to declarative, request and command statements	Structure, explain and use the targeted narration	Written test / Change of narration

# General Science

**Accelerated Education Programme for Elementary Grades**  
**General Science Package D**

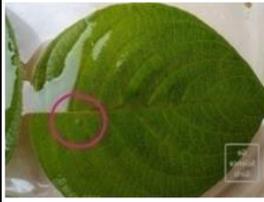
**Strands:** Life Sciences

**Standards:** Students will understand and differentiate between the structure, characteristics, basic needs of cellular organization, human organ system, transport system in human/ plants and ecology.

**Benchmarks:** Students will be expected to:

1. Understand the concept of cell, tissues, organ and system
2. Describe digestive system and its function in human body.
3. Explain the working of circulatory system in humans
4. Describe the environment and feeding relationship of living things

Code	Students Learning Outcomes	Contents	Teaching Techniques	Assessment Techniques
GS1Db101	Recognize cell as the basic unit of life that are organized into tissues, organs, systems and organisms.	Cellular Organization Re-production in plants <ul style="list-style-type: none"> <li>• Cell</li> <li>• Microscope</li> <li>• Animals cell and plant cell</li> <li>• Cellular organization in animals Plants</li> <li>• Reproduction in plants</li> </ul>	Inquiry method Discussion Group Activity <b>Activity 1:</b> Sketch the animal and plant cells and label key organelles in each. <b>Activity 2:</b> Make a 3D model of plant and animal cell 	Worksheet (Draw and Label Cell Diagram) Flash cards Oral Quiz
GS1Db102	Identify different kinds of animal and plant cells using a microscope.			
GS1Db103	Explain how the structure of the roots, stem, and leaves of a plant at cellular level permit the movements of food, water, and gases.			
GS1Db104	Describe the different types of reproduction processes in plants.			
GS1Db105	Describe digestive system and its function in human body.	<b>Human Organ Systems</b> <ul style="list-style-type: none"> <li>• Major Human System (Digestive, Respiratory,</li> <li>• Disorder of Digestion (constipation &amp; Diarrhea)</li> <li>• Respiratory System and its disorders</li> </ul>	Brainstorming Think pair share Working model <b>Activity 1:</b> Demonstrate through a model the functions of different parts of the alimentary canal. <b>Activity 2:</b> Use storytelling to illustrate how various practices - both harmful (e.g. smoking) and	Oral Quiz Labeling of diagram Home assignment
GS1Db106	Briefly describe the role of enzymes as biological catalysts.			
GS1Db107	Explain some major digestive disorders and their preventive measures			
GS1Db108	Describe the roles (respiration and breathing) and functions of human respiratory system.			
GS1Db109	Identify the common			

	diseases of respiratory system and discuss their causes and preventions		helpful (regular swimming etc.) impact the respiratory system. <b>Activity 3:</b> Hypothesize and record the impact of different exercises on their pulse rate	
GS1Db110	Explain the working of circulatory system in humans.	<b>Transport System in Humans and Plants</b> <ul style="list-style-type: none"> <li>• Transport in Humans (Circulatory System, heart and blood vessels)</li> <li>• Some disorders (diabetes and heart problems)</li> <li>• Structure and function of plants organs</li> <li>• photosynthesis and respiration in plants.</li> </ul>	Discussion Group activity Demonstration/ presentation <b>Activity 1:</b> Map sequentially the series of steps taken in the transport of water, minerals, chemicals and nutrients in xylem and phloem. <b>Activity 2:</b> Observing respiration in plant using water in glass bowl  <b>Activity 3:</b> Write the word equation for the process of photosynthesis and respiration in plants	Observational rubrics Flash cards Oral quiz
GS1Db111	Describe the structure and functions of heart and blood vessels.			
GS1Db112	Describe the structure and function of transport system in plants			
GS1Db113	Relate those plants require minerals to maintain healthy growth and life processes (limited to magnesium to make chlorophyll and nitrates to make protein).			
GS1Db114	Describe the process of photosynthesis and respiration in plants.			
GS1Db115	Explain the ecosystem.	<b>Ecology</b> <ul style="list-style-type: none"> <li>• Ecosystem</li> <li>• Biotic components and their relation with food chains and food webs.</li> <li>• Changes in an ecosystem and balance of population</li> </ul>	Field trip Cooperative learning Predict-observe-explain <b>Activity 1:</b> Draw a diagram to illustrate the food relationship between producer, consumer and its energy flow.	Observational rubrics Flash cards Oral quiz
GS1Db116	Describe changes in ecosystem and its impact on global environment			
GS1Db117	Describe energy flows between living organisms; producers, consumers and decomposers, using energy pyramids			
GS1Db118	Explain the ways in			

	which living things respond to changes in daily environment conditions such as light intensity, temperature and rainfall.			
GS1Db119	Explain the processes of food chain and food web.			

**Strands:** Physical Sciences

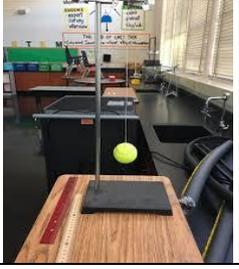
**Standards:** Students will describe and explain atom as determinant of matter, properties of element, compound and mixture, solution and suspension, energy and its conservation, force and motion, reflection and refraction of light.

**Benchmarks:** Students will be able to:

1. Describe the structure of atom and molecule
2. Differentiate between compounds and mixtures with examples
3. Explain the concept of solution and solubility
4. Recognize energy as physical quantity and its different forms with examples
5. Construct the relationship between speed, distance and time.
6. Investigate that light can be reflected, refracted, and/or absorbed.

Code	Students Learning Outcomes	Contents	Teaching Techniques	Assessment Techniques
GS2Db101	Describe the structure of matter in terms of particles (i.e., atoms and molecules).	<b>Atom as determinant of Matter</b> <ul style="list-style-type: none"> <li>• Structure of an Atom (protons, neutrons and electrons)</li> <li>• Atomic number and mass number</li> <li>• Distribution of electrons in shells (KLM only) using <math>2(n)^2</math> formula (1-10 elements)</li> <li>• Valency and ions</li> <li>• Periodic table</li> </ul>	Cooperative learning Discussion <b>Activity1:</b> Make models of atoms and molecules <b>Activity2:</b> Draw the atomic structure of the first 10 elements of the periodic table	Flash cards Written quiz
GS2Db102	Differentiate and identify atomic number and mass number of elements.			
GS2Db103	Understand the concept of valency and formation of ions.			
GS2Db104	Identify the types and number of elements present in simple molecules and compounds.			
GS2Db105	Recognize the periodic table as a way of classifying the elements in groups and periods.			
GS2Db106	Relate the names and symbols for some common elements (first 18 elements of periodic table).	<b>Elements, Compounds and Mixtures</b> <ul style="list-style-type: none"> <li>• Some common elements and their symbols.</li> <li>• Some common</li> </ul>	Cooperative learning Group activity <b>Activity1:</b> Make a sanitizer using iso-propyl alcohol / methylated spirit, glycerin and	Observational rubrics Flash cards Written quiz Worksheet
GS2Db107	Classify elements into metals and non-metals based on their physical properties.			

GS2Db108	Understand compound and mixtures as properties of matter with examples	<p>elements. (Metals and non-metals)</p> <ul style="list-style-type: none"> <li>• Uses of some common elements and compound</li> <li>• Compounds and mixtures.</li> <li>• Particle theory of matter</li> <li>• Chemical bonding</li> </ul>	<p>water</p> <p><b>Activity2:</b> Write chemical formulae on the basis of valency of the constituent elements such as H<sub>2</sub>O, NaCl, NH<sub>3</sub>, CO<sub>2</sub>, CO etc</p>	
GS2Db109	Make use of common elements and compounds in our daily life (Carbon, Nitrogen, Hydrogen, Aluminum, Water, Common salt, Sugar)			
GS2Db110	Explain the particle theory of matter			
GS2Db111	Explain chemical bonding in compounds			
GS2Db112	Understand the concept of solution and solubility with examples	<p><b>Solutions and suspensions</b></p> <ul style="list-style-type: none"> <li>• Solution and its components</li> <li>• Types of solution</li> <li>• Water as universal solvent</li> <li>• Saturated and unsaturated solution</li> <li>• Solubility and effect of temperature on solubility</li> <li>• Solutions and suspensions and their uses.</li> </ul>	<p>Learning by doing</p> <p>Dialogic approach</p> <p><b>Activity1:</b> Make and examine the differences in types of solutions (dilute, concentrated, saturated, super saturated) using water as solvent.</p> <p><b>Activity2:</b> Make a rock candy with sugar using crystal seeding technique.</p>	<p>Flash cards</p> <p>Oral quiz</p> <p>Peer assessment</p>
GS2Db113	Differentiate between solute, solvent and solution.			
GS2Db114	Distinguish between aqueous, dilute and concentrated solutions.			
GS2Db115	Demonstrate the effect of temperature on solubility using a variety of compounds.			
GS2Db116	Differentiate between solutions and suspensions and their uses in daily life.			
GS2Db117	Recognize energy as physical quantity and its different forms with examples	<p><b>Energy and its Conservation</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Forms of energy (potential, kinetic, heat, electric, light, sound)</li> <li>• Conversion of different forms of energy</li> <li>• Conservation of energy</li> <li>• Energy converters (radio, TV lamp, drill, washing, machine, calculators)</li> <li>• Renewable and</li> </ul>	<p>Cooperative learning</p> <p>Discussion and Debate</p> <p>observe-explain</p> <p><b>Activity1:</b> Make a pendulum in the classroom with a ball and thread to demonstrate conservation of energy to students.</p>	<p>Observational rubrics</p> <p>Peer assessment</p> <p>Oral quiz</p>
GS2Db118	Differentiate between kinetic and potential energy.			
GS2Db119	Explain the law of conservation of energy and how the law applies to different situations.			
GS2Db120	Demonstrate how one form of energy is converted into other form of energy and dissipated in atmosphere.			
GS2Db121	Describe the concept of renewable and nonrenewable energy and its uses in daily life			

		nonrenewable energy		
GS2Db122	Define and state SI unit of force and speed.	<b>Force and Motion</b> <ul style="list-style-type: none"> <li>• Distance, speed and time</li> <li>• Direction of motion and time</li> <li>• Types of forces</li> <li>• Use of concept of force in real life</li> </ul>	Group work Discussion <b>Activity 1:</b> Riding a bicycle by balancing its wheels.	Checklist Written quiz Worksheet
GS2Db123	Explain the relationship between speed, distance and time.			
GS2Db124	Examine the effect of force on changing the speed and direction of motion with time.			
GS2Db125	Illustrate examples of contact forces and non-contact forces			
GS2Db126	Demonstrate that forces always work in action and reaction pairs (equal in magnitude, opposite in direction).			
GS2Db127	Understand basic properties of light (i.e., speed, transmission through different media, absorption, reflection and dispersion).	<b>Reflection &amp; Refraction of Light</b> <ul style="list-style-type: none"> <li>• Transmission, absorption and reflection of light.</li> <li>• Law of reflection</li> <li>• Types of reflecting surfaces</li> <li>• Images formed by a plain mirror</li> <li>• Refraction</li> <li>• Applications reflecting prisms, the periscope, Mirages, fish eye view</li> </ul>	Brainstorming Laboratory work observe-explain <b>Activity 1:</b> Make a kaleidoscope using plane mirror strips to observe multiple reflections <b>Activity 2:</b> Make a magnifying glass using plastic bottle and water.	Observational rubrics Peer assessment Oral quiz
GS2Db128	Describe law of reflection.			
GS2Db129	Compare the regular and irregular reflection.			
GS2Db130	Explain types of mirrors and their uses in our daily life.			
GS2Db131	Demonstrate that light is refracted at the boundary between air and any transparent material.			
GS2Db132	Distinguish between reflection and refraction of light with daily life examples.			
GS2Db133	Describe different optical instruments using curved mirrors.			
GS2Db134	Relate the apparent color of objects to reflected or absorbed light.			

**Strands:** Earth and Space Sciences

**Standards:** Students will be able to explain gravitation and space, stars, galaxies, milky way, Big Bang theory and satellites and its types

**Benchmarks:** Students will be able to:

1. Define the terms star, galaxy, Milky Way and the black holes.
2. Describe the concept and types of satellites in space and its uses (geostationary, weather, communication and Global Positioning System)

Code	Students Learning Outcomes	Contents	Teaching Techniques	Assessment Techniques
GS3Db101	Define the terms star, galaxy, Milky Way and the black holes.	<b>Investigating the Space</b> <ul style="list-style-type: none"> <li>• Star, galaxies, milky way and black holes</li> <li>• Season change</li> <li>• Satellites and its types</li> <li>• Uses of satellites</li> <li>• Planets and their characteristics</li> <li>• Telescopes</li> </ul>	Brainstorming Discussion observe-explain <b>Activity 1:</b> Build a two-stage rocket model.	Observational rubrics Peer assessment Oral quiz
GS3Db102	Differentiate between the characteristics of different planets			
GS3Db103	Interpret the force of gravity that keeps planets and moons in their orbits			
GS3Db104	Describe the effects of the Earths annual revolution around the Sun, given the tilt of its axis (e.g., different seasons, different constellations visible at different times of the year).			
GS3Db105	Explain the working of telescope in exploring space			
GS3Db106	Describe satellites, its types and uses (geostationary, weather, communication and Global Positioning System) in space.			

**Accelerated Education Programme for Elementary Grades**  
**General Science Package E**

**Strands:** Life Sciences

**Standards:** Students will understand nervous system, reflex action, heredity, variation, diversity and Biotechnology.

**Benchmarks:** Students will be expected to:

1. Describe the structure and functions of the brain and working of the nervous system.
2. Understand and define heredity as the transfer of genetic information that specifies structure, characteristics and function, from parents to offspring.
3. Familiarize Biotechnology in the use of products and processes that can improve the quality of life.
4. Describe biodiversity and adaptation processes in animal and plants

Code	Students Learning Outcomes	Contents	Teaching Techniques	Assessment Techniques
GS1Eb101	Describe the structure and functions of the nervous system and its working.	<b>Human Organ Systems</b> <ul style="list-style-type: none"> <li>• Nervous System (Central and peripheral)</li> <li>• Reflex Action</li> </ul>	Brainstorming Debate and Dialogic observe-explain Group work (model making) <b>Activity1:</b> Touching of hot objects	Observational rubrics Profile making Oral quiz
GS1Eb102	Identify the three major parts of the brain - cerebrum, cerebellum and the brainstem, and explain their various functions.			
GS1Eb103	Describe the structure of the cerebrum, its division into two hemispheres (left and right) and the role of each hemisphere in the control of the body.			
GS1Eb104	Explain the reflex action with examples.			
GS1Eb105	Understand heredity as the transfer of genetic information that specifies structure, characteristics and function, from parents to offspring.	<b>Heredity</b> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Basics of heredity (Chromosomes, DNA and genes)</li> <li>• Cell division and its types</li> </ul>	Brainstorming Story telling Debate and Dialogic observe-explain <b>Activity 1:</b> Sketch and label a diagram of the human nervous system.	Observational rubrics Peer assessment Oral quiz
GS1Eb106	Understand the concept of genes, alleles and chromosomes and relate them to inherited genetic characteristics.			
GS1Eb107	Describe the composition and structure of DNA.			
GS1Eb108	Explain cell division and its types – mitosis and meiosis, and relate them to the			

	passage of genetic information through reproduction.			
GS1Eb109	Describe variation and adaptation in living organisms and its contribution towards diversity and survivability.	<b>Variation and Diversity</b> <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Adaptation</li> <li>• Variations</li> <li>• Sources of variation</li> </ul>	Field work Debates/ Discussion / Dialogue Activity-based learning <b>Activity 1:</b> Watch Videos related to plants/animal life cycle	Oral quiz Worksheet Peer assessment
GS1Eb110	Understand the fossils as primitive habitat of animals and plants			
GS1Eb111	Recognize that variations in physical and behavioral characteristics among individuals in a population give some individuals an advantage in surviving and passing on their characteristics to their offspring.			
GS1Eb112	Identify sources of variation including differences in the lifestyles and habitats of individuals.			
GS1Eb113	Explain how animals and plants have structurally (for instance, succulents' survival in deserts, the arctic fox etc.) or behaviorally (for instance, migration, bird calls) adapted to increase their chances of survival.			
GS1Eb114	Explain Biotechnology as the use of living cells and organisms in products and processes that can improve the quality of life.	<b>Biotechnology</b> <ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Introduction of Gene into bacterium</li> <li>• Genetic modification (microorganism resistance, improved nutrition and quality of food)</li> <li>• Biotechnology product saving lives (insulin, vaccines)</li> <li>• General applications</li> </ul>	Brainstorming Cooperative learning Exploration/ Inquiry <b>Activity 1:</b> Prepare bread using yeast at home. Observe the factors effecting yeast fermentation.	Observational rubrics Question answer Performance assessment
GS1Eb115	Define bacterium and explain how genes are introduced into a bacterium			
GS1Eb116	Describe role of biotechnology in environment			
GS1Eb117	Discuss specific examples of the applications of biotechnology (agriculture, environment, health, food production and preservation)			

		(agriculture, environment, health, food production and preservation)		
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**Strands:** Physical Sciences

**Standards:** Students will understand chemical reactions, force and pressure, heat and temperature, electricity and magnetism, and technology.

**Benchmarks:** Students will be able to:

1. Distinguish between different types of reactions. (Combination, displacement, double displacement, combustion)
2. Explain the uses of acids, , **base** and salts in daily life.
3. Recognize that several forces may act on an object which may or may not balance each other.
4. Understand the role of science and technology in everyday life.

Code	Students Learning Outcomes	Contents	Teaching Techniques	Assessment Techniques
GS2Eb101	Describe chemical reactions with examples.	<b>Chemical Reactions</b> <ul style="list-style-type: none"> <li>• Chemical reactions (definition and applications)</li> <li>• Chemical equation and balancing</li> <li>• Types of chemical equation and balancing</li> <li>• Types of chemical reactions (addition and decomposition)</li> <li>• Energy changes in chemical reactions (exothermic and endothermic)</li> </ul>	Laboratory work Project based/ activity-based learning Experiment <b>Activity 1:</b> Add CaO in water (exothermic reaction) Melting of ice cubes (endothermic reaction)	Observational / performance rubrics Oral quiz
GS2Eb102	Explain the rearrangements of atoms in chemical reactions.			
GS2Eb103	Demonstrate the balancing of a chemical reaction.			
GS2Eb104	Distinguish between different types of reactions. (Combination, displacement, double displacement, combustion)			
GS2Eb105	Distinguish between endothermic and exothermic reactions and their importance in daily life.			
GS2Eb106	Describe acids, <b>base</b> and salts and its uses in daily life.	<b>Acids, base and Salts</b> <ul style="list-style-type: none"> <li>• Introduction to acids, base and salts</li> <li>• Properties of acids, base and</li> </ul>	Laboratory work Cooperative learning Experiment <b>Activity 1:</b> Dissolving the egg shell by putting it into vinegar.	Observational / performance rubrics Oral quiz Worksheet
GS2Eb107	Identify the physical and chemical properties of acids, base and salts.			
GS2Eb108	Explain neutralization reaction with the examples from daily life			

GS2Eb109	Illustrate pH as an indicator to identify acids, <b>base</b> , salts and neutral substances.	salts <ul style="list-style-type: none"> <li>• Uses of acids, base and salts</li> <li>• pH and its range (1-14) in Aqueous medium</li> <li>• Neutralization reaction</li> </ul>	Check pH of your saliva by litmus paper for Indigestion.	
GS2Eb110	Examine the effect of unbalanced force on an object	<b>Force and Pressure</b> <ul style="list-style-type: none"> <li>• Pressure, force and area</li> <li>• Water pressure</li> <li>• Pneumatics (how gases behave under pressure?)</li> <li>• Gas pressure in a container</li> <li>• Atmospheric pressure</li> </ul>	Experiment Laboratory work Simulations Group work <b>Activity 1:</b> Make a model of hydraulic elevator using syringes and plastic tubing.	Oral quiz Worksheet Performance assessment
GS2Eb111	Describe pressure with examples and identify the units of pressure.			
GS2Eb112	Define the term atmospheric pressure.			
GS2Eb113	Compare effects related to pressure. (e.g. water pressure increasing with depth, a balloon expanding when inflated etc.)			
GS2Eb114	Explain the Properties of Heat Energy	<b>Heat and Temperature</b> <ul style="list-style-type: none"> <li>• Thermal expansion and contraction (solids, liquids and gases)</li> <li>• Application of expansion and contraction of solids (riveting, fixing a metal tyre into wheel, fixing axle of a wheel, fire alarms and electric iron)</li> <li>• Effects of expansion and contraction of solids in everyday life (concrete road surfaces, railway tracks, bridges,</li> </ul>	Project based/ activity-based learning Experiment <b>Activity 1:</b> Build a Solar Updraft Tower	Observational / performance rubrics
GS2Eb115	Describe the uses of thermal expansion and contraction of liquids, solid and gases with daily life examples.			
GS2Eb116	Describe the working of a thermometer.			
GS2Eb117	Compare all three scales of temperature (including inter conversion of temperature scale)			



		overhead powers, telephone lines, pipelines) • Uses of expansion and contraction of liquids		
GS2Eb118	Recognize electric current as a flow of charges.	<b>Electricity and Magnetism</b> • Flow of charge • Open and close circuit • Series and Parallel circuits • static electricity • Use of Electricity in daily life • Magnetism • Electromagnetism • Electromagnetic devices	Experiment Laboratory work Simulations Group work <b>Activity 1:</b> Make a flashlight using two plastic bottles, ice cream sticks, one LED, wires, glue and two batteries.  <b>Activity 2:</b> Make a fan with help of magnet, dry cell and conductor  <b>Activity 3:</b> Draw and interpret simple circuit diagrams (using symbols). <b>Activity 4:</b> Construct an electromagnet and identify the factors that affect the strength of an electromagnet.	Oral quiz Worksheet Performance assessment
GS2Eb119	Describe a simple circuit as a path for flow of charges.			
GS2Eb120	Differentiate between working of open and close circuit.			
GS2Eb121	Describe the characteristics of series and parallel circuits and its use in daily life			
GS2Eb122	Explain the phenomenon of static electricity in everyday life.			
GS2Eb123	Compare and contrast permanent magnets and electromagnets.			
GS2Eb124	Recognize that electric current has magnetic field around it using a magnetic compass.			
GS2Eb125	Explain the working principles of electromagnetic devices such as speaker, doorbell.			
GS2Eb126	Understand the importance of science and technology to solve every day problems	<b>Technology in Everyday Life</b> • Importance of science and technology	Activity-based learning Problem solving Inquiry approach <b>Activity 1:</b> Make a sanitizer using	Oral quiz Worksheet Performance assessment
GS2Eb127	Explain scientific concepts and their connections with their life			

GS2Eb128	Describe the effect of fertilizers on the growth of plants.	<ul style="list-style-type: none"> <li>• Fertilizers and plant growth</li> <li>• Irrigation system</li> <li>• Stethoscope</li> <li>• Assembling of solar cooker</li> <li>• Production of electricity by simple wind turbine</li> </ul>	suitable substances <b>Activity 2:</b> Assemble a circuit to demonstrate the working of an electric bell	
GS2Eb129	Organize irrigation system for conservation of water			
GS2Eb130	Construct simple stethoscope			
GS2Eb131	Assemble a concave mirror type solar cooker for conversion of solar energy			
GS2Eb131	Utilize simple wind turbine to produce electricity			

# History

**Accelerated Education Programme for Elementary Grades**  
**History Package D**

**Ancient Civilization to End of Delhi Sultanate**  
**(2500 BC-1526 AD)**

**Chapter 1: History & Civilization**

Code	SLOs	Content	Teaching Methodologies	Assessment Techniques
H1Db101	Define history and civilization and their importance.	<ul style="list-style-type: none"> <li>• Introduction to History and Civilization</li> <li>• Primary and secondary sources of information</li> <li>• Map of Indus valley Civilization</li> <li>• Indus valley Civilization: Antiquity, Location and Contacts with Contemporary Civilizations</li> <li>• Primary and secondary sources</li> <li>• Religious &amp; social Systems</li> <li>• Economy</li> <li>• Town Planning and Architecture</li> <li>• Decline: Causes and Consequences</li> <li>• Agricultural patterns</li> <li>• Trading activities</li> <li>• Lessons learnt from Indus valley civilization and there application in the current situation</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Video Presentation of old civilizations.</li> <li>• Map of Indus valley civilization</li> <li>• Discussion Method,</li> <li>• Quizzes.</li> <li>• Picture exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Trace Indus valley on map</li> <li>• Collect pictures of toys, tools and animals in Indus valley civilization</li> <li>• Content based MCQ's, short questions and long questions</li> </ul>
H1Db102	Describe primary and secondary sources of information to learn about the past.			
H1Db103	Introduce the Indus Valley Civilization in terms of its time scale.			
H1Db104	Pinpoint its strategic location on the map.			
H1Db105	Know about the Contemporary Civilizations - - e.g., Mesopotamia, Sumerian, Nile Valley Civilizations, etc.			
H1Db106	Evaluate the religious belief system, in the Indus Valley Civilization.			
H1Db107	Discuss the structure and salient features of Indus civilization in terms of its egalitarian nature, peaceful nature of the society, trading activities, agriculture patterns, town planning and architecture.			
H1Db108	Discuss the invasion of Indus valley: Emergence of a new ruling race, society, and civilization.			
H1Db109	What are the lessons learned from Indus civilization and how can we apply them on current situation.			
H1Db111	Elaborate the origins of the Aryans and their migrating routes with the help of a			

	map.	Arrival in India	<ul style="list-style-type: none"> <li>• Discussion Method</li> <li>• Lecture Method</li> <li>• Documentaries</li> <li>• Video presentations</li> </ul>	MCQ's, short questions and long questions
H1Db112	Describe their arrival in India and its impact on the local civilization.	<ul style="list-style-type: none"> <li>• Map of India at the eve of the Aryans</li> </ul>		
H1Db113	Discuss the evolution of socio-economic and religious structure of Aryan society in India.	<ul style="list-style-type: none"> <li>• Map of migrant routes</li> <li>• Social, Economic and Religious Systems of Aryans</li> </ul>		
H1Db114	Discuss the origin and expansion of Hinduism, Buddhism and Jainism and differentiate them.	Origin and expansion of:		
H1Db115	Describe the evolution and salient features of Gandara Civilization	<ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Jainism</li> </ul>		
H1Db116	Trace Alexander's expedition in North-Western India	<ul style="list-style-type: none"> <li>• Gandara Civilization</li> <li>• Alexander's Invasion to India</li> </ul>		
H1Db117	Discuss the rise and expansion of the Mauryan dynasty, Chandra Gupta and Asoka.	<ul style="list-style-type: none"> <li>• Maurya and Asoka Dynasty</li> <li>• The Guptas</li> </ul>		
H1Db118	Describe the contribution of Harsha in terms of India's political unification.	<ul style="list-style-type: none"> <li>• Harsha and the Major principalities</li> </ul>		

## Chapter 2: Rise and spread of Islamic civilization

Code	SLOs	Content	Teaching Methodologies	Assessment Techniques
H2Db101	Describe Arabia before Islam.	<ul style="list-style-type: none"> <li>• Arabia before Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> <li>• Multimedia presentation</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Matching items</li> <li>• Mind mapping</li> <li>• Flow charts</li> <li>• Identification on the map</li> <li>• Short and long questions</li> </ul>
H2Db102	Narrate the revolutionary changes that took place in Arabia after the arrival of Muhammad PBUH	<ul style="list-style-type: none"> <li>• Map of Arabia</li> <li>• Life of Holy Prophet (SAW)</li> <li>• Khulafa-e-</li> </ul>		
H2Db103	Explain the significance contribution of Khulafa-e-Rashideen in the spread of Islam.	<ul style="list-style-type: none"> <li>• Rashideen and their role in spreading Islam and expansion of Islamic state</li> </ul>		
H2Db104	Describe some salient features of Ummayyad and Abbasid dynasties.	<ul style="list-style-type: none"> <li>• Ummayyad Dynasty</li> <li>• Abbasid Dynasty</li> <li>• Glorious Muslim era in Europe <ul style="list-style-type: none"> <li>○ Spain</li> <li>○ Ottoman Empire</li> </ul> </li> </ul>		

