

2022

CURRICULUM FOR
**Non-Formal Basic Education (NFBE)
Accelerated Learning
Program-Primary (ALP-P)**

PACKAGE A, B & C (GRADES I-V)



Khyber Pakhtunkhwa

Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad

**Curriculum for
Primary Level Accelerated

Non-Formal Basic
Education Program/
Alternative Learning Pathways
Packages A, B & C (Grades 1-5)**

**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa Abbottabad**

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Acronyms

L & NFBED	Literacy & Non-Formal Basic Education Department
NCHD	National Commission for Human Development
NCC	National Curriculum Council
NEAS	National Education Assessment System
ICT	Islamabad Capital Territory
NFE	Non-Formal Education
NFBE	Non-Formal Basic Education
ALP	Accelerated Learning Programme/ Pathways
N-EMIS	National – Education Management Information System
OOSC	Out-of-school children
NFEMIS	Non-Formal Education Management Information System
M & E	Monitoring and Evaluation
SDGs	Sustainable Development Goals
JICA	Japan International Cooperation Agency
AQAL	Advancing Quality Alternative Learning
SLO	Student Learning Outcomes
SOLO	Structurally Observed Learning Outcomes
SNC	Single National Curriculum

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. Another reliable data source on OOSC, Benazir Income Support Program (BISP) 2021, has reported that the total OOSC of 5-16 years of age in Pakistan are around 23 million. Data further reveal that majority of the out-of-school children (OOSC) are between the ages of 10 and 16 years, which are 78%, while remaining 22% are between the ages of 5 and 9 years.

Similarly, OOSC data of KP province, which were collected by various sources, depict a similar picture where big number of children of 5-16 years of age are not in schools. According to OOSC survey conducted by the S&SED KP, 2.1 million children of 5-16 years are not in schools, while BISP (2020-21) and PSLM 2019-20 claims a figure of 4.7 and 4.1 million respectively. At the same time, calculations made using population and enrollment data, and PBS sources states that 6.8 million and 6.4 million are out of schools. However, BISP 2020-21 is generally accepted by majority of the organizations in KP based on its utility as this data set helps to locate the out of school children right in their areas. According to the BISP 2020-21, there are 4.7 million children of 5-16 years who are not attending any school in KP. Out of this, 58% have never been to any school in their lifetime, while remaining 42% are drop-outs.

The OOSC data further reveal that majority of those who never attended any schools and those who are drop-outs have become overage and it is difficult for them to join or rejoin the formal education for continuing their studies. It is further narrated that the older age out of school children of OOSC are complex and portray diversity, as most of the children of this age cohort have never been to schools or dropped out before completing primary education cycle. Therefore, it is assumed that a significant number of children of this age cohort have become either overage or are becoming overage, which makes it difficult for the children to connect or reconnect to education in formal schools. Therefore, out-of-school children of this age cohort remain vulnerable to losing the last chance to education they deserve as per the right to free and compulsory education act, article 25-A of the Constitution of Islamic Republic of Pakistan.

In such situations where a big number of OOSC are in need of the second chance to education, Accelerated Learning Programmes (ALPs) are suitable options for this vulnerable age cohort. The ALP curriculum for primary level is a fast-track learning option that is offered to dropped out and overage OOSC, any time at their doorsteps to join primary education cycle, complete the same and transit to next level for continuing education. As the ALP is equivalent to National Curriculum 2006, and subsequently has become equivalent to National Curriculum (NC), that is why this accelerated learning programme offers equivalent primary education in 30-32 months.

Non-Formal Education, Accelerated Learning or Accelerated Education:

It is worthwhile to mention that the Accelerated Learning or Accelerated Education are among the types and approaches of the Non-Formal Education (NFE) that is defined “as a means to meet learning needs of Out-of-School Children, youth and adolescents”. The defining characteristic of non-formal education is that it is an addition, alternate and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all.

Similarly, the Accelerated Education Programme (AEPs) are defined as flexible and age-appropriate programmes run in an accelerated timeframe by the Interagency Accelerated Education Working Group, that aim to provide access to education for disadvantaged, over-age, out of school children and youth – particularly those who missed out, or had their education interrupted due to poverty, marginalization, conflict, and crises.

At the same time, alternate learning is an alternative to the formal education system and a strategy that aims to assist children, youth, and adults who have either never been to school in life or were initially enrolled but dropped out subsequently from formal education network (UNICEF, 2010). ALP offers an opportunity or a second chance to children and adults of any age and gender to acquire an essential educational qualification in a relatively shorter period (UNICEF, 2013).

The ALP (Primary) Curriculum 2021 of KP province 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 primary education. At the same time, the ALP (P) offers primary 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 (Primary) offers primary education in 30-32 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 (primary) is equivalent and offers valid certificate during and after the course for continuing education and learning.

First ALP-P Curriculum 2019 in KP:

The first Accelerated Learning Programme (ALP) curriculum for primary in KP was developed in 2019 through an extensive consultative process by engaging Directorate of curriculum, assessment and teacher education (DCTE), subject specialists from training and assessment/ examination authorities as well as experts from development and private sectors. This ALP curriculum was derived from the National Curriculum 2006, and was condensed to 32 months, ensuring its equivalency by equitaing the learning standards of both national curriculum 2006 and the ALP-P curriculum 2019. In addition, characteristics of OOSC in KP with special emphasis on older age children who were either dropped out or had never been to schools in their lifetime and key quality challenges in the delivery of formal and non-formal education were considered as fundamental inputs. Further, general curriculum development guidelines issued by the DCTE and Ministry of Federal Education & Professional Training (MoFEPT) and popular curriculum models were referred while developing the ALP-P curriculum in Khyber Pakhtunkhwa.

The curriculum development process of ALP (Primary) was carried out by organizing a series of consultative workshops engaging NFE experts, curriculum experts and subject specialists from public, private and development sectors during year 2019. The series of workshops included workshops to develop / customize the ALP (P) curriculum, followed by a couple of workshops to review the same curriculum draft and then finally, workshops for quality assurance, which led to approval of the said curriculum. The official approval of the curriculum was granted by the director DCTE in the same year.

Implementation of ALP (Primary) Curriculum

The implementation of the approved ALP (Primary) curriculum was started by developing textbooks/teaching & learning materials for learners, teachers' guides and training manual for teachers, developing a pool of master trainers and developing assessment guidelines with active collaboration of the PIU-ALP (KP), DPD/ PITE, and DCTE as well as private and development sector experts.

The approved ALP (P) curriculum was implemented in seven (07) districts of KP and in 241 ALP centers in KP through PIU-ALP, which is led by a director and the implementation process was looked after by the district managers and field teams positively. The curriculum was used by around 241 ALP teachers and around 6,795 learners, of which 55% were girls. Reflections from these centers and managing organization were very useful and incorporated in the reviewing and aligning the curriculum with National Curriculum (NC).

Qualitative study was carried out to gain greater insight into and understanding of the quality, relevance and effectiveness, of the ALP-P curriculum, content and teacher learning material. Special focus was laid on assessing the effectiveness of implementation of alternative learning programme-primary (ALP-P) curriculum. The study was conducted in KP with NFE curriculum developers, curriculum/ contents implementers, children and teachers. The study population belonged to Government NFE providers, DCTE curriculum developers, mentoring & training officers working in NFE providers, community groups and UN organizations. A total of 43 respondents from above mentioned organizations were among the study participants as interviewees and FGD participants. The study found out that the curriculum implementation in home based/ community based settings is turning out to be a huge success as children who lost their early school years are learning quick and are able to read and write even the complex words and sentences. However, the study recommended to include teachers, reflections from classroom observation visits, extensive orientation of those involved in NFE curriculum development and building capacity of teachers who are supposed to implement the curriculum on managing the diversity and deal with children with various backgrounds and socio-economic and cultural settings.

These recommendations were communicated to the curriculum development team timely, who ensured and adhered to these right from the beginning by holding an extensive orientation exercise for curriculum developers/ reviewers, followed by a detailed discussion on strategies to deal with difficult children and those with various cultural and socio-economic backgrounds.

It is further narrated that National Education Assessment System (NEAS) conducted a comparative study to find the equivalency between the National Curriculum 2006 and ALP (Primary) curriculum developed by National Curriculum Council (NCC) for Islamabad capital territory (ICT) and other federating units. The study results confirmed that learners of the ALP centers were able to demonstrate better learning outcomes in concepts of reading, writing and numeracy. The said study has not only validated that the ALP (Primary) is equivalent to National Curriculum, but also prepared learners well enough to demonstrate good performance through the integrated teaching & learning strategies. Overall, the ALP learners were able to score 6.6% better results than those enrolled in formal schools.

Another research was carried out by Agha Khan University (IED) in Karachi (Sindh) to gauge the efficacy of the ALP (P) curriculum developed for Sindh by the Directorate of Curriculum, Assessment and

Research (DCAR). The action research confirmed that learners who studied ALP (P) curriculum in intervention centers (IC) demonstrated better learning outcomes than those who studied conventional curriculum in non-intervention centers (NIC). The sample was taken from NGO world managed ALP centers in Karachi where a diverse group of children belonging to marginalized stateless communities were enrolled. This was another evidence that proved utility of the ALP (P) curriculum.

Process of Aligning ALP Curriculum 2019 with NC 2020

In year 2020, the Ministry of Federal Education and Professional Training (MoFEPT), in a bid to standardize the prevailing education systems and make “ONE SYSTEM OF EDUCATION FOR ALL” in the country, developed Single National Curriculum (SNC) up to the 12th grade. The SNC, in terms of curriculum, medium of instruction and a common platform of assessment so that all children have a fair and equal opportunity to receive high quality education. Single National Curriculum, which was later renamed as “National Curriculum” (NC) aims to ensure social cohesion and national integration, alleviation of disparities in education content across the multiple streams, equal opportunities for upward social mobility, equity in education, holistic development of children in the light of emerging international trends and local aspirations and smooth inter-provincial mobility of teachers and students. The Provincial Governments have also begun to align their curricula with the NC. Similarly, the Accelerated Learning Programme’s (ALPs) Curricula, which were developed earlier and were equivalent to National Curriculum 2006, are being aligned with the NC to ensure an equivalency.

In order to align the ALP (Primary) 2019 of KP with the NC, a thorough review and alignment process was initiated by engaging Non-Formal Education and curriculum experts and Subject Specialists in May-July 2022. The workshops were organized systematically and the alignment process was carried out to identify the following and improve the draft accordingly:

- Standards, Benchmarks and SLOs that need to be omitted
- Standards, Benchmarks and SLOs that need to be incorporated from NC
- Standards, Benchmarks and SLOs that need to be modified/ improved to have an alignment with NC

The alignment process helped in aligning the ALP (P) 2019 with NC by improving the statements of the Standards and Benchmarks as well as inserting some SLOs that were newly added to the NC. In addition, the alignment process resulted in modifying the statements of the SLOs as well as genuinely considering the recommendations and observations obtained through the process of implementation of ALP-P curriculum in KP. The process of alignment, review and improvement was completed in consecutive review and alignment workshops. The first workshop was organized from 16-18 May 2022 and second was held from 16-18 July 2022. Around 25 experts from DCTE, Elementary & Secondary Education Department (E&SED), academia, leading formal schools, National Curriculum Council (NCC) of the MoFEPT and experts from development sectors participated to review, align and improve the curriculum of ALP-P of the KP. As a result of these workshops and review, alignment and improvement process, the ALP-P curriculum was finalized.

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.

Curriculum Framework

The curriculum framework provides a general introduction to the curriculum and a brief description of curriculum for ALP, aims and specific standards. ALP follows the national guidelines for curriculum development. Curriculum consists of elements that promotes learners' intellectual, spiritual, aesthetic, emotional, social and physical development. Together with co-curricular activities, it includes approaches to teaching, learning and assessment, quality of relationships within the school, and the values embodied in the systematic functioning of a school.

Subject-based curriculum refers to a document describing learning objectives, the scope and sequence of contents, learning activities and methods of delivery in the classroom. It also includes evaluation and assessment techniques consistent with the National Curriculum Framework of a particular subject, and it also provides guidelines for developing pedagogical materials. The curriculum for ALP is a pioneering document that makes logical connections with the contents of National Curriculum 2006 in relevant disciplines. The ALP curriculum for package A, B and C is equivalent to Primary level National Curriculum 2006 and narrates terminal competencies that are in accordance with the National Curriculum.

The ALP curriculum is standard-based and provides indicators of expectations from learners at completion of each of the three packages (A, B and C). The curriculum provides a logical sequence of strands, standards, benchmarks and students learning outcomes (SLOs). Each SLO is further elaborated by contents, preferred teaching methodologies and techniques for assessment. All the SLOs are coded properly. The purpose of coding the SLOs is to enable teachers and education experts to understand the connection between a specific SLO and the corresponding topics provided in the

textbook, learning materials and the guide for teachers. In this way, the teachers will be able to meaningfully connect the topics with SLOs and eventually establish a link to the benchmarks, standards and the strand, which describe expectations from the learners. Such an arrangement is equally useful for the material developers/ authors to be specific while designing contents, activities and examples that suit the learning needs of the learners of ALP schools. Similarly, the prescribed assessment techniques useful for the teachers and evaluators formulate relevant test items and apply a pertinent assessment method to assess the learning levels of the learners.

Curriculum is an important element of the teaching and learning system that derives its inspiration and vision from the National Education Policies (or National Curriculum Frameworks). It sets structure accordingly to describe concepts, skills and attitudes that have to be developed in the learners. It aims to address key questions such as what is the purpose of teaching; what is the desired level of the students as measured by standards and benchmarks, and what will be taught to the learners to prepare them for continuous studies in the context. Curriculum document provides guidelines for textbook developers and authors to develop textbooks and supplementary reading material according to the defined and agreed competencies, scope and guidelines. These enable teachers to plan their classroom lessons; examiners to set formative and summative assessment according to the prescribed competencies; and textbook reviewers to review the textbooks according to the contents and scope. The curriculum is also a guiding document for the general public, particularly parents.

The ALP curriculum framework has used a hierarchy of four major competencies as key learning areas. The broad and the larger area is termed as strand or competence, while others are breakdowns that describe themes and grades and the concepts that are essentially needed to be transferred to the learners. The learning areas are below:

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

Standard: Standards are the second layer of learning expectation under the strand or competency. The standards define competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area.

Benchmark: The benchmarks are the third layer of the learning expectations and elaborate the standards, indicating what students will accomplish at the end of each of the five developmental levels in order to meet the standards. Benchmarks generally define what a learner will be able to do by the end of a particular grade.

Student Learning Outcome (SLO): SLOs are the lowest hierarchal layer of the learning expectations associated with the learners. SLOs correspond to the benchmarks and describe what learners will accomplish at the end of a particular grade. Most SLOs progress and develop across grades where each skill is revisited, revised and reinforced.

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 A	up to Grade 1	8 months	4 hours
Package B	Grade 2 & 3	8 months	4 hours
Package C	Grade 4 & 5	14 months	4 hours
Total		30 months	

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

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

Packages	Pre-requisite	Duration	Description	Core Subjects	Assessment	Certificate	Continuing Education
Package A	Admission for out of school children	8 months	Katchi + Pakki + Grade 1	1: Languages (Urdu, English) 2: Mathematics 3: Social Studies, Sciences (integrated in languages) 4: Islamiyat	Internal Assessment	Yes (Package A completion certificate after internal assessment)	In Package B in ALP and in grade 2 in formal schools
Package B	Children after competing Package A Children demonstrating competencies of grades 2 and 3 (through placement tests).	8 months	Grades 2 & 3	1: Languages (Urdu, English) 2: Mathematics 3: Social Studies, Sciences (integrated in languages) 4: Islamiyat	Internal Assessment	Yes (Package B completion certificate after internal assessment)	In Package C in ALP, and in grade 4 in formal schools. Learners can also join formal schools during the package B in grade 3 or grade 4 for continuing education
Package C	Children after package B Children having grade 3 or 4 level competence	14 months	Grades 4 & 5	Subject wise or discipline-oriented approach will be followed; 1: Urdu 2: Islamiyat 3: English 4: Mathematics 5: Science 6: Social Studies	External/ Terminal Assessment	Yes 1. upon completing package C through terminal assessment 2. During the course	Learners with package C certificate can seek admission in grade 6 or Package D of the ALP (elementary) Learners can seek admission in grade 4 or 5 in formal schools.

Target group, enrollment, exit and early completion strategies

Target Group:

The curriculum is designed for children of 08 to 16 years of age with following characteristics:

1. Those who have never been to schools will be enrolled in Package A
2. Those who dropped out before completing the primary education cycle will be enrolled after placement test and be placed in the Package/ grade according to their prior knowledge/ competence
3. Children belonging to marginalized and disadvantaged population groups who generally remain excluded from their right to education will be preferred
4. Enrollment of “girls” will particularly be prioritized as they remain excluded for cultural and access issues
5. 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
6. Refugee and stateless children as well as those who are displaced owing to natural disasters or local conflicts
7. 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 (Primary), 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 apprised 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 Primary course before the prescribed time duration, which is 30 months.

Flexible duration for children possessing prior knowledge:

The ALP-P programme offers primary completion in 30 months, however, learners who were dropped out before completing the primary education cycle and demonstrating “Prior Knowledge/ Competence” through the entry/ placement test, will have the option to complete the primary education cycle before 30 months. For example, children dropped out in grade 3 and they were able to demonstrate the competence of grade 3, will be placed in Package C and be able to complete the primary cycle in 14 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-Primary programme/ course, the time duration may be reduced accordingly and the provider may offer to complete the ALP before 30 months.