### Chapter 3: Muslims in South Asia

Code	SLOs	Content	Teaching Methodologies	Assessment Techniques
H3Db101	Describe the causes and impact of Arab invasions, with reference to Makran, Sindh, and Multan.	<ul style="list-style-type: none"> <li>• Arrival of Arabs and Conquest of Sindh by Mohammad Bin Qasim</li> <li>• Mahmud of Ghazna</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Matching items</li> <li>• Mind mapping</li> <li>• Flow charts</li> </ul>
H3Db102	Discuss Mahmud of Ghazna's conquest in India and his contribution to arts, sciences, and culture.	<ul style="list-style-type: none"> <li>• Shahabuddin Muhammad Ghauri</li> <li>• Slave Dynasty <ul style="list-style-type: none"> <li>○ Qutbuddin Aibak</li> <li>○ Shamsuddin Iltutmish</li> <li>○ Razia Sultana</li> <li>○ Ghiasuddin Balban</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Learning Method</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long questions</li> <li>• Draw timeline of rulers</li> <li>• Narration of achievements of rulers</li> </ul>
H3Db103	Describe Ghauri's military exploits of Hindustan and the establishment of Muslim rule.			
H3Db104	Describe slave dynasty.			
H3Db105	Elaborate the rise and consolidation of the Khalji Dynasty.	<ol style="list-style-type: none"> <li>1. Khalji Dynasty <ul style="list-style-type: none"> <li>• Jalaluddin Khalji</li> <li>• Alauddin Khalji</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Quiz</li> <li>• Short and long questions</li> </ul>
H3Db106	Trace Mongol invasions into India.	<ol style="list-style-type: none"> <li>2. Tughluq Dynasty <ul style="list-style-type: none"> <li>• Mubarak Shah Khalji</li> <li>• Ghiasuddin Tughluq</li> <li>• Muhammad Tughluq</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Matching items</li> </ul>
H3Db107	Discuss Tughluq's rise to power and expansion.	<ul style="list-style-type: none"> <li>• Feroz Shah Tughluq</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> </ul>	
H3Db108	Discuss Taimur's invasion and its impact.	<ol style="list-style-type: none"> <li>3. Taimur's Invasion and Sayyed Dynasty</li> </ol>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> </ul>	
H3Db109	Critically examine the rise of Lodhi Dynasty	<ul style="list-style-type: none"> <li>• Khizar Khan</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Method.</li> </ul>	
H3Db110	Explain the factors leading to the decline and downfall of Delhi Sultanate.	<ol style="list-style-type: none"> <li>4. Lodhi Dynasty <ul style="list-style-type: none"> <li>• Buhlol Lodhi</li> <li>• Sikandar Lodhi</li> <li>• Ibrahim Lodhi</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	
H3Db111	Evaluate the reforms of Delhi Salateens.	Role of Muslim rulers in arts, science, architecture and education	<ul style="list-style-type: none"> <li>• Role Play</li> </ul>	
H3Db112	Explore the role of Muslim rulers in promotion of art, science, architecture and education during sultanate period.	<ol style="list-style-type: none"> <li>5. Decline of the Delhi Sultanate</li> <li>6. Reforms of Delhi Salateen</li> </ol>		
H3Db113	Identify the major contribution of Sufi and saints in the spread of Islam.	<ol style="list-style-type: none"> <li>7. Introduction to Sufism: Ali bin Usman Hajveri, Moinuddin Chishti, Baba Farid Ganj Shakar, Bahauddin Zakariyya, Lal Shahbaz Qalandar, and Nizamuddin Aulia.</li> </ol>		

#### Chapter 4: Mughal Empire: The Emergence, Consolidation & Downfall

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
H4Db101	Identify the factors which lead to the emergence of Mughal empire.	1. Zahiruddin Muhammad Babur and the Founding of Mughal Empire	<ul style="list-style-type: none"> <li>• Mind Mapping</li> <li>• Video Presentation of old civilizations.</li> <li>• Discussion Method,</li> <li>• Quizzes.</li> <li>• Inquiry method</li> </ul>	<ul style="list-style-type: none"> <li>• Use Vienne diagram to depict similarities and differences between Humayun and Akbar as ruler</li> <li>• MCQ's</li> <li>• Short questions</li> <li>• Long questions</li> <li>• Flow charts</li> </ul>
H4Db102	Identify the major contributions of Sher Shah Suri.	2. Nasiruddin Muhammad Humayun: Rule, Exile and Restoration		
H4Db103	Discuss Akbar's role in the imperial expansion and consolidation of the Mughal Empire.	3. The Afghan Interregnum: Sher Shah Suri. <ul style="list-style-type: none"> <li>• Jalaluddin Muhammad Akbar policies and the Imperial Expansion</li> </ul>		
H4Db104	Evaluate Jahangir and Nur Jahan reign.	<ul style="list-style-type: none"> <li>• Nasiruddin Muhammad Jahangir and Nur Jahan and their Contribution</li> </ul>		
H4Db105	Explain why Shah Jahan's reign is considered the Golden Age	<ul style="list-style-type: none"> <li>• Shahabuddin Shahjahan: The Golden Age</li> <li>• Abul Muzaffar Mohiuddin Aurangzeb Alamgir: The last of the Great Mughals.</li> </ul>		
H4Db106	Discuss the various stages and problems during Aurangzeb's reign.	<ul style="list-style-type: none"> <li>• Role of Mujadid Alif Saani as a religious reformer.</li> </ul>		
H4Db107	Describe the religious policy of the Mughals with special reference to social and religious pluralism.	3. Revivalist and Syncretic Movements: Bhakti, and Sikhism Role of Mughal in in promotion of art, science, architecture, administration and education		
H4Db108	Explore the role of Mughal rulers in promotion of art, science, architecture, administration and education.			
H4Db109	Narrate the causes and factors contributing to downfall of Mughal empire	Decline of Mughals: <ul style="list-style-type: none"> <li>• Muhammad Shah and Nadir Shah's Invasion</li> <li>• Struggle for Supremacy amongst Europeans and the Rise of Independent Principalities: Bengal, Oudh and Hyderabad</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> <li>• Role Play</li> </ul>	
H4Db111	Discuss the struggle for supremacy amongst European in India	Rise of British power in India: Conquest of Bengal (1757)		
H4Db112	Describe the role of Shah Waliullah's to confront the Marhatta insurgency.	<ul style="list-style-type: none"> <li>• Bahadur Shah Zafar</li> </ul>		

H4Db113	Discuss the Revivalist Movements.	<ul style="list-style-type: none"> <li>• Marhathas, Sikhs, Rohillas</li> <li>• Mysore:</li> </ul>		
H4Db114	Discuss various factors which contributed in consolidation of powers for East India Company in Subcontinent	<ul style="list-style-type: none"> <li>• Haider Ali and Tipu Sultan</li> <li>• Muslim Revivalist movements -- Shah Waliullah, Syed Ahmad Shaheed and Jihad Movement, Fraizi Movement</li> </ul>		
H4Db115	Describe the causes of the War of Independence.	<ul style="list-style-type: none"> <li>• War of Independence (1857)</li> </ul>		
H4Db116	Describe the Transfer of British power and Queen Victoria's Proclamation.	<ul style="list-style-type: none"> <li>• Transfer of power from east India company to British crown</li> </ul>		

**Accelerated Education Programme for Elementary Grades**  
**History Package E**

**Chapter 1: Political Awakening in British India**

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
H1Eb101	Analyse social economic, political and educational conditions of muslims in British India.	<ul style="list-style-type: none"> <li>• Attitude of British towards muslims after war of independence</li> <li>• Introduction to Ali Garh Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw mind map of services of Ali Garh movement and Darul Uloom Deoband</li> </ul>
H1Eb102	Discuss reformist movements after war of independence with specific reference to Ali Garh movement and Deoband movement.	<ul style="list-style-type: none"> <li>• Role of Sir Syed in Anglo Muslim reapproachment</li> <li>• Educational, social and political services of Sir Syed Ahmad Khan</li> <li>• Introduction to Deoband movement</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Learning Method</li> <li>• Role Play</li> <li>• Inquiry method</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Short and long questions</li> </ul>
H1Eb103	Trace out the background and the formation of Indian National Congress.	<ul style="list-style-type: none"> <li>• Services of Darul Uloom Deoband</li> <li>• Sir Syed Ahmad Khan and his Response to modern education.</li> </ul>		<ul style="list-style-type: none"> <li>• Comparison of role of Ali Garh and Darul Uloom Deoband in Indian politics</li> </ul>
H1Eb104	Narrate the background of the Partition of Bengal, Congress reaction and annulment of partition.	<ul style="list-style-type: none"> <li>• Sir Syed's Contribution towards Education and Social Reforms</li> <li>• Muslim Educational Conference: its Objectives and Reach.</li> </ul>		
H1Eb105	Describe Simla Deputation, and the formation of the All-India Muslim League.	<ul style="list-style-type: none"> <li>• Formation of Indian National Congress (1885)</li> <li>• Partition of Bengal (1905)</li> <li>• Simla Deputation and the Foundation of All India Muslim League (1906)</li> </ul>	<ul style="list-style-type: none"> <li>• Project method</li> <li>• Documentaries</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Short and long questions</li> </ul>
H1Eb106	Discuss M. A. Jinnah's role as Ambassador of Hindu-Muslim unity.	<ul style="list-style-type: none"> <li>• Minto Morley Reforms</li> <li>• Congress-League Rapprochement, (1912-20): Role of M.A. Jinnah</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• Activity method</li> </ul>	
H1Eb107	Discuss impact of World War- 1 on subcontinent and the birth of Khilafat movement.	<ul style="list-style-type: none"> <li>• World War-1</li> <li>• Khilafat and Hijrat Movements, (1919-24)</li> <li>• Rowlatt Act</li> <li>• Montague Chelmsford Reforms</li> <li>• Non-Co-Operation Movement (1920-22).</li> </ul>		

## Chapter-2: Quest for Political Settlement

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
H2Eb101	Describe the formation of the Simon Commission (1927), and the Indian response.	<ul style="list-style-type: none"> <li>Delhi Muslim Proposals (1927)</li> <li>Simon Commission and Indian Response</li> </ul>	<ul style="list-style-type: none"> <li>Mind Mapping.</li> <li>Discussion Method.</li> </ul>	<ul style="list-style-type: none"> <li>Matching columns</li> <li>MCQ's</li> <li>Long and short questions</li> </ul>
H2Eb102	Delineate the major provisions of the Nehru Report with special reference to Muslim aspirations and demands.	<ul style="list-style-type: none"> <li>Nehru Report (1928)</li> <li>Jinnah's 14 points (1929)</li> <li>Allama Muhammad Iqbal's Allahabad Address (1930)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Method.</li> <li>Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>Oral presentations</li> <li>Timeline of political events from 1927-1939</li> </ul>
H2Eb103	Discuss Jinnah's 14 Points (1929).	<ul style="list-style-type: none"> <li>Round Table Conference (1930-32)</li> </ul>	<ul style="list-style-type: none"> <li>Activity method</li> <li>Project method</li> </ul>	
H2Eb104	Discuss Iqbal's proposal for a consolidated North-Western Muslim State as a solution to the Hindu-Muslim problem in India.	<ul style="list-style-type: none"> <li>Demand for Separation of Sindh and Introduction of Reforms in NWFP and Balochistan</li> </ul>		
H2Eb105	Point out background and the salient features of 1935 Act.	<ul style="list-style-type: none"> <li>Reorganization of the All-India Muslim League</li> </ul>		
H2Eb106	Discuss the 1937 elections, and its impact on Indian politics.	<ul style="list-style-type: none"> <li>Background of 1935 Act</li> </ul>		
H2Eb107	Analyse the impact of World War-II on Indian politics and its implication in enhancing AIML's stature as Muslim India's spokesman.	<ul style="list-style-type: none"> <li>Salient features of 1935 Act</li> <li>1937 Elections</li> <li>Congress Ministries in the province and Muslim Grievances</li> <li>World War-II and its impact on British India.</li> </ul>		

## Chapter-3: Struggle for Pakistan

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
H3Eb101	Trace the genesis and rationale of the Lahore Resolution	<ul style="list-style-type: none"> <li>Lahore Resolution (Pakistan Resolution, 1940)</li> </ul>	<ul style="list-style-type: none"> <li>Mind Mapping.</li> <li>Discussion Method.</li> </ul>	<ul style="list-style-type: none"> <li>Draw timeline of events from 1940-1947</li> </ul>
H3Eb102	Discuss the salient features of the Cripps Offer with special reference to the Muslim demand for Pakistan.	<ul style="list-style-type: none"> <li>Cripps Mission (1942)</li> <li>Simla Conference (1945)</li> <li>General Elections (1945-46)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Method.</li> <li>Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of personal traits of Quaid e Azam and Gandhi</li> <li>Flow charts</li> </ul>
H3Eb103	Evaluate the impacts of 1945-46 elections.	<ul style="list-style-type: none"> <li>Cabinet Mission Plan and Interim</li> </ul>		
H3Eb104	Describe the			

	appointment of Lord Mountbatten as Viceroy and Governor-General and making of the partition plan.	Government (1946)		<ul style="list-style-type: none"> <li>• MCQ's</li> <li>• Quiz</li> <li>• Short and long questions</li> </ul>
H3Eb105	Elaborate the role of Quaid-e-Azam as the Founder of Pakistan.	<ul style="list-style-type: none"> <li>• Lord Mountbatten's Role as last Viceroy of India</li> <li>• 3rd June Plan and Indian Independence Act (1947)</li> <li>• Creation of Pakistan</li> </ul>		
H3Eb106	Highlight the role of minorities in the creation of Pakistan.	<ul style="list-style-type: none"> <li>• Role of Quaid-e-Azam in the Making of Pakistan</li> <li>• Role of Minorities in the Creation of Pakistan</li> </ul>		

#### Chapter-4: Challenges after Creation of Pakistan

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
H4Eb101	Describe initial problems and challenges faced by the newly born country.	<ul style="list-style-type: none"> <li>• Problems and challenges after creation of Pakistan</li> <li>• Constitutional development of Pakistan</li> <li>• Objective Resolution 1949</li> <li>• salient features of constitution of 1956, 1962 and 1973.</li> <li>• War of 1965</li> <li>• War of 1971</li> <li>• Separation of East Pakistan</li> <li>• Kargel War</li> <li>• Introduction to: <ul style="list-style-type: none"> <li>• Cold war</li> <li>• Afghan War</li> <li>• War on terrorism</li> </ul> </li> <li>• Achievements of Pakistan in the field of science and technology, agriculture, industry, sports and games etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> <li>• Quizzes</li> <li>• Picture exhibition</li> <li>• Visit of Pakistan monument</li> </ul>	<ul style="list-style-type: none"> <li>• Documentaries on the wars of 1965, 1971 and Kargel on map</li> <li>• Documentaries on achievements of Pakistan in the fields of: <ul style="list-style-type: none"> <li>• Education,</li> <li>• Economy</li> <li>• Industry</li> <li>• Science and Technology</li> <li>• Sports and games</li> </ul> </li> <li>• MCQ's</li> <li>• Matching items</li> <li>• Short and long questions</li> </ul>
H4Eb102	Define constitution.			
H4Eb103	Explain the importance of constitution.			
H4Eb104	Explore constitutional development in Pakistan from 1947-1973.			
H4Eb105	Identify main causes, impacts and main events of 1965 and 1971 wars & Kargel War			
H4Eb106	Analyze causes of separation of East Pakistan			
H4Eb107	Identify the sequence of the events of cold war that led to the War on Terrorism.			
H4Eb108	Explore the major achievements of Pakistan in the field of education, science and technology, agriculture, and industry from 1947-to date.			

# Geography

**Accelerated Education Programme for Elementary Grades**  
**Geography Package D**

**Chapter-1: Structure of the Earth**

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
G1Db101	Define geography, introduction to geography and scope of geography.	<ul style="list-style-type: none"> <li>• Definitions of Universe, solar system, physiography of earth, layers of earth surface</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> <li>• Educational Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Picture exhibition</li> <li>• MCQs</li> <li>• CRQs</li> <li>• Oral Presentation</li> </ul>
G1Db102	Describe structure of earth.	<ul style="list-style-type: none"> <li>• Rocks and their classification</li> </ul>		
G1Db103	Define denudation (changing of earth).	<ul style="list-style-type: none"> <li>• Denudation</li> </ul>		
G1Db104	Define and differentiate between weathering and erosion.	<ul style="list-style-type: none"> <li>• Weathering &amp; erosion</li> <li>• impacts of human activities on changing of earth</li> </ul>		
G1Db105	Enlist impacts of human activities on changing of earth.	<ul style="list-style-type: none"> <li>• Formation of mountains</li> </ul>		
G1Db106	Explain the formation of mountains.	<ul style="list-style-type: none"> <li>• Types of mountains</li> <li>• Mountains ranges of Pakistan</li> </ul>		
G1Db107	Describe and differentiate between different formation of valleys.	<ul style="list-style-type: none"> <li>• U &amp; V valleys</li> <li>• With special reference to Pakistan</li> </ul>		
G1Db108	Define Plateaus.	<ul style="list-style-type: none"> <li>• Major Plateaus of Pakistan.</li> <li>• Identify different types of mountains</li> </ul>		

**Chapter-2: Plains and Rivers**

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
G2Db101	Describe Plains, types, and their importance	<ul style="list-style-type: none"> <li>• Plain</li> <li>• Types of plains</li> <li>• Importance of plains</li> <li>• River system</li> <li>• differentiate between upper, middle and lower course of the river</li> <li>• Importance of river</li> <li>• Sources of water</li> <li>• Water cycle</li> <li>• Methods of purification of water</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Picture exhibition</li> <li>• MCQs</li> <li>• CRQs</li> <li>• Oral Presentation</li> </ul>
G2Db102	Explain river system			
G2Db103	Explain the importance of rivers in biodiversity and economy of the region			
G2Db104	Identify major sources of water on earth			
G2Db105	Explain water cycle			
G2Db106	Enlist different methods to purify water			
G2Db107	Define and differentiate between seas and oceans			
G2Db108	Describe different			

	features of seas and oceans	<ul style="list-style-type: none"> <li>• Ocean &amp; Seas</li> <li>• features of seas and oceans</li> <li>• movement of oceans</li> <li>• importance of seas and oceans in regional economy</li> </ul>		
G2Db109	Explain movement of oceans			
G2Db110	Pinpoint location, total area of the oceans and seas on globe			
G2Db111	Describe importance of seas and oceans in regional economy			

**Accelerated Education Programme for Elementary Grades**  
**Geography Package E**

**Chapter 1: Natural Resources of Pakistan**

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
G1Eb101	Define natural vegetation.	<ul style="list-style-type: none"> <li>• Natural vegetation</li> <li>• Types of forests</li> <li>• Deciduous and ever green forests</li> <li>• Forests of southern &amp; northern regions of Pakistan</li> <li>• Importance of forests</li> <li>• afforestation and deforestation</li> <li>• Agriculture</li> <li>• Types of agriculture</li> <li>• Methods of agriculture</li> <li>• Major crops of Pakistan</li> <li>• role of agriculture in economy of Pakistan</li> <li>• Minerals resources and their importance</li> <li>• types of mineral resources of Pakistan</li> <li>• mining and the risk factors associated with it</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Picture exhibition</li> <li>• MCQs</li> <li>• CRQs</li> <li>• Oral Presentation</li> </ul>
G1Eb102	Describe different types of forests with examples			
G1Eb103	Describe and differentiate deciduous and conifers plants.			
G1Eb104	Explore causes of differences between northern and southern regions' forests of Pakistan.			
G1Eb105	Evaluate importance of forests in economy of the region			
G1Eb106	Explain afforestation and deforestation			
G1Eb107	Define agriculture, its methods and types.			
G1Eb108	Enlist major crops of Pakistan.			
G1Eb109	Explain the role of agriculture in economy of Pakistan			
G1Eb111	Describe mineral resources and their importance			
G1Eb112	Discuss types of mineral resources of Pakistan.			
G1Eb113	Explain mining and the risk factors associated with it.			

**Chapter 2: Climate Change**

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
G2Eb101	Differentiate between climate and weather	<ul style="list-style-type: none"> <li>• Climate change</li> <li>• Green house affect</li> <li>• Importance of</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion Method.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Picture exhibition</li> <li>• MCQs</li> </ul>
G2Eb102	Define climate change and greenhouse effect			
G2Eb103	Identify different climatic			

	regions of the world.	ozone layer	<ul style="list-style-type: none"> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	<ul style="list-style-type: none"> <li>• CRQs</li> <li>• Oral Presentation</li> </ul>
G2Eb104	Describe the impact of climatic regions on lifestyle of people	<ul style="list-style-type: none"> <li>• Global warming</li> <li>• Role of greenhouse effect in climate change</li> </ul>		
G2Eb105	Explain the importance of ozone layer.	<ul style="list-style-type: none"> <li>• Pollution and its types.</li> <li>• Impact of pollution and global warming on ozone layer.</li> </ul>		
G2Eb106	Analyze global warming and greenhouse effect as the main causes of climate change in the world	<ul style="list-style-type: none"> <li>• Suggest ways to reduce impacts of pollution.</li> <li>• Consequences of air and water pollution on biodiversity of earth.</li> </ul>		
G2Eb107	Explain pollution and its types.	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Weather</li> </ul>		
G2Eb108	Critically analyze the impact of types of pollution on global warming and ozone layer.	<ul style="list-style-type: none"> <li>• Climatic zones of Pakistan</li> <li>• Impact of climatic zone on lifestyle of people</li> </ul>		
G2Eb109	Classify health consequences of air and water pollution on biodiversity of earth.	<ul style="list-style-type: none"> <li>• Natural Disasters</li> <li>• Types of natural disasters</li> </ul>		
G2Eb110	Suggest various ways to reduce impacts of pollution	<ul style="list-style-type: none"> <li>• Impact of natural disasters</li> <li>• Most common natural disasters in Pakistan and their precautionary measures</li> </ul>		
G2Eb111	Define natural disaster and its types.	<ul style="list-style-type: none"> <li>• Natural resources and its preservation</li> </ul>		
G2Eb112	Describe impact of natural disasters on humans.			
G2Eb113	Explain consequences of human activities that result in natural disasters.			
G2Eb114	Identify the most common natural disasters in Pakistan and suggest precautionary measures to take during them.			
G2Eb115	Sort out multiple ways to preserve natural resources for future generation			

### Chapter 3: Social and economic development

Codes	SLOs	Content	Teaching Methodologies	Assessment Techniques
G3Eb101	Define social and economic development.	<ul style="list-style-type: none"> <li>• social and economic development</li> <li>• Indicators of the</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Mapping.</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Picture exhibition</li> </ul>
G3Eb102	Define different indicators			

	of the development and their role in country's development.	development	Method.	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• CRQs</li> <li>• Oral Presentation</li> </ul>
G3Eb103	Define settlement and its major types.	<ul style="list-style-type: none"> <li>• economic development indicator EDI</li> <li>• Human development indicator HDI</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Method.</li> <li>• Cooperative Learning Method</li> </ul>	
G3Eb104	Compare and contrast between rural and urban settlement.	<ul style="list-style-type: none"> <li>• position of Pakistan on EDI and HDI</li> <li>• Settlement</li> </ul>		
G3Eb105	Describe industrial revolution.	<ul style="list-style-type: none"> <li>• Major of types of settlement</li> </ul>		
G3Eb106	Explain types of industries and their importance.	<ul style="list-style-type: none"> <li>• Industrial revolution.</li> <li>• types of industries</li> <li>• Importance of industries.</li> </ul>		
G3Eb107	Define trade and differentiate between imports and exports.	<ul style="list-style-type: none"> <li>• Trade</li> </ul>		
G3Eb108	Enlist major industries of Pakistan.	<ul style="list-style-type: none"> <li>• Imports and exports</li> <li>• major industries of Pakistan</li> <li>• Utilization of domestic industries for increasing exports of Pakistan</li> </ul>		
G3Eb109	Suggest various ways to utilize domestic industries for increasing exports of Pakistan.	<ul style="list-style-type: none"> <li>• Transportation</li> </ul>		
G3Eb110	Explain transportation, its characteristics, and different means of transportation.	<ul style="list-style-type: none"> <li>• Characteristics of transportation</li> <li>• role of transportation system in the economic development of Pakistan</li> </ul>		
G3Eb111	Describe the role of transportation system in the economic development of Pakistan	<ul style="list-style-type: none"> <li>• major exports and imports through CPEC and silk route</li> </ul>		
G3Eb112	Enlist some of the major exports and imports through CPEC and silk route.			

# اسلاميات

ایکسپریٹڈ نصاب برائے ایلیمینٹری ایجوکیشن پروگرام  
اسلامیات، پیکیج ڈی [جماعت ششم اور ہفتم]

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
قرآن مجید و احادیث مبارکہ	(الف): ترجمہ قرآن مجید (بمطابق ضمیمہ ”اے“)	ترجمہ قرآن مجید میں شامل سورتوں کے معانی و مفہوم سمجھ سکیں اور عمل کر سکیں۔	طلبہ کو مختلف گروہوں میں تقسیم کر کے قرآن مجید میں پڑھی گئی سورتوں کے ترجمہ کا تکرار کروائیں۔	زبانی سوالات اور تحریری جائزہ
	(ب): حفظ قرآن مجید • سورتیں: الَّتَيْنِ تَالِهْمَزَه	مذکورہ سورتیں تجوید کے ساتھ حفظ کر سکیں۔ نماز اور نماز کے علاوہ پڑھ سکیں۔	صوتی، سمعی، مشاہداتی طریقوں سے معلم خود نمونہ بن کے پڑھائیں اور حسن قرات کے مقابلے کروائیں۔	زبانی سوالات اور تحریری جائزہ
	(ج): حفظ و ترجمہ • آیات مبارکہ: سورة الاعراف آیت نمبر 23، سورة الکہف آیت نمبر 10 اور سورة القصص آیت نمبر 24 • شش کلمے	مذکورہ آیات مبارکہ اور شش کلمے تجوید کے مطابق یاد کر کے موقع محل کے مطابق استعمال کر سکیں۔	صوتی، سمعی، مشاہداتی طریقوں سے معلم پڑھائیں اور مقابلے کروائیں اور چارٹ بھی تیار کروائیں۔	زبانی سوالات، تحریری جائزہ اور روزانہ دینی معلومات جانچنا۔
	(د): احادیث مبارکہ (بمطابق ضمیمہ ”بی“ (10) دس احادیث)	ضمیمہ کے مطابق دس احادیث مبارکہ مع ترجمہ سمجھ سکیں اور عملی زندگی میں سمو سکیں۔	احادیث مبارکہ کو ترجمے کے ساتھ یاد کروائیں اور ان کے معانی و مفہوم سمجھائیں اور چارٹ بھی تیار کروائیں۔	زبانی سوالات اور تحریری جائزہ
	(ه): دعائیں (زبانی) • صبح و شام کی دعا بِسْمِ اللّٰهِ الَّذِي لَا يَضُرُّ مَعَ اسْمِهِ شَيْءٌ فِي الْاَرْضِ وَلَا فِي السَّمَاءِ وَهُوَ السَّبِيعُ الْعَلِيمُ • مریض کی عیادت کی دعا لَا بَأْسَ ظَهْرًا شَاءَ اللّٰهُ • نظر بد سے بچنے کی دعا أَعُوذُ بِكَلِمَاتِ اللّٰهِ التَّامَّاتِ مِنْ شَرِّ مَا خَلَقَ	مذکورہ مسنون دعائیں یاد کر کے موقع محل کے مطابق استعمال کر سکیں	مذکورہ مسنون دعائیں یاد کروائی جائیں اور ان کے چارٹ بنوا کر دیوار پر آویزاں کروائیں۔	مذکورہ دعاؤں کا مذاکرہ کرنا اور پوچھنا

			<p>• آئینہ دیکھنے کی دعا اللَّهُمَّ أَنْتَ حَسَنْتَ خَلْقِي فَحَسِّنْ خُلُقِي</p> <p>• دس اسمائے حسنیٰ مع معنی (برطابق ضمیرہ ”سی“)</p>
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
ایمانیات اور عبادات	(الف): ایمانیات • توحید: معنی و مفہوم، توحید اور شرک میں فرق دلائل کے ساتھ اور عملی زندگی پر عقیدہ توحید کے اثرات	قرآن و سنت کی روشنی میں: عقیدہ توحید کے معنی و مفہوم سمجھ سکیں اور اپنی عملی زندگی میں اس کو سمو سکیں۔	عقیدہ توحید کے متعلق دو آیات اور دو احادیث مع ترجمہ ایک چارٹ پر لکھ کر کمرہ جماعت میں آویزاں کریں	زبانی سوالات اور تحریری سوالات (مختلف اقسام) مفصل، مختصر اور معروضی
• نبوت و رسالت	معنی و مفہوم اور اہمیت، بعثت کا مقصد، نبی اور رسول میں فرق، انبیاء کرام کی خصوصیات، خاتم النبیین حضرت محمد صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے فضائل وخصائص (ختم نبوت، معراج، مقام محمود، شفاعت اور حوض کوثر) سنت نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی اہمیت اور شرعی حیثیت	قرآن و سنت کی روشنی میں: نبوت و رسالت صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے معنی و مفہوم سمجھ سکیں اور اپنی عملی زندگی میں ان کو اختیار کر سکیں۔ عقیدہ ختم نبوت صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم پر ایمان پختہ کرتے ہوئے آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی رسالت کی خصوصیات سے آگاہ ہو سکیں۔	انبیاء کرام علیہم السلام کی چند خصوصیات کی فہرست تیار کریں۔ سیرت طیبہ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے نمایاں پہلو طلبہ کے سامنے اجاگر کریں۔	زبانی سوالات اور تحریری سوالات (مختلف اقسام) مفصل، مختصر اور معروضی
• فرشتوں پر ایمان	فرشتوں کی تخلیق کا مقصد اور ان کی صفات، چند مشہور فرشتوں کے نام اور ان کے کام	قرآن و سنت کی روشنی میں: فرشتوں کے تصور اور ان کی تخلیق کے مقصد سے آگاہ ہو سکیں۔ نیکی اور بدی کا استحضار کر سکیں۔	طلبہ کو قرآن مجید میں مذکور فرشتوں کے بارے میں معلومات فراہم کریں۔	زبانی سوالات اور تحریری سوالات (مختلف اقسام) مفصل، مختصر اور معروضی
• آسمانی کتابوں پر ایمان	تعارف، آسمانی کتب اور صحائف میں فرق اور ان کے نزول کا مقصد، قرآن مجید بحیثیت آخری کتاب کی خصوصیات اور اعجاز قرآن۔	قرآن و سنت کی روشنی میں: اس بات پر ایمان پختہ کریں کہ اللہ تعالیٰ نے ہماری رہنمائی کے لیے اپنے رسولوں پر الہامی کتب نازل فرمائیں۔	مشہور آسمانی کتب اور جن انبیاء کرام علیہم السلام پر نازل ہوئیں ان کے ناموں کا چارٹ تیار کر کے کمرہ جماعت میں آویزاں کریں	زبانی سوالات اور تحریری سوالات (مختلف اقسام) مفصل، مختصر اور معروضی