Subject wise ALP (Primary) Curriculum, Khyber Pakhtunkhwa

1. English
2. General Science
3. Urdu
4. Islamiyat
5. Mathematics
6. Social studies

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ALP 2019

QUANTIFICATION OF SKILLS, STANDARDS AND SLOs

Packages	Skills	Standards	SLOs
A	05	05	21
B	05	05	26
C	08	08	33
Total	18	18	80

SNC 2022

QUANTIFICATION OF SKILLS, STANDARDS AND SLOs

Packages	Skills	Standards	SLOs
A	05	05	37
B	05	05	76
C	05	05	82
Total	15	15	195

ALP 2022

QUANTIFICATION OF SKILLS, STANDARDS AND SLOs

Packages	Skills	Standards	SLOs
A	05	05	19
B	05	05	19
C	05	05	24
Total	15	15	62

تدریسی مقاصد:

- ۱۔ تدریس اُردو کے ذریعے طلبہ کو اس قابل بنانا کہ وہ حُرُوفِ تہجی کی پہچان کر سکیں۔
- ۲۔ الفاظ اور جملوں کی بناوٹ سمجھ سکیں۔
- ۳۔ اُردو میں کُفّت گُو کر سکیں اور مادری زبان میں اس کا مفہوم سمجھ سکیں۔
- ۴۔ نثر اور نظم دُرُست لہجے میں پڑھ سکیں اور معنی و مطلب بیان کر سکیں۔
- ۵۔ سادہ اور عام فہم اُردو جملے سمجھ سکیں۔
- ۶۔ عام بول چال میں اُردو لہجے اور تلفُّظ کے ساتھ ادائی کر سکیں۔

اُردو (پیکج اے)

1. اہلیت (Competency)			
سننا (Listening)			
مختلف سمعی ذرائع سے سنی جانے والی اُردو پر اپنی توجہ، فہم اور ادراک سے معانی کا اکتساب اور اظہار کرے۔			
معیار (Standard)			
غور سے سننا اور اس پر اظہار کرے کرنا۔			
حد درجہ (Benchmark)			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس
U1Ab101	حروف تہجی کی آواز سن کر پہچان سکیں۔	حروف تہجی کے لمبی تراشے (فلش کارڈز) اور ویڈیوز میں تصاویر	<ul style="list-style-type: none"> صوتی طریقہ الفاظ کا کھیل تصویری خاکہ پروجیکٹر کی تکنیک
U1Ab102	لفظ سن کر اس کے ارکان پہچان سکیں۔	رنگین حروف کے چارٹ	<ul style="list-style-type: none"> صوتی طریقہ ذہنی نقشہ کشی گفت و شنید الفاظ سازی
U1Ab103	جملہ، نظم، کہانی یا مختصر گفت گوسن کر سوالات کے جوابات دے سکیں اور سرگرمیوں میں حصہ لے سکیں۔	درسی متن	<ul style="list-style-type: none"> سوال و جواب مباحثی طریقہ گفت و شنید فکری تحرک

2. اہلیت (Competency)			
بولنا (Speaking)			
دُرست قواعد، تلفظ اور زبان کے اتار چڑھاؤ کے ساتھ مکمل جملوں میں مختلف صورت حال کے مطابق گفت گو، اپنے موقف، مدعا، رائے (ما فی الضمیر) کا مدلل بیان، کسی موضوع پر چند جملے یا مربوط اور منظم تقریر			
معیار (Standard)			
دُرست تلفظ اور لب و لہجے کے ساتھ بولنا۔			
حد درجہ (Benchmark)			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس
U2Ab101	حروف تہجی کو دُرست طریقے سے بول سکیں۔	حروف تہجی کا رنگین چارٹ	<ul style="list-style-type: none"> صوتی طریقہ تصویری خاکہ الفاظ کا کھیل
U2Ab102	روزمرہ استعمال ہونے والے الفاظ کی دُرست ادائی کر سکیں اور انھیں گفت گو میں استعمال کر سکیں۔	نمونہ جاتی الفاظ	<ul style="list-style-type: none"> سوال و جواب مظاہراتی طریقہ فکری تحرک

U2Ab103	الفاظ، جملوں اور مختصر نظموں کو درست تلفظ اور لب و لہجے کے ساتھ ادا کر سکیں۔	درسی متن نمونہ جاتی الفاظ اور جملے	<ul style="list-style-type: none"> سوال و جواب مشق الفاظ کا کھیل تکمیلی طریقہ 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی
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3. اہلیت (Competency)	پڑھنا (Reading)			
معیار (Standard)	خُرُوف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔ تحریر کی صحیح تلفظ اور روانی کے ساتھ پڑھائی۔ سوالات کے مربوط جوابات۔			
حدِ درجہ (Benchmark)	خُرُوف اور ان کی آوازوں کے علم کو الفاظ پڑھنے میں استعمال کرنا، تصویر یا منظر کی مناسبت سے دیے گئے سوالات پڑھ کر جواب دینا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریقہ ہائے تدریس	جائزہ
U3Ab101	صوتیات کی پہچان اور استعمال کر سکیں۔ (مُصَوِّتے، مُصَنِّتے، خُرُوف تہجی اور آوازیں، آوازوں کی مدد سے ارکان اور الفاظ سازی، ایک ہی آواز سے شروع یا ختم ہونے والے الفاظ کے (ججے)	خُرُوف تہجی کی سالم، ابتدائی، درمیانی اور آدھی اشکال کے چارٹ نمونہ جاتی مواد مُصَوِّتوں کے نمونے مصنوعوں کے نمونے	<ul style="list-style-type: none"> سوال و جواب قراتِ معلم قراتِ متعلم بین و گو پڑھائی مع رہ نمائی 	<ul style="list-style-type: none"> جزئی اور گروہی زبانی بین و گو سوال و جواب مظاہراتی
U3Ab102	اپنی جماعت کے معیار کے مطابق بصری الفاظ کی پہچان اور استعمال کر سکیں۔	بصری الفاظ کے نمونے تصاویر اور چارٹ	<ul style="list-style-type: none"> سوال و جواب تجزیاتی طریقہ ترکیبی طریقہ الفاظ سازی تصویری خاکہ فکری تحریک 	<ul style="list-style-type: none"> جزئی اور گروہی تحریری زبانی مشاہداتی سوال و جواب
U3Ab103	مُصَوِّتوں اور مصنوعوں کی مدد سے ارکان سازی اور الفاظ سازی (ایک اور دور کئی الفاظ) کر سکیں۔	نمونہ جاتی الفاظ الفاظ کے تراشے مُصَوِّتوں کے نمونے مصنوعوں کے نمونے	<ul style="list-style-type: none"> سوال و جواب زبانی مشق تکمیلی طریقہ گفت و شنید فکری تحریک 	<ul style="list-style-type: none"> جزئی اور گروہی زبانی تحریری مشاہداتی سوال و جواب
U3Ab104	الفاظ کے جہوں کی پہچان کر سکیں۔ (متن کے حوالے سے سادہ اور مرکب الفاظ کے جہوں کی پہچان ہونا)	نمونہ جاتی الفاظ مع ہجا	<ul style="list-style-type: none"> جوڑ توڑ سوال و جواب زبانی مشق تکمیلی طریقہ گفت و شنید فکری تحریک 	<ul style="list-style-type: none"> جزئی اور گروہی زبانی تحریری مشاہداتی سوال و جواب
U3Ab105	لٹائف اور پہیلیوں کو پڑھتے ہوئے ان میں پوشیدہ دانش کو سمجھ کر بتا سکیں۔	لٹائف اور پہیلیوں پر منتخب مواد	<ul style="list-style-type: none"> سوال و جواب پیش گوئی ذہنی نقشہ کشی گفت و شنید فکری تحریک 	<ul style="list-style-type: none"> جزئی اور گروہی مظاہرہ علامتی انداز سوال و جواب انکشافی طریقہ

4. اہلیت (Competency)		لکھنا (Writing)		
معیار (Standard)		حُرُوف، الفاظ، جملے اور عبارت کی دُرست قواعد اور ترتیب کے ساتھ تحریر۔ اپنے مشاہدات، خیالات، معلومات اور احساسات کی مربوط، رواں اور موزوں انداز میں مختلف تحریروں کی ساخت کی مناسبت سے پیش کش۔		
حد درج (Benchmark)		جملوں کو اس طرح ترتیب دینا کہ مناسب انداز میں خیالات کی پیش رفت ہو اور متنوع الفاظ کے چناؤ سے دل چسپی پیدا ہو۔		
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U4Ab101	تصویری جملے بنائیں۔ (کم از کم ایک جملہ)	جملہ سازی کے لیے تصاویر اور مناظر ویڈیوز / لمبی تراشے	<ul style="list-style-type: none">سوال و جوابمشاہداتی طریقہایلا سازیشرکتی طریقہمظاہراتی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابتفہیمینقل نویسیشرکتیانکشافی طریقہ
U4Ab102	حُرُوف تہجی اور ان کی آدھی اشکال لکھ سکیں، ارکان سازی اور الفاظ سازی کر سکیں۔	حُرُوف کی آدھی اشکال، نمونہ جاتی الفاظ لمبی تراشے	<ul style="list-style-type: none">سوال و جوابعملی مظاہرہ کے الفاظتصویری خاکہفکری تحریکتکمیلی طریقہجزئی تکنیک	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابتفہیمینقل نویسیشرکتی
U4Ab103	دو سے تین ارکان والے الفاظ استعمال کرتے ہوئے آسان جملے / گھریا اسکول کا پتہ لکھ سکیں۔	نمونہ جاتی الفاظ، پتہ لکھنے کا نمونہ سادہ جملوں پر مبنی مواد	<ul style="list-style-type: none">سوال و جوابرہ نمائی کے ساتھ لکھائیایلا سازیشرکتی لکھائیفکری تحریک	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابتفہیمیایلائیشرکتیفکری

5. اہلیت (Competency)		زبان شناسی / قواعد (Language Cognition)		
معیار (Standard)		زبان کے تکنیکی پہلوؤں (یعنی قواعد کی خصوصیات) کا عملی زندگی (تحریر اور تقریر) میں درست استعمال۔		
حدِ درج (Benchmark)		اُردو قواعد کے اجزائی پہچان ہونا اور جملوں میں استعمال کرنا۔		
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U5Ab101	واحد جمع (ے) میں فرق کر سکیں۔	تصاویر، نمونہ جاتی الفاظ، لمبی تراشے	<ul style="list-style-type: none">سوال و جوابگروہی طریقہفکری تحریکگفت و شنیدذہنی نقشہ کشی	<ul style="list-style-type: none">جزئی اور گروہیزبانیتحریریسوال و جوابتصویری خاکہ
U5Ab102	مذکر و مؤنث کی پہچان کر سکیں۔	تصاویر، نمونہ جاتی الفاظ	<ul style="list-style-type: none">سوال و جوابگروہی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیزبانی

<ul style="list-style-type: none"> • تحریری • سوال و جواب • تصویری خاکہ 	<ul style="list-style-type: none"> • فکری تحرک • گفت و شنید • ذہنی نقشہ کشی 			
<ul style="list-style-type: none"> • جزئی اور گروہی • زبانی • تحریری • سوال و جواب • تصویری خاکہ 	<ul style="list-style-type: none"> • سوال و جواب • بین و گو کا طریقہ • مظاہراتی طریقہ • الفاظ سازی • ایمائی طریقہ 	<p>حرکات کی علامات (زبر، زیر اور پیش) میں فرق کر سکیں۔</p> <p>زموز او قاف کے چارٹ متعلقہ نمونہ جاتی الفاظ لمبی تراشے</p>	U5Ab103	
<ul style="list-style-type: none"> • جزئی اور گروہی • زبانی • تحریری • سوال و جواب • تصویری خاکہ • فکری تحرک 	<ul style="list-style-type: none"> • سوال و جواب • بین و گو کا طریقہ • مظاہراتی طریقہ • الفاظ سازی • ایمائی طریقہ • انکشافی طریقہ • تفسیمی طریقہ • استخراجی طریقہ 	<p>الفاظ اور متضاد (الٹ الفاظ) کی پہچان کر سکیں۔</p> <p>تصاویر، نمونہ جاتی الفاظ، لمبی تراشے</p>	U5Ab104	
<ul style="list-style-type: none"> • جزئی اور گروہی • زبانی • تحریری • سوال و جواب • تصویری خاکہ 	<ul style="list-style-type: none"> • سوال و جواب • بین و گو کا طریقہ • مظاہراتی طریقہ • الفاظ سازی • ایمائی طریقہ • انکشافی طریقہ • استخراجی طریقہ 	<p>اسم اور فعل کی پہچان اور استعمال کر سکیں۔</p> <p>تصاویر، نمونہ جاتی الفاظ، رنگین تراشے</p>	U5Ab105	

اُردو (پیکچ بی)

1. اہلیت (Competency)		سنفنا (Listening)		
معیار (Standard)	مختلف سمعی ذرائع سے سنی جانے والی اُردو پر اپنی توجہ، فہم اور ادراک سے معانی کا اکتساب اور اظہار کرے۔			
حدِ درجہ (Benchmark)	سن کر مناسب طریقے سے ردِ عمل کا اظہار کرنا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U1Bb101	اپنی جماعت کے معیار کے مطابق مختصر کہانی، نظم، کہانی، نظم، مکالمہ، واقعہ ویڈیوز بیان کر سکیں۔	درسی متن: کہانی، نظم، مکالمہ، واقعہ ویڈیوز	<ul style="list-style-type: none">سوال و جوابتقریری طریقہجماعتی مباحثہگروہی طریقہفکری تحریکانکشافی طریقہاستقرائی طریقہاستخراجی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیانکشافی سوالات
U1Bb102	سن کر اپنی رائے کا زبانی اظہار کر سکیں۔	درسی متن: ٹیکنالوجی کے استعمال سے بنایا جانے والا مواد	<ul style="list-style-type: none">سوال و جوابگفت و شنیدفکری تحریکذہنی نقشہ کشیسمعی و بصری معاوناتبرقی اشیا کا میکا کی اور تکنیکی استعمال	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیمناسب ٹیکنالوجی کا استعمال

2. اہلیت (Competency)		بولنا (Speaking)		
معیار (Standard)	دُرست قواعد، تلفظ اور زبان کے اتار چڑھاؤ کے ساتھ مکمل جملوں میں مختلف صورت حال کے مطابق کُتھ گُو، اپنے مَوْقف، مدعا، رائے (مافی الضمیر) کا مدلل بیان، کسی موضوع پر چند جملے یا مربوط اور منظم تقریر			
حد درجہ (Benchmark)	خود اِعتدای کے ساتھ مختصر تقریر کرنا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U2Bb101	روزمرہ کے اُمور سے متعلق اپنے خیالات، احساسات، مشاہدات اور معلومات کا تسلسل برقرار رکھتے ہوئے دُرست قواعد کے ساتھ زُبانی اظہار کر سکیں۔ (کم از کم دو سے تین رواں جملے)	روزمرہ اُمور سے متعلق تصاویر یا چارٹ	<ul style="list-style-type: none">سوال و جوابمباحثی طریقہانکشافی طریقہکردار کاریگفت و شنیداِستخراجی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیمشاہداتی

U2Bb102	اپنی جماعت کے معیار کے مطابق کہانی، نظم، واقعہ دُرس تَلَفُّظ اور لب و لہجے کے ساتھ بیان کر سکیں۔	مختلف موضوعات و واقعات پر مبنی متن	<ul style="list-style-type: none"> سوال و جواب قصہ گوئی کا طریقہ جماعتی مباحثہ گفت و شنید فکری تحریر انکشافی طریقہ تخلیقی لکھاوٹ 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی مشاہداتی
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3. اہلیت (Competency)	پڑھنا (Reading)			
معیار (Standard)	خُروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔ تحریر کی صحیح تلفظ اور روانی کے ساتھ پڑھائی۔ سوالات کے مربوط جوابات۔			
حد درج (Benchmark)	آسان عبارت اور نظم پڑھ کر فہم کا اظہار کرنا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U3Bb101	نظم و نثر کو تلفظ، آہنگ، لے، روانی کے ساتھ پڑھ سکیں۔	چھوٹی نظمیں، کہانیاں، قصے، مضمون نمونہ جاتی ویڈیوز	<ul style="list-style-type: none">سوال و جوابقصہ گوئی کا طریقہرہ نمائی کے ساتھ پڑھائیترجم کے ساتھ مل کر پڑھنا	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتی
U3Bb102	بھاری آوازیں پہچان کر استعمال کر سکیں۔	نمونہ متن، بھاری آوازوں سے متعلق چارٹ، تصاویر اور نمونہ جاتی ویڈیوز	<ul style="list-style-type: none">سوال و جوابتصویری خاکہذہنی نقشہ کشیٹیکنالوجی کا استعمالانکشافی طریقہاستخراجی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیصرنی و نحوی
U3Bb103	سادہ اور مرکب جملوں پر مشتمل عبارت سمجھ کر پڑھ سکیں۔	درسی متن	<ul style="list-style-type: none">سوال و جوابانفرادی اور جوڑوں میں کامبلند خوانیتعلیمیبین وگو	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیانکشافی سوالات
U3Bb104	کہانی، مکالمے اور ڈرامے کو سمجھ کر پڑھ سکیں۔	کہانیاں، مکالمے اور ڈرامے، نمونہ جاتی ویڈیوز	<ul style="list-style-type: none">سوال و جوابقصہ گوئیرہ نمائی کے ساتھ پڑھائیرول پلے اور کردار کاری	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیمظاہراتی
U3Bb105	کہانیاں، واقعات، ڈرامے اور نظمیں پڑھ کر نتائج اخذ کر سکیں۔	چھوٹی نظمیں، کہانیاں، قصے اور ڈرامے، نمونہ جاتی ویڈیوز	<ul style="list-style-type: none">سوال و جوابقصہ گوئی کا طریقہرہ نمائی کے ساتھ پڑھائیترجم کے ساتھ مل کر پڑھنارول پلے اور کردار کاریانکشافی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیمظاہراتی

4. اہلیت (Competency)		لکھنا (Writing)		
معیار (Standard)	خُروف، الفاظ، جملے اور عبارت کی دُرست قواعد اور ترتیب کے ساتھ تحریر۔ اپنے مشاہدات، خیالات، معلومات اور احساسات کی مربوط، رواں اور موزوں انداز میں مختلف تحریروں کی ساخت کی مناسبت سے پیش کش۔			
حدِ درج (Benchmark)	منظر، تصویر اور عنوان (مضمون، کہانی اور خط) پر کم از کم دس مربوط جملے لکھنا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوڑہ طریق ہائے تدریس	جائزہ
U4Bb101	مخصوص ذخیرۃ الفاظ کی املا لکھ سکیں۔	درسی متن پر مبنی نمونہ الفاظ	<ul style="list-style-type: none">سوال و جوابمظاہراتی طریقہاملا نویسیشراکتی لکھائیجوڑ، توڑ اور ہجا	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتی
U4Bb102	کسی عنوان پر پانچ سے سات سادہ جملے لکھ سکیں۔	تعارفی الفاظ، جملے اور سادہ جملوں پر مبنی درسی متن	<ul style="list-style-type: none">سوال و جوابمشاہداتی طریقہذہنی نقشہ کشیفکری تحریرتخلیقی لکھائی	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتی
U4Bb103	منظر / منظر کی تصویر، خاکہ دیکھ کر کم از کم پانچ جملے لکھ سکیں۔	موزوں چارٹ، تصاویر اور ویڈیوز	<ul style="list-style-type: none">سوال و جواببین و گو کا طریقہتصویری خاکہٹیکنالوجی کا استعمالتخلیقی لکھائی	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتی
U4Bb104	نظم / اشعار کو تبدیل کر کے لکھ سکیں۔	درسی متن	<ul style="list-style-type: none">سوال و جوابگفت و شنیدشراکتی لکھائیذہنی آزمائشتفہیمی طریقہتجزیاتی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیمشاہداتیتفہیمی

5. اہلیت (Competency)		زبان شناسی / قواعد (Language Cognition)		
معیار (Standard)		زبان کے تکنیکی پہلوؤں (یعنی قواعد کی خصوصیات) کا عملی زندگی (تحریر اور تقریر) میں دُرست استعمال		
حد درج (Benchmark)		الفاظ کی مختلف اقسام کی پہچان ہونا اور استعمال کرنا۔		
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U5Bb101	رُموڑِ اوقاف (ختم، سکتہ اور استقبامیہ) کا دُرست استعمال کر سکیں۔	رُموڑِ اوقاف کی وضاحت بہ ذریعہ چارٹ نمونہ متن برائے رُموڑِ اوقاف	<ul style="list-style-type: none">سوال و جواباکٹشانی طریقہمظاہراتی طریقہاستخراجی طریقہتوضیحی طریقہ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزبانیتحریریمظاہراتیاکٹشانی
U5Bb102	واحد جمع (ے، وں، اں) کو پہچان سکیں اور استعمال	واحد جمع اور نذر کر مَوْنِث پر مبنی	<ul style="list-style-type: none">سوال و جواب	<ul style="list-style-type: none">جزئی اور گروہی

<ul style="list-style-type: none"> • سوال و جواب • زبانی • تحریری • تقابلی 	<ul style="list-style-type: none"> • سرگرمی تکنیک • فکری تحرک • گفت و شنید • الفاظ کا کھیل • تفہیمی • استقرائی • استخراجی 	الفاظ	<p>کر سکیں۔</p> <p>مذکر کے مؤنث (الفاظ) لکھ سکیں۔</p>	
<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تقابلی 	<ul style="list-style-type: none"> • سوال و جواب • سرگرمی تکنیک • فکری تحرک • گفت و شنید • الفاظ کا کھیل • تفہیمی • استقرائی • استخراجی 	مترادف اور متضاد الفاظ کا ذخیرہ	<p>الفاظ کے متضاد بنا سکیں۔</p> <p>الفاظ مترادف (ہم معانی الفاظ) پہچان سکیں اور استعمال کر سکیں۔</p>	U5Bb103
<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تفہیمی • صرفی 	<ul style="list-style-type: none"> • سوال و جواب • انکشافی طریقہ • ذہنی نقشہ کشی • الفاظ کا کھیل • استقرائی طریقہ • استخراجی طریقہ 	اسم اور اس کی اقسام	<p>اسم ضمیر کی نشان دہی کر سکیں۔</p> <p>اسم، اسم معرفہ، اسم نکرہ، اسم صفت، فعل اور فاعل کی نشان دہی کر سکیں۔</p>	U5Bb104
<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تدریجی • قاموسی 	<ul style="list-style-type: none"> • سوال و جواب • بین و گو کا طریقہ • شراکتی لکھائی • الفاظ سازی • الفاظ کا کھیل • استخراجی • انکشافی 	حروف تہجی کا نقشہ اور تراشے	الف بائی ترتیب سے الفاظ درج کر سکیں۔	U5Bb105
<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تفہیمی • نحوی 	<ul style="list-style-type: none"> • سوال و جواب • فکری تحرک • ذہنی نقشہ کشی • گفت و شنید 	مُرکب الفاظ پر مبنی نمونہ متن	مُرکب الفاظ کی پہچان کر سکیں۔	U5Bb106

اُردو (پیکچ سی)

1. اہلیت (Competency)	سُننا (Listening)	معیار (Standard)	حدِ تریج (Benchmark)
		مختلف سمعی ذرائع سے سنی جانے والی اُردو پر اپنی توجہ، فہم اور ادراک سے معانی کا اکتساب اور اظہار کرے۔	کہانی، نظم، واقعہ، تقریر، اعلان، خطبہ / خطاب، گفت گو، خبر، ڈراما اور ہدایت کی نشان دہی کرنا۔
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ائے تدریس
U1Cb101	گفت گو اور تقریر کی نشان دہی کر سکیں اور سن کر دُست اور غلط الفاظ میں فرق کر سکیں۔	درسی متن	<ul style="list-style-type: none"> سوال و جواب گفت و شنید جماعتی مباحثہ فکری تحرک تفہیمی طریقہ اکتشافی طریقہ
U1Cb102	مختلف سمعی ذرائع (کہانی، نظم، واقعہ، تقریر، اعلان، خطبہ، گفت گو، خبر، ڈراما، ہدایت) کی نشان دہی کر سکیں۔	مکالمات، عبارات اخباری، تراشے، ویڈیوز	<ul style="list-style-type: none"> سوال و جواب گفت و شنید صوتی طریقہ ذہنی نقشہ کشی تدریجی طریقہ

2. اہلیت (Competency)	بولنا (Speaking)	معیار (Standard)	حدِ تریج (Benchmark)
		دُست قواعد، تلفظ اور زبان کے اتار چڑھاؤ کے ساتھ مکمل جملوں میں مختلف صورت حال کے مطابق گفت گو، اپنے موقف، مدعا، رائے (مافی الضمیر) کا مدلل بیان، کسی موضوع پر چند جملے یا مربوط اور منظم تقریر	انداز اور الفاظ کی تبدیلی کے ذریعے سے سننے والے کی دل چسپی کو برقرار رکھنا۔
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ائے تدریس
U2Cb101	اپنی جماعت کے معیار کے مطابق مختلف موضوعات سے متعلق اپنے خیالات، احساسات، مشاہدات اور معلومات کا تسلسل برقرار رکھتے ہوئے دُست قواعد اور حرکات و سکنات کے ساتھ زبانی اظہار کر سکیں۔	کہانی، عبارت، مضمون	<ul style="list-style-type: none"> سوال و جواب گفت و شنید قصہ گوئی کا طریقہ بلند خوانی تاثراتی طریقہ تجزیاتی طریقہ استقرائی طریقہ استخراجی طریقہ فکری تحرک
U2Cb102	اپنی جماعت کے معیار کے مطابق کسی بھی موضوع پر پُر اثر انداز میں تقریر کر سکیں۔	تقریری متن، ویڈیوز	<ul style="list-style-type: none"> سوال و جواب بلند خوانی تقریری طریقہ مباحثی طریقہ فکری تحرک تاثراتی طریقہ

3. اہلیت (Competency)				پڑھنا (Reading)
معیار (Standard)				خُروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔ تحریر کی صحیح تلفظ اور روانی کے ساتھ پڑھائی۔ سوالات کے مربوط جوابات۔
حد درجہ (Benchmark)				اپنی رائے کا اظہار کرتے ہوئے، پڑھی ہوئی عبارت کا حوالہ دینا اور کلیدی خصوصیات، موضوع اور کردار شناخت کرنا۔
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U3Cb101	اپنی جماعت کے معیار کے مطابق عام استعمال میں شامل مشکل الفاظ کو پہچان / سمجھ کر جملوں میں استعمال کر سکیں۔	نمونہ متن	<ul style="list-style-type: none"> سوال و جواب تفہیمی طریقہ ساختیاتی طریقہ فکری تحریک تخلیقی لکھاوٹ تجزیاتی طریقہ 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی تفہیمی
U3Cb102	کہانی اور نظم پڑھ کر عنوان، عناصر اور نتائج اخذ کر سکیں۔	کہانیاں، مضامین، نظمیں، ویڈیوز	<ul style="list-style-type: none"> سوال و جواب فکری تحریک ذہنی نقشہ کشی ٹیکنالوجی کا استعمال مشاہداتی طریقہ تجزیاتی طریقہ 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی تحریری
U3Cb103	موبائل، ٹیب، کمپیوٹر یا انٹرنیٹ وغیرہ کی مدد سے نظم و نثر پڑھ سکیں۔	ٹیکنالوجی پر دست یاب مواد	<ul style="list-style-type: none"> سوال و جواب مظاہراتی طریقہ مشاہداتی طریقہ ٹیکنالوجی کا استعمال 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی سائنسی طریقہ استدلالی طریقہ
U3Cb104	نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں اور عنوان تحریر کر سکیں۔	درسی متن مع سوالات	<ul style="list-style-type: none"> سوال و جواب سرگرمی کا طریقہ فکری تحریک تفہیمی طریقہ تجزیاتی طریقہ 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی تحریری
U3Cb105	کم از کم ۲۵۰ الفاظ پر مبنی عبارت دُرست طریقے سے پڑھ سکیں۔	درسی مواد	<ul style="list-style-type: none"> سوال و جواب سرگرمی کا طریقہ فکری تحریک بین و گو 	<ul style="list-style-type: none"> جزئی اور گروہی سوال و جواب زبانی

4. اہلیت (Competency)		لکھنا (Writing)		
معیار (Standard)		خُروف، الفاظ، جملے اور عبارت کی دُرست قواعد اور ترتیب کے ساتھ تحریر۔ اپنے مشاہدات، خیالات، معلومات اور احساسات کی مربوط، رواں اور موزوں انداز میں مختلف تحریروں کی ساخت کی مناسبت سے پیش کش۔		
حد درج (Benchmark)		الفاظ کا دُرست چناؤ اور پُر تخیل استعمال۔		
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس	جائزہ
U4Cb101	املا کو صحت کے ساتھ تحریر کر سکیں۔	درسی متن	<ul style="list-style-type: none">سوال و جوابمشاہداتی طریقہاملا نویسیشرکتی لکھائیتخلیقی لکھاوٹ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریری
U4Cb102	مشاہدہ / منظر / منظر کی تصویر دیکھ کر مربوط روزمرہ زندگی سے متعلق مواد اور تصاویر، ویڈیوز عبارت لکھ سکیں۔	روزمرہ زندگی سے متعلق مواد اور تصاویر، ویڈیوز	<ul style="list-style-type: none">سوال و جوابمشاہداتی طریقہاملا نویسیشرکتی لکھائیٹیکنالوجی کا استعمال	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریریٹیکنالوجی
U4Cb103	نظم کے اشعار کا مطلب لکھ سکیں۔	نظمیں اور اشعار	<ul style="list-style-type: none">سوال و جوابتشریحیتوضیحیفکری تحریکتفہیمیاستخراجیتجزیاتی	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریریتفہیمیتوضیحی
U4Cb104	ایک سے سو تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔	مشق یا سرگرمی میں موجود متعلقہ مواد	<ul style="list-style-type: none">سوال و جوابتفہیمیاملائیمظاہراتیشرکتی لکھائی	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریریتفہیمیتوضیحی
U4Cb105	خاکے اور عنوان کی مدد سے دس سے بارہ جملوں پر مشتمل کہانی لکھ سکیں۔	نمونے کی کہانی، ویڈیوز	<ul style="list-style-type: none">سوال و جواباختراعیتفہیمیاخلاقی اقدارابلاغی / ترسیلیٹیکنالوجی کا استعمال	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریریتفہیمیتوضیحیٹیکنالوجی
U4Cb106	خط کے اجزاء کا خیال رکھتے ہوئے غیر رسمی خط لکھ سکیں۔	نمونہ مکاتیب	<ul style="list-style-type: none">سوال و جوابانشا پر دازی کا طریقہشرکتی لکھائیتخلیقی لکھاوٹ	<ul style="list-style-type: none">جزئی اور گروہیسوال و جوابزُبانیتحریری

5. اہلیت (Competency)			
زبان شناسی / قواعد (Language Cognition)			
زبان کے تکنیکی پہلوؤں (یعنی قواعد کی خصوصیات) کا عملی زندگی (تحریر اور تقریر) میں درست استعمال			
معیار (Standard)			
حد درج (Benchmark)			
اُردو قواعد کے اجزاء کا مناسب استعمال کرنا۔			
نمبر شمار	حاصلاتِ تعلیم	مواد	مجوزہ طریق ہائے تدریس
U5Cb101	بے ترتیب جملے ٹھیک کر سکیں۔	بنیادی گرامر / قواعد مشق یا سرگرمی میں شامل بے ترتیب جملے	سوال و جواب نُقت کا استعمال گفت و شنید رہ نمائی کے ساتھ پڑھائی فکری تحریک ذہنی نقشہ کشی استخراجی طریقہ
U5Cb102	واحد جمع (عبارت میں) کو پہچان اور استعمال کر سکیں۔	درسی متن یا نمونہ عبارت	سوال و جواب نُقت کا استعمال گفت و شنید فکری تحریک ذہنی نقشہ کشی استخراجی طریقہ
U5Cb103	مترادف اور متضاد میں فرق کر سکیں۔	درسی متن یا نمونہ عبارت	سوال و جواب نُقت کا استعمال گفت و شنید فکری تحریک ذہنی نقشہ کشی استخراجی طریقہ
U5Cb104	متضاد الفاظ (جملوں میں) استعمال کر سکیں۔	قواعد	سوال و جواب نُقت کا استعمال گفت و شنید فکری تحریک استخراجی طریقہ
U5Cb105	اسم کی اقسام بہ لحاظ معانی، اسم صفت اور موصوف، اسم صوت، اسم آلہ کی پہچان کر سکیں۔ فعل، فاعل اور مفعول کو فہم کے ساتھ استعمال کر سکیں۔	قواعد	سوال و جواب فکری تحریک گفت و شنید صرفی و نحوی تفہیمی استخراجی طریقہ
U5Cb106	حرف جار / ربط اور حروف عطف کو پہچان سکیں اور استعمال کر سکیں۔	قواعد	سوال و جواب فکری تحریک گفت و شنید الفاظ کا کھیل استخراجی طریقہ

U5Cb107	اعراب کی تبدیلی سے الفاظ کے معانی کی تبدیلی کو جان سکیں۔	قواعد	<ul style="list-style-type: none"> • سوال و جواب • فکری تحریک • گفت و شنید • الفاظ کا کھیل 	<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تفہیمی • صرفی
U5Cb108	سادہ جملے تبدیل کر سکیں۔ (ماضی، حال اور مستقبل)	قواعد	<ul style="list-style-type: none"> • سوال و جواب • فکری تحریک • گفت و شنید • الفاظ کا کھیل • استخراجی طریقہ 	<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تدریجی
U5Cb109	اسم ضمیر کی حالتیں جان سکیں۔	قواعد	<ul style="list-style-type: none"> • سوال و جواب • فکری تحریک • گفت و شنید • الفاظ کا کھیل • استخراجی طریقہ 	<ul style="list-style-type: none"> • جزئی اور گروہی • سوال و جواب • زبانی • تحریری • تفہیمی • صرفی

لازمی عنوانات:

ہر جماعت کی درسی کتاب میں درج ذیل موضوعات پر ابواب لازمی طور پر شامل ہوں گے:

☆ حمد	☆ نعت	☆ سیرت النبی صلی اللہ علیہ وعلی آلہ واصحابہ وسلم
☆ حب الوطنی / وطنیت	☆ اقبالیات	☆ افواج پاکستان کے شہداء / نشانِ حیدر
☆ پاکستانی مشاہیر		

مجوزہ اصناف و عنوانات (حصہ نثر)

۱۔ کہانی۔ (بچوں کے لیے لکھی گئی)	۸۔ تحفظِ اطفال	۱۴۔ کھیل
۲۔ تاریخی واقعہ یا مضمون	۹۔ لطائف / پہیلیاں	۱۵۔ سیر و سیاحت
۳۔ صنعت و زراعت	۱۰۔ ماحولیاتی تبدیلی	۱۶۔ خدمتِ خلق / ایثار
۴۔ مسلم مشاہیر (مرد / خواتین)	۱۱۔ معاشرتی شعور (بچت، انسدادِ منشیات، ٹیکنالوجی کا مثبت استعمال، قدرتی وسائل کی حفاظت)	۱۷۔ اخلاقیات (دیانت داری / صداقت / برداشت)
۵۔ پاکستانی مشاہیر	۱۲۔ ٹریفک قوانین	۱۸۔ قومی احساسِ ذمّے داری
۶۔ طنز و مزاح	۱۳۔ خواتین کا احترام	۱۹۔ بزرگ شہریوں کے حقوق
۷۔ حفظانِ صحت		

مجوزہ عنوانات (حصہ نظم):

۱۔ کلامِ اقبال	۲۔ ملی نغمہ	۳۔ مناظرِ فطرت	۴۔ اخلاقیات	۵۔ طنز و مزاح
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درسی کتب کی تیاری کے لیے سفارشات

برائے پبلشر:

- ۱۔ کتاب کے پہلے صفحے پر جہاں فہرست عنوانات مرتب کی جاتی ہے اس صفحے پر سر فہرست "بسم اللہ الرحمن الرحیم" مع ترجمہ تحریر کیا جائے۔
- ۲۔ ابتدائی جماعتوں میں متن اور تصاویر کو دل چسپ بنانے کے لیے مناسب رنگوں کا استعمال کیا جائے۔
- ۳۔ بیرونی سرورق رنگین ہو جو جماعت اور مضمون کی عکاسی کرتا ہو۔
- ۴۔ کتاب لکھوانے کے لیے کم از کم دو مصنفین کی خدمات حاصل کی جائیں۔ ان میں سے ایک اُردو زبان میں مہارت رکھتے ہوں اور دوسرے پرائمری میں پڑھانے کا تجربہ رکھتے ہوں۔

برائے مصنفین:

- ۱۔ کتاب کا مواد نصاب میں درج حاصلاتِ تعلّم اور مقاصد کے حصول کے لیے لکھا جاتا ہے چنانچہ مصنفین کی اولین ذمّے داری یہ ہے کہ وہ متعلقہ جماعت کے نصاب میں درج المیّتوں، مہارتوں اور ان کے ذیل میں دیے گئے معیارات اور حاصلاتِ تعلّم کا بہ غور مطالعہ کر کے اچھی طرح سمجھ لیں۔
- ۲۔ درسی کتاب کی زبان روزمرہ بول چال کے قریب ہو اور طلبہ کی عملی ضروریات کو پورا کرتی ہو۔
- ۳۔ ابتدائی جماعتوں میں اور خصوصاً پہلی جماعت میں حُرُوف کی اصوات اور اشکال (ابتدائی، درمیانی، آخری اور مکمل) کی ساخت حُرُوف ملا کر ارکان اور ارکان ملا کر الفاظ کی تشکیل پیش نظر رہے۔
- ۴۔ بڑی جماعتوں (چوتھی، پانچویں) میں جہاں متن طویل ہو متن کو اقتباسات میں تقسیم کر لیا جائے تو زیادہ مناسب ہو گا۔
- ۵۔ رُموز و اوقاف کا خاص اہتمام کیا جائے۔ اصناف کا استعمال بھی ضرور کیا جائے۔
- ۶۔ ابتدائی جماعتوں میں ایسی سرگرمیاں شامل کی جائیں، جن کے ذریعے سے طلبہ کو گروہی کام کرتے ہوئے سننے اور بولنے کے زیادہ مواقع مل سکیں۔

ہدایات برائے مصنفین

۱۔ مواد کی تیاری مرکزی نصاب کے معیارات، حدودِ تدریج اور حاصلاتِ تعلیم کا حامل ہو۔	مُرتبین:
۲۔ درسی مواد آسان اور طلبہ کی دل چسپی کا حامل ہو۔	۱۔ ڈاکٹر محمد امتیاز (نمایندہ ڈیسک آفیسر):
۳۔ مواد کی تیاری میں خاکے، شکلیں، تصاویر اور سرگرمیاں شامل کی جائیں۔	۲۔ عبدالستار:
۴۔ مواد کی تنہیم کے لیے مثالیں عام زندگی سے شامل کی جائیں۔	۳۔ سید خرم شہزاد:
۵۔ درسی مواد میں زبانِ دانی / بول چال کی سرگرمیاں شامل کی جائیں۔	
۶۔ مواد کی ترتیب و تنظیم بچوں کی ذہنی اور طبعی عمر کے مطابق ہو۔	
۷۔ اُردو کے مواد میں معلوماتِ عامہ، اسلامیات، سائنس کے تصورات کو مہارت سے باہم مربوط کریں۔	
۸۔ کتاب کا سائز اور حجم مناسب ہونا چاہیے۔	

مہارتیں اور حدِ تدریج (تمام) / قومی نصاب ۲۰۲۲ء

پیکج (اے)

مہارت	سننا
حدِ تدریج	سُن کر مناسب طریقے سے ردِ عمل کا اظہار کرنا۔ غور سے سننا اور اس پر اظہارِ رائے کرنا۔ بر محلِ تبصروں اور سوالات کے ذریعے ظاہر کرنا کہ بات توجہ سے سنی گئی ہے۔ معیاری اردو کی پہچان ہونا۔

مہارت	بولنا
حدِ تدریج	اپنی دل چسپی کی چیزوں سے متعلق بات کرنا۔ اپنے خیالات کی پیش رفت اور وضاحت کے لیے گفتگو کرنا اور اپنے بڑھتے ہوئے ذخیرہ الفاظ کا گفتگو میں استعمال کرنا۔ درست تلفظ اور لب و لہجے کے ساتھ بولنا۔ گفتگو کے آداب کا عملی مظاہرہ کرنا۔ خود اعتمادی کے ساتھ مختصر تقریر کرنا۔

مہارت	پڑھنا
حدِ تدریج	حروف اور ان کی آوازوں کے علم کو الفاظ پڑھنے میں استعمال کرنا، تصویر یا منظر کی مناسبت سے دیے گئے سوالات پڑھ کر جوابات دینا۔ آسان عبارت اور نظم پڑھ کر فہم کا اظہار کرنا۔ معاونت کے بغیر روانی اور درستی کے ساتھ مختلف عبارت پڑھنا اور مرکزی نکات سمجھنا۔

مہارت	لکھنا
حدِ تدریج	دُرست املا کے ساتھ کثیر الارکان الفاظ استعمال کرنا۔ تحریر میں معانی کا اظہار سادہ الفاظ اور جملوں میں کرنا۔ جملوں کو اس طرح ترتیب دینا کہ مناسب انداز میں خیالات کی پیش رفت ہو اور متنوع الفاظ کے چناؤ سے دل چسپی پیدا ہو۔ اُردو ہندسوں اور لفظوں میں ایک سے چالیس تک گنتی اور ایک سے بیس تک عددی ترتیب لکھنا۔ منظر، تصویر اور عنوان (مضمون، کہانی، خط) پر کم از کم دس مربوط جملے لکھنا۔

مہارت	تواعد
حدِ تدریج	اُردو قواعد کے اجزاء کی پہچان ہونا اور جملوں میں استعمال کرنا۔ الفاظ کی مختلف اقسام کی پہچان ہونا اور استعمال کرنا۔ جملوں میں رُموزِ اوقاف اور اعراب کی پہچان ہونا اور دُرست استعمال کرنا۔

سیکچ (بی)

مہارت	سننا
حدِ تدریج	سُن کر مناسب طریقے سے ردِ عمل کا اظہار کرنا۔ غور سے سننا اور اس پر اظہارِ رائے کرنا۔ بر محل تبصروں اور سوالات کے ذریعے ظاہر کرنا کہ بات توجہ سے سنی گئی ہے۔ معیاری اردو کی پہچان ہونا۔

مہارت	بولنا
حدِ تدریج	اپنی دل چسپی کی چیزوں سے متعلق بات کرنا۔ اپنے خیالات کی پیش رفت اور وضاحت کے لیے گفت گو کرنا اور اپنے بڑھتے ہوئے ذخیرہ الفاظ کا کُفّت گو استعمال کرنا۔ درست تلفظ اور لب و لہجے کے ساتھ بولنا۔ گفت گو کے آداب کا عملی مظاہرہ کرنا۔ خود اعتمادی کے ساتھ مختصر تقریر کرنا۔

مہارت	پڑھنا
حدِ تدریج	حروف اور ان کی آوازوں کے علم کو الفاظ پڑھنے میں استعمال کرنا، تصویر یا منظر کی مناسبت سے دیے گئے سوالات پڑھ کر جوابات دینا۔ آسان عبارت اور نظم پڑھ کر فہم کا اظہار کرنا۔ معاونت کے بغیر روانی اور درستی کے ساتھ مختلف عبارت پڑھنا اور مرکزی نکات سمجھنا۔

مہارت	لکھنا
حدِ تدریج	دُرست املا کے ساتھ کثیر الارکان الفاظ استعمال کرنا۔ تحریر میں معانی کا اظہار سادہ الفاظ اور جملوں میں کرنا۔ جملوں کو اس طرح ترتیب دینا کہ مناسب انداز میں خیالات کی پیش رفت ہو اور متنوع الفاظ کے چناؤ سے دل چسپی پیدا ہو۔ اُردو ہندسوں اور لفظوں میں ایک سے چالیس تک گنتی اور ایک سے بیس تک عددی ترتیب لکھنا۔ منظر، تصویر اور عنوان (مضمون، کہانی، خط) پر کم از کم دس مربوط جملے لکھنا۔

مہارت	قواعد
حدِ تدریج	اُردو قواعد کے اجزاء کی پہچان ہونا اور جملوں میں استعمال کرنا۔ الفاظ کی مختلف اقسام کی پہچان ہونا اور استعمال کرنا۔ جملوں میں رُموز او قاف اور اعراب کی پہچان ہونا اور دُرست استعمال کرنا۔

پیکچ (سی)

مہارت	سننا
حد	گفت گو اور تقریر کی نشان دہی کرنا اور سن کر معیاری اور غیر معیاری اُردو میں فرق کرنا۔
تدریج	عبارت سن کر ہم نکات اور اجزائے متعلق معلومات، مشاہدات اور خیالات بیان کرنا۔ کہانی، نظم، واقعہ، تقریر، اعلان، خطبہ / خطاب، گفت گو، خبر، ڈراما اور ہدایت کی نشان دہی کرنا۔

مہارت	بولنا
حد	مخصوص موضوع پر گفت گو کرنا، جس میں خیالات کی پیش رفت شعوری طور پر ہو۔
تدریج	گفت گو کے آداب کا عملی مظاہرہ کرنا۔ ذخیرہ الفاظ اور قواعد کا درست استعمال کرنا۔ انداز اور الفاظ کی تبدیلی کے ذریعے سے سننے والے کی دل چسپی کو برقرار رکھنا۔ کسی بھی موضوع پر پُر اعتماد انداز میں تقریر کرنا۔

مہارت	پڑھنا
حد	مختلف ذرائع سے معلومات حاصل کرنا اور انھیں استعمال میں لانا۔
تدریج	اپنی رائے کا اظہار کرتے ہوئے، پڑھی ہوئی عبارت کا حوالہ دینا اور کلیدی خصوصیات، موضوع اور کردار شناخت کرنا۔

مہارت	لکھنا
حد	مخصوص ترتیب کے حامل کثیر الامکان الفاظ کا درست املا لکھنا۔
تدریج	آسان اور پیچیدہ جملے بنانا اور پیرا گراف کی شکل میں ترتیب دینا۔ الفاظ کا درست چناؤ اور پُر تخیل استعمال کرنا۔ اُردو ہندسوں اور لفظوں میں ایک سے سو تک گنتی اور ایک سے تیس تک عددی ترتیب لکھنا۔ کسی عنوان پر مربوط کہانی، مضمون، خط، مکالمہ، آپ بیتی، روزنامہ اور درخواست لکھنا۔ نظم کو نثر میں تبدیل کرنا اور اشعار کا مطلب لکھنا۔

مہارت	قواعد
حد	اُردو قواعد کے اجزاء کا مناسب استعمال کرنا۔
تدریج	الفاظ اور جملوں کی مختلف اقسام کی پہچان ہونا اور مناسب استعمال کرنا۔ جملوں میں رُموزِ اوقاف اور اعراب کا درست استعمال کرنا۔

English Package A

Competency A: Oral Communication Skills

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

Benchmark I: Listen closely with a positive disposition and respond to spoken audio/visual texts for different purposes in a variety of contexts for enjoyment and understanding.

A1. Listening and Viewing				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- A1-01	Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).	Showing actions, emotions or non-verbal gestures through pictures	Demonstration	Oral questions and observations
ECE00- B2-01	Communicate ideas and needs for example, I need water, I am hungry or may I go to the washroom etc.	Speech bubbles	Demonstration / role-play	Observation
E-01- A1- 02	Recognize sounds, words or phrases in the language and repeat them	List of a few letters, words or phrases	Read aloud	Recognize the produced sounds for correctness

Benchmark III: Use appropriate conventions of spoken discourse for effective oral communication and collaborate with individuals and in groups for a variety of purposes and audiences

A3. Listening and Speaking for Different Purposes				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- A3- 01	Attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest	Poem addressing theme of 'expressing needs and ideas' e.g. My Different Feelings/Hello Song etc.	Model singing in chorus	Highlights the objects mentioned in the poem and ask students to talk about them. Also record and observe their discussion.
E-01- A3- 02	Interact minimally by naming things and asking simple questions.	Provide labeled pictures of a classroom, a drawing room, etc.	Look & Say	Oral questions and observations
A4. Listening and Speaking for Different Audience				
E-01- A4-02	Converse in basic language using simple words and phrases with a group to share an experience	Dialogue (Introducing self, people and places)	Pair work interactive in class debates	observation

Competency B: Reading

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

Benchmark I: Using phonological awareness to read decodable words and to attempt to sound out familiar and some elements of unfamiliar words.

B1. Reading Readiness and Fluency				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- B1-01	Recognize the name of the common sound associated with every letter in the English alphabet	Letters' sound association with pictures	Look & say	Match the pictures with appropriate words
ECE-00- B3b-04	Read consonant-vowel-consonant (CVC) words using their knowledge of letters and sounds including onset and rime.	List of at, en, it, ut etc. family words	Compare & contrast	find out the missing letters
E-01- B1-02	Apply grade level word analysis skills to: a. Recognize one's own name and familiar common signs and labels (e.g., STOP). Read common high frequency words by sight	Content reflecting going to school/market etc.	Read aloud the text & demonstrate	Do
E-01- B1-03	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell	Content related to the list of blends	The whole-word approach or the blending words approach	Continue blending exercises and making words with different blending letters
E-01- B1-04	Match sounds to their corresponding letters/letter patterns: Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel sounds: a, e, i, o, u. Word families with vowel consonant patterns (e.g., -at, -ap, -et, -en). Consonant digraphs in initial position (e.g., sh, ch) Double consonants (e.g., ck, ff, ss, ll, zz). Inflectional suffix (e.g., -s, -es). Syllables (common patterns, e.g., vowel consonants like "at", consonant vowels like "me", consonant vowel consonants like "sit").	Words list beginning with different letters / blends / rhyming words list etc.	Listen, read & write Rhyming words recognition by ending sounds	Encircle the correct word and fill in the blanks activities
E-01- B1-07	Use punctuation cues to aid reading aloud (capitalization comma, full stop)	Suitable content consisting of commas, capitalization and full stop	Fun punctuation mark	Sentences with missing punctuation marks & MCQs
E-01- B1-10	Read grade level prose and poetry orally	Simple relevant text/poem (nursery rhyme)	Recitation and reading aloud	Matching activity & MCQs

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

Benchmark II: Develop understanding and enjoyment of stories, poetry, fiction and nonfiction, and learning to read fluently. Discussing the understanding of familiar and unfamiliar words and exploring the meaning of words in context.				
B2. Reading for Understanding				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- B2-01	Recognize and read common sight words.	List of common sight words	Sight words bingo	Oral test
E-01- B2-02	Recognize conventions and identify purpose, theme and ideas in texts	Story	Skimming and scanning	Question and answers
E-01- B2-05	Give one word answers to questions.	Sentences corresponding to the pictures	Look & say	Oral questions
Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts. Use strategies to read and understand texts, for example, skimming, scanning, predicting, and clarifying.				
B3. Reading and Meaning				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- B3-02	Read title, labels, lists and captions to find information	Graphical representation to illustrate pictures etc.	Skimming and scanning	Oral questions and observation
E-01- B3-03	Comprehend simple question words e.g., who, what, why etc. using pre-reading strategies	Picture story or poem	Scanning	Do
E-01- B3-06	Talk about events in a story and make simple inferences about characters and events to show understanding	Fable	Skimming and scanning	Question /Answers
E-01-B3- 11	Tell the meaning of sentences.	Simple three word sentences	Cooperative learning techniques	Matching activity

Competency C: Vocabulary & Grammar

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

Benchmark I: Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.				
C1. Vocabulary				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01- C1-01	Demonstrate the ability to name various objects through pictures and real life objects to: Sort, group, pick the odd one out etc.	list of pictures cross ponding to real life objects	Demonstration	Oral questions and answers

E-01-C1-03	Articulate and identify simple rhyming words in text (eg, -at, -ot, -ap, -op, -an, -ad, -et, -ill, -ig, - in).	Poem / rhymes	Recitation/ singing in chorus	Oral question answers or writing activity
E-01-C1-04	Arrange words alphabetically based on the first letter (ABC order apple, bag, and cat).	list of alphabetically arranged words	Look and say	Jumbled words
E-01-C1-05	Identify days of the week and month Take dictation of familiar words studied in class.	Calendar/chart in table form	Demonstration	Taking dictation
E-01-C1-06	Provide the missing letter in simple one/two-syllable words.	Shape patterns	Recalling	Words with missing letters
E-01-C1-07	Match the familiar words with their opposites through pictures and text (e.g., black-white, tall-short).	list of words with pictures	Compare and contrast	Matching activity

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

Benchmark I: Recognize and use naming, action, substitution and describing words correctly in an immediate and extended environment.				
C2. Grammar				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01-C2-01	Recognize and use naming words from the environment and classify them into different categories such as a person, place animal or thing.	list of naming words from immediate environment/ surrounding	Look and say	Cross words puzzle
E-02-C2-01				
E-01-C2-02	Recognize and change the number of simple naming words by adding or removing "s" (singular/plural).	Words with appropriate pictures	look and say	Adding 's' to words
E-01-C2-03	Illustrate the gender of naming words (masculine/ feminine)	Pictorial description of gender nouns with words	Demonstration	Match the columns
E-01-C2-04	Recognize and use substitution words (e.g., I, we, you, he, she, it, they).	Simple sentences or a dialogue	Think pair and share work	Choose the right one
E-01-C2-05	Recognize and use questioning words: what, who, where, when, why.	Any short passage	Reading comprehensively	Question and answers
E-01-C2-06	Identify and differentiate between 'a' or 'an' articles (e.g., a book, an apple).	simple short sentences with pictures	Look and say	Fill in the blanks
E-01-C2-07	Identify and use some describing words showing quality, size and colour, soft, big, yellow.	Do	Do	Do
E-02-C2-07				
E-01-C2-08	Identify and use some common action words.	Picture describing actions	Demonstration	Question/ answers

Benchmark II: Identity, comprehend and use capitalization and punctuation (full stop, question mark, exclamation mark, comma, quotation marks, and apostrophe) with reasonable accuracy.				
C3. Punctuation				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01-C3-01	Apply capitalization to the initial letter of the first word of a sentence. Recognize and apply capitalization to the initial letters of names of people and dates.	Text related to interesting event/ Selected theme containing various punctuation marks	Skimming and scanning Reading aloud	Sentences or short paragraph without capitalization

Competency D: Writing

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

Benchmark I: Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four lined paper and develop syllabic patterns in two/three syllabic words.				
D1. Writing Readiness and Spelling				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
ECE00-B4-01	Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes with efficient pencil grip.	dotted illustration or patterns	Join dots practice in sequence	Observation and formation of letters test
E-01-D1-02	a)Practice handwriting patterns and writing letters both capital and small with correct formation b) Practise writing letters and words from left to right with regular spaces between letters an words.	Worksheets with letters and words	Pair and share work	Dictation
ECE00-B4-05	Write their full name in the language/s being taught.	Sentences in question form	Interactive method	Do
E-01-D1-04	Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g., bat, cat, is, was etc.).	Poem or song	Recitation /singing in chorus	Shape patterns
E-01-D1-06	Spell and write familiar common words accurately, drawing on sight words.	Words in balloons/bubbles	Look and say	Missing letters/ spellings

Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

Benchmark I: Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.

D3. Writing for Meaning				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01-D3-01	Fill in missing information to complete simple sentences. (For example. My name is _____.)	Simple sentences	Interactive method	Writing test
E-01-D3-02	Construct simple sentences of three/four words expressing likes/dislikes or an opinion, using correct capitalization, punctuation and spelling using pre-writing strategies (brainstorming, etc.)	Relevant sentence along with appropriate pictorial descriptions	Mind-map	Question and answers
E-01-D4-01	Draw or sequence pictures to tell a story.	Pictures in sequence	Demonstration/ problem solving method	Draw or sequence the picture
E-01-D4-03	Write rhyming words according to grade-level vocabulary (word families).	List of rhyming words	Interactive method	Encircle the rhyming words in the given poem

English Package B

Competency-1: Oral Communication Skills

Standard: Develop complete in listening and spoken language in order to communicate effectively across a variety of context and to a range of audiences.

Benchmark I: Listen closely with a positive disposition and respond to spoken audio/visual texts for different purposes in a variety of contexts for enjoyment and understanding. Apply listening strategies individually and collaboratively to comprehend and interpret information; retell main and key ideas.

A-1 Listening and Viewing

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-01-A1-01	Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.	Dialogue along with illustrations	Conversation & Demonstration	Role-play
E-03-A1-03	Deduce meaning from context in short, supported talk on a limited range of general and curricular topics	Passage with highlighted words	Inquiry methos	Oral questions

Benchmark II: Listen to, view and respond to a variety of texts

A2. Listening and Speaking Readiness

E-02-A2-01 & E-03-A2-01	Listen to others and respond appropriately.	Dialogue	Pair work	Presentation
E-02-A2-02 & E-03-A2-02	Take turns to speak.	Poem refers theme of taking turn or Group dialogue reflections class room environment	Hand-on method	Oral conversation
E-02-A2-05	Engage in role play, enacting simple characters or situations.	Fable	Demonstration	Role-play

Benchmark III: Use appropriate conventions of spoken discourse for effective oral communication and collaborate with individuals and in groups for a variety of purposes and audiences

A3. Listening and Speaking for Different Purposes

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-02-A3-01	Begin to be aware of ways in which speakers vary talk (e.g., the use of formal and informal vocabulary and expression: "Good morning, sir/madam, how are you?"). (Informal: "Hello! How do you do"?)	Expression chart with pictorial description	Discuss & conversation	Oral questions or presentation

A4. Listening and speaking for different audience

E-03-A4-02	Speak confidently to a group to share an experience	A few sentences on routine matters with illustrate	Interactive method	Presentation
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Competency B: Reading

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

Benchmark I: Using phonological awareness to read decodable words and to attempt to sound out familiar and some elements of unfamiliar words. Gradually developing word recognition skills, accuracy, fluency and positive reading and viewing attitudes and behavior.

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-03-B1-02	Apply grade-level word analysis skills to: a. Read common high-frequency words by sight at an appropriate grade-level. b. Identify words with inconsistent but common spelling-sound correspondences. c. Recognise and read grade-appropriate irregularly spelled words	List of common high frequency & sight words	High frequency situation words bingo	Oral test
E-03-B1-04	Learn to use Initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh,). Final consonant blends (e.g., nd, nk, nt, mp). Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck). Diphthongs (e.g., ou, ow). Inflectional suffix (e.g., -s, -es, -ing, -ed). Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant)	List of words in table form	Oral practice & Syllable demarcation	Missing letters
E-02-B1-07 & E-03-B1-07	Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.	Suitable content consisting of given punctuation	Fun punctuation mark	Sentences with missing punctuation marks
E-02-B1-08	Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?"	Story	Skimming and scanning	Oral questions

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

Benchmark II: Develop understanding and enjoyment of stories, poetry, fiction and nonfiction, and learning to read fluently. Discussing the understanding of familiar and unfamiliar words and exploring the meaning of words in context.

B2. Reading for Understanding

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-03-B2-02	Identify the main purpose of a text.	Text related to selected theme	Skimming and scanning	Question answer
E-03-B2-05	Recognize how paragraphs and	Two simple	Add a sentence	Oral

	chapters are used to organize ideas. Identify paragraph as a larger meaningful unit of expression representing the unity of thought.	paragraphs one with jumbled and the other will correct order focusing on a single point	strategy	questions
E-03-B2-06	Answer questions in multiple-choice form. Recognise questions as interrogative sentences that begin with WH- words.	MCQ's & CRQ's	Problem solving or deductive method	Oral question and test for selecting a sentence

Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts. Use strategies to read and understand texts, for example, skimming, scanning, predicting, and clarifying.

B3. Reading for Meaning				
No.	SLOs	Contents	Methodology/Activities	Assessment Techniques
E-03-B3-01	Use a dictionary or electronic means to find the spelling and meaning of words	Page of dictionary	Demonstration	Question answers
E-03-B3-02	Identify the main points or gist of a text (factual or fiction). identify the main idea or theme conveyed by the writer.	Poem related to selected theme	Skimming and scanning	Oral questions
E-02-B3-05 & E-03-B3-05	Anticipate what happens next in a story and predict story endings	Story with incomplete ending along with pictures	Prediction	Oral question or presentation
E-02-B3-06	Identify and describe story settings and characters, recognising that they may be from different times and places	Labeled story	Inquiry method	Oral question or presentation
E-02-B3-10	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	Poem / rhyme	Recitation	Singing poem with clapping and movement one by one or absolute

Competency C: Vocabulary & Grammar

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

Benchmark I: Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.

C1. Vocabulary				
No.	SLOs	Contents	Methodology/Activities	Assessment Techniques
E-02-C1-02	Recognize and speak simple grade-level words that show feelings and emotions (e.g., sad, happy, angry).	Pictures showing different feelings and emotions	Demonstration or play method	Oral questions

E3-C1-06	Make anagrams from simple one/ two-syllable words in class. Provide the missing letter in simple two / three-syllable words.	List of anagrams	Word play	Missing letter words
E-03-C1-08	Recognize and use opposite words in the text. Recognize and use words similar to each other in the text.	Sentences with highlighted words	Vocabulary building	MCQ's
E-02-C1-09	Recognize and locate some compound words from various text sources (e.g., butterfly, football, timetable, textbook, homework, classroom and whiteboard)	Underline compound words in a paragraph	Identification	Text containing compound words

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

Benchmark I: Recognize and use naming, action, substitution and describing words correctly in an immediate and extended environment.

C2. Grammar				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-03-C2-01	Understand and use different types of nouns i.e. common, proper (e.g., Pakistan, Ali), countable (e.g cup, pen), uncountable nouns (e.g., sugar, salt).	List of common and proper nouns along countable & uncountable with pictures	Look and say	Word formatting puzzle
E-03-C2-02	Change the regular nouns into irregular nouns (e.g., child-children, leaf, leaves).	List of singular & plural noun in table	Look and say	Missing letter / words
E-02-C2-04	Illustrate the use of subject pronouns words with verbs (e.g., He is, They are, I am). Recognize and Use objective pronouns (e.g., me, us, you, him, her, them, it).	Sentences containing subject and objective pronouns	Identification	MCQ's
E-03-C2-06	Identify and recognize for the use of 'a', 'an' and 'the'.	Short passage	Demonstration and practice	Fill in the blanks
E-03-C2-07	Identify and use describing words as adjectives. Understand the use of adjectives in sentences before nouns (e.g., It is a beautiful scene.)	Simple short sentences with pictures	Look and discuss	Fill in the blanks
E-02-C2-08	Identify and use common action words. Identify sensing verbs (hear, touch etc.) Recognize formation of adverbs i.e., adding -ly.	Story / passage containing common act seeing verb and adverb	Integrative method	Worksheet
E-03-C2-09	Understand and use simple modal verbs (should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.	Instructional chart	Call it out strategy and show & tell	MCQ's & fill in the blanks
E-02-C2-09	Recognize and use simple words that tell the position i.e., in, on, under, behind, next.	Text and pictures	Demonstrative and picture	Oral questions and fill in the blank

E-02-C2-10	Identify and use joining words in speaking to join words and sentences	Simple paragraph in which conjunctions are used in bold letters	Look and learn	MCQ's
Benchmark II: Identity, comprehend and use capitalization and punctuation (full stop, question mark, exclamation mark, comma, quotation marks, and apostrophe) with reasonable accuracy.				
C3. Punctuation				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-02-C3-02	Recognize that a sentence ends with a full stop, question marks and exclamation marks. Recognize and add commas for a series of items in a sentence and after Yes and No.	Simple text related theme containing various punctuation marks	Practice and demonstration	Paragraph with missing punctuation
Benchmark III: Identify and use with reasonable accuracy limited concepts of time, tense and aspect, and use them for spoken and written purposes recognizing different sentence types and structure, in reading and writing.				
C4. Tenses				
No.	SLOs	Contents	Methodology	Assessment Techniques
E-02-C4-01 & E-03-C4-01	Use simple present verbs to show habitual actions e.g., He walks daily.	Pictorial sentences showing habitual action	Practice & Group work	Work sheet
E-03-C4-02	Use present continuous (ing) for the actions taking place at the time of speaking and writing e.g., He is running to win the race.	Pictorial sentences showing habitual action	Practice & Group work	Work sheet
E-03-C4-05	Recognize and use past continuous tense.	Pictorial sentences showing habitual action	Practice & Group work	Work sheet
E-03-C4-06	Use of future tense will/ shall/ be going to (e.g., I will go to the library tomorrow/ My parents are going to attend the concert.)	Pictorial sentences showing habitual action	Practice & Group work	Work sheet
C5. Sentence Structure				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-02-C5-01	Construct simple sentences using a subject, verb, objects e.g., He eats apples.	Sentences with svo pattern	Constructive method	Jumbled words

Competency D: Writing

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

Benchmark I: Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four lined paper and develop syllabic patterns in two/three syllabic words.

D1. Writing Readiness and Spelling

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-03-D1-04	Spell and write familiar, and unfamiliar words accurately.	Familiar and unfamiliar words with shape patterns	Identification	Formatting words puzzle
E-02-D1-05	Use the different common spellings of long vowel phonemes.	Play chart of long vowel words	Identification	Missing letters

D2. Writing for Understanding

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-02-D2-01	Write an opening sentence to highlight the topic sentence and introduce the setting in two to three sentences	Simple paragraph by highlighting topic sentence and setting	Interactive method or look & learn	Work sheet or test
E-03-D2-04	Write concluding remarks in the form of two sentences	Concluding paragraph as example passage with exemplary concluding remark	Conclusive research method	Questions and answers and test

Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

Benchmark I: Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.

D3. Writing for Meaning

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-03-D3-02	Write simple paragraphs on the given text types, using correct capitalization, punctuation and spelling, by using the process approach-brainstorm, mind mapping, writing the first draft.	Mind map	Brain storming	Mixed map activity with missing ideas

D4. Various Text Types

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-02-D4-01	Write a few sentences describing a personal experience (e.g., a daily routine).	Descriptive paragraph	Constructive method	Descriptive paragraph writing test
E-02-D4-02	Write 3-5 informative/explanatory sentences on one topic in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Expository paragraph	Constructive method	Expository paragraph writing test
E-03-D4-06	Design and write an invitation card for a range of purposes.	Specimen of invitation card	Look & observe observation method	Drawing / making the model of invitation card

English Package C

Competency-1: Oral Communication Skills

Standard: Develop complete in listening and spoken language in order to communicate effectively across a variety of context and to a range of audiences.

Benchmark I: Listen closely with a positive disposition and respond to spoken audio/visual texts for different purposes in a variety of contexts for enjoyment and understanding. Apply listening strategies individually and collaboratively to comprehend and interpret information; retell main and key ideas.

A-1 Listening and Viewing

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-A1-01 & E-05-A1-01	Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.	Pictures along with dialogue expressing feelings and non-verbal communication	Demonstration & Role-play	Oral questions & observation

Benchmark II: comprehend and respond a variety of speech types

A2. Listening and Speaking Readiness

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-05-A2-02	Take turns to speak on a range of topics of their own choices.	Group conversation addressing the scheme of taking turns	Discussion method	Presentation
E-04-A2-04 & E-05-A2-04	Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: "You must clean your room", as opposed to a question: "Will you clean your room?").	Dialogue	Demonstration	Oral question

Benchmark III: Use appropriate social and academic conventions of spoken discourse for effective oral communication and collaborative in both formal and informal settings for various purposes and audiences.

A3. Listening and Speaking for Different Purposes

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-A3-02 & E-05-A3-02	Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.	Group conversation e.g., introduce yourself etc.	Role-play	Observation

A4. Listening and speaking for different audience

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-05-A4-01	Prepare and present an argument to persuade others to adopt a point of view	Dialogue / conversation	Discussion & Pair work	Presentation & observation

Competency B: Reading

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

Benchmark I: Reading through word identification, including decoding, and reading aloud text written for the grade level with fluency.

Giving attention to punctuation and phrasing, adding expression and showing understanding while reading.

B1. Reading Readiness and Fluency				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-B1-01 & E-05-B1-01	Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known prefixes and suffixes using context	Sample text containing diagraph, blends, words with silent letters and multi syllable words	Inductive & deductive method	Oral question or observation or written text
E-04-B1-02 & E-05-B1-02	Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level. Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful). Read grade-appropriate irregularly spelled words. Recognise and match contractions to words (e.g., couldn't – could not). Recognise silent letters in words and match sounds to their corresponding letter patterns: Initial and final consonants: Initial short and long vowel sounds: Word families with vowel-consonant patterns: Final “y” as a vowel Consonant digraphs in initial position (e.g., th, sh, ch, wh). Vowel digraphs Initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).	List of the words containing prefixes, suffixes, silent letters etc.	Interaction method	Oral questions and written exercises and missing letters
E-04-B1-03 & E-05-B1-03	Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.	Sample passage consisting of expression	Read aloud and seaming	Comprehension questions
E-04-B1-06 & E-05-B1-06	Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression	Sample text containing punctuation and grammar	Read aloud and seaming	Comprehension questions
E-04-B1-07 & E-05-B1-07	Use pre-reading strategies to predict the type of content / vocabulary / questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience)	Text with pre-reading questions	Critical thinking & brain storming	Questions answers
E-05-B1-09	Read a range of stories, poetry and information books and begin to make links between them	Text with pre-reading questions	Read aloud Brain storming	Questions answers

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

Benchmark II: Read for an understanding of what is read rather than decoding individual words and reading books that are structured in different ways and reading for a range of purposes

B2. Reading for Understanding

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-05-B2-01	Discuss the meaning of unfamiliar words encountered in reading	Glossary of the unfamiliar words	Discussion method	MCQ's & Matching activity
E-05-B2-02	Read and evaluate a variety of texts for purpose, style, clarity and organization	Model passages	Interaction method	MCQ's & Answer question & Matching activity
E-05-B2-05	Discuss how paragraphs and chapters are structured and linked. Identify a paragraph has the following structure: 1. topic sentence 2. supporting details 3. concluding sentence.	Model paragraph as specimen reflecting topic sentence, supporting detail & concluding sentence.	Inductive approach	Question answers
	Identify the meaning/main idea of a paragraph through the topic.	Also label the main idea		
	Read a paragraph as a larger meaningful unit of expression to recognize that the main idea in a paragraph is carried in a sentence called the topic sentence. Other sentences in the paragraph support the topic sentence.	supporting details and concluding sentence by making them different		
E-05-B2-03	Read a range of fiction and nonfiction books and begin to make links between them and infer the meanings of unknown words from their context			
E-05-B2-04	Read a range of stories, poetry and information books and begin to make links between them			

Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts.

Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
Interpret and integrate information from a variety of sources and make personal connections with the texts read.

B3. Reading for Meaning

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-B3-01	Guess the meaning of new words as given in the text.	Short passage with the highlighted words	Inquiry method	Question & answers
E-04-B3-02	Highlight the main idea/theme of the text with reference to any	Poem with illustrations	Deductive method	Question & answers

	illustrations given in the text. Retell or paraphrase events from the text in response to questions.			
E-04-B3-03 & E-05-B3-03	Retell or paraphrase events from the text in response to questions using pre and while reading strategies	Text having pre-reading & while-reading questions	Discussion method	Question & answers
E-05-B3-13	Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhyme, alliteration, tongue twisters) b. Personal recounts (e.g., diary entries) c. Narratives (e.g., stories, adventure stories, fantasy, fairy tales, fables, folktales, dialogues in speech bubbles) d. Procedures (e.g., lists, recipes, directions, instructions) e. Labels and captions	Story related to selected theme	Interactive approach	Question & answers & written test
E-04-B3-06	Investigate how settings and characters are built up from details and identify keywords and phrases	Story related to selected theme	Interactive approach	Question & answers & written test
E-05-B3-07	Interpret figurative language e.g., imagery, metaphor, personification, simile, adding to understanding beyond the literal meaning	Poem on selected theme	Reading explain/ group work	Draft written questionnaire demanding student opinion & checking their understanding
E-04-B3-10	Identify rhyme and rhythm, repetition, similes, and sensory images in poems.			