		یہ سمجھ سکیں کہ قرآن مجید ہی اللہ تعالیٰ کی وہ واحد اور آخری کتاب ہے جو ہر قسم کی تحریف سے مبرا ہے اور مکمل ضابطہ حیات ہے۔	
زبانی سوالات اور تحریری سوالات (مختلف اقسام) مفصل، مختصر اور معروضی	طلبہ کے مختلف گروپ بنا کر نماز کی شرائط، فرائض، واجبات اور سنتوں کا عملی مظاہرہ کروائیں۔	ارکان اسلام اور دیگر عبادات میں اللہ تعالیٰ کی بندگی اور اطاعت رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم و صحابہ کرام کو ملحوظ خاطر رکھ سکیں۔ طہارت اور پاکیزگی کے مفہوم کو سمجھ سکیں۔ وضو، غسل، تیمم اور طہارت کی مختلف صورتوں کے بارے میں خصوصی طور پر جان سکیں۔	(ب) عبادات • عبادت کا جامع تصور (مفہوم، اہمیت)، تخلیق انسان کا مقصد، عبادت میں احسان، اخلاص، دوام اور استقامت۔ • طہارت اور پاکیزگی معنی و مفہوم، اہمیت، طہارت اور پاکیزگی میں فرق طہارت کے فضائل اور طہارت کی مختلف صورتیں (وضو، غسل، تیمم) • نماز:
زبانی سوالات اور تحریری سوالات کے ذریعے جائزہ لیں	نماز پڑھنے کے فوائد کا چارٹ تحریر کروائیں۔ کسی تاریخی مسجد میں لے جا کر باجماعت نماز پڑھوائی جائے	نماز کی فرضیت، اہمیت اور فضیلت کے ساتھ ساتھ شرائط، فرائض، سنن اور آداب جان سکیں۔ نماز کی حکمت اور اس کے معاشرتی اور روحانی فوائد کو سمجھ کر عملی زندگی میں نماز کے فوائد سے مستفید ہو سکیں	فرضیت، اہمیت اور فضائل۔ ترکِ صلوٰۃ پر وعید، نماز کی شرائط، حکمت اور فائدے، نماز باجماعت، نماز جنازہ اور اس کا طریقہ، دیگر نمازیں (خسوف، کسوف، نفل) • روزہ:
	رمضان المبارک میں کی جانے والی عبادت کی فہرست بنوائیں پہلے، دوسرے اور تیسرے عشرے کی دعائیں یاد کروا کر تکرار کروائیں۔	قرآن و سنت کی روشنی میں: روزہ کے معنی، مفہوم، مقصد، اہمیت، فضائل، روزہ کے احکام و آداب، رمضان میں اعمال (تلاوت، تراویح، شب قدر، اعتکاف، صدقہ و خیرات وغیرہ) • دعا: معنی و مفہوم، اہمیت، فضیلت، آداب	معنی، مفہوم، مقصد، اہمیت اور فضائل۔ روزہ کے احکام و آداب۔ رمضان میں اعمال (تلاوت، تراویح، شب قدر، اعتکاف، صدقہ و خیرات وغیرہ) • دعا: معنی و مفہوم، اہمیت، فضیلت، آداب
		قرآن و سنت کی روشنی میں: روزہ کے معنی، مفہوم، مقصد، اہمیت، فضائل، روزہ کے احکام و آداب، رمضان میں اعمال (تلاوت، تراویح، شب قدر، اعتکاف، صدقہ و خیرات وغیرہ) سے آگاہی حاصل کر سکیں۔ دعاؤں کی اہمیت کو جان کر اللہ تعالیٰ سے رجوع کر سکیں۔	

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
سیرت طیبہ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم	<p>• ہجرت مدینہ:</p> <p>مسجد قباء اور مسجد نبوی، کی تعمیر اور فضیلت۔ مواخات اور تحویل قبلہ اس کے نتیجے میں انصار اور مہاجرین کا کردار، مسجد نبوی کی اہمیت (تعلیمی و معاشرتی)، مدینہ میں مسائل و مشکلات، ریاست مدینہ اور اس کا مقصد۔ منافقین اور ان کا مکروہ کردار، یہود کے تین قبائل اور ان کی سازشیں۔ یشاق مدینہ، اس کی اہمیت دفعات اور فوائد</p> <p>• جہاد:</p> <p>معنی و مفہوم، فرضیت اور فضیلت۔</p> <p>• غزوات:</p> <p>غزوہ و سریہ میں فرق</p> <p>غزوہ بدر، غزوہ احد، غزوہ خندق اور غزوات بنو قریظہ، بنو قینقاع، بنو نظیر کے اہم واقعات اور اس کے اسباب و نتائج</p> <p>• صلح حدیبیہ</p> <p>اس کے واقعات، معجزات، بیعت رضوان، شرائط اور نتائج</p> <p>• نبی کریم سے محبت اور اطاعت</p> <p>• آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم سے محبت ایمان کا حصہ اور آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی اطاعت اس کا تقاضا</p> <p>• آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کا بچوں سے پیار، شفقت، خوش طبعی اور ان کی حوصلہ افزائی۔</p>	<p>خاتم النبیین حضرت محمد صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی سیرت طیبہ کے ہر پہلو سے آگاہی حاصل کرتے ہوئے یہ جان سکیں کہ آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی سیرت پاک پر عمل کرنا ہی دنیا و آخرت میں کامیابی کی ضمانت ہے۔ نبی اکرم صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی مدینہ منورہ آمد پر اہل مدینہ کے کردار سے آگاہ ہو سکیں۔</p> <p>جہاد کے معنی و مفہوم، فرضیت اور فضیلت کو سمجھ سکیں۔</p> <p>غزوات (بدر، احد، خندق، بنو قریظہ وغیرہ) کے واقعات اور نتائج جان کر ان کے باعث مسلمانوں کو حاصل ہونے والے دینی، معاشی اور سیاسی فوائد کا جائزہ لے سکیں۔</p> <p>صلح حدیبیہ کی شرائط کے حوالے سے حضور نبی اکرم صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی سیاسی حکمت عملی کے بارے میں جان سکیں۔</p>	<p>مواخات پر ایک چارٹ</p> <p>تحریر کر کے جماعت میں</p> <p>آویزاں کریں اور طلبہ کے مابین ہجرت مدینہ کے عنوان پر تقریری مقابلہ کروائیں۔</p> <p>جہاد کی فضیلت کے حوالے سے ایک آیت کریمہ اور ایک حدیث مبارکہ کا چارٹ تیار کروائیں۔</p> <p>غزوات کے حوالے سے اہم واقعات، نتائج اور دیگر احوال کے بارے میں طلبہ کے مابین سوال و جواب کا مقابلہ کروائیں۔</p> <p>صلح حدیبیہ کی شرائط چارٹ پر ظاہر کرنا۔</p>	<p>زبانی سوالات اور تحریری سوالات (مختلف اقسام مفصل، مختصر اور معروضی) کبھی کبھار زبانی طور پر پوچھنا اور اصلاح کرنا</p>
مختلف سوالات کے ذریعے جائزہ لیا جائے۔				

	<p>آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی زندگی سے ایفائے عہد کی مثالیں جان سکیں، ایفائے عہد کے فوائد اور عہد شکنی کے نقصانات سے آگاہ ہو سکیں۔</p> <p>چارٹ طلبہ سے تیار کروائیں۔</p>	<p>آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی زندگی سے ایفائے عہد کی مثالیں جان سکیں، ایفائے عہد کے فوائد اور عہد شکنی کے نقصانات سے آگاہ ہو سکیں۔</p> <p>چارٹ طلبہ سے تیار کروائیں۔</p>	<p>• آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کا ایفائے عہد: معنی و مفہوم، ایفائے عہد کے چند واقعات (مسلم اور غیر مسلم کے ساتھ)، صحابہ کرام کے واقعات، ایفائے عہد کے فائدے اور عہد شکنی کی صورت میں نقصانات۔</p> <p>• دور نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم میں تعلیم و تربیت اور اسلوب تعلیم و تربیت</p> <p>• صحابہ کا اس میں کردار، اصحاب صفہ</p> <p>• امن و سلامتی:</p> <p>اہمیت، آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی حکمت عملی، ہماری عملی زندگی (صبر و شکر، سادگی و قناعت)</p> <p>• اُسوہ رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم اور ہماری زندگی:</p> <p>انداز گفتگو (فصاحت و بلاغت اور آداب گفتگو)، آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی تعلیم و تربیت، عورتوں اور بچوں سے بات چیت۔</p>
	<p>تعلیم و تربیت، دور نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم میں اسلوب تعلیم و تربیت اور اصحاب صفہ کے کردار کے بارے میں جان سکیں۔</p> <p>آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی عملی زندگی بحوالہ صبر و شکر، سادگی و قناعت کے بارے میں جان کر اپنی زندگیوں میں اس پر عمل پیرا ہو سکیں۔</p>	<p>تعلیم و تربیت، دور نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم میں اسلوب تعلیم و تربیت اور اصحاب صفہ کے کردار کے بارے میں جان سکیں۔</p> <p>آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی عملی زندگی بحوالہ صبر و شکر، سادگی و قناعت کے بارے میں جان کر اپنی زندگیوں میں اس پر عمل پیرا ہو سکیں۔</p>	

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلیم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
اخلاق و آداب	<p>(الف) مشاورت اور صبر و تحمل</p> <p>• مشاورت: معنی و مفہوم، اہمیت و فضیلت اور اس کے آداب مشاورت اور اسوہ حسنہ، مشاورت اور صحابہ کرام و اہل بیت کا طرز عمل اور حضرت سلمان فارسی رضی اللہ تعالیٰ عنہ کا خصوصی کردار مشاورت کے فوائد اور ثمرات</p> <p>• صبر و تحمل اور شکر: معنی و مفہوم، اہمیت اور فضیلت</p>	<p>مشاورت اور صبر و تحمل کے متعلق جان کر اپنی زندگی میں عمل کر سکیں۔</p> <p>معاشرے میں اس کے متعلق بتا سکیں۔ مطلوبہ معلومات کے متعلق جان کر اپنی زندگیاں اس کے مطابق ڈھال سکیں اور دوسروں کو اس پر مائل کر سکیں۔</p>	<p>استقرائی اور استخراجی طریقہ تدریس اختیار کریں۔ اخلاق و آداب کے متعلق ذیلی عنوانات پر سرگرمیاں مناسب انداز سے منعقد کروائیں۔</p>	<p>مطلوبہ معلومات کا جائزہ لینا اور زبانی و تحریری امتحانات کا انعقاد کرنا۔</p>

<p>ان عنوانات پر سوال و جواب کے ذریعے جائزہ لیا جائے۔</p>		<p>اسلامی آداب زندگی، میانہ روی، سخاوت و ایثار، تعلیم و تعلم کے متعلق جان سکیں اور عمل کر سکیں</p>	<p>• اسلامی آداب زندگی: معنی و مفہوم، اہمیت، فضیلت، اسوہ رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے مثالیں، عوامی مقامات کے استعمال اور سفر کے آداب اور ان آداب کو ترک کرنے کے سبب نقصانات</p> <p>• میانہ روی: معنی و مفہوم، اہمیت، فضیلت، اسوہ رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔ میانہ روی کی مختلف صورتیں اور ان کے فوائد</p> <p>• سخاوت اور ایثار: معنی و مفہوم، اہمیت، فضیلت اور فوائد، اسوہ رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند خصوصی ہدایات۔ سخاوت اور بخل میں فرق اور بخل کے نقصانات۔</p> <p>• تعلیم اور تعلم کے آداب: معنی و مفہوم، اہمیت، فضیلت، آداب اور فوائد</p> <p>• بری عادات سے اجتناب: چوری، غصب، دھوکہ دہی، منافقت اور دورخی، ریاکاری اور نمود و نمائش کے معنی و مفہوم، اہمیت، وعیدیں اور ان کے نقصانات۔ اسوہ رسول صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند خصوصی ہدایات۔</p>
<p>سوال و جواب کے ذریعے جائزہ لیا جائے</p>	<p>ان عادات پر مباحثہ کیا جائے</p>	<p>ان بری عادات سے اجتناب کر سکیں اور دوسروں کو بچا سکیں۔</p>	

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلیم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
حسن معاملات و معاشرت	• حقوق العباد: معنی و مفہوم، اہمیت، اور فضیلت والدین، رشتہ داروں، مہمانوں، مسافروں، خواتین اور عام	حقوق العباد، رفاہ عامہ، عدل و احسان، نظم و ضبط، کسبِ حلال اور	مثالوں کے ذریعے یہ عنوانات مزید واضح کیجیے۔ ان عنوانات پر	مذکورہ معلومات پر مزید معلومات دے کر زبانی و

<p>تحریری امتحانات</p> <p>مناسب انداز سے مباحثے اور تقریری مقابلے منعقد کریں۔</p> <p>کراچی اور ساتھ ہی طلبہ سے چارٹ تیار کروا کر کمرہ جماعت میں آویزاں کریں۔</p>	<p>ملکی وسائل کے متعلق اہم معلومات حاصل کر کے اپنی عملی زندگی اسی کے مطابق اختیار کر سکیں اور ان باتوں کو دوسروں تک پہنچا کر معاشرے میں اہم کردار ادا کر سکیں۔</p>	<p>انسانوں کے ساتھ حسن سلوک، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔</p> <p>● اسلام اور رفاہ عامہ:</p> <p>معنی و مفہوم، اہمیت، فضیلت اور اس کی مختلف صورتیں، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔</p> <p>● عدل و احسان:</p> <p>معنی و مفہوم، اہمیت، فضیلت اور اس کی مختلف صورتیں، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔</p> <p>● نظم و ضبط اور قانون کا احترام:</p> <p>مفہوم، نظام کائنات اور اسلامی عبادات کے حوالے سے اس کی مثالیں، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند واقعات۔</p> <p>● کسبِ حلال:</p> <p>معنی و مفہوم، اہمیت، فضیلت اور اس کے مختلف ذرائع، سود، رشوت، ظلم، غصب، جوا، ملاوٹ اور ذخیرہ اندوزی سے اجتناب۔</p> <p>● قومی املاک اور وسائل کا استعمال:</p> <p>مفہوم اور استعمال کے حوالے سے شرعی احکام و آداب، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں۔ ان وسائل کی حفاظت کے فائدے اور ضیاع کی صورت میں نقصانات۔</p>
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلیم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
<p>ہدایت کے سرچشمے اور مشاہیر اسلام</p>	<p>● امہات المؤمنین کا اجمالی تعارف</p> <p>حضرت خدیجہ، حضرت عائشہ، حضرت سودہ، حضرت حفصہ، حضرت زینب بنت خزیمہ، حضرت ام سلمہ اور حضرت زینب بنت جحش رضی اللہ تعالیٰ عنہن:</p> <p>سیرت و کردار، دینی و معاشرتی خدمات، ذوقِ علم و عبادت اور سخاوت و ایثار اور دینی خدمات</p>	<p>امہات المؤمنین، عشرہ مبشرہ اور دیگر صحابہ و صحابیات کے بارے میں جان سکیں۔ علماء کرام، صوفیاء عظام اور مجاہدین اسلام کے</p>	<p>سمعی و بصری اعانات کی مدد سے مختلف طریقہ ہائے تدریس کے ذریعے پڑھائیے۔ متعلقہ مشاہیر اسلام پر تین</p>	<p>زبانی سوالات اور تحریری سوالات (مختلف اقسام مفصل، مختصر اور معروضی) مشاہیر اسلام پر</p>

<p>تخلیقی سوالات پوچھنا۔</p>	<p>چارٹ تیار کروائیے۔</p>	<p>متعلق جان کر ان کی پیروی کر سکیں اور ان سے حقیقی محبت کا اظہار کر سکیں۔</p>	<p>• رسول اللہ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی اولاد: تعارف، آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی شفقت و محبت اور بنات کی صفات، عبادت و ریاضت اور دین کی خدمت حضرت فاطمہ رضی اللہ تعالیٰ عنہا: حالات زندگی، مقام و مرتبہ، سیرت و کردار، رسول اللہ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم سے مشابہت اور مابین کی محبت حضرت امام حسن، حضرت خالد بن ولید، حضرت عبد اللہ ابن عباس، حضرت ابی ابن کعب اور حضرت زید بن ثابت رضی اللہ تعالیٰ عنہم: حالات زندگی، مقام و مرتبہ اور سیرت و کردار حضرت زینب بنت علی رضی اللہ تعالیٰ عنہا کے حالات زندگی، مقام و مرتبہ اور سیرت و کردار • عشرہ مبشرہ کا تعارف: حضرت طلحہ بن عبید اور حضرت زبیر بن عوام رضی اللہ تعالیٰ عنہما کے حالات زندگی، مقام و مرتبہ اور سیرت و کردار حضرت سعید بن زید، ابو عبیدہ بن جراح، حضرت عبد الرحمن بن عوف اور حضرت سعد بن ابی وقاص رضی اللہ تعالیٰ عنہم کے حالات زندگی، مقام و مرتبہ اور سیرت و کردار علماء کرام، صوفیاء عظام اور مجاہدین اسلام: شریعت و طریقت کا معنی و مفہوم حضرت امام ابو حنیفہ، حضرت امام مالک، حضرت امام شافعی اور حضرت امام احمد بن حنبل رحمہم اللہ کے حالات زندگی، مقام و مرتبہ، اخلاق و عادات، علمی و فقہی کارنامے، زندگی کے چند دلچسپ واقعات اور اشاعت اسلام میں ان کی خدمات حضرت امام جعفر صادق اور حضرت امام بخاری رحمہما اللہ کے حالات زندگی، مقام و مرتبہ، اخلاق و عادات، علمی و فقہی کارنامے، زندگی کے چند دلچسپ واقعات اور اشاعت اسلام میں ان کی خدمات حضرت حسن بصری، حضرت بایزید بسطامی، حضرت بہا الدین نقشبندی، حضرت شہاب الدین سہروردی، حضرت جنید بغدادی اور حضرت عبد اللہ شاہ غازی رحمہم اللہ کے حالات زندگی، مقام و مرتبہ، اخلاق و عادات اور اشاعت اسلام میں ان کی خدمات حضرت طارق بن زیاد، حضرت سلطان محمد فاتح، حضرت مولیٰ بن نصیر اور حضرت قتیبہ رحمہم اللہ کے حالات زندگی، مقام و مرتبہ، اخلاق و عادات اور ان کی زندگی کی فتوحات</p>
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
اسلامی تعلیمات اور عصر حاضر کے تقاضے	<p>• زندگی اور ماحولیات:</p> <p>ماحولیات کے متعلق علوم (دینی و سائنسی) کا تعارف، اس کی اہمیت و فضیلت اور قسمیں، مسلمان سائنسدانوں کی سائنسی علوم میں خدمات۔</p> <p>دینی علوم کے ماخذ، تفکر و تدبر، مختلف ادوار میں دینی علوم کی اشاعت</p> <p>• انسانی زندگی میں علم ماحولیات کی اہمیت:</p> <p>ماحولیات کی حفاظت (ہوا، پانی، صفائی، شجر کاری)</p> <p>ماحولیاتی صوتی آلودگی سے بچاؤ۔ معنی و مفہوم اور بچاؤ کے طریقے</p> <p>متعدی اور وبائی امراض سے بچنے کے متعلق اسلامی تعلیمات</p> <p>• امن عامہ:</p> <p>معنی و مفہوم، اہمیت، فضیلت اور فائدے، اسوہ رسول صلی اللہ علیہ وعلیٰ آلہ و صحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔</p> <p>• جانوروں کی اہمیت اور ان کے حقوق:</p> <p>جانوروں کی قسمیں (جانور، پرندے اور حشرات الارض، فائدہ مند اور نقصان دہ)</p> <p>جانوروں سے حسن سلوک کے حوالے سے اسلامی تعلیمات</p>	<p>اسلامی تعلیمات کی روشنی میں دور حاضر کے مسائل بالخصوص ماحولیات کے چیلنج کے متعلق جان سکیں اور ان کو حل کرنے کے حوالے سے طریقے اختیار کر سکیں۔</p>	<p>مختلف طریقوں کے ذریعے مطلوبہ معلومات کی تدریس کی جائے اور طلبہ کے مابین مباحثہ کروایا جائے۔</p>	<p>دور حاضر کے مسائل حل کروانے پر خصوصی سوالات اور رہنمائی کرنا۔</p>

ایکسپریٹڈ نصاب برائے ایلیمینٹری ایجوکیشن پروگرام  
اسلامیات، پیکیج ای [جماعت ہشتم]

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
قرآن مجید و احادیث مبارکہ	(الف): ترجمہ قرآن مجید (بمطابق ضمیمہ)	ترجمہ قرآن مجید میں شامل سورتوں کے معانی و مفہوم سمجھ سکیں اور عمل کر سکیں۔	طلبہ کو مختلف گروہوں میں تقسیم کر کے قرآن مجید میں پڑھی گئی سورتوں کے ترجمہ کا تکرار کروائیں۔	زبانی سوالات اور تحریری جائزہ
	(ب): حفظ قرآن مجید • سورتیں: البلد تا الانشراح	مذکورہ سورتیں تجوید کے ساتھ حفظ کر سکیں نماز اور نماز کے علاوہ پڑھ سکیں	صوتی، سمعی، مشاہداتی طریقوں سے معلم خود نمونہ بن کے پڑھائیں اور حسن قرات کے مقابلے کروائیں۔	زبانی سوالات اور تحریری جائزہ اور حفظ سٹین
	(ج): حفظ و ترجمہ • آیات مبارکہ: سورۃ البقرہ آیت نمبر 286، سورۃ طہ آیات نمبر 25 تا 28 اور • حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ • لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ • سُبْحَانَ اللَّهِ وَبِحَمْدِهِ عَدَدَ خَلْقِهِ، وَرِضَا نَفْسِهِ، وَزِينَةَ عَرْشِهِ، وَمِدَادَ كَلِمَاتِهِ	مذکورہ آیات مبارکہ اور تجوید کے مطابق یاد کر کے موقع محل کے ساتھ استعمال کر سکیں۔ نیز دوسروں کو سکھا سکیں۔	صوتی، سمعی، مشاہداتی طریقوں سے معلم پڑھائیں، مقابلے کروائیں اور رچارٹ بھی تیار کروائیں۔	زبانی سوالات اور تحریری جائزہ اور حفظ و ترجمہ سٹین
	(د): دس (10) احادیث مبارکہ (بمطابق ضمیمہ)	ضمیمہ کے مطابق دس احادیث مبارکہ مع ترجمہ سمجھ سکیں اور عملی زندگی میں سمو سکیں	احادیث مبارکہ کو ترجمے کے ساتھ یاد کروائیں اور ان کے معانی و مفہوم سمجھائیں۔	زبانی سوالات اور تحریری جائزہ
	(ه): دعائیں (زبانی) • عافیت کی دعا اللَّهُمَّ إِنِّي أَسْأَلُكَ الْعَفْوَ وَالْعَافِيَةَ فِي الدُّنْيَا وَالْآخِرَةِ • ہر معاملہ میں حسن خاتمہ کی دعا اللَّهُمَّ أَحْسِنْ عَاقِبَتَنَا فِي الْأُمُورِ كُلِّهَا وَأَجْزِنَا مِنْ خِزْيِ الدُّنْيَا وَعَذَابِ الْآخِرَةِ	مذکورہ مسنون دعائیں یاد کر کے موقع محل کے مطابق استعمال کر سکیں۔ نیز دوسروں کو سکھا سکیں۔	مذکورہ مسنون دعائیں یاد کروائی جائیں اور ان کے چارٹ بنوا کر دیواروں پر آویزاں کروائیں۔	زبانی طور پر ان سے پوچھنا اور اصلاح کرنا

			<p>• لباس پہننے کی دعا  الْحَمْدُ لِلَّهِ الَّذِي كَسَانِي هَذَا الثَّوْبَ  وَرَزَقَنِيهِ مِنْ غَيْرِ حَوْلٍ مِنِّي وَلَا قُوَّةَ</p> <p>• میزبان کے لیے دعا  اللَّهُمَّ اطْعِمْ مَنْ اطْعَمَنِي، وَاسْقِ  مَنْ سَقَانِ</p> <p>• ہر کام میں آسانی کی دعا  اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا  وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ  سَهْلًا</p> <p>• دس اسمائے حسنیٰ مع معانی  (برطابق ضمیرہ)</p>
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
ایمانیات اور عبادات	(الف): ایمانیات تقدیر پر ایمان: معنی و مفہوم، اہمیت اور عملی زندگی پر اس کے اثرات تقدیر اور تدبیر کا باہمی تعلق اور تقدیر کے متعلق بعض غلط فہمیاں اور اس کا حل عقیدہ آخرت: معنی و مفہوم، اہمیت اور عملی زندگی پر اس کے اثرات حوض کوثر، شفاعت، مقام محمود، میزان، پل صراط، سزا و جزا کے مراحل اور جنت و دوزخ خشیت الہی: معنی و مفہوم، اہمیت اور عملی زندگی پر اس کے اثرات، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں	قرآن و سنت کی روشنی میں تقدیر، تدبیر، عقیدہ آخرت اور خشیت الہی کے متعلق جان کر ان پر عمل پیرا ہو سکیں۔	تقریری اور استقرائی زبانی اور تحریری طور پر ذریعے پڑھائیں اور چارٹ تیار کروائیں۔ جائے۔	جائزہ (امتحان)
(ب) عبادات • زکوٰۃ معنی و مفہوم، اہمیت، فضیلت، ادا کرنے کے احکام و آداب، نصاب اور شرح زکوٰۃ	زکوٰۃ، حج اور اسلامی عبادات کے بارے میں جان سکیں اور اس پر عمل کر	زکوٰۃ، حج اور اسلامی عبادات کے بارے میں جان سکیں اور اس پر عمل کر	استقرائی اور استخراجی طریقہ تدریس کے ذریعے پڑھائیں اور چارٹ	مطلوبہ معلومات کے مطابق زبانی اور تحریری طور پر

امتحان لیا جائے۔	تیار کروائیں۔ مباحثے اور تقریری مقابلے کروائیں۔	سکیں۔	زکوٰۃ ادا نہ کرنے پر وعید اور اس کے نقصانات • حج اور اس کی عالمگیریت: حج و عمرہ کے معنی و مفہوم، اہمیت، فضیلت، ادا کرنے کے احکام و آداب، شرائط و ارکان حج کی عالمگیریت، جامعیت اور امت پنا، روضہ رسول اور مقدس مقامات کی زیارت۔ • اسلامی عبادات: معنی، مفہوم، مقصد، اہمیت اور فضائل
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
سیرت طیبہ صلی اللہ علیہ وعلی آلہ و صحابہ وسلم	<ul style="list-style-type: none"> <li>• دعوت و تبلیغ نبوی صلی اللہ علیہ وعلی آلہ و صحابہ وسلم:</li> <li>مختلف فرمان رواؤں کو دعوتی خطوط</li> <li>• غزوہ خیبر:</li> <li>پس منظر، اسباب، اہم واقعات اور اس کے اثرات و نتائج</li> <li>حضرت علیؓ کا کردار اور واپسی پر حضرت جعفر طیارؓ کی حکمت عملی</li> <li>• جنگ موتہ:</li> <li>پس منظر، اسباب، اہم واقعات اور اس کے اثرات و نتائج</li> <li>حضرت جعفر طیار، حضرت عبداللہ بن رواحہ، حضرت زید بن حارثہ اور حضرت خالد بن ولید رضی اللہ عنہم کے کارنامے</li> <li>• خصائص و شمائل نبوی صلی اللہ علیہ وعلی آلہ و صحابہ وسلم:</li> <li>معنی و مفہوم، حلیہ مبارک، نشت و برخاست، انداز گفتگو اور معجزات۔</li> <li>• اسوہ رسول صلی اللہ علیہ وعلی آلہ و صحابہ وسلم اور ہماری عملی زندگی:</li> <li>معاشرتی احکام، محرم اور غیر محرم رشتوں کے احکام و آداب</li> <li>عفت و پاک دامنی اور حجاب، ملاقات و استیذان اور شرم و حیا کے احکام و آداب، اسوہ رسول صلی اللہ علیہ وعلی آلہ و صحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں</li> </ul>	<ul style="list-style-type: none"> <li>دعوت و تبلیغ کے حوالے سے وضاحت کریں اور دعوتی مراسلت کے متعلق جان سکیں۔ مذکورہ غزوات، واقعات اور نتائج جان کر اپنی عملی زندگی میں بہتری لا سکیں۔</li> </ul>	<ul style="list-style-type: none"> <li>مثالوں کے ذریعے زبانی اور تحریری طور پر ان موضوعات پر چارٹ تیار کروائیں۔</li> </ul>	جائزہ (امتحان)

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
اخلاق و آداب	<ul style="list-style-type: none"> <li>• مساوات:</li> <li>معنی و مفہوم، اہمیت و فضیلت اور اس کی مختلف صورتیں، عدل اور مساوات میں فرق، صحابہ کرام و اہل بیت کے طرز عمل کی مثالیں</li> </ul>	<ul style="list-style-type: none"> <li>مذکورہ معلومات کے متعلق جان کر ان پر عمل پیرا ہو سکیں اور</li> </ul>	<ul style="list-style-type: none"> <li>عملی طور پر ان معلومات کی مشق کروائی جائے اور</li> </ul>	کوئی کام حوالے کر کے امتحان لینا۔