Competency C: Vocabulary & Grammar

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

Benchmark I: Acquire a wide vocabulary; use parts of speech concepts and word-formation techniques accurately for reading, writing and spoken language.

C1. Vocabulary				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-05-C1-01	Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and extended environment	Pictures, sign boards, advertisements and labels etc. reflecting action & describing words	Read & explain	Oral questions and written test
E-05-C1-04	Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of	A page from dictionary explaining how to use dictionary and locate,	Demonstration method	Oral and written test and

	words	guide words, entry words and pronunciation etc.		observation
04-C1-05] And E-05-C1-05	Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).	Journal and word bank for dictation	Interactive method	Dictation
E-04-C1-08	Locate, provide and use words similar (synonyms e.g., walk, march, strut, prance) and opposite (antonyms e.g., ancient- modern, current, fresh, new) in different contexts to make their meanings clear.	Text containing synonyms and antonyms	Read and explain	Match the columns and MCQ's
E-04-C1-09	Identify, differentiate between and use some simple pairs of words	List of pair of words	Compare and contrast	MCQ's & Match the columns

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

Benchmark I: Recognize and use naming, action, substitution and describing words, noun/adjective phrases, articles, adverbs, prepositions and conjunctions in the immediate and extended environment.

C2. GRAMMAR

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-C2-01	Recognize and use different types of nouns i.e. common, proper, countable, uncountable nouns and collective nouns.	List of types of nouns with definition	Interactive method	MCQs or fill in the blanks
E-04-C2-02 & E-05-C2-02	Recognize and use nouns with no change in number and also use regular and irregular nouns in writing.	List of types of nouns with definition	Interactive method	MCQs or fill in the blanks
E-04-C2-08] & E-05-C2-08	Recognise, articulate and use forms of common regular verbs, i.e., base, s/es, present participle (-ing), past, and past participle forms. Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank)	Chart containing common regular verbs and different b/w regular & irregular verbs	Interactive method	Matchin the columns
E-04-C2-10 & E-05-C2-10	Understand the use of more modal verbs e.g., can, could, may, might, must, ought, shall, should, will, and would...	A few sentences with use of model words along with bright definitions in sidewise	Read & learn	Worksheet or writing method

Benchmark II: Identity, comprehend and use capitalization and punctuation (full stop, question mark, exclamation mark, comma, quotation marks, and apostrophe) with reasonable accuracy.

C3. PUNCTUATION

No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-C3-03	Identify the use of the apostrophe for indicating possession (e.g., the player's	A paragraph or sentence	Interactive approach	Written test

	ball, Paul's toy/ Pauls' toy, the cooks' pies, the children's toys, a week's holiday) and in contractions (e.g., it's raining)	showing use of apostrophe		
Benchmark III: Analyse and use the concepts of time, tense and aspect for spoken and written purposes apprehending different sentence types and structure, in reading and writing.				
C5. SENTENCE STRUCTURE				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-05-C5-01	Construct new sentences using phrases	sentences	Contractive method	Written test
E-04-C5-03 & E-05-C5-03	Distinguish between four types of sentences i.e.; Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.	A table/ chart of four types of sentences	Demonstration	Written test & MCQs
E-04-C5-04	Make questions starting with be form of verbs (e.g., Are you going to Lahore today?)	A table contained be forms at verbs	Explanation & practice	Question answers & fill in the blanks
E-04-C5-05 & E-05-C5-05	Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly', 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'	Procedural paragraph	Interactive method	Paragraph missing of transitional words

Competency D: Writing

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.				
Benchmark I: Write sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.				
D1. Writing Readiness and Spelling				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-D1-04 & E-05-D1-04	Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc.	Sentences having use of spelling patterns	Demonstration	Cross out puzzle
Benchmark II: Write and represent with an explicit awareness of the appropriate organizational structures and language features of texts for different purposes.				
D2. Writing for Understanding				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-D2-02	a) Use descriptive imagery based on sight, touch & sound. Also, use words to suggest characterization.	Model text containing descriptive	Interactive method	Workshop

	b)Write at least one paragraph with adverbs. (for eg ly words. Quickly, he grabbed his arm & pushed him away.)	imaginary and adverbs		
Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.				
Benchmark I: Generate ideas on a topic using brainstorming techniques and exploring the various writing techniques: descriptive, discursive and narrative.				
D3. Writing for Meaning				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-D3-01	Complete a simple paragraph using the given words, phrases and sentences.	Incomplete paragraph and word bank	Interactive method	Mind map
E-04-D3-02	Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.	Content related brain storming, mind-mapping, etc.	Constructive method	Mind map development and written test
D4- Various Text Types				
No.	SLOs	Contents	Methodology/ Activities	Assessment Techniques
E-04-D4-01	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Modal narratives having two or more sequenced events	Interactive method	Written test
E-04-D4-02	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section	Model informative or explanatory text introducing a topic, linking words and illustrations etc.	Group discussion and presentation method	Written test
E-05-D4-04	Write simple descriptive paragraphs (giving physical description and characteristics/traits of a person/object/place, using correct capitalization, punctuation and spelling,	Model descriptive paragraphs giving physical descriptions model and traits of a person	Project method	Worksheets
E-04-D4-07] & E-05-D4-07	Draft and write a formal letter/ email, application, complaint	Model formal person, letter, email or application	Interactive method	Worksheets

E-04-D4-09	Paraphrase the text in your own words.	Model formal person, letter, email or application	Interactive method	Worksheets
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Review Committee:

1. Mr. Amin Dad _____
2. Mr. Muhammad Arshad _____
3. Mr. Muhammad Abdul Basit _____
4. Mr. Aqeel Hassan _____

General Science

Strands (Domain A, B & C)	Bench marks	SLOs 2022		SLOs ALP	
		Grade IV	Grade V	Grade IV	Grade V
Life Science	10	27	23	11	13
Physical Science	12	27	23	21	15
Earth and Space	7	10	15	8	4
Total	29	64	61	40	32

Package-C (General Science Grade-IV & V)

Starand-1: Life Science Domain–A: Life Science Standard: Explain classification , needs and characteristics of living organisms				
Benchmark-I Describe the life processes of animals and plants.				
Coding	SLOs	Contents	Methodology / Learning Activities	Assessment Techniques
S-04-A-01	Understand that living things grow, take in nutrients, breathe, reproduce eliminate waste and die.	Living things (Animals & plants)	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture/demonstration method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students • Discussion questions on life processes • Think-pair-share to discuss similarities and differences in life processes • Recording measurements and observations while carrying the experiments
S-04-A-02	Discuss that living things need energy to grow, live and be healthy, and plants get their energy from light (photosynthesis) while animals get their energy from eating plants and other animals	Feature of livings things Difference between plants and animals	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture / demonstration method Mini project	<ul style="list-style-type: none"> • Oral and written responses on predictions • Class Tests including short question answers, labeling diagrams etc. • Self and peer assessments • Marked Quizzes • Discussion questions on life processes of plant and animals • Think-pair-share to discuss similarities and differences in life processes • Marked Quizzes • Teacher observations
Benchmark-II Explain how plants use their body structures to survive and identify the parts of the plant transport system and describe their functions & Describe the parts of the flower and their functions				
S- 04-A-04	Classify the plants into two major groups (flowering, non-flowering), and give examples of each group.	Classification of plants	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture/ demonstration method	<ul style="list-style-type: none"> • Oral and written responses • Entry and Exit tickets • Class Tests including short question answers, labeling diagrams etc. • Self and peer assessments • Designing fact cards • Marked Quizzes • Presentations on deigned models • Projects with criteria/ rubrics

S-04-A-05	Describe the functions of different parts of flowering plants: Roots, stem/ trunk, leaves and flowers.	Different parts of flowering plants and their functions	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture/demonstration method	<ul style="list-style-type: none"> • Discussion questions to identify misconceptions • Oral and written responses • Class Tests including short question answers, labeling diagrams etc. • Self and peer assessments • Designing fact cards • Presentations on deigned models • Projects with criteria/ rubrics
S-04-A-08	Identify the parts of a flower and describe their functions (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary).	Parts of flower	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture/ demonstration method Mini Project	<ul style="list-style-type: none"> • Class Tests including short question answers, labeling diagrams etc. • Oral and written responses • Self and peer assessments by questionnaire • Presentations self/group • Projects with criteria/ rubrics
S-04-A-10	Describe seed germination and know that seeds require water and an appropriate temperature to germinate.	Conditions for seed germination	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture / demonstration method Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students on functions of seed and seed germination • Oral and written responses • Discussion questions to identify misconceptions • Recording measurements and observations • Projects with criteria/ rubrics
Benchmark-III Explain how organ systems work together to help human bodies get what they need and carry out life processes. & Describe that animals receive different types of information through their senses and respond by processing it in their brains.				
S-05-A-01	Identify that the human body has a number of systems, each with its own function.	Different systems of human body and their functions	Activity based method Inquiry based method Lecture cum Demonstration method Displaying Charts and models Video Displaying	<ul style="list-style-type: none"> • Questioning/Oral and written responses • labeling diagrams etc. • Self and peer assessments • Designing fact cards • Marked Quizzes • Presentations on deigned models • Projects with criteria/ rubrics
S-05-A-02	Recognize the integration of the	Interaction of different	Activity based method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of

	different systems (Respiratory, and Circulatory) in carrying out life processes.	systems of human body	Inquiry based method Lecture cum Demonstration method Displaying Charts and models Displaying of Charts/video Demonstration method Inquiry based method	students on different human system <ul style="list-style-type: none"> • Labeling diagrams etc. • Self and peer assessments by questionnaire • Marked Quizzes • Presentations on deigned models • Projects with criteria/ rubrics
S-04-A-14	Distinguish between major groups of animals with backbones vertebrates: Fish, amphibians, reptiles, birds and mammals) and without backbones (invertebrates: Insects, snails, earthworm, jellyfish and corals) on the basis of their characteristics.	Vertebrate and invertebrate animals	Activity based method Inquiry based method Lecture/demonstration method Displaying Charts and models Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students regarding vertebrates and invertebrates. • Oral and written responses • Class Tests including short question answers, • Self and peer assessments • Marked Quizzes • Self/group Presentations • Projects with criteria/ rubrics
S-05-A-03	Use a model to describe how we receive different types of information through our senses, process the information in our brain and respond to the information in different ways	Sense organs and their functions	Displaying models Activity based method Inquiry based method Lecture/demonstration method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students • Multiple choice question response • Self and peer Observations • Oral and written responses • written short question answers
Benchmark-IV Describe some of the causes of infectious diseases and suggest measures that can control the spread of the diseases Recognize the advantages and disadvantages of microorganisms.				
S-04-A-21	Recognize the items of the first aid box.	First aid box	Activity based method Lecture/demonstration method Inquiry based method Displaying of Charts/video method Role play	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students • Oral and written responses • Multiple choice question response • Self and peer Observations • Group/self presentation • written short question answers
S-05-A-07	Use a first aid box to	Uses of First	Activity based	<ul style="list-style-type: none"> • KWL charts for assessing

	dress a wound.	aid Box	method Role play Lecture /demonstration method Displaying of Charts/video method	prior knowledge of students • Oral and written responses • Multiple choice question response/ items • Self and peer Observations • Group/self presentation • written short question answers • Marked Quizzes
S-05-A-08	Define and describe main groups of microorganisms (bacteria, virus and fungi) and give examples of each. Recognize the advantages of microorganisms.	Microorganisms and their advantages	Activity based method Lecture/demonstration method Inquiry based method Video/charts displaying	• KWL charts for assessing prior knowledge of students related microorganisms • Oral and written responses • Self and peer assessments • Marked Quizzes • Self/group Presentations • Projects with criteria/ rubrics
S-05-A-09	Recognize some common diseases of each group (bacteria, virus and fungi) Caused by microorganisms.	Diseases caused by microorganisms	Activity based method Lecture / demonstration method Inquiry based method Displaying of Charts/video method	• KWL charts for assessing prior knowledge of students • questions • Oral and written responses • Short questions test • labeling diagrams • Self and peer assessments • Marked Quizzes
S-05-A-11	Differentiate between contagious and non-contagious diseases.	Contagious and non-contagious diseases	Group activities Inquiry based method Displaying of charts /video about content.	• KWL charts for assessing prior knowledge of students • Oral and written responses • Short questions test • Assignments/tasks • Self and peer assessments • Marked Quizzes
Benchmark-V Explore the interaction of living things in an ecosystem. Use diagrams to explain how energy flows in an ecosystem. Identify the causes and effects of environmental pollution and suggest measures to reduce it.				
S-04-A-22	Recognize that ecosystems (e.g., forests, ponds, rivers, grasslands and deserts) consist of habitats that	Ecosystems and their importance	Lecture /demonstration method Inquiry based method	• KWL charts for assessing prior knowledge of students • Flash cards • Oral and written response

	provide living things with what they need.		Displaying of charts/videos Study Trip (Forest).	<ul style="list-style-type: none"> • Short question answers • Projects with criteria/ rubrics • Assignments/tasks
S-05-A-16	Describe food chains as being made of producers and consumers, and classify consumers as herbivores, omnivores, carnivores, predators, and/or prey.	Food chain and its components	Lecture / demonstration method Inquiry based method Displaying of charts/video Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students • Flash cards • Questioning • Oral and written response • Projects with criteria/ rubrics
S-04-A-17	Describe a food web and its relation to a food chain.	Relation between food web and food chain	Lecture /demonstration method Activity based method Inquiry based method Displaying of video/charts	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge of students • Flash cards • Questioning • Oral and written response • Self/group presentations • Projects with criteria/ rubrics
S-04-A-25	Associate behaviors of animals with the environments in which they live,, and describe how these behaviors help them to survive (e.g., migration and hibernation).	Adaptations of animals with environment /habitat	Activity based method Lecture/demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Discussion questions • Oral and written responses • Self and peer assessments • Marked Quizzes • Presentations
S-04-A-26	Explore how human actions such as urbanization and population growth can affect a habitat.	Human activities and their effect on habitats	Lecture/demonstration method Inquiry based method Displaying of charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments by questionnaires • Marked Quizzes • Presentations • Projects with criteria/ rubrics
S-05-A-19	Identify that some substances in our environment can be toxic and these substances can move through the food webs/ chains and can be harmful for living things.	Transmission of toxic substances through food webs/food chains	Lecture/demonstration method Inquiry based method Video/charts displaying	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments by questionnaires • Marked Quizzes • Group /self-presentations
S-05-A-20	Explore the main causes of water, air and land pollution in the local and wider community.	Causes of pollutions	Inquiry based method Lecture/demonstration method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written

			Displaying of charts/video	responses <ul style="list-style-type: none"> • Self and peer assessments by questionnaires • Marked Quizzes • Group /self-presentations
S-05-A-23	Differentiate between biodegradable and non-biodegradable materials and their impact on the environment.	Biodegradable and non-biodegradable materials	Activity based method Lecture/demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments by questionnaires • Marked Quizzes • Group /self-presentations

Starnd-2: Physical science Domain-2: Physical science Standard-2: Know about matter and their properties , heat, light , electrical properties of materials. Benchmark- VII Investigate matter and explore its chemical and physical properties through daily life examples. Recognize the importance of science and technology to solve everyday problems. Compare the properties of different states of matter and identify the conditions that cause matter to change states.				
S-04-B-02	Identify and describe three states of matter (i.e., a solid has a definite shape and volume, a liquid has a definite volume but not a definite shape, and a gas has neither a definite shape nor a definite volume).	Matter and its characteristics	Activity based method / experimental method Activity based method Lecture/demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments by questionnaires • Marked Quizzes • Group /self-presentations • Think-pair-share to discuss similarities and differences of solid states
S-04-B-04	Properties of metals (appearance, texture, color, density, conduction of heat and electricity using daily life examples).	Properties of metals	Lecture/demonstration method Inquiry based method Video displaying Activity based method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments by questionnaires • Marked Quizzes • Group /self-presentations • Multiple choice questions
S-05-B-04	Observe the changes in materials that do not result in new materials (dissolving, crushing).	Physical changes	Lecture/demonstration method Inquiry based method Activity based	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Self and peer assessments

			method Displaying of Charts/video	by questionnaires • Marked Quizzes • Group /self-presentations • Multiple choice questions
S-05-B-05	Matter can be changed from one state to another by heating or cooling.	Effect of heat on matter	Lecture/demonstration method Inquiry based method Video displaying	• KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions
S-04-B-05	Investigate the conditions that cause matter to change states (heating or cooling), and explain the processes associated with it (i.e., melting, freezing, and boiling).	Activity based on melting, freezing and boiling of matter.	Activity based method Lecture/demonstration method Inquiry based method Displaying of video	• KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-05-B-06	Identify observable changes in materials that make new materials with different properties (e.g., decaying, such as food spoiling, burning, rusting).	Chemical changes	Activity based method Lecture/demonstration method Inquiry based method Displaying of Charts/video Charts with relevant pictures	• KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-05-B-07	Compare physical and chemical changes.	Comparison between physical and chemical changes	Group activities Inquiry base method Activity base method Displaying of video about content. Lecture/ demonstration method Mini project	• KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets
S-04-B-01	Design models of sphere, cube, prism, cylinder and cone with clay or play dough/ environment friendly	Making models of different shapes with the help of	Group activities Inquiry base method Activity base method Displaying of video	• KWL charts for assessing prior knowledge. • Oral and written responses

	materials.	clay.	about content. Lecture/ demonstration method	<ul style="list-style-type: none"> • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets
S-05-B-01	Design a model of a footbridge using the given specifications (e.g can sustain a given weight).	Making model of footbridge	Group activities Inquiry base method Activity base method Displaying of video about content.	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets • Projects with criteria/ rubrics

Benchmark- VIII

Demonstrate the effects of heat on states of matter

Describe the form of energy, simple energy Transformation and the uses of energy

Investigate and describe flow of electric current in an electric circuit and relationship between electricity and magnetism

Demonstrate the characteristic of light and sound with the physical phenomenon

S-04-B-14	Demonstrate changes occur when hotter objects are brought closer to the cooler objects.	heat and its flow	Activity based method/experiment al method Lecture/ demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets
S-04-B-16	Use various instruments (room thermometers, anemometer, clinical thermometer, etc.) and measure and record temperature using	Thermometer /scale of thermometer/ temperature and its measurement	Lecture/demonstration method Activity based method/ experimental method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer

	different scales.		Inquiry based method Displaying of Charts/video	assessments. <ul style="list-style-type: none"> • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets
S-04-B-06	Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.	Different forms of energy	Inquiry based method Displaying of Charts/ video Activity based method Lecture/ demonstration method Video displaying	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Teacher observations sheets
S-04-B-07	Describe the properties of light (travels in a straight line, travels very fast and in all directions).	Properties of light	Lecture/ demonstration method Inquiry based method Activity based method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Flash cards
S-05-B-09	Sort out luminous and non-luminous objects.	Luminous and non-Luminous List of Luminous and non-Luminous	Lecture/demonstration method Activity based method/experimental method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes • Flash cards
S-05-B-10	Identify transparent, translucent and opaque objects.	Transparent , translucent and opaque objects	Activity based method/experimental method Lecture/ demonstration method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers,

				<ul style="list-style-type: none"> • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-04-B-09	Demonstrate the production of sound..	Sound and its production of sounds	Lecture/demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-04-B-10	Relate familiar physical phenomena (vibrating objects) to the behavior of sound.	Vibrating objects to produce sound	Lecture/demonstration method Inquiry based method Activities related vibrating bodies (School bell etc)	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-05-B-11	Demonstrate that sound can travel through different states of matter with different speed.	How sound travel in different medium	Activity based method/experimental method Lecture/demonstration method Inquiry based method Displaying of Charts/video Charts with relevant pictures	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-05-B-13	Describe the intensity of sound.	Intensity of sounds	Activity based method/ experimental method Lecture/ demonstration method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers,

			Inquiry based method	<ul style="list-style-type: none"> • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-04-B-17	Recognize that electrical energy in a circuit can be transformed into other forms of energy (light, heat, sound).	transformation of electrical energy	Lecture/demonstration method Activity based method/experimental method Video displaying	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Marked Quizzes
S-05-B-16	Describe flow of electric current in an electric circuit.	electrical circuit	Activity based method/experimental method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-04-B-18	Demonstrate that simple electrical systems (e.g., a flashlight) require a complete (unbroken) electrical pathway.	Open and closed electrical circuit	Activity based method/experimental method Lecture/demonstration method Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
Benchmark- IX Investigate different types of forces and their effects. Demonstrate the understanding that simple machines help make motion and work easier. Apply scientific skills to solve problems and suggest solutions.				
S-04-B-19	Describe different types of force (friction, resistance, muscular forces, applied, gravitational, magnetic, electric).	Forces and their types	Activity based method/experimental method Lecture cum demonstration Inquiry based	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes

			method Displaying of Charts/video method	<ul style="list-style-type: none"> • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-04-B-21	List uses of different types of force in our daily life.	Uses of forces in daily life	Activity based method Lecture cum demonstration Inquiry based method Group tasks Showing the related Video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-04-B-25	Recognize that simple machines, (e.g., levers, pulleys, gears, ramps) help make motion easier (e.g., make lifting things easier, reduce the amount of force required, change the distance, change the direction of the force)	Simple machines / common uses	Lecture / demonstration method Activity based method/experimental method Inquiry based method Displaying of Charts/video method Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-04-B-27	Use scientific instruments/ apparatus in everyday life (e.g. thermometer, blood pressure apparatus, digital balance, stop watch, calculator, available digital devices).	Scientific instruments and their uses	Lecture / demonstration method Experimental method Inquiry based method Displaying of Charts/video Group task	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task observation
S-04-B-28	Use a plumb line to install a flag pole vertically.	Design the activity by fixing flagpole using plumb line	Activity based method/experimental method Lecture cum demonstration Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Quizzes • Short question answers,

			method	<ul style="list-style-type: none"> • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task observation
S-04-B-26	Design hammer, wheels, rollers and gears using clay or play dough/ cardboard/ environment friendly material	Design activity of hammer, wheels ,rollers and gears by using play dough	Activity based method Lecture /demonstration method Inquiry based method Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-05-B-18	Demonstrate magnets have two poles (opposites attract and like poles repel).	Magnets and their magnetic properties	Lecture cum demonstration Group task Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-05-B-19	Recognize the difference between a magnet and a magnetic material.	Magnet and a magnetic material	Lecture cum demonstration Activity based method/experimental method Inquiry based method Displaying of Charts/video method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-05-B-23	Practice safety measures for earthquake and fire drill.	Safety measures for earthquake and fire	Lecture cum demonstration method Inquiry based	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards

			method Displaying of Charts/video method	<ul style="list-style-type: none"> • Marked Quizzes • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
Strand-3: Earth and Space science Domain–C: Earth and Space science Standard-3: Explain earth and natural resources , pollutions , solar systems and satellite Benchmark X: Describe the structure of the Earth and recognize that Earth’s surface is made up of land, water, and is surrounded by air. Identify the Earth’s resources that we use in our everyday life and how to conserve them. Describes the composition and characteristics of soil types, providing examples of their uses.				
S-04-C-01	Define natural resources	Natural resources	Lecture /demonstration method Inquiry based method Group discussion Showing video of natural resources	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation
S-04-C-02	Recognize that the Earth’s surface is made up of land and water and is surrounded by a layer of air called the atmosphere which is a mixture of different gases (nitrogen, carbon dioxide, and oxygen, etc.).	Structure and composition of earth	Lecture cum demonstration Inquiry based method Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-04-C-03	Describe the sources of water on earth.	Sources of water	Lecture cum demonstration Inquiry based method Displaying of Charts/video method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments.

				<ul style="list-style-type: none"> • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-04-C-05	Recognize that most water on Earth is not pure and has dissolved substances in it.	Water pollution	Lecture cum demonstration Inquiry based method Displaying of Charts/video method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
Benchmark XI: Demonstrate the understanding of movement of the Earth, Sun, Moon, Solar System and its relationship. Demonstrate how the relationship of the Earth, Sun, and Moon, causes eclipses and moon phases. Explore and investigate the importance of space exploration and the uses of various satellites. Describes how the Earth spins around its axis in 24 hours resulting in day and night.				
S-04-C-06	Describe the Solar System with the Sun at the center and the planets revolving around the Sun.	Solar system	Lecture / demonstration method Model display Displaying of Charts/video	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations • Project marked on rubric
S-04-C-07	Understand that planetary systems can contain stars, planets, asteroids, and comets.	Planetary systems (stars, planets, asteroids, and comets)	Lecture / demonstration Video displaying Models/pictures displaying Activity based method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions

				<ul style="list-style-type: none"> • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations • Project marked on rubric
S-05-C-11	Define artificial satellites and explain their importance in exploring the Earth and Space.	Artificial satellites and their importance	Lecture cum demonstration Activity based method Video/charts displaying Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Groups task/ assignment observations
S-04-C-10	Illustrate and explain how Solar and Lunar Eclipses occur	Solar and lunar eclipses	Lecture cum demonstration Videos/models displaying Project method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Project /models marked on rubric
S-04-C-09	Investigate and describe how day and night are related to Earth's daily rotation about its axis, and provide evidence of this rotation from the changing appearance of shadows during the day.	Changing of Day and night by designing an activity	Inquiry based method Lecture cum demonstration Activity based method	<ul style="list-style-type: none"> • KWL charts for assessing prior knowledge. • Oral and written responses • Flash cards • Marked Quizzes • Short question answers, • Self and peer assessments. • Multiple choice questions • Self and peer assessments. • Group/self-presentation • Project /models marked on rubric

اسلامیات پیکیج اے (جماعت اول)

باب اول: قرآن مجید وحدیث نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم

معیار 1:	قرآن مجید (تلاوت، حفظ، ترجمہ) حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم اور ان کی تعلیمات کو سمجھ کر اپنی روزمرہ زندگی میں ان پر عمل کر سکیں۔
حدِ تدریج:	1: قرآن مجید کی درست تجوید کے بنیادی اصول (مخارج اور ریزاؤ قاف کا خیال رکھتے ہوئے) قرآنی قاعدہ کی مدد سے سیکھ سکیں۔ 2: قرآن مجید کی دو منتخب کردہ سورتوں کی تلاوت کر سکیں۔ 3: کلمہ طیبہ مع مفہوم یاد کر کے روزانہ پڑھنے کا معمول بناسکیں۔ 4: روزمرہ زندگی میں استعمال ہونے والے عربی کلمات اور ان کا مفہوم یاد اور استعمال کر سکیں۔ 5: روزمرہ زندگی سے متعلق ایک مختصر حدیث مع ترجمہ یاد کر کے اس پر عمل کر سکیں۔ 6: ایک مسنون دعا اور اسمائے حسنی کے معنی سمجھ سکیں۔

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	قرآن مجید وحدیث نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم (1) ناظرہ قرآن مجید	• حروفِ تہجی کی اشکال، اصوات اور اعراب کی پہچان کر سکیں۔ • دورانِ تلاوت آداب کا خیال رکھ سکیں۔	(قرأت وسماعت) طلبہ کی قرأت کی درستگی کے لیے کسی معروف قاری کی آواز میں قرأت سنائی جائے۔ فلش کارڈز کی مدد سے حروفِ تہجی کی مختلف اشکال کی پہچان کروائی جائے۔	زبانی سوالات تحریری جائزہ
	(2) حفظ قرآن مجید	• سورۃ الفاتحہ اور سورۃ الاخلاص کے متعلق جان سکیں۔ • مذکورہ سورتوں کو درست تلفظ کے ساتھ حفظ کر سکیں۔ • مذکورہ سورتوں کو حفظ کر کے تجوید کے ساتھ عام روزمرہ معمولات میں تلاوت کر سکیں۔	(قرأت وسماعت) دی گئی سورتوں کو زبانی یاد کریں اور جماعت میں ایک دوسرے کو سنائیں۔ طلبہ کے مابین حسنِ قرأت کا مقابلہ کروایا جائے۔ طلبہ کو ان سورتوں کی تلاوت بہترین قراء کی آواز میں سنائی جائے۔	سورتوں کی زبانی تلاوت سورۃ الاخلاص کی خوش خطی کروانا دی گئی سورتوں کی آیات کی تعداد پوچھنا
	(3) حفظ و ترجمہ	• کلمہ طیبہ مع مفہوم یاد کر سکیں۔ • روزمرہ زندگی میں استعمال ہونے والے مسنون کلمات (ان شاء اللہ، ماشاء اللہ) مع معنی و مفہوم یاد کر کے انہیں استعمال کر سکیں۔	طلبہ کمرہ جماعت میں کلمہ طیبہ کا چارٹ بنا کر آویزاں کریں۔ (تصویری / قرأت وسماعت) جن مواقع پر مذکورہ کلمات کا استعمال کیا جاتا ہے ان کی نشان دہی کریں۔ کلمہ طیبہ کے الفاظ اور ان کے معانی کو ملانے کی سرگرمی کروائی جائے۔	مذکورہ کلمات کا زبانی سننا طلبہ کے درمیان مذکورہ کلمات کا مع ترجمہ مقابلہ کروانا مذکورہ کلمات کا ترجمہ لکھنا
	(4) حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم	• ایک مستند حدیث مبارکہ مع ترجمہ سمجھ سکیں۔ • روزمرہ زندگی میں اس حدیث کی تعلیمات پر عمل کر سکیں۔	صفائی اور زندگی کا موازنہ کروائیں، جیسے اُرد گرد کا ماحول اور جسمانی صفائی وغیرہ۔	حدیث شریف کے مفہوم کو مختصر بیان کرنا صفائی کی عملی صورتوں مثلاً جسم، لباس، ناخن، بستا اور کمر وغیرہ کا جائزہ لینا
	(5) دُعائیں (زبانی)	• دُعا کے معنی و مفہوم اور فضیلت سے آگاہ ہو سکیں۔ • علم میں اضافہ کی دُعا کو درست تلفظ کے ساتھ یاد کر سکیں۔ • اپنی روزمرہ زندگی میں مانگنے کے عادی بن سکیں۔ • تین اسمائے حسنی مع ترجمہ زبانی پڑھ سکیں۔ اللَّهُ، الرَّحْمَنُ، الرَّحِيمُ	دُعاؤں کے استعمال کے مواقع متعارف کروائیں۔ طلبہ دعاؤں کے استعمال کے مزید مواقع تلاش کریں اور کمرہ جماعت میں پیش کریں۔ مذکورہ اسمائے حسنی کا ایک چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔	دُعا کو یاد کر کے بوقت ضرورت مانگنا دُعا کے مفہوم کو مختصر بیان کرنا مذکورہ اسمائے حسنی مع معنی و مفہوم بیان کرنا / سننا

باب دوم: ایمانیات و عبادات

(الف) ایمانیات

معیار 2:	عقائد اسلام کی حقیقت بالخصوص توحید، رسالت اور ختم نبوت اور ان کے تقاضوں کو جان کر ان پر ایمان مضبوط کریں اور عملی زندگی میں انہیں پورے کریں۔			
حدّ تدریج:	<p>1: اللہ تعالیٰ کی وحدانیت پر ایمان لائیں اور سمجھ سکیں کہ صرف اللہ تعالیٰ ہی تمام مخلوقات کا خالق ہے۔</p> <p>2: اس بات کو سمجھ کر ایمان لے آئیں کہ تمام انبیاء کرام علیہم السلام کو اللہ تعالیٰ نے انسانوں کی رہنمائی کے لیے مبعوث فرمایا ہے۔</p> <p>3: اس بات پر ایمان رکھیں کہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ اللہ تعالیٰ کے آخری نبی اور رسول ہیں اور آپ صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کے بعد ہمیشہ کے لئے کوئی نبی یا رسول نہیں آئے گا۔</p> <p>4: اس بات پر ایمان رکھیں کہ اللہ تعالیٰ نے اپنے رسولوں پر الہامی کُتب نازل کی ہیں اور ان کُتب اور رُسل کے نام بتائیں۔</p>			
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	(1) توحید کا تعارف	• سورۃ الاخلاص کی روشنی میں عقیدہ توحید سے آگاہ ہو سکیں۔	ارکان ایمان سے متعلق بچوں کی ذہنی سطح کے مطابق ویڈیو دکھائی جائے۔ اللہ تعالیٰ کی صفات عالیہ طلبہ کو سمجھائیں اور احد، حمد پر مبنی چارٹ بنوا کر آویزاں کروائیں۔	زبانی سوالات تحریری سوالات
		• اللہ تعالیٰ کی دی ہوئی نعمتوں سے واقفیت حاصل کر کے ان پر اللہ تعالیٰ کا شکر ادا کر سکیں۔	عملی زندگی میں عقیدہ توحید کے اثرات طلبہ کو بتائیں۔	
	(2) نبوت و رسالت	• عقیدہ ختم نبوت کو سمجھ سکیں اور نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کے خاتم النبیین ہونے پر ایمان پختہ کر سکیں۔	یہاں سے نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کا نام ”محمد“ فقط ملا کر مکمل کریں۔	زبانی جائزہ تحریری جائزہ عملی جائزہ
		• یہ سمجھ سکیں کہ نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کے بعد کبھی بھی کوئی نبی یا رسول نہیں ہوگا۔	کلمہ طیبہ کے دوسرے حصّہ کا مفہوم طلبہ پر واضح کریں۔	

باب دوم: ایمانیات و عبادات

(ب) عبادات

معیار 3:	ارکان اسلام اور دیگر عبادات میں اللہ تعالیٰ کی بندگی اور اطاعت رسول صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کو مد نظر رکھیں۔			
حدّ تدریج:	1: یہ سمجھ لیں کہ نماز اسلام کا بنیادی رکن ہے، پچگانہ نمازوں کے نام جان لیں اور یہ کہ مسجد نماز پڑھنے کی جگہ ہے اور اذان نماز کے لئے پکار کا نام ہے۔			
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	(1) نماز / مسجد / اذان	• یہ جان سکیں کہ مسجد نماز پڑھنے کی جگہ ہے اور اذان نماز کے لئے پکار کا نام ہے۔	(تقریری) طلبہ کو اذان کے وقت مکمل خاموشی اختیار کرنے اور اذان کا جواب دینے کی عملی مشق کروائی جائے۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• یہ سمجھ سکیں کہ نماز اسلام کا بنیادی اور انتہائی اہم رکن ہے۔	طلبہ کو اپنے بڑوں کے ساتھ مسجد جانے کی تاکید کریں۔	
	ارکان اسلام کا تعارف	• پچگانہ نمازوں کے نام جان سکیں۔	نماز کے ناموں کا چارٹ تیار کر کے کمرہ جماعت میں آویزاں کریں۔	
		• مسجد، اذان اور نماز کے آداب پر عمل کر سکیں۔	ارکان اسلام کا چارٹ بنوا کر آویزاں کریں۔ درست تلفظ کے ساتھ کلمہ طیبہ کا تکرار کریں۔	زبانی، تحریری سوالات
	کلمہ طیبہ	• کلمہ طیبہ کے ناموں سے آگاہ ہو سکیں۔		
		• کلمہ طیبہ کا ترجمہ اور اہمیت سمجھ سکیں۔		