<p>عملی زندگی کے متعلق جائزہ لینا</p>	<p>ان عادات پر مباحثہ کیا جائے۔</p>	<p>معاشرے میں اپنا اہم کردار ادا کر سکیں۔</p>	<p>• اخوتِ اسلامی اور اتحادِ ملی: معنی و مفہوم، اہمیت اور فضیلت دور حاضر میں فرقہ واریت کے خاتمے کے لیے اصول • بدگمانی اور تجسس سے پرہیز: معنی و مفہوم، اہمیت، اور نقصانات ذرائع ابلاغ کے استعمال میں احتیاطیں اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے احتیاطیں • حرص و طمع کی ممانعت: معنی و مفہوم، اہمیت، مذمت، وعید اور نقصانات، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے قناعت کی چند مثالیں اور واقعات</p>
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں
<p>حسن معاملات و معاشرت</p>	<p>• حقوق العباد (مریض، معذور اور یتیم): معنی و مفہوم، اہمیت، فضیلت اور آداب مریض، معذور اور یتیم کے ساتھ حسن سلوک بحوالہ اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کی چند مثالیں اور واقعات۔ • خرید و فرخت کے احکام و آداب: معاشری سرگرمیوں کی اہمیت، فضیلت، احکام و آداب اور اس کی مختلف صورتیں، اسوہ رسول صلی اللہ علیہ وعلی آلہ واصحابہ وسلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات۔</p>	<p>حقوق العباد کے متعلق معلومات حاصل کر سکیں اور عمل پیرا ہو سکیں۔</p>	<p>مباحثہ کرانا اور اہم معلومات پر بحث و تجویز کروانا لینا۔ زبانی اور تحریری جائزہ لینا۔</p>

عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں
<p>ہدایت کے سرچشمے اور مشاہیر اسلام</p>	<p>• حضرت جویریہ، حضرت صفیہ، حضرت ام حبیبہ، حضرت میمونہ، حضرت ماریہ قبطیہ رضی اللہ تعالیٰ عنہن: سیرت و کردار، دینی و معاشرتی خدمات، ذوقِ علم و عبادت اور سخاوت و ایثار • حضرت امام حسین رضی اللہ تعالیٰ عنہ: حالاتِ زندگی، مقام و مرتبہ اور سیرت و کردار اور واقعہ کربلا • حضرت عبد اللہ بن مسعود، حضرت معاذ بن جبل، حضرت ابو ذر غفاری،</p>	<p>حضرت حفصہ، حضرت امام حسن، حضرت سعید بن زید، حضرت ابو عبیدہ بن الجراح رضی اللہ تعالیٰ عنہم اور</p>	<p>بحث و تجویز کروانا جائزہ لینا اور طلبہ کی آراء لینا</p>

		<p>حضرت فرید الدین گنج شکر، حضرت امام مالک، سلطان نور الدین زنگی رحمہ اللہ عنہم کے متعلق جان سکیں اور ان کی زندگی پر عمل پیرا ہو سکیں۔</p>	<p>حضرت سلمان فارسی رضی اللہ تعالیٰ عنہم: حالاتِ زندگی، مقام و مرتبہ اور سیرت و کردار</p> <p>• حضرت فرید الدین گنج شکر، حضرت معین الدین چشتی، حضرت مجدد الف ثانی رحمہم اللہ: حالاتِ زندگی، مقام و مرتبہ، اخلاق و عادات، علمی و فقہی کارنامے، زندگی کے چند لچسپ واقعات اور اشاعت اسلام میں ان کی خدمات</p> <p>• حضرت امام غزالی رحمہ اللہ: حالاتِ زندگی، مقام و مرتبہ، اخلاق و عادات، علمی و فقہی کارنامے، زندگی کے چند لچسپ واقعات اور اشاعت اسلام میں ان کی خدمات</p> <p>• سلطان نور الدین زنگی، سلطان صلاح الدین ایوبی رحمہما اللہ: حالاتِ زندگی، مقام و مرتبہ، اخلاق و عادات اور ان کی زندگی کی فتوحات</p> <p>• حضرت شاہ عبدالحق محدث دہلوی، حضرت شاہ ولی اللہ رحمہما اللہ: حالاتِ زندگی، مقام و مرتبہ، اخلاق و عادات اور ان کی زندگی کی فتوحات</p>	
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عنوان	ذیلی عنوانات (تدریسی مواد)	حاصلاتِ تعلم (مہارتیں)	تدریسی طریقہ کار اور سرگرمیاں	جائزہ (امتحان)
اسلامی تعلیمات اور عصر حاضر کے تقاضے	<p>• امر بالمعروف و نہی عن المنکر: معنی و مفہوم، اہمیت، فضیلت اور احکام و آداب، ختم نبوت صلی اللہ علیہ و علی آلہ و اصحابہ و سلم کی روشنی میں امت کی ذمہ داری، مبلغ کی صفات اور دعوت کی شرائط</p> <p>اسوہ رسول صلی اللہ علیہ و علی آلہ و اصحابہ و سلم، تعامل صحابہ کرام و اہل بیت کے حوالے سے چند مثالیں اور واقعات</p> <p>• ذرائع ابلاغ: معنی و مفہوم، اہمیت، احکام و آداب اور فوائد بلا تصدیق تشبیہ و ترسیل کے معاشرے پر برے اثرات اور نقصانات</p>	<p>دعوت و تبلیغ اور ذرائع ابلاغ پر بنیادی معلومات حاصل کر سکیں</p>	<p>استقرائی اور استخراجی طریقوں کا انعقاد کروائیں اور تقریری مقابلہ منعقد کروائیں</p>	<p>زبانی و تحریری جائزہ لینا اور طلبہ کی آراء لینا</p>

اُردو

ایکسپریٹڈ نصاب برائے ایلیمنٹری ایجوکیشن پروگرام  
اُردو، پیکیج ڈی [جماعت ششم اور ہفتم]

سنہ	معیار:	مہارتیں / حاصلاتِ تعلیم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
	طلبہ اس قابل ہو جائیں گے۔ کہ اردو میں واقعات، کہانی، تقریر، خطبہ، ہدایات، اعلانات وغیرہ سن کر ان باتوں کا ادراک کر سکیں۔ روزمرہ کی بول چال سمجھ کر اپنی رائے کا اظہار کر سکیں۔				
U1Db101		ذرائع ابلاغ اور دیگر ذرائع سے سن کر معلومات اخذ کر سکیں اور ان سے متعلق عمومی سوالات کے جوابات دے سکیں	عمر، جماعت اور دلچسپی کے لحاظ سے درسی اور غیر درسی زبانی مواد (نظم، کہانی، لطیفہ وغیرہ)	معلم ریکارڈ شدہ مواد (نظم، کہانی، لطیفہ وغیرہ) سنائے گا	زبانی سوال و جواب (پیش کردہ مواد سے متعلق)
U1Db102		روانی سے ادا کی گئی باتوں / واقعات کو سن کر نفس مضمون اور سیاق و سباق کا اندازہ لگا سکیں۔	مختلف ذرائع سے بچوں کی عمر اور دلچسپی کے مطابق زبانی مواد	معلم ریکارڈ شدہ مواد (نظم، کہانی، لطیفہ وغیرہ) سنائے گا	زبانی سوال و جواب (پیش کردہ مواد سے متعلق)
U1Db103		ریڈیو ٹی وی یا موبائل وغیرہ سے مختلف پروگرام سن کر معلومات اخذ کر سکیں اور ان پر اپنی رائے کا اظہار کر سکیں۔	ریڈیو ٹی وی یا موبائل وغیرہ پر ریکارڈ شدہ پروگرام	معلم ریکارڈ شدہ مواد (نظم، کہانی، لطیفہ وغیرہ) سنائے گا	زبانی سوال و جواب (پیش کردہ مواد سے متعلق)

بولنا	معیار:	مہارتیں / حاصلاتِ تعلیم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
	طلبہ اس قابل ہو جائیں گے کہ درست قواعد، تلفظ اور زبان کے اتار چڑھاؤ کے ساتھ گفتگو کر سکیں۔ اپنے موقف اور مدعا کو بیان کر سکیں۔ کسی واقعہ کہانی، نظم وغیرہ میں موجود کمی کی نشان دہی کر سکیں۔ کسی موضوع پر چند جملے مربوط انداز سے بول سکیں۔				
U2Db101		معلومات کو بیان کرتے ہوئے اپنی رائے کو بھی شامل کر سکیں۔	درسی اور غیر درسی مواد جو نثر، نظم اور دیگر اصناف پر مشتمل ہو	معلم / معلمہ کی بلند خوانی (مناسب آواز اور لب و لہجہ)	طلبہ کی انفرادی نظم و نثر خوانی جس میں صحتِ تلفظ کی ادائیگی کو بنیاد بنایا جائے۔
U2Db102		کسی بھی تحریر یا گفتگو کو سمجھ کر بیان کر سکیں	درسی اور غیر درسی مواد جو نثر، نظم اور دیگر اصناف پر مشتمل ہو	بچوں کے گروپ بنا کر کسی بھی عنوان پر مباحثہ کروانا۔	طلبہ کی انفرادی نظم و نثر خوانی جس میں صحتِ تلفظ کی ادائیگی کو بنیاد بنایا جائے۔
U2Db103		تقریر یا نظم کا مرکزی خیال اپنے الفاظ میں بیان کر سکیں	اخلاقی و معاشرتی موضوعات پر مبنی دستاویز	سوال و جواب گفت و شنید مباحثہ	مشاہدہ مظاہرہ
U2Db104		روزمرہ زندگی کے متعلق مختلف کام	درسی کتاب، اخبارات اور	گروپ بنا کر مختلف عنوانات پر	گروہی سرگرمی کا انعقاد اور

مشاہداتی چیک لسٹ۔	مذکرہ اور مباحثہ کرنا	رسائل وغیرہ سے مواد	(کھیتی باڑی، تجارت، مویشی پالنا وغیرہ) کھیل اور موجودہ حالات کے بارے میں بامقصد بات چیت کر سکیں
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معیار:				پڑھنا
طلبہ اس قابل ہو جائیں گے کہ تحریر کو روانی، بنیادی خیال طرز بیان اور صحت الفاظ کے ساتھ پڑھ سکیں۔				
تدریسی جائزہ	تدریسی طریقہ کار	تدریسی مواد	مہارتیں / حاصلاتِ تعلیم	
مشاہدہ مظاہرہ سوال و جواب (معروضی و موضوعی)	معلمہ / معلم کی رہنمائی کے ساتھ طلبہ کا پڑھنا، بلند خوانی اور انفرادی اور گروہی کام۔	درسی عبارات (نظم و نثر) روزمرہ محاورات	عبارت کو روانی اور اپنی روزمرہ زندگی کے ساتھ جوڑ کر پڑھ سکیں	U3Db101
طلبہ کا مطالعاتی ریکارڈ کتب بینی کا مقابلہ	مختلف قسم کے اشتہارات اور حکم ناموں کے تحریری نمونے دکھا کر استاد کی رہنمائی میں پڑھنا اور ان سے تفہیم کروانا	عمومی اشتہارات، تحریری حکم نامے، سادہ کہانیاں اور نظمیں	عمومی نوعیت کی تحریریں (اشتہار، حکم نامہ) کہانی یا ڈرامہ پڑھ کر ان کے کرداروں کو سمجھ سکیں	U3Db102
مشاہدہ مطالعاتی ریکارڈ	معلمہ / معلم کی رہنمائی کے ساتھ طلبہ کا پڑھنا، بلند خوانی اور سوال و جواب۔	اخبارات، رسائل و جرائد اور سوشل میڈیا سے حاصل شدہ علمی و ادبی تحریری نمونے۔	بچوں کے اخباری صفحات، رسائل، جرائد، سوشل میڈیا پر علمی و ادبی تحریریں پڑھ کر سمجھ سکیں۔	U3Db103
زبانی و تحریری سوالات مشاہدہ مظاہرہ	طلبہ کی انفرادی و گروہی مشق۔ کردار شناسی کے لیے استاد کی رہنمائی میں بچوں سے کہانی، واقعہ یا ڈرامہ کی بار بار مشق کروائیں۔	درسی وغیرہ درسی مواد	کہانی، واقعہ، یا ڈرامہ پڑھ کر ان کے کرداروں کو سمجھ سکیں۔	U3Db104

معیار:				لکھنا
طلبہ اس قابل ہو جائیں گے کہ عبارت کو درست قواعد اور ترتیب کے ساتھ لکھ سکیں نیز اپنے خیالات و مشاہدات کو موزوں انداز میں، مواد کی ساخت کے اعتبار سے پیش کر سکیں۔				
تدریسی جائزہ	تدریسی طریقہ کار	تدریسی مواد	مہارتیں / حاصلاتِ تعلیم	
موضوعی سوالات جانچ کا معیار (ریوبرک)	درخواست مضمون، خط، کہانی اور مقالے کے مثالی نمونے طلبہ سے پڑھوائے جائیں۔	درخواست مضمون، خط، کہانی اور مقالے کے نمونے	”لکھنا“ کے مختلف درسی پہلوؤں (درخواست، مضمون، خط، کہانی اور مقالہ) پر درست قواعد و املاء، خیالات	U4Db101

	معلم / معلمہ کی مسلسل رہنمائی۔ طلبہ کی مشق	کے ربط اور جملوں کے تسلسل کے ساتھ لکھ سکیں۔	
U4Db102	تعمیری طریقہ انفرادی طریقہ سے طلبہ کو خود جانچ کے مقرر کردہ معیار کے مطابق جائزہ	مختلف پیشوں سے متعلق تصاویر دکھانا اپنے پسندیدہ پینٹے کے متعلق چار سے پچھ جملے تحریر کر سکیں۔	
U4Db103	موضوع کے مطابق معروضی و موضوعی سوال و جواب جانچ کے مقرر کردہ معیار کے مطابق جائزہ	مختلف سماجی تقریبات کے حوالے سے مواد و مباحثہ گھر میں ہونے والی تقریبات پر آٹھ سے دس جملے تحریر کر سکیں۔	
U4Db104	معلم / معلمہ کی مثالی تحریر و تقریر۔ طلبہ کی انفرادی و گروہی مشق	درسی و غیر درسی اضافی مواد کسی تقریب، تہوار، میلے / نمائش کے حوالے سے اپنی پسندنا پسند کی وجہ تحریری صورت میں بیان کر سکیں۔	

معیار:				زبان شناسی / قواعد
طلبہ اس قابل ہو جائیں گے کہ زبان کے تکنیکی پہلوؤں (یعنی قواعد کی خصوصیات) کا عملی زندگی (تحریر و تقریر) میں درست استعمال کر سکیں۔				
تدریسی جائزہ	تدریسی طریقہ کار	تدریسی مواد	مہارتیں / حاصلات تعلم	
مشاہدہ مظاہرہ آزمائشی ورک شیٹ	فکری تحریک ذہنی نقشہ کشی انفرادی اور گروہی کام سوالات پوچھنا طلبہ کو اسم معرفہ کی اقسام (اسم علم، اسم ضمیر، اسم اشارہ اور اسم موصول) سے متعلق تدریسی مواد پڑھا کر ان کا جملوں میں درست اور بر محل استعمال سکھائیں اور ان سے بار بار مشق کروائیں۔	اسم معرفہ کی اقسام (اسم علم، اسم ضمیر، اسم اشارہ اور اسم موصول) سے متعلق تدریسی مواد	اسم معرفہ کی اقسام (اسم علم، اسم ضمیر، اسم اشارہ اور اسم موصول) کو پہچان کر استعمال کر سکیں۔	U5Db101
مشاہدہ مظاہرہ آزمائشی ورک شیٹ	فکری تحریک، ذہنی نقشہ کشی، انفرادی اور گروہی کام، سوالات پوچھنا، طلبہ کو اسم علم کی اقسام، (خطاب، لقب، کنیت اور عرف) سے متعلق تدریسی مواد پڑھا کر ان کا جملوں میں درست اور بر محل استعمال سکھائیں اور ان سے بار بار مشق کروائیں۔	اسم علم کی اقسام (خطاب، لقب، متخلص، کنیت اور عرف) سے متعلق تدریسی مواد	اسم علم کی اقسام (خطاب، لقب، متخلص، کنیت اور عرف) کو پہچان کر استعمال کر سکیں۔	U5Db102
مشاہدہ	فکری تحریک، ذہنی نقشہ کشی، انفرادی اور گروہی کام	فعل ماضی کی اقسام پر مشتمل	فعل ماضی کی اقسام کو پہچان	U5Db103

مظاہرہ آزمائشی ورک شیٹ	گروہی کام، سوالات پوچھنا، طلبہ کو فعل ماضی کی اقسام سے متعلق تدریسی مواد پڑھا کر ان کا جملوں میں درست اور بر محل استعمال سکھائیں اور ان سے بار بار مشق کروائیں۔	تدریسی مواد	کر استعمال کر سکیں۔
مشاہدہ مظاہرہ زبانی سوالات آزمائشی ورک شیٹ	فکری تحریک، ذہنی نقشہ کشی، انفرادی اور گروہی کام، سوالات پوچھنا، لغت کا استعمال کرتے ہوئے طلبہ کو درست اعراب کا استعمال سکھائیں اور ان سے عملی مشق کروائیں۔	درست اعراب کا استعمال سے متعلق تدریسی مواد۔ اردو لغت۔	U5Db104 عبارت میں رموز او قاف کو پہچان سکیں۔
مشاہدہ مظاہرہ زبانی سوالات آزمائشی ورک شیٹ	فکری تحریک، الفاظ کے کھیل، انفرادی اور گروہی کام، سوالات پوچھنا، لغت کا استعمال کرتے ہوئے طلبہ کو درست اعراب کا استعمال سکھائیں اور ان سے عملی مشق کروائیں۔	درست اعراب کے استعمال کے متعلق تدریسی مواد۔ اردو لغت۔	U5Db105 الفاظ کا تلفظ سمجھتے ہوئے درست اعراب لگا سکیں۔
مشتمل ورک شیٹ کے ذریعے جانچ	استقرائی طریقہ، پہلے واحد جمع، تذکیر و تانیث، متضاد و مترادف کی مثالیں اور پھر تعریفیں بتائی جائیں اور ان کا استعمال	واحد جمع، تذکیر و تانیث، متضاد مترادف کی فہرست	U5Db106 تحریر و تقریر میں واحد جمع، تذکیر و تانیث، متضاد اور مترادف الفاظ کا درست استعمال کر سکیں۔
ذاتی جانچ ہم جماعتی جانچ معلم کی جانچ	دروں فعال طریقہ (بورڈ پر پہلے سادہ اور مکمل جملے لکھ کر طلبہ کو شامل کرتے ہوئے دونوں کا فرق بتائیے اور پھر مرکب جملوں میں تبدیل کروائیے)۔	درسی وغیر درسی مواد	U5Db107 معروف جملوں کو جہول جملوں میں تبدیل کر سکیں۔
غلط فقروں پر مشتمل ورک شیٹ کے ذریعے جانچ	بورڈ پر فقروں میں اسم، فعل، اور املا کی نشان دہی کیجیے اور طلبہ کو شامل رکھتے ہوئے وضاحت کیجیے۔	قواعد کے لحاظ سے غلط جملوں کی فہرست	U5Db108 غلط فقروں کو درست کر سکیں۔

ایکسلریٹڈ نصاب برائے ایلیمنٹری ایجوکیشن پروگرام  
اُردو، پیکیج ای [جماعت ہشتم]

سننا	معیار:	مہارتیں / حاصلاتِ تعلم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
	طلبہ اس قابل ہو جائیں گے کہ مختلف سمعی ذرائع سے سنی جانے والی اردو زبان پر اپنی توجہ مرکوز کر سکیں، اپنے فہم اور ادراک سے معنی اخذ کر سکیں اور اپنی رائے قائم کر سکیں				
U1Eb101	کہانی، واقعہ اور تقریر سن کر اس کے اہم نکات گفت و شنید بیان کر سکیں۔			معلم / معلمہ کی مثالی بلند خوانی	مشاہدہ، مظاہرہ، زبانی سوالات
U1Eb102	ذرائع ابلاغ، خبروں، ڈراموں وغیرہ میں اخلاقی، معاشرتی اور ثقافتی نکات کو سمجھ سکیں۔		طلبہ کو ان کے درجے کے مطابق اخلاقی اور سبق آموز کہانیاں، واقعات اور تقریر سنا کر ان سے متعلق سوالات پوچھنا	ٹیکنالوجی کا استعمال	مشاہدہ، مظاہرہ، زبانی سوالات
U1Eb103	نظم و نثر سن / پڑھ کر اس سے متعلق تفہیمی سوالات کے جوابات اور اس کا تجزیہ کر سکیں۔		فکری تحرک	بچوں کی گروپ بندی کے ذریعے بلند خوانی اور استاد کی مسلسل رہنمائی۔	مشاہدہ، مظاہرہ، زبانی سوالات

بولنا	معیار:	مہارتیں / حاصلاتِ تعلم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
	طلبہ اس قابل ہو جائیں گے کہ درست قواعد، تلفظ اور زبان کے اتار چڑھاؤ کے ساتھ مکمل جملوں میں مختلف صورت حال کے مطابق گفتگو کر سکیں۔ اپنے موقف اور مدعا کو دلیل کے ساتھ بیان کر سکیں۔ کسی موضوع پر چند جملے بول سکیں۔ مربوط و منظم تقریر کر سکیں۔				
U2Eb101	اپنی جماعت کے معیار کے مطابق مختلف موضوعات سے متعلق اپنے خیالات، احساسات، مشاہدات اور معلومات کا تسلسل برقرار رکھتے ہوئے درست قواعد اور حرکات و سکنات کے ساتھ زبانی اظہار کر سکیں۔		مطلوبہ درجے کے مطابق دلچسپ اور سبق آموز واقعات اور کہانیاں	گفت و شنید فکری تحرک پیش گوئی طلبہ کو سبق آموز کہانیاں اور واقعات سنا کر ان کا مرکزی خیال اور نتیجہ اخذ کروائیں	مظاہرہ زبانی سوالات
U2Eb102	اپنی جماعت کے معیار کے مطابق کسی بھی نظم اور نثر پارے کو درست تلفظ، آہنگ، حرکات و سکنات کے ساتھ بیان کر سکیں۔		مطلوبہ درجے کے مطابق نثر و نظم پارے	گفت و شنید، سوال پوچھنا، طلبہ سے مطلوبہ درجے کے مطابق نظم و نثر پارے کی درست تلفظ، لے اور آہنگ کے ساتھ بلند خوانی کروائیں اور ان کے اہم نکات پر بات چیت کروائیں۔	مظاہرہ زبانی سوالات

مشاہدہ مظاہرہ زبانی سوالات	گفت و شنید، سوال پوچھنا، ذہنی نقشہ کشی، فکری تحریک، جماعتی مباحثہ، طلبہ کو مطلوبہ درجے کے مطابق تاریخی، علمی، ثقافتی، اخلاقی اور اردو زبان کی اہمیت پر مبنی تدریسی اور تحریری معلومات کی اہمیت پر مواد فراہم کریں۔	تاریخی، علمی، ثقافتی، اخلاقی اور اردو زبان کی اہمیت پر مبنی تدریسی اور تحریری معلومات	اپنی جماعت کے معیار کے مطابق کسی بھی موضوع پر پُر اعتماد انداز میں تقریر کر سکیں۔	U2Eb103
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<p>پڑھنا</p> <p>معیار:</p> <p>طلبہ اس قابل ہو جائیں گے کہ دلچسپی سے پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک کر سکیں۔ تحریر کو صحیح تلفظ اور روانی کے ساتھ پڑھ سکیں، سوالات کے جوابات دے سکیں اور ربط قائم کر سکیں۔</p>				
تدریسی جائزہ	تدریسی طریقہ کار	تدریسی مواد	مہارتیں / حاصلاتِ تعلم	
مشاہدہ مظاہرہ منتخب کردہ عبارت اور نظم پارے کی زبانی اور تفہیمی آزمائش	رہنمائی کے ساتھ پڑھائی، بلند خوانی، گفت و شنید، سوالات پوچھنا۔ مطلوبہ درجے کے مطابق نثری عبارات اور نظم پاروں کا انتخاب کر کے طلبہ سے درست تلفظ، روانی اور فہم کے ساتھ پڑھوائیں	مطلوبہ درجے کے مطابق نثر و نظم پارے	نظم و نثر کو اس کے اسلوب، مقصود اور بیان کے پیش نظر فہم سے پڑھ سکیں	U3Eb101
مشاہدہ مظاہرہ زبانی اور تفہیمی آزمائش	رہنمائی کے ساتھ پڑھائی، بلند خوانی، گفت و شنید، سوالات پوچھنا۔ کمرہ جماعت میں مطلوبہ درجے کے مطابق درخواستوں، عدالتی فیصلوں اور حکم ناموں کے تحریری نمونوں کا اہتمام کر کے طلبہ کو فہم کے ساتھ پڑھوائیں۔	مطلوبہ درجے کے مطابق سبق آموز کہانیوں، ڈراموں اور مضامین کے تحریری نمونے	کہانی، ڈرامے اور مضمون میں اصناف کے فرق کو سمجھ کر پڑھ سکیں۔	U3Eb102
مشاہدہ مظاہرہ زبانی سوالات	رہنمائی کے ساتھ پڑھائی، گفت و شنید، فکری تحریک، سوال پوچھنا، ٹیکنالوجی کا استعمال، الیکٹرانک اور سوشل میڈیا سے علمی، ادبی اور صحافتی موضوعات پر مبنی مواد منتخب کر کے طلبہ سے فہم کے ساتھ پڑھوائیں	الیکٹرانک اور سوشل میڈیا سے حاصل کردہ علمی، ادبی اور صحافتی موضوعات پر مبنی معلوماتی تدریسی مواد	الیکٹرانک اور سوشل میڈیا پر علمی، ادبی اور صحافتی تحریریں پڑھ کر سمجھ سکیں۔	U3Eb103

<p>لکھنا</p> <p>معیار:</p> <p>طلبہ اس قابل ہو جائیں گے کہ حروف، الفاظ، جملے اور عبارت کو درست قواعد اور ترتیب کے ساتھ لکھ سکیں۔ اپنے مشاہدات، خیالات، معلومات اور احساسات کو مربوط، رواں اور موزوں انداز میں مختلف تحریروں کی ساخت کے مطابق پیش کر سکیں۔</p>				
تدریسی جائزہ	تدریسی طریقہ کار	تدریسی مواد	مہارتیں / حاصلاتِ تعلم	
مشاہدہ مظاہرہ	شراکت میں لکھائی اطلاویسی	مطلوبہ درجے کے مطابق درسی کتب و	متن (درسی کتب اور درسی کتب کے علاوہ) سن / پڑھ کر معلوماتی،	U4Eb101

اطلاقی اور تجزیاتی نوعیت کے سوالوں کے جواب لکھ سکیں۔	دیگر ہم نصابی کتابیں۔	مطلوبہ درجے کے مطابق درسی کتب کے علاوہ دیگر ہم نصابی کتابوں میں سے عبارات کا انتخاب کریں اور معلوماتی، اطلاقی اور تجزیاتی نوعیت کے سوالوں کے جواب پوچھ کر طلبہ سے لکھوائیں۔	ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U4Eb102	متن (نظم و نثر) کا مرکزی خیال اور خلاصہ لکھ سکیں۔	مطلوبہ درجے کے مطابق نثر اور نظم پارے	شراکت میں لکھائی، املاء نویسی، طلبہ سے مطلوبہ درجے کے مطابق نثر پاروں کا انتخاب کر کے طلبہ سے ان کی تفہیم کروائیں نیز طلبہ سے نثر پاروں کی سلیس بھی لکھوائیں۔
U4Eb103	نثر پارے کی سلیس لکھ سکیں	مطلوبہ درجے کے مطابق نثر اور نظم پارے	شراکت میں لکھائی، املاء نویسی، طلبہ سے مطلوبہ درجے کے مطابق نثر اور نظم پارے پڑھوا کر ان کا مرکزی خیال اور خلاصہ لکھوائیں۔
U4Eb104	کسی بھی نظم کی تشریح لکھ سکیں	مطلوبہ درجے کے مطابق نثر اور نظم پارے	شراکت میں لکھائی، املاء نویسی، طلبہ سے مطلوبہ درجے کے مطابق نظم پارے پڑھوا کر تفہیم کروائیں اور تشریح بھی لکھوائیں۔
U4Eb105	لکھائی میں مختلف اسلوب بیان (علمی، صحافتی، دفتری وغیرہ) اپنا سکیں	مطلوبہ درجے کے مطابق علمی، صحافتی، دفتری نوعیت کے تحریری نمونے	شراکت میں لکھائی، املاء نویسی، مطلوبہ درجے کے مطابق علمی، صحافتی، دفتری نوعیت کے تحریری نمونوں کا انتخاب کر کے طلبہ سے ان کی تفہیم کروائیں نیز طلبہ سے ان کے لکھنے کی بار بار مشق بھی کروائیں
U4Eb106	مضمون، کہانی، خط، مکالمہ، رپورٹ، تلخیص اور تقریر نویسی کر سکیں۔	مطلوبہ درجے کے مطابق مضمون، کہانی، خط، مکالمہ، رپورٹ، تلخیص اور تقریر نویسی کے تحریری نمونے	شراکت میں لکھائی، املاء نویسی، مطلوبہ درجے کے مطابق مضمون، کہانی، خط، مکالمہ، رپورٹ، تلخیص اور تقریر نویسی کی بار بار مشق بھی کروائیں

زبان شناسی	معیار:	طلبہ اس قابل ہو جائیں گے کہ زبان کے تکلیفی پہلوؤں (یعنی قواعد کی خصوصیات) کا عملی زندگی (تحریر اور تقریر) میں درست استعمال کر سکیں۔		
U5Eb101	مہارتیں / حاصلاتِ تعلم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
U5Eb101	بناوٹ کے لحاظ سے اسم کی اقسام (بناوٹ کے لحاظ سے اسم کی اقسام) کی اقسام (اسم جامد، اسم مصدر اور اسم مشتق) پہچان کر استعمال کر سکیں	اسم مصدر اور اسم	اسم جامد، اسم مصدر اور اسم مشتق	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل

		مشق) پر مشتمل تدریسی مواد	تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	تحریری آزمائشیں۔
U5Eb102	اسم، معاوضہ اور اسم حالیہ کی پہچان کر کے استعمال کر سکیں۔	اسم، معاوضہ اور اسم حالیہ پر مشتمل تدریسی مواد۔	سوالات پوچھنا، انفرادی اور گروہی کام، اسم معاوضہ اور اسم حالیہ کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U5Eb103	اسم حاصل مصدر اور اسم جمع کی پہچان کر کے استعمال کر سکیں۔	اسم حاصل مصدر اور اسم جمع پر مشتمل تدریسی مواد	سوالات پوچھنا، انفرادی اور گروہی کام، اسم حاصل مصدر اور اسم جمع کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U5Eb104	فعل کی اقسام بلحاظ فاعل (فعل معروف اور فعل مجہول) میں امتیاز کر کے استعمال کر سکیں۔	فعل کی اقسام بلحاظ فاعل (فعل معروف اور فعل مجہول) پر مشتمل تدریسی مواد	سوالات پوچھنا، انفرادی اور گروہی کام، فعل کی اقسام بلحاظ فاعل (فعل معروف اور فعل مجہول) پر مشتمل تدریسی مواد کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U5Eb105	حروف کی اقسام (فجائیہ، ندائیہ، علت، تاکید، اضافت) کا فرق جان کر استعمال کر سکیں	حروف کی اقسام (فجائیہ، ندائیہ، علت، تاکید، اضافت) پر مشتمل تدریسی مواد	سوالات پوچھنا، انفرادی اور گروہی کام، حروف کی اقسام (فجائیہ، ندائیہ، علت، تاکید، اضافت) پر مشتمل تدریسی مواد کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U5Eb106	رموز و اوقاف (قوسین، رابطہ، تفصیلیہ، علامت) کی پہچان کر کے استعمال کر سکیں۔	رموز و اوقاف (قوسین، رابطہ، تفصیلیہ، علامت) پر مشتمل تدریسی مواد	سوالات پوچھنا، انفرادی اور گروہی کام، رموز و اوقاف (قوسین، رابطہ، تفصیلیہ، علامت) پر مشتمل تدریسی مواد کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔
U5Eb107	مشابہ الفاظ (بلحاظ املا) کو پہچان سکیں اور استعمال کر سکیں۔	مشابہ الفاظ کا فرق، محاورات و ضرب الامثال پر مشتمل تدریسی مواد	سوالات پوچھنا، انفرادی اور گروہی کام، مشابہ الفاظ کا فرق، محاورات و ضرب الامثال پر مشتمل تدریسی مواد کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔

مشاہدہ مظاہرہ ورک شیٹ پر مشتمل تحریری آزمائشیں۔	سوالیات پوچھنا، انفرادی اور گروہی کام، تلمیح الفاظ کا فرق، محاورات و ضرب الامثال پر مشتمل تدریسی مواد کے تصورات طلبہ سے سادہ اور آسان مثالوں کے ذریعے واضح کروائیں اور ان کی بار بار عملی مشق کروائیں۔	تلمیح کو پہچان سکیں اور استعمال کر سکیں۔ محاورات و ضرب الامثال پر مشتمل تدریسی مواد	U5Eb108
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روزمرہ زندگی کی مہارتیں			
ذاتی اور اجتماعی زندگی کے مختلف سماجی و معاشرتی پہلوؤں اور معاملات میں مؤثر و مثبت شرکت اور ان مسائل و معاملات پر مناسب انداز میں پیش رفت۔			
مہارتیں / حاصلات تعلم	تدریسی مواد	تدریسی طریقہ کار	تدریسی جائزہ
روزمرہ زندگی کے معاملات، تجربات اور مشاہدات کا زبانی و تحریری اظہار کر سکیں۔	مطلوبہ درجے کے مطابق روزمرہ زندگی سے متعلق معاملات، تجربات اور مشاہدات پر مبنی تحریری مواد۔	گفت و شنید، فکری تحریک، سوال پوچھنا، طلبہ کو مطلوبہ درجے کے مطابق روزمرہ زندگی کے معاملات، تجربات اور مشاہدات پر مبنی مواد سنا، پڑھا کر ان کے ساتھ بات چیت کروائیں۔	مشاہدہ، مظاہرہ، زبانی سوالات، ورک شیٹ پر مشتمل تحریری آزمائشیں۔
بچوں کے اخبار و رسائل یا سکول میگزین میں اپنی کاوشیں بھیج سکیں۔	بچوں کے اخبارات، رسائل اور سکول میگزین پر مبنی تدریسی مواد	گفت و شنید، فکری تحریک، سوال پوچھنا، طلبہ کو بچوں کے اخبارات، رسائل اور سکول میگزین میں مختلف سماجی، اخلاقی اور علمی موضوعات پر مبنی تحریریں دکھائیں اور انھیں لکھنے کی مشق کروا کر ان کی کاوشیں بچوں کے کسی اخبار، رسالے یا سکول میگزین میں ان کے ناموں سے شائع کروائیں۔	مشاہدہ مظاہرہ زبانی سوالات تحریری آزمائشیں۔
کسی واقعے کی اطلاع اخبار، تھانے یا کسی ذمہ دار افسر کو لکھ کر بھیج سکیں۔	کسی اخباری مدیر، تھانے یا کسی ذمہ دار افسر کو لکھے گئے واقعے سے متعلق تحریری نمونے	گفت و شنید، فکری تحریک، سوال پوچھنا، طلبہ کو کسی اخباری مدیر، تھانے یا کسی ذمہ دار افسر کو لکھے گئے واقعے سے متعلق تحریری نمونے دکھا کر ان سے لکھنے کی عملی مشق کروائیں۔	مشاہدہ مظاہرہ زبانی سوالات تحریری آزمائشیں۔
ٹیکنالوجی (کمپیوٹر اور موبائل فون وغیرہ) پر اردو کا استعمال کر سکیں۔	کمپیوٹر، لیپ ٹاپ، ٹیبلیٹ اور موبائل فون	گفت و شنید، فکری تحریک، سوال پوچھنا، ٹیکنالوجی کا استعمال، طلبہ کو کمپیوٹر، لیپ ٹاپ، ٹیبلیٹ اور موبائل فون پر اردو کی بورڈ کا استعمال سکھا کر بار بار عملی مشق کروائیں۔	مشاہدہ مظاہرہ زبانی سوالات تحریری آزمائشیں
اے۔ ٹی۔ ایم سکرین پر اردو میں دی گئی ہدایات پر عمل کر سکیں۔	اے۔ ٹی۔ ایم سکرین پر استعمال کرنے کے لیے دی گئی ہدایات پر مبنی	گفت و شنید، فکری تحریک، سوالیات پوچھنا، ٹیکنالوجی کا استعمال، طلبہ کو اے۔ ٹی۔ ایم سکرین استعمال کرنے کے لیے دی گئی ہدایات پر مبنی دستاویزی فلم،	مشاہدہ مظاہرہ زبانی سوالات

	ویڈیو دکھا کر درست اور مناسب استعمال سکھائیں۔	دستاویزی فلم اور ویڈیو۔		
مشاہدہ مظاہرہ زبانی سوالات تحریری آزمائشیں، ورک شیٹ	گفت و شنید، فکری تحریک، سوالات پوچھنا، طلبہ کو مطلوبہ درجے کے مطابق مختلف تہنیتی پیغامات دے سکیں اور نجی و سماجی تقریبات میں شمولیت کے لیے دعوت ناموں کے تحریری نمونے دکھا کر ان سے لکھنے کی عملی مشق کروائیں۔	مطلوبہ درجے کے مطابق مختلف تہنیتی پیغامات دے سکیں اور نجی و سماجی تقریبات میں شمولیت کے لیے دعوت ناموں کے تحریری نمونے۔	مختلف تہنیتی پیغامات دے سکیں اور نجی و سماجی تقریبات میں شمولیت کے لیے دعوت نامے لکھ سکیں۔	U6Eb106
مشاہدہ مظاہرہ زبانی سوالات	گفت و شنید، سوالات پوچھنا، طلبہ کے ساتھ بچوں کے تحفظ کے حوالے سے مسائل پر بات چیت کریں اور انہیں یہ مسائل اساتذہ اور والدین تک بروقت پہنچانے کی ترغیب دیں۔	بچوں کے تحفظ کے حوالے سے مسائل پر مبنی معلومات	اپنے تحفظ سے متعلق مسائل اساتذہ اور والدین تک پہنچا سکیں۔	U6Eb107
مشاہدہ مظاہرہ زبانی سوالات	گفت و شنید، سوالات پوچھنا، طلبہ کے مطلوبہ درجے کے مطابق صحت و صفائی اور ماحولیاتی تحفظ کے لیے قائم کردہ حکومتی اداروں اور فلاحی تنظیموں کی سرگرمیوں سے متعلق تحریری مواد دکھا، سنا، پڑھا کر انہیں عملی طور پر صحت و صفائی اور ماحولیاتی تحفظ سے متعلق سرگرمیوں میں شامل ہونے کی ترغیب دیں۔	مطلوبہ درجے کے مطابق صحت و صفائی، ماحولیاتی تحفظ کے لیے قائم کردہ حکومتی اداروں اور فلاحی تنظیموں کی سرگرمیوں سے متعلق مواد۔	صحت و صفائی اور ماحولیاتی تحفظ کے لیے قائم کردہ حکومتی اداروں اور فلاحی تنظیموں کی سرگرمیوں میں عملی طور پر شامل ہو سکیں۔	U6Eb108
مشاہدہ مظاہرہ زبانی سوالات تحریری آزمائشیں	گفت و شنید، جماعتی مباحثہ، سوالات پوچھنا، ٹیکنالوجی کا استعمال، اساتذہ کرام کمر اجتماعت میں سوشل میڈیا سے حاصل کردہ مواد کو آگے بڑھانے سے قبل تصدیق کرنے کے رہنما اصول و ضوابط پر مبنی مواد دکھا، سنا، پڑھا کر اس حوالے کی مناسب رہنمائی کریں۔	سوشل میڈیا سے حاصل کردہ مواد کو آگے بڑھانے سے قبل تصدیق کرنے کے رہنما اصول و ضوابط پر مبنی مواد۔	سوشل میڈیا سے حاصل کردہ مواد کو آگے بڑھانے سے قبل تصدیق کریں۔	U6Eb109

## موضوعات

مجوزہ موضوعات / عنوانات برائے ہفتم	مجوزہ موضوعات / عنوانات برائے ہفتم	مجوزہ موضوعات / عنوانات برائے ششم	
<p>احترام انسانیت،</p> <p>اخلاقی جرات،</p> <p>بجلی کی دریافت،</p> <p>لوک کہانیاں [دو] کسی اخلاقی موضوع پر،</p> <p>مشاہیر پاکستان،</p> <p>شہری دفاع،</p> <p>کیس کے بارے میں معلومات،</p> <p>ملی وحدت،</p> <p>سائنس کی جدوجہد،</p> <p>پاکستانی تہذیب و ثقافت،</p> <p>گرلز گائیڈ،</p> <p>حیاتیات کے بارے میں معلومات،</p> <p>مثالی طالب علم [مکالمے کی صورت میں]،</p> <p>کھیل [ہاکی]،</p> <p>ادب کی اہمیت،</p> <p>مناظر پاکستان،</p> <p>پاکستان کا موصلاتی نظام [سڑکیں]،</p> <p>پاکستان کا موصلاتی نظام [ریلوے]،</p> <p>پاکستان کے موسم،</p> <p>تفریح کی اہمیت</p>	<p>اخلاقیات،</p> <p>اجتماعی ایثار،</p> <p>محنت،</p> <p>نظم و ضبط،</p> <p>تحریک پاکستان میں خواتین کا حصہ،</p> <p>ابتدائی طبی امداد،</p> <p>ہوائی جہاز کی ایجاد،</p> <p>قومی تہوار،</p> <p>طبیعیات کے بارے میں معلومات،</p> <p>کھیل [فٹ بال]،</p> <p>دیہی و شہری زندگی کا موازنہ [مکالمے کی صورت میں]،</p> <p>آداب معاشرت،</p> <p>زراعت کی اہمیت،</p> <p>قومی پرچم کے آداب [مکالمے کی صورت میں]،</p> <p>مشاہیر،</p> <p>علم کی اہمیت،</p> <p>لوک کہانی [اخلاقی موضوع پر]،</p> <p>ماحولیات،</p> <p>پاکستان کے صوبے [معلومات]،</p> <p>قومی ادارے</p>	<p>محنت کی برکات</p> <p>سائنسی ایجادات</p> <p>زراعت و صنعت</p> <p>قومی تہوار</p> <p>لوک کہانی [ایک اخلاقی موضوع]،</p> <p>مشاہیر خواتین،</p> <p>ریاضی کا تعارف اور اہمیت،</p> <p>اسلامی ممالک کی تنظیم کا تعارف تاریخ،</p> <p>اخلاقیات [سعدی کے اقوال میں سے</p> <p>مناسب انتخاب]،</p> <p>پاکستان کا منظر [کسی علاقے کے بارے میں</p> <p>معلوماتی مضمون]،</p> <p>بچوں کی کھیل</p> <p>ماحولیات،</p> <p>صحت و صفائی، مزاح</p>	<p>مضامین /</p> <p>کہانیاں</p>
<p>حمد،</p> <p>نعت،</p> <p>قومی یکجہتی،</p> <p>اتحاد،</p> <p>حب وطن،</p> <p>مناظر فطرت،</p> <p>اخلاقیات، مزاحیہ</p>	<p>حمد،</p> <p>نعت،</p> <p>حب وطن،</p> <p>مظاہر و مناظر فطرت،</p> <p>مسدس حالی سے انتخاب [کم از کم تین بند]،</p> <p>ملی نغمہ،</p> <p>مزاحیہ،</p> <p>مختلف موضوعات پر نظمیں [دو]</p>	<p>حمد،</p> <p>نعت،</p> <p>قومی یکجہتی،</p> <p>اتحاد،</p> <p>مظاہر فطرت،</p> <p>تکریم محنت،</p> <p>ملی نغمہ،</p> <p>مزاحیہ</p>	<p>منظومات</p>

<p>زبان شناسی / سادہ اور مرکب جملوں کے امتیاز کو سمجھنا۔  تواعد  مرکب جملوں کو سادہ جملوں میں بدلنا،  مترادف الفاظ کا استعمال،  غلط فقرات کی درستگی،  تشابہ، تجنیس لفظی میں امتیاز،  متلازم الفاظ [گروہی الفاظ] کی سمجھ اور  تھیسارس کا استعمال،  اسماء کی تزکیر و تانیث،  ضمائر کی تزکیر و تانیث،  حروف فجائیہ، استفہامیہ، بیان، علت، تاکید کا  استعمال  اسم نکرہ کا استعمال،  لغت کا استعمال،  مضمون،  خط / درخواست</p>	<p>فعل معروف کو مجہول میں بدلنا،  متضاد الفاظ کو درمیانی الفاظ سے سمجھنا،  روزمرہ اور محاورہ کا استعمال،  روزمرہ کے لحاظ سے جملوں کی درستگی،  مترادف، متضاد اور متلازم الفاظ کو جملوں میں  استعمال کرنا،  لغت کا استعمال،  مضمون،  کہانی لکھنا،  خط / درخواست</p>	<p>مجہول کو معروف میں بدلنا،  تجنیس معنوی میں امتیاز کرنا،  محاورات اور ضرب الامثال کا استعمال [جملے  بنانا]،  روزمرہ اور محاورے کے لحاظ سے غلط جملوں کی  تصحیح،  مقولات اور کہاوتوں کا تحریر میں محل استعمال،  سابقہ اور لاحقہ کی مدد سے لفظ سازی،  ردیف کے حوالے سے الفاظ سازی،  خط / درخواست  مضمون</p>
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## نصاب

مہارت	پیکج ڈی	پیکج ای
سننا	<p>معیار:  اردو میں واقعات، کہانی، تقریر، خطبہ، ہدایات، اعلانات وغیرہ سن کر ان کہی باتوں کا واضح ادراک اور تجزیہ کر سکے  کم از کم سات ہزار الفاظ و تراکیب کا احاطہ کر سکے  روزمرہ بول چال اور سیاسی تقاریر کا بخوبی ادراک کر سکے تاکہ اپنی رائے دینے کا اہل ہو سکے</p>	<p>پیکج ای</p>
	<p>استدلال:  بچہ اس عمر میں تجزیہ اور منطقی استدلال کا ادراک کر سکنے کے قابل ہوتا ہے۔  بچہ تیرہ برس تک روزمرہ معمولات اور احساسات کے ادراک کے لیے اتنے ہی ذخیرہ الفاظ کی ضرورت ہوتی ہے۔  اس عمر میں بچہ اپنی رائے دینے کا اہل ہوتا ہے</p>	
	<p>ذرائع ابلاغ اور دیگر ذرائع سے سن کر معلومات اخذ کر سکے اور ان سے  متعلق عمومی سوالات کے جوابات دے سکے</p>	<p>مختلف ذرائع سے سن کر اپنے علم اور تجربے کی روشنی میں اہم  نکات کو سمجھ سکیں</p>
	<p>مخصوص لہجے، تلفظ اور روانی سے ادا کی گئی باتوں / واقعات کو سن کر  نفس مضمون اور سیاق و سباق کا اندازہ لگا سکیں۔</p>	<p>سن کر سیاق و سباق کی روشنی میں بیان نہ کی جانے والی باتوں کا احاطہ  کر سکیں</p>
		<p>خبریں، ڈرامے، فیچرز وغیرہ سن کر اہم نکات کا تجزیہ کر سکیں۔</p>

بولنا	معیار: واقعات یا کہانی، نظم، بیان وغیرہ میں موجود سقم یا کمی کو بیان کر سکے
	استدلال: اس عمر میں اپنی رائے دینے اور دوسروں کا تجزیہ کرنے کی صلاحیت موجود ہے۔
	معلومات کو بیان کرتے ہوئے اپنے رد عمل کو بھی شامل کر سکیں۔ معلومات کو بیان کرتے ہوئے اپنے رد عمل اور تجزیے کو گفتگو میں شامل کر سکیں۔
	کسی بھی تحریر یا گفتگو میں موجود سقم فہم کے ساتھ بیان کر سکیں ذرائع ابلاغ میں بیان کردہ امور پر اپنے فہم، تجزیے اور رائے کے حوالے سے اظہار خیال کر سکیں۔
	تقریر یا نظم کا مرکزی نقطہ اپنے الفاظ میں بیان کر سکیں مقرر یا مصنف کے نکتہ نظر کو اپنے تجزیے کے ساتھ دوسروں کے سامنے پیش کر سکیں۔
	کسی بھی بیان یا نکتے کو مخصوص تلفظ، لہجے، آہنگ اور اوقاف کو ملحوظ رکھتے ہوئے دہرا سکیں سکول کی سطح پر منعقد ہونے والے پروگراموں میں کمپیئرنگ کر سکیں۔
پڑھنا	معیار: عبارت کو بنیادی خیال اور طرز بیان کے حوالے سے پڑھ سکے
	استدلال: مختلف محضروں [ادبی، صحافتی، علمی، دفتری] کا امتیاز کیا جاسکتا ہے۔
	عبارت کو روانی، زیر و بم اور عمدہ رفتار کے ساتھ پڑھ سکیں عبارت کو اس کے اسلوب اور مقصود کو پیش نظر رکھتے ہوئے فہم کے ساتھ پڑھ سکیں۔
	روزمرہ محاورے اور ضرب الامثال کا مفہوم سمجھ کر عبارت کو تسلسل سے پڑھ سکیں۔ تسلسل کے ساتھ پڑھ سکیں۔
	اطلائی پڑھ کر لطف اندوز ہو سکیں، اور پہیلیاں پڑھ کر ان میں پوشیدہ دانش کو سمجھ سکیں کہانی، ڈرامے، مضمون وغیرہ کو مصنف کے مقصود اور طرز بیان کو سامنے رکھتے ہوئے پڑھ سکیں۔
	کہانی، واقعہ، یا ڈرامہ پڑھ کر ان کے کرداروں کو سمجھ سکیں۔ اخبارات اور رسائل وغیرہ میں خبروں، اداروں، رپورٹوں اور اشتہاروں وغیرہ کو سمجھتے ہوئے روانی سے پڑھ سکیں۔
	عناصر [آغاز، نفس مضمون، انجام] اور کرداروں کی تفہیم کر سکیں۔
لکھنا	معیار: کسی بھی عبارت کو اپنے الفاظ میں لکھ سکے [مفصل یا خلاصہ]
	استدلال: متبادل، متضاد اور متلازم الفاظ کا مناسب ذخیرہ موجود ہے۔
	متن پڑھ کر سوالات کا مناسب جواب لکھ سکیں نثر پارے یا نظم کے خاص نکات کو رواں عبارت میں لکھ سکیں۔
	متن پڑھ کر اہم نکات خلاصے کی صورت میں لکھ سکیں مضمون کو اس کے اجزاء کے مطابق لکھتے ہوئے اپنے مشاہدے اور فکر کو شامل کر سکیں۔

موضوع کے مطابق کہانی کے اجزاء [آغاز، نفس مضمون، انجام] کا خیال رکھتے ہوئے اپنے الفاظ میں تحریر کر سکیں۔	اخبارات اور رسائل کے انداز کی نقل کرتے ہوئے کسی بھی متن کا خلاصہ اپنے الفاظ میں لکھ سکیں۔
روزمرہ امور اور مسائل کے بارے میں درخواست لکھ سکیں	کسی بھی دئے گئے اخلاقی نتیجے پر کہانی لکھ سکیں۔
سکول اور شادی بیاہ کی تقریبات کے لیے دعوت نامے لکھ سکیں۔	نثر پارے یا نظم پارے کی تشریح مناسب الفاظ میں لکھ سکیں۔
اشارات کی مدد سے کہانی تحریر کر سکیں۔	کسی واقعے کی اطلاع اخبار، تھانے یا ذمہ دار افسر کو لکھ کر بھیج سکیں۔
	کسی عمومی موضوع پر مکالمہ تحریر کر سکیں۔
تقریر	معیار: اپنے علم اور مشاہدے کی روشنی میں سامعین کے سامنے زبانی یا تحریری تقریر کر سکے اور مذاکرے میں حصہ لے سکے۔
	استدلال: اس درجے سے تقریر کی مہارت کا باقاعدہ آغاز ہونا چاہئے۔
جماعت یا سکول کے بزم ادب میں دئے گئے موضوع پر دو منٹ تک تقریر کر سکیں۔	کسی بھی فطری، اخلاقی یا قومی موضوع پر اپنے علم اور مشاہدے کی روشنی میں درست تلفظ اور لب و لہجے کے ساتھ دو منٹ تک تقریر کر سکیں۔
کسی بھی فطری، اخلاقی یا قومی موضوع پر اپنا مافی الضمیر جماعت کے سامنے پیش کر سکیں۔	مباحثے کے لوازمات کو مد نظر رکھتے ہوئے اپنا نقطہ نظر موثر انداز میں پیش کر سکیں۔
اپنی تقریر کو محاورات، ضرب الامثال، اشعار اور جسمانی حرکات و سکنات سے موثر بنا سکیں۔	کسی بھی عمومی موضوع پر کم از کم ایک منٹ تک فی البدیہہ تقریر کر سکیں۔
انشاء پر دازی	معیار: صحت اور ترتیب کے لحاظ سے عمدہ انشاء پر دازی کر سکے۔
	استدلال: زبان و بیان پر اس درجے میں خاص عبور حاصل ہو جاتا ہے
اشارات کی مدد سے اپنے مشاہدات، خیالات اور علم کی روشنی میں کسی فطری، اخلاقی یا قومی موضوع پر دو سو الفاظ کا مضمون لکھ سکیں۔	انشاء پر دازی کے اصولوں کو سامنے رکھتے ہوئے کسی بھی فطری، اخلاقی یا قومی موضوع پر اپنے مشاہدات، تجربات اور خیالات دو مربوط پیرا گراف میں قلم بند کر سکیں۔
نفس مضمون کے مطابق طرز نکارش کا انتخاب کر کے موزوں زبان میں اپنے خیالات و تصورات کو قلم بند کر سکیں۔	اپنے خیالات، مشاہدات، تجربات وغیرہ تحریر کرتے وقت صحت زبان [قواعد، املاء، اعراب وغیرہ] کا خیال رکھ سکیں۔
اپنے ماحول سے متعلق معلومات اور مسائل کو رسمی اور غیر رسمی [درخواست، خط، کہانی] تحریروں میں پیش کر سکیں۔	کم از کم تین سو الفاظ پر مشتمل مضمون، انشائیہ یا روداد وغیرہ تیار کر کے پیش کر سکیں۔
اپنی تحریر کو با معنی اور موثر بنانے کے لیے محاورات، ضرب الامثال اور اشعار کا بر محل استعمال کر سکیں۔	دوسروں کی تحریروں کو پڑھ کر ان پر اپنی رائے لکھ سکیں۔

زبان شناسی	معیار: معروف اور مجہول جملوں میں امتیاز سیکھ سکے۔ اپنے خیالات اور نقطہ نظر کو تحریر کر سکے۔
	استدلال: معنی کے بیان کے لحاظ مختلف جملوں میں امتیاز پڑھ چکا ہے۔ کیا، کب کیوں جیسے سوالوں کا جواب اسی طرح ہو سکتا ہے۔
	کلے اور مہمل کا فرق جان سکیں اسم معرفہ اور اسم نکرہ کی اقسام جان سکیں۔
	اسم کی اقسام، بناوٹ [جامد، مصدر، مشتق] اور معانی [معرفہ، نکرہ] کو روزمرہ اور محاورے میں امتیاز کر سکیں۔ سمجھ کر درست استعمال کر سکیں۔
	سادہ اور مرکب جملوں میں امتیاز کر سکیں، اور ایک دوسرے میں بدل سکیں فعل ماضی کی اقسام جان سکیں۔
	فعل کی اقسام بلحاظ زمانہ [ماضی، حال، مستقبل] کا درست استعمال کر سکیں۔ سابقہ اور لاحقہ کی مدد سے الفاظ سازی کر سکیں۔
	متضاد، مترادف، متشابہ اور متلازم الفاظ کا درست استعمال کر سکیں۔ محاورات، ضرب الامثال اور مقولات کا درست استعمال کر سکیں۔
	اسما اور ضمائر کی تذکیر و تانیث سمجھ سکیں فعل کی اقسام بلحاظ فاعل [معروف، مجہول] کا درست استعمال کر سکیں۔
	حروف [عطف، جار، بیان، شرط و جزا] کا استعمال کر سکیں حروف کی اقسام [اضافت، علت، تاکید، وغیرہ] کا درست استعمال کر سکیں۔
	رموز او قاف [سکتہ، ختمہ، سوالیہ، فجائیہ] کا درست استعمال کر سکیں۔ متضاد، مترادف، متشابہ اور متلازم الفاظ کا جملوں میں استعمال کر سکیں۔
	غلط فقرات کی درستگی کر سکیں۔ رموز او قاف [وقفہ، تفصیلیہ، رابطہ، واوین، قوسین] کا استعمال کر سکیں۔
استحسان اور تنقید	معیار: استحسان اور تنقید کی سطح کے لیے تیاری کر سکے۔
	استدلال: اس سطح پر بنیادی تشریحی امور کا علم ہونا چاہئے۔
	چیزوں کے ظاہری خط و خال سے متعلق اپنے مشاہدے کو زبانی بیان کر سکیں۔ عبارات پڑھ کر اس کے اجزاء [آغاز، نفس مضمون، انجام] پر رائے دے سکیں۔
	کہانی پڑھ کر اس کے اخلاقی نتائج پر گفتگو کر سکیں۔ فنون لطیفہ سے متعلق شہ پاروں، تصاویر، عمارات یا آرٹ وغیرہ کو دیکھ کر استحسان کر سکیں۔

مکالمہ سن یا پڑھ کر اس کے مدعا تک رسائی حاصل کر سکیں۔	نظم کی صوتی کیفیات سے لطف اندوز ہو سکیں۔
ڈرامہ یا واقعہ سن، دیکھ یا پڑھ کر اس کے کرداروں پر رائے دے سکیں۔	مناظر فطرت کا استحسان کرتے ہوئے اپنی رائے قلم بند کر سکیں۔
روزمرہ زندگی کی مہارتیں	معیار: روزمرہ امور پر زبانی اور تحریری اظہار کر سکے کسی واقعہ کی اطلاع یا روداد لکھ کر متعلقہ افراد کو بھیج سکے۔ کمپیوٹر پر اردو کا استعمال سیکھ سکے۔
	استدلال: مڈل کی سطح پر اردو کے تمام محضروں [ڈسکوس] کے حوالے سے مہارتی سطح پر تحصیل ضروری ہے
روزمرہ زندگی کے مسائل، امور اور واقعات کے بارے میں اپنے مشاہدات، تجربات اور خیالات مناسب زبان میں دوسروں تک پہنچا سکیں۔	اپنے تجربات، مشاہدات اور معلومات کو روزمرہ زندگی کے مسائل کے حل کے لیے استعمال کر سکیں۔
کسی مقام کی سیر یا تہوار کی تفصیلات سے دوسروں کو آگاہ کر سکیں۔	ذرائع ابلاغ پر نشر ہونے والے سماجی اور ثقافتی پروگراموں پر بات چیت کر سکیں
روزمرہ امور اور مسائل کے حوالے سے کردار کاری [رول پلے] کر سکیں۔	اردو زبان کو گھر، جماعت، سکول اور محلے کی سطح پر اپنے مسائل کے حل کے لیے استعمال کر سکیں۔
اردو زبان میں وائٹس ایپ، اور ٹیکسٹ میسجنگ کا درست استعمال کر سکیں۔	ذرائع ابلاغ اور دیگر ذرائع سے پیش کردہ پروگراموں کے مثبت اور منفی پہلوؤں پر اپنی رائے دے سکیں۔
اخبار پڑھ سکیں اور اپنی دلچسپی کی چیزوں پر اپنا نقطہ نظر دے سکیں۔	ٹریفک سے متعلقہ ہدایات، اشارات، نشانات اور قواعد کو سمجھ کر عمل کر سکیں۔
بجلی، پانی، گیس، وغیرہ کت بل پڑھ سکیں اور ان سے متعلق گفتگو کر سکیں۔	ای میل کے لیے اردو کا استعمال کر سکیں
قدرتی آفات اور ہنگامی صورت میں اپنے اور دوسروں کے تحفظ کی تدابیر کر سکیں۔	لابہریری سے اپنی ضرورت اور پسند کی کتب کا مطالعہ کر کے معلومات اخذ کر سکیں۔
	گھر، سکول اور محلے سے متعلق مسائل کا بات چیت سے حل نکال سکیں۔

# Mathematics

**Accelerated Education Programme for Elementary Grades**  
**Mathematics Package D**

**Strand:** Sets

**Standard M1:** Understand Sets and Operation on Sets through Venn diagrams.

<b>Benchmark M1D:</b> The learners will be able to understand sets and its types, operations on sets and illustration of sets through Venn diagrams.				
<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching Techniques</b>	<b>Assessment Techniques</b>
M1Db101	Describe set with examples.	Set notation	Demonstrate through examples	Concept test
M1Db102	Recognize set building notation, its objects / elements.			
M1Db103	Express a set in: <ul style="list-style-type: none"> <li>• Descriptive form,</li> <li>• Set builder form,</li> <li>• Tabular form.</li> </ul>	Forms of Sets	Discovery	Work sheets
M1Db104	Define: <ul style="list-style-type: none"> <li>• Finite and infinite sets.</li> <li>• Empty and singleton sets.</li> <li>• Equal and equivalent sets.</li> <li>• Subset and superset of a set.</li> <li>• Proper and improper subsets of a set.</li> </ul>	Types of Set	Direct Instruction	MCQs  Matching short answer  True-False test
M1Db105	Define union, intersection and difference of two or more sets with examples.	Operations on Sets		
M1Db106	Define and identify disjoint and overlapping sets.			
M1Db107	Define a universal set and complement of a set.			
M1Db108	Verify different properties involving union of sets, intersection of sets, difference of sets and complement of a set, e.g., $A \cap A' = \phi$ .			
M1Db109	Represent sets through Venn diagram.	Operations on Sets through Venn Diagram		
M1Db110	Perform operations of union, intersection, difference and complement on two sets $A$ and $B$ when <ul style="list-style-type: none"> <li>• <math>A</math> is subset of <math>B</math>,</li> <li>• <math>B</math> is subset of <math>A</math>,</li> <li>• <math>A</math> and <math>B</math> are disjoint sets,</li> <li>• <math>A</math> and <math>B</math> are overlapping sets, through Venn diagram.</li> </ul>			

**Strand: Whole Numbers and Rational Numbers****Standard M2:** Understand the whole and rational numbers and algebraic operations on them.

<b>Benchmark M2D:</b> The learners will be able to differentiate between whole and rational numbers and perform operations on them.				
<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching Techniques</b>	<b>Assessment Techniques</b>
M2Db101	Recognize Natural and Whole Numbers with examples.	Natural and Whole Numbers	Demonstrate through examples Discovery Direct Instruction	Concept test Work sheets MCQs Matching short answer True-False test
M2Db102	Demonstrate addition, subtraction, multiplication and division of whole numbers.	Basic Algebraic Operations on Whole Numbers		
M2Db103	Verify Commutative, Associative and Distributive Laws of whole numbers.			
M2Db104	Understand that a rational number is a number that can be expressed in the form $p/q$ where $p$ and $q$ are integers and $q > 0$ .	Rational Numbers		
M2Db105	Add two or more than two rational numbers.	Operations on Rational Numbers		
M2Db106	Subtract a rational number from a rational number.			
M2Db107	Verify commutative, associative and distributive properties of rational numbers w.r.t addition.			
M2Db108	Find additive inverse of a rational number.			
M2Db109	Multiply two or more rational numbers.			
M2Db110	Divide a rational number by a non-zero rational number.			
M2Db111	Verify commutative, associative and distributive properties of rational numbers w.r.t multiplication.			
M2Db112	Find multiplicative inverse of a rational number.			
M2Db113	Find reciprocal of a rational number.			

**Strand: Factors and Multiples****Standard M3:** Understand Factors, Multiples, HCF and LCM

<b>Benchmark M3D:</b> The learners will be able to find factors and multiples of numbers, HCF and LCM of two or more than two numbers (up to 3-digits).				
<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching Techniques</b>	<b>Assessment Techniques</b>
M3Db101	Understand a factor as a number which divides the dividend completely.	Factors and Multiples	Demonstrate through	Concept test

M3Db102	Understand a multiple as a dividend which is divided by its factor.		examples	Work sheets MCQs Matching short answer True-False test
M3Db103	Explain Even and Odd Numbers with examples.		Discovery	
M3Db104	Explain Prime and Composite Numbers with example.		Direct Instruction	
M3Db105	Test for divisibility of numbers by the numbers: 2,3,4,5,6,7,8,9,10.	Tests for Divisibility		
M3Db106	Demonstrate prime factorization as the process of factorizing a number into its prime factors.	Factorization		
M3Db107	Recognize index notation.			
M3Db108	Factorize a given number expressing its factors in index notation.			
M3Db109	Demonstrate HCF as the greatest number which is a common factor of two or more than two numbers.	HCF		
M3Db110	Find HCF of two or more than two numbers (up to 3-digit) by: <ul style="list-style-type: none"> <li>• Prime factorization method.</li> <li>• Long division method</li> </ul>			
M3Db111	Demonstrate LCM as the smallest or a least number which is a common multiple of two or more than two numbers.	LCM		
M3Db112	Find LCM of two or more than two numbers (up to 2-digit) by: <ul style="list-style-type: none"> <li>• Prime factorization method.</li> <li>• Division method.</li> </ul>			
M3Db113	Solve real life problems relating to HCF and LCM.	Application of HCF and LCM		

**Strand: Decimals**

**Standard M4:** Understand Terminating, Recurring and a Non-terminating Decimals and Approximate values of Numbers

<b>Benchmark M4D:</b> The learners will be able to define decimals numbers, convert decimal numbers into rational numbers and work out approximate value of a number.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M4Db101	Convert decimals into rational numbers.	Conversion of Decimals into Rational Numbers	Demonstrate through examples	Concept test Work sheets
M4Db102	Demonstrate terminating decimals having a finite number of digits after the decimal point.	Terminating and Non-terminating Decimals	Discovery	Work sheets
M4Db103	Demonstrate recurring decimals as		Direct Instruction	MCQs

	non-terminating decimals in which a single digit or a block of digits repeats itself infinitely e.g. $\frac{2}{7} = 0.285714285714285714\dots$		Activity	Matching short answer  True-False test
M4Db104	Recognize an approximate value of a number to a desired number of decimal places.	Approximate value		

**Strand: Integers**

**Standard: M5** (i) Recognize and represent integers and ordering the integers on a Number Line.

(ii) Add, subtract, multiply and divide integers.

**Benchmark: M5D:** The learners will be able to:  
(i) Know integers on number line and its absolute value.  
(ii) Apply arithmetic operations (+, −, ×, ÷) on integers.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M5Db101	Recognize integers.	Integers	Demonstrate through examples  Discovery	Concept test  Work sheets
M5Db102	Identify: <ul style="list-style-type: none"> <li>Negative integers</li> <li>Positive integers</li> <li>Zero (0) as a neutral integer</li> </ul>			
M5Db103	Know that on the Number Line any number lying on. <ul style="list-style-type: none"> <li>to the right of zero is positive.</li> <li>to the left of zero is negative.</li> <li>to the right of another number is greater than.</li> <li>to the left of another number is smaller than.</li> </ul>	Ordering of Integers	Direct Instruction	MCQs  Matching short answer  True-False test
M5Db104	Represent integers on Number Line.			
M5Db105	Arrange a given list of integers in ascending and descending orders			
M5Db106	Define absolute or numerical value of an integer as its distance from zero on the number line.	Absolute or Numerical Value of an integers		
M5Db107	Arrange the absolute or numerical values of given integer in ascending and descending order.			
M5Db108	Use Number Line to display sum and difference of two or more given negative and positive integers.	Addition of Integers		
M5Db109	Add two integers with like and unlike signs			
M5Db110	Recognize subtraction as the inverse process of addition.	Subtraction of Integers		
M5Db111	Subtract one integer from the other			

	by changing the sign of the integer being subtracted and adding according to the rules for addition of integers.			
M5Db112	Recognize: <ul style="list-style-type: none"> <li>• the product of two integers of like signs is a positive integer,</li> <li>• the product of two integers of unlike signs is a negative integer.</li> </ul>	Multiplication of Integers		
M5Db113	Recognize that division is the inverse process of multiplication.	Division of Integers		
M5Db114	Recognize that on dividing one integer by another <ul style="list-style-type: none"> <li>• if both the integers have like signs the quotient is positive,</li> <li>• if both the integers have unlike signs the quotient is negative.</li> </ul>			
M5Db115	Know that division of an integer by '0' is not possible.			

**Strand 6: Simplifications**

**Standard M6:** Simplify mathematical expression (fractions and decimals) through BODMAS.

**Benchmark M6D:** The learners will be able to understand the rule of BODMAS to solve mathematical expression involving fraction and decimals.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M6Db101	Know that the following four kinds of brackets: <ul style="list-style-type: none"> <li>• “—” bar.</li> <li>• ( ) parentheses or curved brackets or round brackets.</li> <li>• { } braces or curly brackets.</li> <li>• [ ] square brackets or box brackets are used to group two or more numbers together with operations.</li> </ul>	BODMAS Rule	Demonstrate through examples  Discovery  Direct Instruction	Concept test  Work sheets  MCQs  Matching short answer  True-False test
M6Db102	Understand the order of preference as: “—”, ( ), { } and [ ] to remove (simplify) them from an expression.			
M6Db103	Simplify mathematical expressions involving fractions and decimals grouped with brackets using BODMAS rule.			
M6Db104	Solve real life problems involving fractions and decimals.			

**Strand 7: Square and Square Root of Positive Number****Standard M7:** Recognize perfect square and square root of a positive Integer.**Benchmark M7D:** The learners will be able to perform the process of finding perfect square, square root and a positive integer.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M7Db101	Define a perfect square.	Perfect Squares	Direct Instruction	Oral
M7Db102	Test whether a number is a perfect square or not.			
M7Db103	Identify and apply the following properties of perfect square of a number. <ul style="list-style-type: none"> <li>• The square of an even number is even.</li> <li>• The square of an odd number is odd.</li> <li>• The square of a proper fraction is less than itself.</li> <li>• The square of a decimal less than 1 is smaller than itself.</li> </ul>			
M7Db104	Recognize square root of a natural number and its notation.	Square Roots	Direct Instruction	Oral Concept test
M7Db105	Find the square root of a perfect square of natural number, fraction and decimal by division method and factorization method.			
M7Db106	Solve real life I problems involving square roots.			

**Strand 8: Rate, Ratio and Proportion****Standard: M8:** (i) Define rate, ratio and proportion;

(ii) Establish a relationship between ratio and proportion.

**Benchmark: M8D:** The learners will be able to:

- (i) find the common measures of rate
- (ii) find the ratio of any two numbers
- (iii) find the proportion of two ratios using real life situation.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M8Db101	<ul style="list-style-type: none"> <li>• Define rate.</li> <li>• Common Units of rate.</li> <li>• Difference between rate and ratio.</li> </ul>	Rate	Demonstrate through examples	Concept test
M8Db102	Define ratio as a relation in which one quantity bears to another quantity of the same kind with regard to their magnitudes.	Ratio	Discovery Direct	Work sheets MCQs

M8Db103	Know that of the two quantities forming a ratio, the first one is called antecedent and the second one is called consequent.		Instruction Problem Solving	Matching short answer
M8Db104	Know that a ratio is a number has no units.			
M8Db105	Calculate ratio of two numbers.			
M8Db106	Reduce given ratio into its equivalent form.			
M8Db107	Describe relationship between ratio and a fraction			
M8Db108	Know that an equality of two ratios constitutes a proportion, e.g., $a : b :: c : d$ , where $a, d$ are known as extremes and $b, c$ are known as means.	Proportion		
M8Db109	Find proportion (direct and inverse).			
M8Db110	Solve real life problems involving direct and inverse proportion.			

**Strand 9: Direct and Inverse Variation**

**Standard: M9:** Understand direct and inverse variation

**Benchmark: MD9:** The learners will be able to find an unknown value using the concept of continuous ratio and establish a relationship between time and distance.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M9Db101	Recall direct and indirect proportions.	Continued Ratio	Demonstrate through examples Discovery	Concept test Work sheets
M9Db102	Solve real life problems (involving direct and inverse proportion) using unitary method and proportion method.			
M9Db103	Define continued ratio.			
M9Db104	Solve real life problems related to time and work using the concept of proportion.	Time, Work and Distance	Direct Instruction	MCQs Matching short answer True-False
M9Db105	Find relation (i.e. speed) between time and distance.			
M9Db106	Convert units of speed (kilometer per hour into meter per second and vice versa).			
M9Db107	Solve variation related problems involving time and distance.			

**Strand 10: Financial Arithmetic**

**Standard: M10:** Recognize percentage as fraction and its conversion into decimals.

**Benchmark: M10D:** The learners will be able to recognize percentage as a fraction and convert percentage loss and percentage profit into fractions

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M10Db101	Recognize percentage as a fraction with denominator 100.	Percentage	Demonstrate through	Concept test

M10Db102	Convert a percentage to a fraction expressing it as a fraction with denominator 100.		examples Discovery  Direct Instruction  Problem Solving	Work sheets  MCQs  Matching short answer  True-False test
M10Db103	Convert a fraction to a percentage by multiplying it with 100%.			
M10Db104	Convert a percentage to a decimal expressing it as a fraction with denominator 100 and then as a decimal.			
M10Db105	Convert a decimal to a percentage expressing it as a with denominator 100 then as a percentage.			
M10Db106	Solve real life problems involving percentage.			
M10Db107	Define: <ul style="list-style-type: none"> <li>• selling price and cost price,</li> <li>• profit, loss and discount,</li> <li>• profit percentage and loss percentage.</li> </ul>	Profit, Loss and Discount		
M10Db108	Solve real life problems involving profit, loss and discount.			

**Strand 11: Introduction to Algebra**

**Standard: M11:** Recognize and understand the basics of algebra

**Benchmark: M11:** The learners will be able to:  
(i) recognize and the algebraic expressions, algebraic equation, algebraic sentences.  
(ii) understand the linear equations and their application in daily life situation.  
(iii) know about the polynomials and arithmetic operation on polynomials.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M11Db101	Understand that algebra is the generalization of arithmetic.	Algebraic Expression and Algebraic Equation	Deductive  Problem Solving	Concept test  Work sheets  MCQs  Matching short answer  True-False test
M11Db102	Differentiate between algebraic expression and an equation.			
M11Db103	Evaluate an algebraic expression or algebraic formula.			
M11Db104	Explain an algebraic sentence as combination of two algebraic expression using symbol $>$ , $<$ , $=$ , $\neq$ .	Algebraic Sentence		
M11Db105	Identify a statement as open, true or false sentence.			
M11Db106	Manipulate simple algebraic expressions using addition and subtraction.			
M11Db107	Simplify algebraic expressions.			
M11Db108	Define linear equation in one variable.	Linear Equation		
M11Db109	Construct linear expression and linear equation in one variable.			

M11Db110	Solve simple linear equations involving fractional and decimal coefficients e.g., $\frac{1}{2}x + 5 = x - \frac{1}{2}$			
M11Db111	Solve real life problems involving linear equations.			
M11Db112	Define: <ul style="list-style-type: none"> <li>• polynomial,</li> <li>• degree of a polynomial,</li> <li>• coefficients of a polynomial.</li> </ul>	Polynomial		
M11Db113	Recognize polynomial in one, two and more variables.			
M11Db114	Add, subtract and multiply polynomials.	Operations on		
M11Db115	Divide a polynomial by a linear polynomial.	Polynomials		

**Strand 12: Geometry-1**

**Standard: M12:** Know the properties of angles, congruent and similar figures and triangles.

**Benchmark: M12:** The learners will be able to:  
(i) define types of angles, congruent figures and  
(ii) apply properties of congruency of two triangles.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M12Db101	Define adjacent, complementary, supplementary and opposite angles.	Properties of Angles	Inductive  Direct Instruction	Concept test  Work sheets  MCQs
M12Db102	Calculate unknown angles involving adjacent angles, complementary angles, supplementary angles and vertically opposite angles.			
M12Db103	Calculate unknown angle of a triangle.			
M12Db104	Identify congruent and similar figures.	Congruent and Similar Figures		Matching short answer
M12Db105	Discuss the properties of two figures to be congruent or similar.			
M12Db106	Apply properties of congruency of two triangles; SSS $\cong$ SSS, SAS $\cong$ SAS, ASA $\cong$ ASA, RHS $\cong$ RHS	Congruent Triangles		True-False test

**Strand: Geometry-2**

**Standard: M13:** Construct different angles, adjacent angles and find unknown angles.

**Benchmark: M13D:** The learners will be able to construct angles of different measures, identify adjacent angles and find unknown angles.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M13Db101	Use compasses to <ul style="list-style-type: none"> <li>• construct an angle equal in measure</li> </ul>	Construction of Angles	Inductive	Concept test

	of a given angle, • construct an angle twice in measure of a given angle, • bisect a given angle, • divide a given angle into four equal angles, • construct the following angles: $60^\circ$ , $30^\circ$ , $15^\circ$ , $90^\circ$ , $45^\circ$ , $75^\circ$ , $120^\circ$ , $150^\circ$ , $165^\circ$ , $135^\circ$ , $105^\circ$ .		Direct Instruction	Work sheets MCQs Matching short answer True-False test
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**Strand: Perimeter and Area**

**Standard: M14:** (i) Describe basic geometrical shapes;

(ii) Measure the perimeter and area of geometrical shapes.

**Benchmark M14D:** The learners will be able to recognize different fundamental geometrical shapes and to find their perimeter and areas.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M14Db101	Describe the following basic geometrical shapes, their areas and perimeters, also solve problems relating to: • Square • Rectangle • Parallelogram • Trapezium • Triangle	Perimeter and Area	Inductive Activity Direct Instruction	Concept test Work sheets MCQs Matching short answer
M14Db102	Describe a circle, its center, radius, diameter, chord, arc, major and minor arcs, semi-circle and segment of a circle and the circumference of a circle.	Circumference and Area of Circle		True-False test
M14Db103	Express pie ( $\pi$ ) as the ratio between the circumference and the diameter of a circle.			
M14Db104	Find the circumference of a circle using formula ( $2\pi r$ ).			
M14Db105	Find the area of a circular region using formula ( $\pi r^2$ ).			

**Strand: Three Dimensional Shapes of Solids**

**Standard: M15:** Recognize 3-D shapes, their volumes and surface areas.

**Benchmark: M15D:** The learners will be able to identify 3-D fundamental regular shapes, their volumes & surface areas and their applications in real life situation.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M15Db101	Identify 3-D figure (cube, cuboid, sphere, cylinder and cone) with respect to their	Volume and Surface	Inductive	Oral Concept

	faces, edges and vertices.	Area	Direct Instruction	test
M15Db102	Define and recognize units of surface area and volume.			
M15Db103	Find surface area and volume of cube and cuboid.			
M15Db104	Solve real life problems involving volume and surface area.			

**Strand: Data Handling**

**Standard:M16:** (i) Define data

(ii) Interpret different types of graphs

<b>Benchmark:M16D:</b> The learners will be able to: (i) define and distinguish grouped and ungrouped data. (ii) Interpret various graphs.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M16Db101	<ul style="list-style-type: none"> <li>• Define data.</li> <li>• Describe data collection</li> <li>• Distinguish between grouped and ungrouped data</li> </ul>	Types of Data	Inductive Demonstration	Concept test Work sheets MCQs Matching short answer
M16Db102	Draw horizontal and vertical bar graphs.	Bar graph	Activity	True-False test
M16Db103	Interpret a pie graph.	Pie graph	Direct Instruction	

**Accelerated Education Programme for Elementary Grades**  
**Mathematics Package E**

**Strand: Operations on Sets**

**Standard M1:** (i) Understand the types of Sets;  
(ii) Verify the properties of union and intersection of Sets;  
(iii) Represent Sets through Venn diagrams.

<b>Benchmark: M1E:</b> The learners will be able to define proper, improper and power sets of a set and verify communicative laws, associative laws, distributive laws, de-Morgan's laws with respect to operations, union and intersection of sets and represent sets through Venn's diagrams.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M1Eb101	Find a subset of a set.	Types of Sets	Demonstrate through examples	Concept test
M1Eb102	Define proper and improper subsets of a set.			
M1Eb103	Find power set $P(A)$ of a set $A$ .			
M1Eb104	Verify commutative and associative laws with respect to union and intersection.	Operations on Sets	Discovery	Work sheets MCQs
M1Eb105	Verify the distributive laws.			
M1Eb106	State and verify De Morgan's Laws.			
M1Eb107	Demonstrate union and intersection of three overlapping sets through Venn diagram.	Venn Diagram	Direct Instruction	Matching short answer
M1Eb108	Verify associative and distributive laws through Venn diagram.			
				True-False test

**Strand: Real Numbers**

**Standard M2:** Demonstrate decimal fractions, rational numbers, irrational numbers and real numbers and its properties.

<b>Benchmark: M2E:</b> The learners will be able to: (i) Define decimal fraction (ii) Differentiate between rational and irrational numbers (iii) Understand the real numbers and its properties.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M2Eb101	Demonstrate decimal fraction as terminating, non-terminating and recurring and non-recurring.	Decimal Fraction	Deductive	Concept test
M2Eb102	Define an irrational number.	Irrational Numbers		
M2Eb103	Differentiate between rational and irrational numbers.			Direct Instruction
M2Eb104	Recognize real numbers as union of rational and irrational numbers.	Real Numbers		
M2Eb105	Recognize absolute value of a real number.			

M2Eb106	Demonstrate the properties of real numbers and their subsets with respect to addition and multiplication: <ul style="list-style-type: none"> <li>• Closure property</li> <li>• Associative property</li> <li>• Existence of identity element</li> <li>• Existence of inverses</li> <li>• Communicative property</li> <li>• Distributive property of multiplication over addition/subtraction</li> </ul>	Properties of Real Numbers		answer True-False test
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**Strand: Squares and Square Roots, Cubes and Cube Roots**

**Standard: M3:** Understand squares, square roots, cubes and cube roots of a number and their application in real life situation.

**Benchmark: M3E:** The learners will be able to work out squares, square root, cubes and cube roots of numbers and apply these in real life situation.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M3Eb101	Find perfect square of a number. Establish patterns for the squares of natural numbers (e.g., $4^2 = 1 + 2 + 3 + 4 + 3 + 2 + 1$ ).	Squares	Deductive Direct Instruction	Concept test Work sheets
M3Eb102	Find square root of a perfect square up to 4-digits by prime factorization and division method. <ul style="list-style-type: none"> <li>• a natural number (e.g., 16, 625, 1600),</li> <li>• a common fraction (e.g., <math>\frac{9}{16}</math>, <math>\frac{36}{49}</math>, <math>\frac{49}{64}</math>),</li> <li>• a decimal (e.g., 0.01, 1.21, 0.64).</li> </ul>	Square Roots		MCQs Matching short answer
M3Eb103	Find square root of a number which is not a perfect square (e.g., the numbers 2, 3, 2.5) up to 2-dicimals places.			True-False test
M3Eb104	Apply squares and square roots in real life situation.			
M3Eb105	Define cubes and perfect cubes.	Cubes and		
M3Eb106	Find cube roots of a number which are perfect cubes.	Cube Roots		
M3Eb107	Discuss properties of cubes of numbers.			
M3Eb108	Calculate cube root of a number upto 4-digits which are perfect cubes by prime factorization method.			
M3Eb109	Apply cube and cube roots in real life situation.			

**Strand: Financial Arithmetic**

**Standard: M4:** (i) Understand direct, inverse and compound proportions.

(ii) Know about banking system, profit/loss, insurance, partnership and inheritance.

**Benchmark: M4E:** The learners will be able to know about direct, inverse and compound proportions and their application in real life situation. Also, they will be able to understand the banking system, profit/loss insurance, partnership and inheritance.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M4Eb101	Recall difference between direct and inverse proportion.	Direct and Inverse proportion	Direct Instruction	Concept test
M4Eb102	Define compound proportion.	Compound Proportion	Activity Group work	Work sheets MCQs
M4Eb103	Solve real life problems involving compound proportion, partnership and inheritance (according to Islamic principles)			
M4Eb104	Define commercial bank deposits, types of a bank account (PLS savings bank account, current deposit account, PLS term deposit account and foreign currency account).	Banking Types of banking On-line banking		Matching short answer True-False test
M4Eb105	Describe negotiable instruments like cheque, demand draft and pay order.	Conversion of currencies		
M4Eb106	Explain on-line banking, transactions through ATM (Auto Teller Machine), debit card and credit card (Visa and Master).	Profit/ Markup Types of Finance		
M4Eb107	Easy paisa and Jazz.			
M4Eb108	Convert Pakistani currency to well-known international currencies.			
M4Eb109	Calculate: <ul style="list-style-type: none"> <li>the profit/ markup,</li> <li>the principal amount,</li> <li>the profit/ markup rate,</li> <li>the period.</li> </ul>			
M4Eb110	Explain: <ul style="list-style-type: none"> <li>Overdraft (OD),</li> <li>Running Finance (RF),</li> <li>Demand Finance (DF),</li> <li>Leasing.</li> </ul>			
M4Eb111	Solve real life problems related to banking and finance.			
M4Eb112	Find percentage profit and percentage loss. Find percentage discount.	Percentage Profit and Loss Discount		
M4Eb113	Solve problems involving successive transactions.			

M4Eb114	Define insurance, partnership and inheritance.	Insurance partnership and inheritance		
M4Eb115	Solve real life problems regarding insurance, partnership and inheritance.			

**Strand: Factorization**

**Standard: M5:** Understand the basic algebraic formulas and perform factorizations of algebraic expressions.

**Benchmark: M5E:** The learners will be able to understand and apply the basic formulas and factorize expressions of different types.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M5Eb101	Knowing formulas: $(a + b)^2 = a^2 + 2ab + b^2$ $(a - b)^2 = a^2 - 2ab + b^2$ $a^2 - b^2 = (a - b)(a + b)$	Basic Algebraic Formulas	Deductive Direct Instruction	Concept test Work sheets MCQs Matching short answer True-False test
M5Eb102	Applying basic formalizes to solve problems like: <ul style="list-style-type: none"> <li>Evaluate <math>(102)^2</math>, <math>(1.02)^2</math>, <math>(98)^2</math> and <math>(0.98)^2</math>.</li> <li>Find <math>x^2 + \frac{1}{x^2}</math> and <math>x^4 + \frac{1}{x^4}</math> When the value of <math>x \pm \frac{1}{x}</math> is given.</li> </ul>			
M5Eb103	Factorize expressions of the following types: <ul style="list-style-type: none"> <li><math>ka + kb + kc</math>,</li> <li><math>ac + ad + bc + bd</math>,</li> <li><math>a^2 \pm 2ab + b^2</math>,</li> <li><math>a^2 - b^2</math>,</li> <li><math>a^2 \pm 2ab + b^2 - c^2</math>.</li> </ul>	Factorization		
M5Eb104	Recognize the formulas: <ul style="list-style-type: none"> <li><math>(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3</math>,</li> <li><math>(a - b)^3 = a^3 - 3a^2b + 3ab^2 - b^3</math>,</li> </ul> and apply them to solve the problems like: <ul style="list-style-type: none"> <li>Find <math>x^3 + \frac{1}{x^3}</math> and <math>x^3 - \frac{1}{x^3}</math> When the value of <math>x \pm \frac{1}{x}</math> is given.</li> </ul>	Manipulation of Algebraic expression		

**Strand: Simultaneous Linear Equations, Inequalities and Cartesian Coordinates**

**Standard: M6:** (i) Understand the simultaneous linear equations and their solutions;  
(ii) Understand the inequalities and their solutions;  
(iii) Understand the Cartesian Coordinates and their use in drawing the graph of a linear equation

**Benchmark: M6E:** (i) The learners will be able to know the simultaneous linear equations and their solutions, slope of straight lines and intercept  
(ii) find the value of unknown by using simultaneous linear equations and inequalities and their application in real life situation.  
(iii) The learners will be able to know about the Cartesian Coordinates.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M6Eb101	Recognize simultaneous linear equations in one and two variables.	Simultaneous Linear Equations	Deductive Direct Instruction	Concept test Work sheets MCQs Matching short answer True-False test
M6Eb102	Give the concept of formation of linear equation in two variables.			
M6Eb103	Solution of linear equations in one variable and two variables.			
M6Eb104	Understand gradient of a straight line.	Graphs of linear equations and Cartesian Coordinates		
M6Eb105	Understand the equation of horizontal and vertical lines i.e., $y = c$ and $x = a$			
M6Eb106	Find the value of 'y' when 'x' is given from the equation and vice versa.			
M6Eb107	Plot graphs of linear equation in two variables i.e., $y = mx$ and $y = mx + c$ .			
M6Eb108	Intercept the gradient/slope of the straight line.			
M6Eb109	Determine the y-intercept of a straight line.			
M6Eb110	Describe Cartesian Coordinates.			
M6Eb111	Plot graphs of linear equations.			
M6Eb112	Find values of x and y gradient and y-intercept from straight line equations.	Linear Equations		
M6Eb113	Calculate the value of unknown in a given formula by substituting the value of suitable unknown.			
M6Eb114	Construct simultaneous linear equation in two variables.	Simultaneous Linear Equations		
M6Eb115	Solve simultaneous linear equation in two variables using: <ul style="list-style-type: none"> <li>• Elimination method</li> <li>• Substitution method</li> <li>• Graphical method</li> </ul>			
M6Eb116	Solve simple linear inequalities in one variable i.e., $ax > b$ or $cx < d$ or $ax + b < c$ .	Linear Inequalities		

**Strand: Geometry - 1****Standard: M7:** Understand parallel lines and its properties, relationship between pair of angles polygons and its elements.

<b>Benchmark: M7E:</b> The learners will be able to understand: (i) parallel lines and its properties (ii) intersecting parallel lines and its allied angles (iii) the concept of polygons and its elements.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M7Eb101	Recognize parallel lines with examples.	Parallel Lines	Inductive Discovery Activity	Concept test Work sheets MCQs Matching short answer True-False test
M7Eb102	Demonstrate properties of parallel lines.			
M7Eb103	Draw a transversal line to intersect two parallel lines and demonstrate corresponding angles, alternate interior angles.			
M7Eb104	Describe the following relations between the pairs of angles when a transversal intersects two parallel lines. • Pairs of corresponding angles are equal. • Pairs of alternate interior angles are equal. • Pair of interior angles on the same side of transversal is supplementary, and demonstrate them through figures.			
M7Eb105	Recognize a polygon such as • Pentagon • Hexagon • Octagon • Decagon	Polygons and its elements		
M7Eb106	Find the interior and exterior angles of a polygon.			
M7Eb107	Calculate the sum of angles of a polygon.			

**Strand: Geometry-2****Standard: M8:** Understand the principles of Construction of Quadrilaterals, Triangles and Polygons.

<b>Benchmark: M8E:</b> The learners will be able to construct: (i) quadrilaterals and triangles when measure of different sides are given. (ii) construct regular polygons.				
Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M8Eb101	Construct a square.	Construction of Quadrilaterals and Polygons	Inductive Discovery Activity	Concept test Work sheets MCQs
M8Eb102	Construct a rectangle.			
M8Eb103	Construct a rhombus.			
M8Eb104	Construct a parallelogram.			
M8Eb105	Construct a kite.			
M8Eb106	Construct a regular pentagon.			
M8Eb107	Construct a regular hexagon.			
M8Eb108	Construct equilateral, Isosceles and	Construction		

	Scalene triangles;	of Triangles		Matching short answer
M8Eb109	Construct an acute angled, obtuse angled and right-angled triangle;			
M8Eb110	Construct a triangle when three sides (SSS) are given: <ul style="list-style-type: none"> <li>• two sides and their included angle (SAS) are given.</li> <li>• two angles and the included side (ASA) are given.</li> <li>• hypotenuse and one side (RHS) for a right-angled triangle are given.</li> </ul>			True-False test
M8Eb111	Construct a right-angled triangle: <ul style="list-style-type: none"> <li>• when hypotenuse and one side are given.</li> <li>• when hypotenuse and the vertical height from its vertex to the hypotenuse are given.</li> </ul>	Construction of a Right-Angled Triangle		

**Strand: Areas and Volumes**

**Standard: M9:** Understand the basic formulas of triangles and find the surface areas & volume of 3-D shapes its application in real life situation.

**Benchmark: M9E:** The learners will be able to use Pythagoras Theorem, Hero's Formula to calculate areas of triangular and quadrilateral regions. Also, find the surface area and volume of cylinder, sphere, cone and pyramid and their application in real situation.

Code	SLOs	Contents	Teaching Techniques	Assessment Techniques
M9Eb101	State the Pythagoras theorem and give its informal proof.	Pythagoras Theorem	Discovery Activity	Concept test
M9Eb102	Solve right angled triangles using Pythagoras theorem.			Work sheets
M9Eb103	State and apply Hero's formula to find the areas of triangular and quadrilateral regions.	Hero's Formula		MCQs
M9Eb104	Find the surface area and volume of a cylinder.	Surface Area and Volume		Matching short answer
M9Eb105	Find the surface area and volume of a sphere.			
M9Eb106	Find the surface area and volume of a cone.			
M9Eb107	Find the surface area and volume of a pyramid.			
M9Eb108	Solve real life problems involving surface area and volume of sphere and cone			

**Strand: Data Handling****Standard: M10:** Understand the frequency distribution and measure of central tendency.**Benchmark: M10E:** The learners will be able to know and construct frequency distribution through Histogram. Frequency Polygon and solve the problems of mean, median and mode related to real life situation for ungrouped data.

<b>Code</b>	<b>SLOs</b>	<b>Contents</b>	<b>Teaching Techniques</b>	<b>Assessment Techniques</b>
M10Eb101	Construct cumulative frequency distribution.	Frequency Distribution	Demonstration Direct Instruction	Concept test Work sheets MCQs
M10Eb102	Represent frequency distribution by constructing. <ul style="list-style-type: none"><li>• Histogram</li><li>• Frequency Polygon</li></ul>			
M10Eb103	Calculate the mean, median and mode for ungrouped data.	Measure of Central Tendency		Matching short answer
M10Eb104	Solve real life situation involving mean, median and mode of grouped and ungrouped data.			True-False

# **Information and Communication Technology**

## Introduction

This NFE Curriculum is based on National Curriculum for COMPUTER EDUCATION (Applied Technology) Grades VI-VIII 2007 which was also reviewed by the Directorate of Curriculum, Assessment and Research Sindh, Jamshoro in 2015. However, certain changes have been made to make it updated and useful for students who are undertaking education in non-formal settings.

In current era, Information and Communication Technology has become an indispensable part of every field of life. This is very important that young children should have basic ICT knowledge and skills to live better in the society. ICT has also opened new avenues for business, trade, entrepreneurship and employment. Therefore, ICT has been given a space as a subject at elementary level and separate curriculum has been developed for ICT.

The major focus is to inculcate ICT skills in learners instead of giving irrelevant knowledge. Therefore, the ICT curriculum underlines the relevance of ICT learning experience suggested in this curriculum with the demands of real world. Following are the objective of NFE Curriculum:

- To help learners to become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily lives.
- To acquire basic ICT knowledge and skills through which they can opt a profession in future.
- To equip learners with contemporary ICT skills to help in their educational endeavors

This curriculum is divided into two portions: Package D and Package E.

## Standards and Benchmarks

ICT Curriculum for Non- Formal Basic Education (NFBE) 2021 is comprised of three competencies which are further elaborated by Standards and Benchmarks. These competencies are:

- Computer and Information Literacy
- Productivity Through ICT
- ICT for Professional Use

**Accelerated Education Programme for Elementary Grades**  
**Informational and Communication Technology Package D**

**Competency: Computer and Information Literacy**

**Standard IT1:** Know how computers work.

<b>Benchmark IT1Db1:</b> Recognize hardware and software components.				
<b>Code</b>	<b>SLOs</b>	<b>Topic/ Content</b>	<b>Methodology</b>	<b>Assessment</b>
IT1Db101	Define and recognize a computer.	Introduction to computer	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Reading</li> <li>● Classroom Discussion</li> </ul>	Oral and written test
IT1Db102	Define data and information.	Introduction to computer	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Reading</li> <li>● Classroom Discussion</li> </ul>	Oral and written test
IT1Db103	Explain the advantages of using computers.	Introduction to computer	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Reading</li> <li>● Classroom Discussion</li> </ul>	Oral and written test

**Standard IT2:** Be comfortable using keyboards and other input and output devices.

<b>Benchmark IT2Db1:</b> Use proper terminology appropriate to the task.				
IT2Db101	Explain the difference between hardware and software	Components of Computers <ul style="list-style-type: none"> <li>● Input</li> <li>● Output</li> <li>● Processing</li> </ul> Storage	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Demonstration</li> <li>● Classroom discussion</li> <li>● Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Oral and written test</li> <li>● Presentation</li> </ul>
IT2Db102	Know and get familiar with the hardware components of a computer; <i>Input devices:</i> <ul style="list-style-type: none"> <li>○ Keyboard</li> <li>○ Mouse</li> <li>○ Scanner</li> </ul> <i>System unit:</i> <ul style="list-style-type: none"> <li>○ Processor</li> <li>○ Motherboard or System board</li> <li>○ Memory</li> </ul> <i>Storage devices:</i> <ul style="list-style-type: none"> <li>○ Hard disk</li> <li>○ USB Flash Memory/ Micro- SD Card</li> </ul> <i>Output devices:</i>	Components of Computers <ul style="list-style-type: none"> <li>● Input</li> <li>● Output</li> <li>● Processing</li> </ul> Storage	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Demonstration</li> <li>● Classroom discussion</li> <li>● Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Oral and written test</li> <li>● Presentation</li> </ul>

	<ul style="list-style-type: none"> <li>○ Monitor</li> <li>○ Printer</li> <li>○ Speakers</li> </ul>			
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**Standard IT3:** Have the knowledge and ability to use computers and technology efficiently.

<b>Benchmark IT3Db1:</b> Select and deploy appropriate software for a defined task.				
IT3Db101	Understand the function of Software in a computer.	Software and their types	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	Oral and written test
<b>Benchmark IT3Db2:</b> Understand common uses of technology in daily life.				
IT3Db201	Differentiate system and application software <ul style="list-style-type: none"> <li>○ System Software</li> <li>○ Application Software</li> </ul>	Software and their types	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	Oral and written test

**Competency: Productivity through ICT**

**Standard IT4:** Have the knowledge and ability to use productivity tools appropriate to the task.

<b>Benchmark IT4Db1:</b> Use proper keyboarding techniques to reach an appropriate level of proficiency.				
IT4Db101	Recognize keys for right and left hands on the keyboard	Typing Skills	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> <li>• Project Assignment</li> </ul>
IT4Db102	Get familiar with Urdu/ Sindhi/ English Keyboard	Typing Skills	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Project (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> <li>• Project Assignment</li> </ul>
IT4Db103	Use the correct fingers for typing text	Typing Skills	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> <li>• Project Assignment</li> </ul>
IT4Db104	Improve speed and accuracy through practice	Typing Skills	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> <li>• Project Assignment</li> </ul>
<b>Benchmark IT4Db2:</b> Use Windows operating system.				
IT4Db201	Understand the function of Operating System	Using Windows Desktop	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db202	Know the startup procedure to step into Windows	Components of window	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db203	Recognize and get familiar with the following: <ul style="list-style-type: none"> <li>○ Desktop</li> <li>○ Start button - Start menu</li> <li>○ Taskbar</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>

	<ul style="list-style-type: none"> <li>○ icons</li> <li>○ short cuts</li> <li>○ Toolbar</li> <li>○ Scroll bar</li> <li>○ Status bar</li> <li>○ Maximize, Minimize and Close button</li> </ul>			
<b>Benchmark IT4Db3:</b> Understand and use appropriate software for automating daily tasks like Word Processor, Spreadsheets and Presentations.				
IT4Db301	Define a file, a folder and a drive	Managing Files and Folders	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db302	Create a new <ul style="list-style-type: none"> <li>○ Folder</li> <li>○ File</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db303	Copy a file/folder to another folder/location		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db304	Drag a file/folder to another folder/location		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db305	Cut a file/folder and paste it to another folder/location		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db306	Delete and restore a file/folder		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Students' Performance</li> </ul>
IT4Db307	Recognize word processor – MS Word	Using MS-Word	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db308	Identify Office Button, Menus and Ribbons		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db309	Create a new document		<ul style="list-style-type: none"> <li>• Project (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db310	Enter and edit text		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db311	Use Cut/ Copy & Paste options		<ul style="list-style-type: none"> <li>• Project (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db312	Delete Text		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db313	Formatting Text: Font face, font style, font size, alignment		<ul style="list-style-type: none"> <li>• Project (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>

IT4Db314	Check spelling and grammar		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db315	Save a document		<ul style="list-style-type: none"> <li>• Practical</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db316	Print a document		<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db317	Undo/redo last edited changes in the document	Editing Text in MS-Word	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Presentation</li> </ul>
IT4Db318	Insert picture and drawing in word document		<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db319	Find and replace a word or phrase in a document		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Presentation</li> </ul>
IT4Db320	Insert symbols that do not appear on the keyboard		<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db321	Change the line spacing		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Students' Performance</li> </ul>
IT4Db322	Create a bulleted or numbered list		<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db323	Indent text in a paragraph of a document		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Presentation</li> </ul>
IT4Db324	Add a border to text in the document		<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db325	Add shading to the document to emphasize an area of text		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db326	Define Multimedia Presentation		Power Point Basics Slide & Slide Show	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Practical</li> </ul>
IT4Db327	Define Slide and slide show	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>		<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT4Db328	Insert picture and drawing in PowerPoint presentation	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Practical</li> </ul>		<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Students' Performance</li> </ul>
IT4Db329	Change the background of power point presentation (Gradient, Texture and Picture)	<ul style="list-style-type: none"> <li>• Project</li> <li>• (Collaborative Method)</li> </ul>		<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Presentation</li> </ul>
IT4Db330	Apply Custom animation and slide transition option	<ul style="list-style-type: none"> <li>• Project</li> <li>• Practical</li> </ul>		<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Students' Performance</li> </ul>

<b>Benchmark IT4Db4:</b> Acquire ICT skills for future professions.				
IT4Db401	• Define the Internet	Introduction to Internet	• Demonstration • Practical	• Oral Test • Students' Performance
IT4Db402	Means of using internet Mobile data, Wi-Fi, Hot Spot		• Demonstration • Practical	• Oral Test • Students' Performance
IT4Db403	Use search engine like Google		• Demonstration • Practical	• Oral Test • Students' Performance
IT4Db404	Use YouTube for educational and entertainment		• Demonstration • Practical	• Oral Test • Students' Performance
IT4Db405	Define system unit	Computer Hardware	• Lecture • Demonstration	• Oral and written test • Presentation
IT4Db406	Recognize and explain <ul style="list-style-type: none"> <li>○ Motherboard</li> <li>○ Processor</li> <li>○ Control Unit</li> </ul>		• Video Watching • Demonstration	• Oral and written test • Presentation
IT4Db407	Arithmetic Logic Unit <ul style="list-style-type: none"> <li>○ Explain Memory:- RAM – ROM</li> </ul>		• Video Watching • Demonstration	• Oral and written test • Presentation
IT4Db408	Recognize and explain <ul style="list-style-type: none"> <li>○ Expansion cards</li> <li>○ Expansion slot</li> </ul>		• Video Watching • Demonstration	• Oral and written test • Presentation
IT4Db409	Insert a page break in the document	Formatting and Printing Pages	• Demonstration • Practical	• Project Assignment • Presentation
IT4Db410	Add page numbers in the document		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db411	Add a header or footer to display additional		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db412	Information on each page of the document		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db413	Change the margins in the document		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db414	Change the orientation of pages in the document		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db415	Add a watermark to display a faint picture or text behind the information in the document		• Demonstration • Practical • (Collaborative Method)	• Project Assignment • Presentation • Students' Performance
IT4Db416	Create newspaper columns		• Practical	• Project Assignment
IT4Db417	Create and format Tables in MS- Word		• Demonstration • Practical	• Project Assignment • Presentation
IT4Db418	Preview a document before printing		• Demonstration • Practical	• Project Assignment • Presentation

IT4Db419	Use different print options to print a document		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Presentation</li> <li>• Students' Performance</li> </ul>
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**Competency: ICT for Professional Use**

**Standard IT5:** Relate and use acquired skills in daily life

<b>Benchmark IT5Db1:</b> Communicate information in different formats.				
IT5Db101	<ul style="list-style-type: none"> <li>• Define: <ul style="list-style-type: none"> <li>○ E-mail</li> <li>○ E-mail account and E-mail address</li> <li>○ User name and password</li> </ul> </li> </ul>	<b>Email Basics</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> <li>• Students' Performance</li> </ul>
<b>Benchmark IT5Db2:</b> Use internet, e-mail for educational and business purposes				
IT5Db201	<ul style="list-style-type: none"> <li>• Know email services: Create an email account <ul style="list-style-type: none"> <li>○ Yahoo mail</li> <li>○ Gmail</li> </ul> </li> </ul>	Creating email IDs	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> <li>• Students' Performance</li> </ul>

**Standard IT6:** Orient about the professional use of ICT

<b>Benchmark IT6Db1:</b> Use technology for educational and professional purposes				
IT6Db101	Compose and send an e-mail message	Checking, composing, attaching a file/ document	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> <li>• Students' Performance</li> </ul>
IT6Db102	Check an E-mail and Use the following folders <ul style="list-style-type: none"> <li>○ Inbox</li> <li>○ Sent</li> <li>○ Trash</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> <li>• Students' Performance</li> </ul>
<b>Benchmark IT6Db2:</b> Orient about probable professions based on ICT				
IT6Db201	Reply to an e-mail	Sending emails, Attaching a file/ document	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> <li>• Students' Performance</li> </ul>
IT6Db202	Sign out an e-mail account		<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Accelerated Education Programme for Elementary Grades**  
**Informational and Communication Technology Package E**

**Standard IT4:** Have the knowledge and ability to use productivity tools appropriate to the task.

<b>Benchmark IT4Eb1:</b> Understand and use appropriate software for automating daily tasks like Spreadsheets.				
<b>Code</b>	<b>SLOs</b>	<b>Topic/Content</b>	<b>Methodology</b>	<b>Assessment</b>
IT4Eb101	• Define spreadsheet	Introduction to Spreadsheet • Working with worksheet • Enter and manipulating data • Applying basic formulas • Inserting Charts	• Lecture • Practical • Demonstration • Project Assignment	• Written and Oral test • Project assignments • Students' Performance
IT4Eb102	Explain workbook and worksheet of MS Excel		• Lecture • Practical	• Students' Performance
IT4Eb103	Formula bar		• Demonstration	• Written and Oral test
IT4Eb104	Identify <ul style="list-style-type: none"> <li>○ Columns</li> <li>○ Rows</li> <li>○ Cells</li> <li>○ Cell address</li> </ul>		• Practical • Demonstration • Project Assignment	• Written and Oral test • Project assignments • Students' Performance
IT4Eb105	Manipulate data (numeric and non-numeric) into a cell /range of cells by <ul style="list-style-type: none"> <li>○ Entering data</li> <li>○ Editing data</li> <li>○ Auto filling data</li> </ul>		• Practical • Demonstration	• Written and Oral test • Project assignments • Students' Performance
IT4Eb106	Save a spreadsheet.		• Lecture • Demonstration	• Students' Performance
IT4Eb107	Enter a formula.		• Demonstration	• Written and Oral test
IT4Eb108	Insert functions: <ul style="list-style-type: none"> <li>○ SUM</li> <li>○ PRODUCT</li> <li>○ AVERAGE</li> <li>○ MAX</li> <li>○ MIN</li> </ul>		• Lecture • Practical • Demonstration • Project Assignment	• Written and Oral test • Project assignments • Students' Performance
IT4Eb109	Create a spreadsheet such as a monthly report of expenses, students result sheet and salary report etc.		• Lecture • Practical • Demonstration	• Written and Oral test • Project assignments • Students' Performance
IT4Eb110	Apply borders and shading to a cell range of cells.		• Lecture • Practical • Demonstration	• Written and Oral test • Students' Performance
IT4Eb111	Insert new rows/columns.		• Practical • Demonstration	• Project assignments

IT4Eb112	Using different types of charts into a worksheet.		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>
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**Standard IT5:** Relate and use acquired skills in daily life

<b>Benchmark IT5Eb1:</b> Communicate information in different formats.				
IT5Eb101	<ul style="list-style-type: none"> <li>• Understand the concept of text message, voice message, video calls</li> </ul>	Different Formats of Communication	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>
IT5Eb102	Google Calendar		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>
<b>Benchmark IT5Eb2:</b> Use internet, e-mail for educational and business purposes				
IT5Eb201	<ul style="list-style-type: none"> <li>• Use Google Apps <ul style="list-style-type: none"> <li>○ Google Drive</li> <li>○ Google Maps</li> </ul> </li> </ul>	Using Google Apps	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>
IT5Eb202	Google Contacts		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>

**Standard IT6:** Orient about the professional use of ICT

<b>Benchmark IT6Eb1:</b> Use technology for educational and professional purposes				
IT6Eb101	<ul style="list-style-type: none"> <li>• Explain the environment of Adobe Photoshop 7.0</li> </ul>	Introduction to Computer Graphics (Adobe Photoshop)	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT6Eb102	Understand the properties of image (resolution, size)		<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT6Eb103	Understand and apply different tools group <ul style="list-style-type: none"> <li>○ Color</li> <li>○ Painting</li> <li>○ Text</li> <li>○ Drawing</li> <li>○ Brush</li> </ul>		<ul style="list-style-type: none"> <li>• Practical</li> <li>• Demonstration</li> <li>• Project Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
IT6Eb104	Manipulate layers on image		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Performance</li> </ul>
IT6Eb105	Apply Blending		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> </ul>
IT6Eb106	Saving and exporting images		<ul style="list-style-type: none"> <li>• Project Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>
<b>Benchmark IT6Eb2:</b> Orient about probable professions based on ICT				
IT6Eb201	Discuss the scope of: <ul style="list-style-type: none"> <li>○ Hardware</li> <li>○ Technician</li> <li>○ Computer</li> <li>○ Composing</li> <li>○ Computer Graphics</li> </ul>	Professions related to Computers	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Presentation or Role Play</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral test</li> <li>• Presentation</li> <li>• Project Assignment</li> <li>• Students' Performance</li> </ul>

	<ul style="list-style-type: none"> <li>○ Digital Marketing</li> <li>○ Freelancing</li> <li>○ Online Selling (Food, Cloth etc.)</li> </ul>			
IT6Eb202	Understand the use of social media for business <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ WhatsApp</li> </ul>		<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Presentation or Role Play</li> <li>• Practical</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral test</li> <li>• Presentation</li> <li>• Project Assignment</li> <li>• Students` Performance</li> </ul>

## Course Distribution

Course distribution is important for facilitators and assessment developers. This guides the scope and depth of each topic/ theme. For this curriculum, the suggested weightage is given in the following tables.

Package D		
No.	Topic/ Theme	Percentage
1.	Introduction to Computer and Computer Components	10%
2.	Using Windows - Managing Files and Folders	10%
3.	Typing Skills	10%
4.	Using MS-Word & Editing Text in MS-Word	35%
5.	Power Point Basics	25%
6.	Introduction to Internet and Email Basics	10%

Package E		
No.	Topic/ Theme	Percentage
1.	Introduction to Spreadsheet	35%
2.	Introduction to Computer Graphics	35%
3.	Professions related to Computers	20%
4.	Using Google Apps	10%

## Guideline for Material Developers

To acquire the knowledge and skills suggested in this curriculum, facilitators and learners will need textual as well as digital material. Textual material like textbook is an integral part in our context. However, since there may be lack of facilities in many non-formal education centers, it will be good idea that lessons on this curriculum may also be developed digitally like videos. Here are some suggestions to make material relevant and effective.

- The content (text and illustrations) should inclusive and is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, and socio-economic biases
- The content (text and illustrations) should be free from gender bias and promotes positive images of girls and women
- Content is supported with examples and applications connected with real life.
- The textbook must cover the SLOs given in this curriculum. Only relevant information may be given to reduce the size of the textbook.
- The textbook should be user-friendly and well-illustrated.
- Where necessary, the *Notes for Teachers* may also be included.
- The textbook will be more effective if it is activity based and relevant skills are inculcated through activities.
- The assessment should be according to the demand of SLOs.
- The assessment should also encourage facilitators not to confined with the given

exercises/ activities but develop their own exercises/ activities in order to assess students thoroughly.

## **Guideline for Facilitators/Teachers**

The facilitators in non-formal education bear heavy responsibility. Following are some guidelines which may help facilitators to make their teaching effective, relevant and purposeful.

- ICT should be taught as essential skill for future.
- Instead of cramming the facts, learner should be able to make use of ICT in their life and profession. For this, they should be able to perform repeatedly those skills what they acquire during this course.
- The activities suggested in curriculum/ textbook should be performed by the learners.
- Facilitators are supposed to understand and value the needs of individual learners.
- It will be great if facilitators use this curriculum as guiding document and use textbooks as support material.
- Learners are supposed to learn these skills practically and try to practice them. Keeping in mind the facilities available at the center, facilitators are advised to give maximum opportunity to the students to improve their skills practically.

## **Guidelines for Assessment**

### **Formative and Summative Assessment**

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is an integral part of teaching- learning process. Better assessment ensures better teaching. Assessment informs teachers about the strengths and weaknesses of learner.

Classroom assessment is generally divided into two types:

Assessment for Learning or *Formative Assessment*

Assessment of Learning or *Summative Assessment*

### **Assessment for Learning or Formative Assessment**

Formative Assessment is a continuous process. Formative assessments are commonly said to be for learning because teachers use the results to modify and improve teaching techniques during an instructional period while learners can also use the results to know the areas where they are strong or weak.

In Non-Formal Education set-up formative assessment is very important as we have diverse learners with different abilities and learning styles. The results of Formative Assessment help teachers to guide students in the right direction.

Observation and Questioning are the most commonly used tools for formative assessment. However, there are other tools for formative assessment that can help teachers to assess

students purposefully and specifically. Few are listed below:

- Quiz
- Self- Assessment
- Peer- Assessment
- Portfolio Assessment
- Think-Pair- Share
- Writing Frames

Non- Formal facilitators are encouraged to find more tools and use them in their classroom. The SLOs given in this curriculum are mostly skill-based. Therefore, facilitators will also need to use formative assessment to ensure that learners are able to perform the skills that they are supposed to acquire. It is also suggested that the record of formative assessment of each individual should also be kept.

### **Assessment of Learning or Summative Assessment**

Summative Assessment is used to evaluate student learning at the conclusion of a specific period, typically at the end of a course, term or year. Summative assessments are scored and graded tests or assignments that are used to determine whether students have learned what they were expected to learn during the specific instructional period.

Summative Assessment is extremely important in non-formal education since learner has to go through a test or exam to get certification. Facilitators working in non- formal education set-up have a responsibility to prepare learners for such a test or exam.

For preparing learners for Summative Assessment, facilitators need to understand the content distribution and test specification. Giving Mock Test to learners can be a good strategy. However, the whole teaching process must not be guided by the Summative Assessment (final exam).

## **Guidelines for the implementation of ALP (Middle) Curriculum**

These guidelines include:

1. Guidelines for material/ learning resource developers (Authors)
2. Guidelines for developing teaching & learning strategies
3. Guidelines for assessment
4. Guidelines to adapt curriculum/ contents and strategies for children with special needs
5. Guidelines for delivery options/ implementation of ALP-M Programme in field
6. Guidelines for dissemination of the curriculum

### **Guidelines for Material/ Learning Resources Developers (Authors)**

The material developers and textbook authors need to refer to the following key points while developing the contents and materials for the subjects of ALP curriculum:

1. ALP setting is considerably different from the context of formal and mainstream schools. Learners generally belong to poor socio-economic background and conservative cultural context. Many are working or have worked in unsafe working conditions. Learners are either drop-outs from mainstream school or have missed their early years of schooling. Some learners enrolled in ALP setting may also have mild or moderate physical or mental disabilities. Therefore, the materials must fulfill the needs of this diverse group of learners. It will quite appropriate to enlist carefully the children who generally remain excluded:
  - a. Girls
  - b. Children belonging to remote rural backgrounds
  - c. Children from poor economic backgrounds
  - d. Over age children
  - e. Children from minority groups
  - f. Working children
  - g. Children with disabilities, both physical and mental (preferably minor and moderate)
  - h. Children dropped out from formal schools
  - i. Stateless and refugee children
  - j. Children suffering from disasters
2. Locally appropriate and developmentally suitable examples need to be used to describe the contents and key concepts;
3. Diagrams, shapes, figures that are culturally appropriate and are well-known in the local context need to be used in ALP materials;
4. Text and illustrations represent lives and experiences of diverse background of girls and boys;
5. Language and illustration used in the concepts displayed are gender sensitive and equitable and does not promote stereotyping;
6. Text and illustrations in the material should communicate messages of gender

equality;

7. Poems and short stories need to be included to explain the concepts;
8. Abide by the rules of page size (length, width, etc.) as prescribed in the Minimum Standards for Quality Education in Pakistan (2016);
9. Volume of the book to be kept in control; avoid oversized stuff
10. Chose specific SLOs that need contents and those only requiring activities or simple instructions;
11. Use pictures to explain the descriptions/ statements;
12. Provide space for activities in the book (it may increase the volume), but will provide learners an opportunity to reflect their understanding in the book; and
13. Define units of contents so as the author could arrange and quantify the contents.

Note: Refer to the specific guidelines issued by the MoFEPT (Minimum standards for quality education in Pakistan (2016).

Refer to the guidelines published by the Ministry of Federal Education and Professional Training (Chapter 7 “Standards for Textbooks”/ page 32 of the Minimum Standards for Quality Education).

### **Textbook Evaluation Criteria**

Based on these criteria the textbook can be evaluated around six broad categories and some common indicators for all the subjects under these categories.

<b>Category 1: Compliance with National Curriculum, Goals and Objectives</b>	
1	All the SLOs, themes/ sub-themes are properly addressed through: <ol style="list-style-type: none"> <li>i. text and/ or illustrations</li> <li>ii. end of chapter exercises</li> </ol> Note: Some SLOs may not be part of text and may be addressed through classroom activities, mentioned in the textbook.
<b>Category 2: Quality of Content, Language and Logical Organization</b>	
2	Text is student-centered and meets the needs and interests of the students.
3	Content is accurate and up-to-date (in both text and illustrations, etc.)
4	Content is free of grammatical and punctuation errors (text and illustrations).
5	Language and content of the text is according to the age and grade level of learners.
6	Content is supported with examples and applications from real life that are interesting and relevant to students’ lives.
7	Chapter/section previews and summaries allow learners to absorb main ideas/concepts presented.
8	Relevant learning from previous grade, from previous chapters and/ or from the same grade is referred for better understanding.
<b>Category 3: Quality and Support for Instruction</b>	
9	Interactive questions/ discussion points are given in the chapter text and end-of chapter exercises to facilitate teachers in engaging students.
10	A variety of tasks and activities (based on observation and hands-on learning) are given which

	support inquiry-based learning, critical thinking and problem solving through strategies such as discussion, role play and critical thinking, problem solving and inquiry skills.
11	Extension activities are included to provide further practice and reinforcement of concepts/ skills.
<b>Category 4: Physical Presentation</b>	
12	There are child-friendly and appealing visual elements (title cover and inside pages).
13	There are a number of relevant visual elements on the title page and on inside pages such as pictures, tables, figures, maps, information boxes mind maps, etc. (according to the different learning needs of learners, age and grade level)
14	Visual and graphical elements have pedagogical relevance and significance.
15	Glossary is added at the end of chapter/textbook.
<b>Category 5: Assessment: Opportunities for Checking Learning (formal and informal)</b>	
16	A variety of assessment strategies are included.
17	Assessment strategies assess knowledge, skills and attitudes according to curriculum SLOs to promote better understanding, application of knowledge for problem solving, and higher order thinking skills such as analysis, evaluation synthesis and creativity.
<b>Category 6: Compliance with Culture and Values</b>	
18	The content (text & illustrations) is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, and socioeconomic biases.
19	The content (text and illustrations) is free from gender bias and promotes positive images of girls and women.
20	Texts promote harmony and peaceful co-existence through respect for diversity and tolerance.
21	Content reflects democratic values, ethics and values of society and shows respect for values of all segments of society.

## **Guidelines for Developing Teaching & Learning Strategies**

1. **A)** Non-Formal Education setting requires a teacher to assess the diversity among learners in the beginning of an academic year. Information about students' age, gender, language and ethnicity, religion, socio-economic background and existing levels of numeracy and literacy skills will help the teacher to set realistic curriculum targets and use appropriate teaching strategies. A teacher can use following strategies to assess students' diverse background:
  - a) Collect demographic information e.g., male/ female, family income, number of siblings, working somewhere/ home, parents' information, language, religion;
  - b) Design oral and written tasks for the assessment of numeracy skills;
  - c) Use/ show signs and symbols (e.g., traffic signals, mosque/ temple/ church, hospital, no-smoking, disable person) to assess literacy levels of learners; and
  - d) Use mother tongue during classroom instructions and communicate with learners in the same language for improving linguistic skills.

2. **B)** Following constructivist approach to teaching and learning, assessment of learners' prior experience will help teachers to build on their existing knowledge in literacy and numeracy. For example, the children working in tandoors and workshops generally have working knowledge of basic number operations e.g., addition, subtractions and counting. Similarly, girls and boys as domestics help may have better comprehension of time and measurement.
3. Based on learners' knowledge of numeracy and literacy skills, teachers should form groups comprising students/learners of different abilities/skills. These groups will learn principles of cooperative learning and will support each other throughout their education in the center.

Group activities may include following:

Think, pair, and share: teachers may give different topics from language, mathematics, general knowledge and ask individual students to think about it, share with the students sitting next to them and then share it with the group. This activity can be effective at the earlier stages of NFE;

Mind-maps: Students can work in groups to draw mind-maps on the topics from their social studies and language subjects;

Do, talk and record: Teachers can give learners a problem and situation and ask them to resolve the issue. They, then, will talk within their group about the problem and how they resolve it. They will make a note of this discussion and will present it to the whole class. Do, talk and record activities can help children develop problem solving, critical thinking and reasoning skills;

"Directed Activities Related to Text (DARTs)" activities will help teachers to develop some activities from a text that the learners need to learn. These activities will include developing word puzzle, making sentences, writing a story;

Developing stories from a picture: teachers can identify pictures from newspapers or magazines and can ask the learners to develop stories from a picture by using words and signs;

Developing stories of local festivals and events: teachers can ask the learners to identify key local festivals and events. They can then select any one of these local festivals or events to write small paragraphs to describe it or they can also develop a story line and present it both verbally and in writing; and use of local poetry: use of poems written by the local poets can develop students' interest in language learning.

4. Invite professionals (both men and women) in the classroom from the local context e.g., farmer, black smith, woodworker etc. It will give opportunity to the learners for the exploration of people working around and build the respect and value to these professions. The learners will be encouraged to ask questions from these professionals for clarity and further information.
5. Use of manipulatives: teacher will develop low-cost materials for the explanation of concepts e.g., time can be taught with the help of card paper clock, fractions with the help of paper strips.
6. Multi-grade teaching in ALP context: As the ALP setting allows only one teacher to teach different grades and children of varied age groups in one classroom, multi-grade teaching and learning approaches are the only options available for the ALP teachers to rely and apply within the classrooms. Teachers are advised to use any one or more appropriate multi-grade strategies: 1) teach all grades together, 2) teach one subject to all grades considering varying levels of difficulty and conceptual complexity, 3) teach one grade and

allow other grades to work independently [after necessary instructions], 4) design and apply peer group, cross-age and cross-grade strategies [teachers must assess the grade, subject and learners' age wisely and decide such strategies accordingly], 5) assess the learners' abilities/ capacities and use their abilities in managing peer groups [other grades and/ or subjects], 6) use students' mother tongue, 7) relating learning with daily life experiences and using practical to make learners understand instead of relying heavily on textual contents.

## **Guidelines for Assessment Strategies**

### **What is Assessment?**

The term "assessment" derives from the Latin word "assidere" which means 'to sit beside'. Assessment is the systematic collection, review and use of information about students' learning. In particular, assessment focuses on what students know, what they are able to do, and how and what they have learnt from their educational programme. Assessment can determine whether or not the students' learning outcomes have met the NFE curriculum standards and benchmarks for the prescribed period.

### **Why Assessment?**

Assessment helps teachers/educationists to:

- Reflect on the effectiveness of teaching and learning processes in achieving the desired learning outcomes;
- Develop sound understanding of students' progress in terms of developing knowledge, skills, and other attributes as outlined in the curriculum of their educational programme; and
- Identify strategies to help students improve their performance in different curriculum areas.

### **Guidelines for Assessment**

Guidelines below help teachers in assessment processes.

1. Teachers develop understanding of the curriculum framework, its standards, benchmarks and SLOs to develop well aligned assessment strategies.
2. Teachers refer to the assessment techniques given in the curriculum.
3. Teachers create a bank of test items for each subject using the curriculum standards, benchmarks and SLOs. The test items always be used in written and oral assessment methods.
4. Teachers are advised to understand the Bloom's and SOLO taxonomy approaches and clearly define the cognitive levels (remember, understand, apply, analyze, evaluate and create) while developing assessment tasks.
5. Assessment findings are used to improve teaching strategies, teaching learning materials and other educational inputs for the schools.
6. Assessment results can also be used to identify areas for teachers' professional development.
7. The assessment results are shared with the parents to inform them about their children's progress and to seek their support in retaining their children in the center.
8. The test items and the assessment techniques must be compatible to the ALP setting

and the learners' socio-economic backgrounds as well as the conditions they live in.

### **Formative Assessment:**

The purposes of formative assessment are to *monitor* student's learning and provide on-going feedback to students to improve their learning. More specifically, formative assessment:

- Helps students to identify their strengths, weaknesses and target areas for improvement; and
- Enables teachers to identify concepts that learners find difficult, so that they can develop strategies to address these problems immediately.

### **Strategies for formative assessment:**

**Portfolios:** A portfolio is a purposeful collection of:

- documents concerning an individual's performance (e.g., assessment results, awards, peer evaluations, supervisor reports, summary of training completed);
- products produced by the individual (e.g., reports, action research results, self-evaluations, reflective essays, video tapes of work activities, audio tapes of talks given to class or group, photographs of work accomplishments). Annotations describe why the document is included and what it demonstrates; and
- A part of the portfolio is records of previous assessments.

NFE teachers maintain records of students' writing to monitor their progress on quarterly basis. Teachers also collect and maintain records of students' mathematics skills and development of language skills.

**Observation:** Observation is the careful watching and noting of behaviours and events. Observations typically occur in the individual's learning or work setting, but they also may occur in other settings (e.g., meetings, discussions, field trips) or may be based on audio or video tapes. Observation approaches include checklists, coding forms, frequency counts, rating forms, guided note taking records, and scripting. Observations may be preannounced or unannounced. They can focus on certain individuals, or aspects of performance, or be broad-based in terms of what behaviours and events are covered.

Thus, NFE teachers will observe students as they work in groups to assess their ability to relate to their peers and work collaboratively with the group members.

**Written Test:** A paper-and-pencil test consists of items, questions, or problems to be answered by the individual in writing or by marking an answer document (e.g., checking a box, filling in a bubble). Usually, these tests consist of multiple-choice items (e.g., matching, true false), but may also include other types of items (e.g., fill in the blank, underline the error, label a diagram or map). Most often, they are used in academic settings and with large-scale testing programs because, once developed, they usually are less costly to administer and score than the other forms of assessment.

NFE teacher will use short test that includes the above-mentioned types of the test items to assess students' understanding of the key concepts in different subjects.

**Oral Test:** Teachers may use specific tests and subtests to assess oral reading skills, comprehension skill, word-attack skills, and rate of reading. NFE teacher assesses students' learning by asking questions about key concepts. Teachers' question can assess factual information as well as conceptual understanding of the learners.

**Summative Assessment:** Summative assessment is conducted at the end of an academic year to evaluate students' performance against standards or benchmarks for that particular grade. At the end of academic year, the teacher develops assessment tasks to evaluate students'

performance against overall curriculum targets.

Formative and Summative assessments must be carried out. Formative assessment includes the range of continuous assessment activities that are built in the course material, such as self-assessment, peer assessment, class tests and oral presentations etc.

**Weightage of Formative and Summative Assessment:** At package D, the assessment is internal, while at package E, the assessment should be external, which is also termed as terminal assessment. However, the assessment body will formulate or reformulate the assessment scheme or assessment weightage in close consultation with the NFE/ ALP (M) provider, such as FDE or any other organization.

**Certification:** Learner will get a school leaving certificate after completion of each package for the mainstreaming in the formal schools. The certificate will be awarded after exit assessment so as the learner is placed at the right package or right grade in non-formal or formal education centers/ schools anywhere in the country.

Learners receive a certificate for completion of Package C to get admission in the class VI of the formal school.

**Assessment record keeping, analysis and sharing of reports by using NFEMIS:** The AEPAM has developed software (NFEMIS) to keep the records of assessment, which helps in recording, analyzing and reporting the assessment results and findings. The software analyzes the results to compare the performance of the learners, schools/ centers and districts using the subjects and grades/ packages as variables and also using the demographic profiles of the learners to generate multilevel assessment findings.

The teachers of the ALP centers/ schools will keep the record of classroom assessments as a students' portfolio and use the same for decision making with particular reference to adapting the teaching & learning strategies and other techniques that would help in improving the learning performance of learners. The external tests/ assessments will be administered by the assessment & examination system, which is designed and implemented jointly by the NEAS and FDE or as and when required.

It is important to mention that the role of the external assessment may be assigned to any other specialized organization/ department according to the developments or reforms that may happen in future.

### **Guidelines to adapt curriculum/ contents and strategies for children with special needs**

#### Background/Rationales

*International Scenario.* World Health Organization defines disability as any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being. Disability is present in every race, gender, region, age and religion. More than a billion people, or **15 percent** of the world's population, have some category of disability. Of these, an estimated **150 million** children have a disability, and **80 percent** of these children live in the developing world (WHO, 2011).

These children often face conditions of extreme **poverty, exclusion, and discrimination and are denied the basic services** offered to their peers without disabilities. The United Nations Children's Fund (UNICEF) estimates that **90 percent** of children with disabilities in low-income countries have never received any **form of education** (UNICEF, 2014a). Also, once enrolled, students with disabilities are more likely to **drop out** of school than students without disabilities.

It is estimated that only **5 percent** of all students with a disability complete primary school (Peters, 2003). Even when students with disabilities attend school, a curriculum that has not been adapted to their needs may mean they do not have the same access to education as their classmates do. Moreover, teachers may not know how to accommodate the needs of students with disabilities,

books may not be available in braille for students who are blind, and teachers may not know sign language for students who are deaf ([International Disability and Development Consortium, 2013](#)).



National Scenario. ***Current prevalence and condition of disability in Pakistan discussed by different documents:***

- National census 1998 reports 2.49% prevalence, while 2017 census has reported the prevalence under one percent
- World Health Organization (WHO) estimates 6% of the population as disabled.
- Small-scale in-depth studies claim 6 to 14%
- Of 180 million populations the number of persons with disabilities range from 4 to 8 million in Pakistan • 45% of these are children under age 18
- At least 3 million adults (both genders included) need rehabilitation through some kind of employment
- They remain invisible in almost all development plans

*Significance of Curriculum Guidelines for ALP (Alternative Learning Pathway)*

***Following rationales will help to highlight the importance of curriculum adaptation for ALP***

1. Education is a universal human right which is essential for human well-being and sustainable development. It has been given a central place by the United Nations in the Universal Declaration of Human Rights (UDHR) 1948 (Article 26). Sustainable development - all of which highlight its significance as a foundation for Education for All (EFA) and Sustainable Development Goals 2030. They ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.
2. Article 25-A in Constitutional Fundamental Right in 2010 by the 18th Amendment to the Constitution of the Islamic Republic. Article 25-A clearly states “the State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”
3. Approximately 2 million school age children are at high risk. In spite of all good efforts and spending only 40,000 (2%) have access to special education and 2 % are

in ordinary schools. Special education only caters for the urban children, so about 1.5 million rural children have no access to education

4. Right to education is still a big question mark. The children without disabilities have far better access (above 65%) to education

### Curriculum Adaptation

Adaptation refers to make changes in learning goals, curriculum, material, assessments, material, or classroom environment to accommodate a student's learning needs.

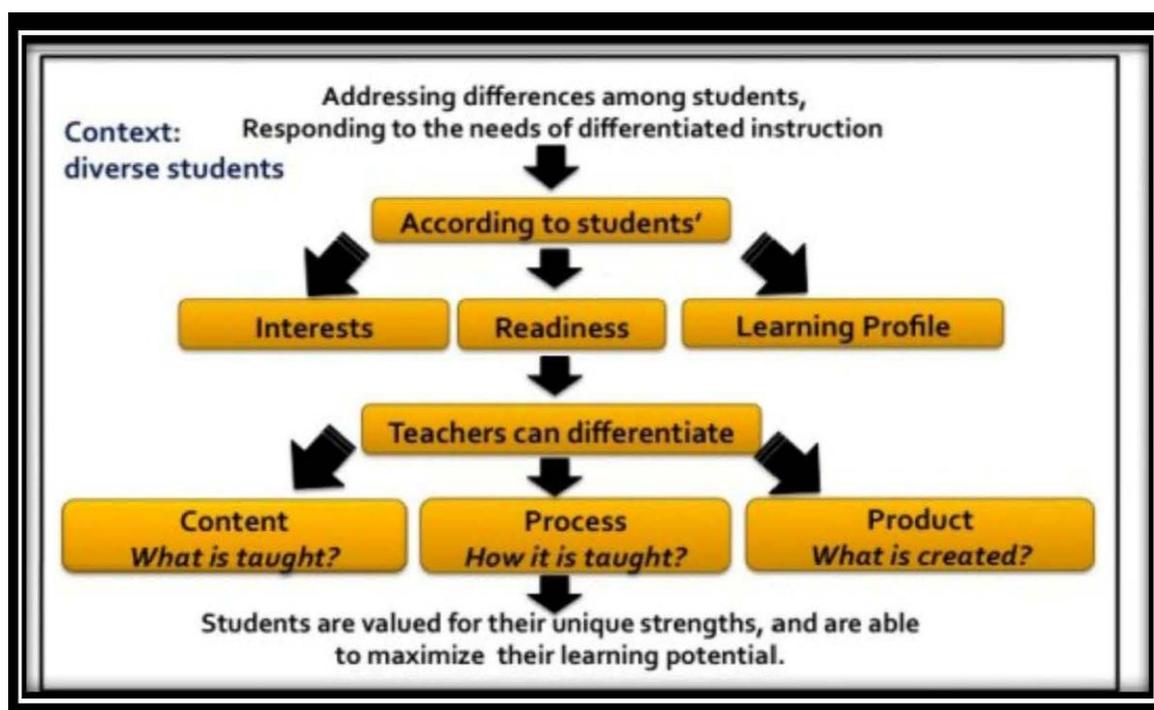
Curriculum Adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to meet the learning requirements of students with learning difficulties including children with disabilities.

Examples of adaptations include:

- Providing peer helper to assist blind student in assigned readings
- Break down concept in small segments
- Pre-teaching key vocabulary or concepts; multiple exposure to materials
- Extended time to complete assignments or tests.

### Why Curriculum Adaptation is Necessary?

1. Curriculum adaptation is a form of reasonable accommodation as mandated by the UNCRPD 2006, which facilitates the teaching-learning process when there are students with learning difficulties in the regular classroom.
2. Provide opportunity of multisensory approach and accommodate diversified needs of individuals
3. Curriculum adaptations are made to simplify and reduce the content so that learners with difficulties can absorb the most critical part of the curriculum.
4. Adaptation of the curriculum ensures that all learners get access to quality and meaningful learning experiences.
5. Children with learning difficulties do not feel excluded when it comes to understanding the subject matter.



**Type of Special Needs in Classrooms:**

1. Children with physical impairment
2. Children with visual loss
3. Children with hearing loss
4. Slow learners
5. Children with emotional/behavioral/mental health disabilities
6. Specific learning difficulties

**Guidelines for Physical Impairment:**

- Consider environmental issues: seating placement in classroom, workspace free from distractions, proximity seating, student remove all non-related materials from space.
- Provide a paper stabilizer (clipboard, non-slip writing surface).
- Use colored highlighters to direct attention to key information.
- Use digital timer to help pace student while working.
- Use a line or a place-marker.
- Provide adapted paper (bold line, raised line, enlarged spacing).
- Use colored sticky notes to draw attention or clarify important information.
- Demonstrate all concepts with manipulatives.
- Provide copies of work that is presented on the board or textbook.
- Vary group size for instruction.
- Provide large-print handouts of text.
- Use drawings and real-life examples.
- Allow some students the combination of written and oral examination
- Provide provision of peer as writer
- Provide extra time in examinations
- Allow extensions to assignment deadlines

**Guidelines for Visual Impairment:**

- Appropriate lighting: additional lighting
- Use of Tactile / embossed materials.
- Large Print textbooks/materials.
- Use Models/ 3D models. Tactile graph sheet.
- Real life objects. Real life experiences/ practical work.
- Demonstrations by 'Hand over hand'.
- Electronic text. Audio formats. Verbal descriptions
- Large Print. Use contrast. Books on tape.
- Information presented on the board should be in a high contrast color.
- Modified assignments (when appropriate and needed) to accommodate visual fatigue
- Extended time in exam and assignments completion
- Avoid activities requiring extensive visual scanning.

**Guidelines for Hearing Impairment:**

- Seat students with a hearing loss in front of the class.
- Ensure that any background noise is minimized.
- Repeat clearly any questions asked by students in the class before giving a response.
- Do not speak when facing the blackboard
- Simplify text and provide alternative vocabulary as most of students with hearing loss face language difficulties
- Provide extra practice.
- Allow extra time for processing information.
- Step-by-step directions.
- Repeat or rephrase information when necessary.
- Frequently check for understanding.
- Sign language, lip reading Use pictures, Sight words/ Flash cards of words/ pictures, Real objects, real experiences, Mind mapping, Write key points on the board or chart.
- Highlighting text/ key words, Use of visual supplements (projected materials, whiteboard, charts, vocabulary lists, lecture outlines),
- Encourage to use hearing aids.
- Allow assignments to be completed on a few texts rather than a broad study of many.

**Guidelines for Slow Learners:**

- Teach one concept at a time.
- Teach one step at a time.
- Help the student learn life skills.
- Give immediate feedback.
- Provide concrete learning experiences
- Provide opportunities to practice.
- Use physical and verbal prompting.
- Repeat and drill the basic concept
- Small group or individual instruction is required.
- Use of real objects, models, pictures.
- Sight words/ Flash cards of words/ pictures
- Color coding.
- Adapted worksheets.
- Add Verbal descriptions.
- Use mind mapping strategy
- Utilized multisensory approach.
- Real life experiences/ practical work.
- Provide an outline of what is to be taught.

## **Guidelines for Emotional/behavioral/Mental health disabilities:**

Keep class rules/activities simple and clear

- Reward positive behaviors
- Allow for mini-breaks
- Fair treatment for all
- Use motivational strategies
- Classroom Behavior Chart and Positive Peer Review
- Share moral and success stories
- Parents' teachers meeting
- Adjust task difficulty
- Token Economy
- Prompting
- Role playing
- Modeling
- Practice deep breathing and meditation
- Encourage students to take healthy meals and add vegetables and fruit every day
- Encourage students for exercises and games
- Encourage every child to have a voice
- Implement social skills training
- Educate students on mental health
- Crisis counseling for students following a traumatic event
- Classroom management skills training for teachers.
- Allow your students to discuss troubling events at school or in the community
- Encourage students to verbally describe their emotions

## **Specific Learning Difficulties:**

Specific learning difficulties can be further divided into three major sub-categories mention below:

### **i. Reading Strategies**

- Encourage student to pre-read a chapter before reading it.
- Have student turn headings into questions using words like what, why, and how.
- Student may benefit from using different colored highlighters: one for main ideas, one for key details, and another for definitions.
- Encourage student to reread, read aloud, or rephrase information.
- Ask student to note or underline key phrases, main ideas, or definitions.
- Encourage student to read stories, fictions and encyclopedias.
- If words seem to "move around" in the text, show student how to use an index card to guide reading.
- Encourage student to put specialized vocabulary words on index cards for easier review.
- Provide guided notes for each chapter.

## **ii. Writing Strategies**

- Allow student to use a dictionary or spelling checker.
- Provide advance notice of written assignments.
- Encourage students to start assignments early
- Encourage student to get peer tutoring session.
- Make sure student understands what is being asked in a written assignment. Explain un familiar words like compare and contrast.
- Help student decide on a limited, workable topic for a paper.
- Provide student with a model writing paper.
- If student has a problem with sequencing, require him/her to show you an outline of ideas/information in the order in which he/she intends to present them.
- If you are not testing grammar and punctuation (i.e., if this is not an English class), encourage student to have a friend proofread assignments and make corrections.
- Give all instructions both in writing and verbally.
- Allow student to provide oral responses rather than written ones.
- Encourage the student to make up and answer sample test questions.
- Allow student to tape record lectures.
- Provide student with a note taker.

## **iii. Mathematic Strategies**

- Allow to use of pocket calculators for computations.
- Suggest that student use graph paper to align math problems.
- Encourage student to use color coding in order to visualize a problem better.
- Provide sufficient opportunities to practice.
- When lecturing, use concrete examples similar to student's experiences.
- Use as many visual aids as possible. (Video tapes will allow students to have a complicated procedure repeated often enough to understand it.)
- Draw visual breaks (slashes, hyphens, etc.) between each step.
- Use 2D and 3D objects that students can manipulate.

## **Guidelines for Delivery Options/ Implementation of ALP-M Programme in field**

The ALP (Middle) Curriculum may be implemented/ delivered by using following options:

1. Delivery through conventional face-to-face classroom-based teaching, which is prevalent and most of the NFE providers from public, private and sectors are delivering the same way
2. Designing digital or tech-enabled contents including online and offline digital contents with interactive teaching & learning features. This curriculum provides expectations/ standards and benchmarks as well as SLOs, which will help in designing digital learning contents
3. This curriculum can provide solid foundations for designing the ALP through distance learning delivery mode. Such mode may be a blend of both face-to-face and digital/ tech-enabled delivery models

4. This curriculum may also be used to design and deliver a hybrid delivery mode that may offer a blend of delivery options such as face-to-face, digital and distance learning delivery options. Such options are holistic and offer learning opportunities for a range of OOSC that remain excluded for various reasons.

### **Guidelines for Dissemination of the ALP Curriculum**

Dissemination of the ALP-Middle curriculum may be ensured by using the following key strategies:

1. Dissemination through launching and introductory ceremony/ meeting. Such a ceremony may be organized by involving relevant stakeholders including NFE providers of public, private and development actors, educationists, curriculum experts, NFE experts, practitioners, teachers and children.
2. Dissemination through sharing the approved/ printed curriculum drafts with relevant stakeholders who could not participate the launch/ curriculum introductory meeting/ ceremony, or whom the department wish to share
3. Uploading the curriculum on major web-sites such as web-page of the MoFEPT. The approved draft may be uploaded on the web-sites of the development actors such as JICA, UNICEF, UNESCO and any other development partner who aims at implementing the same.
4. The draft document may be uploaded on the learning applications of various education or NFE providers such eNFE, or others like learning/ digital platforms for teachers and practitioners
5. The draft may be provided to research organizations so as they could use the same for carrying out research and provide feedback
6. Inviting feedback from experts and users on the curriculum for its improvement

**Review/Finalization of Curriculum Package D & E  
Workshop for Accelerated Learning Program**

**Held on: December 21 - 24, 2021**

<b>S.No</b>	<b>Name</b>	<b>Designation</b>	<b>Subject</b>
1	Mr. Rooh Ul Amin	Associate Professor, Federal College of Education (FCE), Islamabad	English
2	Ms. Rashida Amir	Subject Specialist Federal Directorate of Education (FDE) Islamabad	
3	Mr. Rasheed Ahmad	Test Development Specialist, National Education Assessment System (NEAS), MoFEPT, Islamabad	
4	Dr. Zafar Iqbal	Assistant Educational Advisor National Curriculum Council, Islamabad	
5	Dr. Muhammad Hanif	Deputy Educational Advisor (R) MoFEPT, Islamabad	Islamiyat
6	Mr. Affan Ummer Mirza	Tool Expert, National Education Assessment System (NEAS), MoFEPT, Islamabad	
7	Ms. Mansoorah Ibrahim	Education officer National Curriculum Council, Islamabad	
8	Molana Muhammad Abid Israr	Khateeb, National Curriculum Council, Islamabad	
9	Mr. Majeed ur Rehman Malik	Deputy Director(R), National book Foundation Islamabad	
10	Mr. Javaid Iqbal Raja	Principal (R) Federal Directorate of Education Islamabad	Urdu
11	Dr. Zafar Iqbal	Assistant Professor, Allama Iqbal open University	
12	Ms. Abida Munir	Education officer National Curriculum Council, Islamabad	
13	Ms. Sanam Ali	Assistant Educational Advisor National Curriculum Council, Islamabad	
14	Ms. Ibrat Un Nisa	Principal (R) Federal Directorate of Education Islamabad	
15	Mr. Abdur Rashid	Deputy Educational Advisor (R), Ministry of Education, Islamabad	Mathematics
16	Dr. Ilyas Qadeer	Director(R) National institute of Science and Technical Education, Islamabad	
17	Ms. Sikandra Ali	Deputy Educational Advisor National Curriculum Council	
18	Dr. Shahzad Ahmad	Assistant Professor Federal College of Education	
19	Mr. Syed Zulfiqar Shah	Subject Specialist, National Education Assessment System, Islamabad	

20	Dr. Azhar Majeed Qureshi	Assistant Professor, Allama Iqbal open University	Science
21	Dr. Muhammad Asghar Ali	Assistant Professor (Education) women University Bagh	
22	Ms. Shabana Asghar	Science Teacher (R)Federal Directorate of Education Islamabad	
23	Ms. Zehra Habib	Assistant Educational Advisor National Curriculum Council, Islamabad	
24	Dr. Tooba Saleem	Lecturer, Allama Iqbal open University	
25	Ms. Shabana Arif	Subject Specialist, National Education Assessment System	
26	Mr. Aftab Hayat	Assistant Professor, Islamabad Model College for Boys Federal Directorate of Education Islamabad	History /Geography
27	Dr. Rukhsana Durrani	Lecturer, Allama Iqbal open University, Islamabad	
28	Ms. Amal Mehboob	Test Administrator, National Education Assessment System, Islamabad	
29	Ms. Saima Abbas	Education officer National Curriculum Council, Islamabad	
30	Mr. Tahir Mehmood	Assistant Professor (Education) Federal college of Education, Islamabad	
31	Mr. Suhail Bin Aziz	Assistant Educational Advisor National Curriculum Council, Islamabad	
32	Ms. Khalida Siddique	Educationist, National Education Assessment System, Islamabad	
33	Mr. Muhammad Salman Wazir	Lecturer Islamabad Model College for Boys Federal Directorate of Education Islamabad	
34	Ms. Shamsa Kanwal	Field Coordinator, Distance and Non formal Education Allama Iqbal open University	
35	Mr. Shaker-ul -Din	Lecturer Islamabad Model College for Boys Federal Directorate of Education Islamabad	

### Technical Assistance and Coordination

No	Name	Designation	Organization	Role in ALP (Middle) Curriculum
1	Abid Hussain Gill	Deputy Chief Advisor	AQAL (JICA)	Overall lead in both technical and coordination matters
2	Muhammad Younus	Program Specialist (Curriculum)	AQAL (JICA)	Technical guidance, design, and coordination with NCC and subject specialists and preparing the final draft of the curriculum
3	Bilal Aziz	Program Specialist Literacy	AQAL (JICA)	Coordination with NCC, MoFEPT and other actors as well as technical support in review and alignment process
4	Sajjad Haider	Program Specialist (Policy & Research)	AQAL (JICA)	Review, compilation and finalization of the curriculum draft

## Notification

Dated: \_\_\_\_\_



**National Curriculum Council (NCC)**  
Ministry of Federal Education and Professional Training  
(MoFEPT), Islamabad