باب سوم: سیرت طیبہ صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ

معیار 4: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی سیرت طیبہ کے ہر پہلو سے آگاہی حاصل کرتے ہوئے یہ جان سکیں کہ آپ صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی سیرت پر عمل کرنا ہی دنیا و آخرت میں کامیابی کا ضامن ہے۔

- حدّ تدریج: 1: نبی آخر الزمان حضرت محمد مصطفیٰ صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی ولادت مبارکہ اور گھرانے کے بارے میں جان سکیں۔
- 2: نبی آخر الزمان حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی سیرت طیبہ کی روشنی میں اخلاقِ حسنہ کے متعلق جان سکیں اور ان پر عمل پیرا ہو سکیں۔
- 3: یہ سمجھ سکیں کہ نبی آخر الزمان محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی سیرت طیبہ اور تعلیمات کی پیروی کرنا ہر مسلمان پر فرض ہے۔

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	(الف) ہمارے پیارے نبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ	• حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی ولادت مبارکہ (مہینہ، جگہ) وغیرہ کے بارے میں بنیادی معلومات سے آگاہ ہو سکیں۔	(تقریری) حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کے دادا، والدہ، والد، چچا اور رضاعی والدہ کے اسمائے گرامی کا چارٹ تیار کریں۔	زبانی اور تحریری سوالات
		• نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی ولادت باسعادت کے حالات اور معجزات کے بارے میں مختصر آجان سکیں۔	حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کی صداقت اور امانت کے واقعات سے طلبہ کو آگاہ کریں۔	
		• نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کے والدین اور سرپرستوں کے اسماء گرامی بتا سکیں۔		
	(ب) ہمارے پیارے نبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کے اخلاقِ حسنہ	• نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصحابہ وَاَصْحَابُہِ وَسَلَّمَ کے خلقِ عظیم کے بارے میں جان سکیں۔	(تقریری / تمثیلی) طلبہ سچ بولنے کے مواقع کے بارے میں روزمرہ زندگی سے مثال پیش کریں۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• صادق اور امین کے مفہام سے واقفیت حاصل کرتے ہوئے سچائی اور امانت داری کی خصوصیات کو اپنا سکیں۔		

باب چہارم: اخلاق و آداب

معیار 5: اسلامی تعلیمات کی روشنی میں اخلاقِ حسنہ سے واقفیت حاصل کر کے اپنی عملی زندگی میں ان کا اطلاق کر سکیں۔

- حدّ تدریج: 1: قرآن و سنت کی روشنی میں اخلاقِ حسنہ اور اسلامی آدابِ زندگی کے متعلق جان سکیں۔
- 2: یہ سمجھ سکیں کہ تمام انسان اور جانور اللہ تعالیٰ کی تخلیق ہیں اور انہیں سب کے ساتھ اچھا برتاؤ کرنا چاہیئے۔

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	(الف) اچھے اخلاق	قرآن و سنت کی روشنی میں: اچھے اخلاق کے متعلق جان کرنا اپنی عملی زندگی میں اپنا سکیں۔	(تقریری و مظاہراتی) اچھے اخلاق سے متعلق طلبہ کی عمر کے مطابق ویڈیو دکھائی جائے۔ چند اچھی عادات پر مشتمل چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔ طلبہ سے اخلاقِ حسنہ پر مبنی فہرست بنوائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ
	(ب) سلام کرنا	• سلام کا مطلب، طریقہ، آداب اور اس کی اہمیت کے بارے میں جان سکیں۔	سلام کے آداب پر مبنی چارٹ بنوائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• اپنی روزمرہ زندگی میں سلام کرنے اور اس کا جواب دینے کی عادت اپنا سکیں۔	سکول اور اس کے باہر سلام میں پہل کرنے کی طلبہ سے مشق کروائیں۔	

باب پنجم: ہدایت کے سرچشمے اور مشاہیر اسلام

معیار 6: انبیاء کرام علیہم السلام کی پاکیزہ زندگیوں سے آگاہ ہوں اور عملی زندگی میں ان کی پیروی کریں۔				
حدّ تدریج: 1: انبیاء کرام علیہم السلام (حضرت آدم علیہ السلام، حضرت نوح علیہ السلام) کا مختصر تعارف جان سکیں۔ 2: یہ جان لیں کہ حضرت آدم علیہ السلام اللہ تعالیٰ کے پہلے نبی ہیں اور حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ اللہ تعالیٰ کے آخری نبی اور رسول ہیں اور آپ صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ کے بعد کوئی نبی نہیں آئے گا۔				
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوّزہ سرگرمیاں	جائزہ / امتحان
	انبیاء کرام علیہم السلام کا تعارف	قرآن و سنت کی روشنی میں: • انبیاء کرام علیہم السلام کے مقصدِ بعثت، کرام علیہم السلام کی صفات اور نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ صفات اور تعداد کے بارے میں جان سکیں۔ • حضرت آدم علیہ السلام، حضرت نوح علیہ السلام کے معجزات پر مبنی چارٹ تیار کروا کر کرام السلام اور آخری نبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ کے بارے میں مختصر طور پر جان سکیں۔	(تقریری طریقہ، مباحثی طریقہ) انبیاء کرام علیہم السلام کی صفات اور نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ کے معجزات پر مبنی چارٹ تیار کروا کر کرام السلام اور آخری نبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاٰحِبَّاهِ وَسَلَّمَ جماعت میں آویزاں کریں۔	زبانی سوالات تقریری سوالات عملی جائزہ

اسلامیات بیکیج بی (جماعت دوم و سوم)

باب اول: قرآن مجید و حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ

معیار 1:	قرآن مجید (تلاوت، حفظ، ترجمہ) اور حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ (ترجمہ) اور ان کی تعلیمات کو سمجھ کر زندگی میں اپنانے کی صلاحیت پیدا کریں۔
حدّ تدریج:	1: پارہ نمبر 30 اور پہلے آٹھ پاروں کی درست تجوید کے اور رموز اوقاف کے ساتھ تلاوت کر سکیں۔ 2: معوذتین، سورۃ الکوثر، سورۃ النصر، سورۃ اللہب حفظ کر کے نماز اور نماز کے علاوہ پڑھنے کے عادی بن سکیں۔ 3: منتخب کلمات طہیات، سورتیں اور مسنون دعائیں مع ترجمہ یاد کر سکیں۔ 4: روزمرہ زندگی سے متعلق چار مختصر اور صحیح احادیث مع ترجمہ سمجھ کر عمل کر سکیں۔ 5: 9- اسمائے حسنیٰ مع معانی سمجھ سکیں۔

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	قرآن مجید و حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ (1) ناظرہ قرآن مجید	• حروفِ تہجی کے مخارج سے واقفیت حاصل کر سکیں۔ • رموز اوقاف کو پہچان کر دورانِ تلاوت ان کا خیال رکھ سکیں۔ • پارہ نمبر 30 اور پہلے آٹھ پاروں کی تجوید کے قواعد کے مطابق تلاوت کر سکیں۔	(قرآت و سماعت / تکراری) طلبہ کی قرأت کی درستی کے لئے کسی معروف قاری کی آواز میں قرأت سنائی جائے۔ فلپس کارڈز کی مدد سے حروفِ تہجی کی مختلف اشکال کی پہچان کروائی جائے۔	زبانی سوالات تحریری سوالات عملی جائزہ
	(2) حفظ قرآن مجید	• معوذتین کی اہمیت و فضیلت جان سکیں۔ • معوذتین، سورۃ الکوثر، سورۃ النصر اور سورۃ اللہب کو حفظ کر کے انہیں روزمرہ زندگی میں پڑھنے کے عادی بن سکیں۔	(قرآت و سماعت / تکراری) دی گئی سورتوں کو زبانی یاد کریں اور جماعت میں ایک دوسرے کو سنائیں۔ طلبہ کے مابین حسن قرأت کا مقابلہ کروایا جائے۔ طلبہ کو ان سورتوں کی تلاوت بہترین قراء کی آواز میں سنائی جائے۔	زبانی سوالات تحریری سوالات عملی جائزہ
	(3) حفظ و ترجمہ	• تعوذ، تسمیہ، اللہ اکبر، استغفر اللہ، جزاک اللہ خیر اور مختصر درود شریف کے معانی و مفہام سمجھ کر روزمرہ زندگی میں مواقع کی مناسبت سے پڑھنے کے عادی بن سکیں۔ • رسول اکرم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کا نام مبارک سنتے اور پڑھتے وقت درود شریف پڑھنے کے عادی بن سکیں۔ • ثناء اور سورۃ الفاتحہ کے معانی سے آگاہ ہو سکیں۔	(قرآت و سماعت / تکراری) طلبہ کمرہ جماعت میں مذکورہ کلمات کا چارٹ بنا کر آویزاں کریں۔ جن مواقع پر مذکورہ کلمات کا استعمال کیا جاتا ہے اُن کی نشاندہی کریں۔ (قرآت و سماعت / تکراری) طلبہ کو بتایا جائے کہ جب بھی نبی کریم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کا اسم گرامی سنیں، پڑھیں یا لکھیں تو درود شریف ضرور پڑھیں اور لکھیں۔	زبانی سوالات تحریری سوالات عملی جائزہ
	(4) حدیث نبوی صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ	• چار مختصر مستند احادیث مبارکہ مع ترجمہ سمجھ سکیں۔ (بمطابق ضمیمہ) • مذکورہ احادیث مبارکہ کے معنی و مفہوم سے آگاہ ہو کر روزمرہ زندگی میں ان احادیث کی تعلیمات پر عمل کر سکیں۔	(قرآت و سماعت / تکراری) تمام احادیث مبارکہ پر مشتمل چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔ مذکورہ احادیث میں موجود تعلیمات سے طلبہ کو آگاہ کریں۔	زبانی سوالات تحریری سوالات عملی جائزہ
	(5) دعائیں (زبانی)	• مسنون دُعاؤں (والدین کے لیے دُعا، کھانے سے پہلے اور کھانے کے بعد کی دُعا) کے معانی و مفہام اور فضیلت سے آگاہ ہو سکیں۔ • مذکورہ دُعاؤں کو درست تلفظ کے ساتھ یاد کر کے اپنی روزمرہ زندگی میں پڑھنے کے عادی بن سکیں۔ • اسمائے حسنیٰ (الملک، القدوس، السلام، المؤمن، المہمّین، العزیز، الجبار، المتکبر، الخالق) کو یاد کر سکیں۔	(قرآت و سماعت / تکراری) مذکورہ دعائیں درست تلفظ کے ساتھ طلبہ ایک دوسرے کو سنائیں۔ طلبہ کو دُعا مانگنے کے آداب سکھائیں۔ مذکورہ اسمائے حسنیٰ اور دُعاؤں کو چارٹ پر لکھوا کر آویزاں کروائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ

باب دوم: ایمانیات و عبادات

(الف) ایمانیات

معیار 2:	عقائدِ اسلام کی حقیقت کو جان کر ان پر ایمان مضبوط کریں اور عملی زندگی میں ان کے تقاضے پورے کریں۔			
حدّ تدریج:	1:	پانچ بنیادی عقائدِ اسلام کا تعارف حاصل کر سکیں۔		
	2:	عقائدِ اسلام کی ضرورت و اہمیت کو سمجھ سکیں۔		
	3:	عقائدِ اسلام کے عملی زندگی میں اثرات کے بارے میں اجمالی طور پر جان کر ان پر پختہ یقین رکھتے ہوئے انہیں اپنی عملی زندگی میں شامل کر سکیں۔		
	4:	عقیدہ ختم نبوت پر پختہ ایمان رکھیں اور یہ کہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کی تعلیمات حتمی اور ہمیشہ کے لئے ہیں اور دنیا و آخرت میں کامیابی کا ذریعہ صرف اسوہ حسنہ پر عمل کرنے میں ہی ہے۔		
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
(1) توحید کا تعارف		• ارکانِ ایمان کا مختصر تعارف حاصل کر سکیں۔	(تصویری / مظاہراتی) اللہ تعالیٰ کی چند صفات کی فہرست بنوائی جائے۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• توحید کے معنی و مفہوم جان کر عملی زندگی میں اس کے تقاضوں کو سمجھ سکیں۔		
		• اللہ تعالیٰ کی عظمت کو جان کر اس کی نعمتوں پر شکر ادا کرنے کی عادت اپنا سکیں۔		
(2) آسمانی کُتب اور فرشتے		• فرشتوں کی خصوصیات سے آگاہ ہو سکیں۔	(تقریری / عملی) فرشتوں کی خصوصیات بذریعہ معروضی سوالات متعارف کروائی جائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• آسمانی کُتب کے نزول کا مقصد اور چار مشہور آسمانی کُتب اور ملائکہ کے نام جان سکیں۔		
		• فرشتوں اور آسمانی کُتب پر ایمان پختہ کر سکیں۔		
		• قرآن مجید کو آخری آسمانی کتاب جان کر اس پر ایمان پختہ کر سکیں۔		
(3) نبوت و رسالت		• نبوت و رسالت کا مفہوم اور ضرورت و اہمیت سمجھ سکیں۔	(تقریری / مباحثی) انبیائے کرام علیہم السلام کی صفات سے متعلق فہرست تیار کروائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ
		• رسول اکرم صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کو نبی آخر الزمان جان کر عقیدہ ختم نبوت کی عظمت و اہمیت سمجھ سکیں۔		
		• انبیائے کرام علیہم السلام کی صفات سے واقف ہو کر اپنی عملی زندگی میں انہیں اپنا سکیں۔		
		• اپنی زندگی کو نبی آخر الزمان صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کی سیرت طیبہ کے مطابق ڈھال سکیں۔		
(4) آخرت		• عقیدہ آخرت کے مفہوم سے آگاہ ہو کر جزا و سزا پر ایمان پختہ کر سکیں۔	(تقریری طریقہ) اچھے اور بُرے اعمال کی فہرست تیار کروائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ

باب دوم: ایمانیات و عبادات

(ب) عبادات

معیار 3: ارکان اسلام اور دیگر عبادات میں اللہ تعالیٰ کی بندگی اور اطاعت رسول صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کی اصل رُوح کو جان کر اپنی زندگی ان کے مطابق گزاریں اور ان کے روحانی اور معاشرتی فوائد حاصل کریں۔				
حدّ تدریج: 1: عیدین اور دیگر اسلامی تہواروں کے متعلق جان سکیں۔				
2: پانچ ارکان اسلام کے بارے میں اجمالی طور پر جان سکیں اور ان کی اہمیت و فضیلت سے آگاہ ہوتے ہوئے اپنی زندگی میں ان کی پابندی کر کے اللہ تعالیٰ کی خوشنودی حاصل کر سکیں۔				
3: عقیدہ ختم نبوت پر پختہ ایمان رکھیں اور یہ کہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کی تعلیمات حتمی اور ہمیشہ کے لیے ہیں اور دنیا و آخرت میں کامیابی کا ذریعہ صرف اُسوہ حسنہ پر عمل کرنے میں ہی ہے۔				
4: اللہ تعالیٰ کی بندگی اور اطاعت و اتباع رسول صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ کی اہمیت و فرضیت جان کر اپنی زندگی میں ان پر عمل پیرا ہو سکیں۔				
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
(1) کلمہ شہادت		• کلمہ شہادت مع ترجمہ یاد کر سکیں۔	(تقریری / تکراری) کلمہ شہادت مع ترجمہ یاد کر کے طلبہ جوڑوں کی صورت میں ایک دوسرے کو سنائیں۔ طلبہ کو کلمہ شہادت کی اہمیت و فضیلت سے آگاہ کیا جائے۔	زبانی سوالات تقریری سوالات عملی جائزہ
		• کلمہ شہادت کا مفہوم و اہمیت جان سکیں۔		
(2) وضو		• وضو کی فضیلت و آداب کے بارے میں جان سکیں۔	(تقریری طریقہ / عملی طریقہ) طلبہ کو خانہ کعبہ کے تعارف اور اس کی تعمیر کی کوئی ویڈیو دکھائی جائے۔ وضو کی اہمیت و فرضیت کے بارے میں دو مستند احادیث پر مبنی چارٹ تیار کر کے آویزاں کروائیں۔ وضو کا عملی طریقہ سکھائیں۔	زبانی سوالات تقریری سوالات عملی جائزہ
		• یہ جان لیں کہ وضو نماز کے لیے ضروری ہے۔		
(3) نماز		• نماز کی فضیلت و آداب کے بارے میں جان کر عملی زندگی میں نماز پڑھنے کی عادت پختہ کر سکیں۔	طلبہ نماز کا عملی طریقہ اپنے والدین سے سیکھ کر اس پر عمل کریں۔ نمازوں کے اوقات کے بارے میں چارٹ بنا کر لگائیں۔	زبانی سوالات تقریری سوالات عملی جائزہ
		• نمازوں کے اوقات اور رکعات کی تعداد سے واقف ہو سکیں۔		
(4) روزہ		• روزہ کا مختصر تعارف اور فضیلت و اہمیت کے بارے میں جان سکیں۔	روزہ کی نیت اور افطار کرنے کی دُعا کا چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔ طلبہ اپنے پہلے روزے کا حال بیان کریں۔	زبانی سوالات تقریری سوالات عملی جائزہ
		• سحری اور افطاری کے بارے میں جان سکیں۔		
(5) عیدین اور اسلامی تہوار		• عیدین کو اسلامی تعلیمات کی روشنی میں منائے جانے والے دیگر اسلامی تہواروں کے بارے میں جان سکیں۔	عید کے دن کیے جانے والے مسنون کاموں کا طلبہ سے چارٹ بنا کر آویزاں کروائیں۔	زبانی سوالات تقریری سوالات عملی جائزہ
		• پاکستان میں منائے جانے والے دیگر اسلامی تہواروں کے بارے میں جان سکیں۔		

باب سوم: سیرت طیبہ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم

معیار 4:	حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی محبت سے سرشار ہو کر سیرت طیبہ کے ہر پہلو سے آگاہی حاصل کرتے ہوئے یہ جان سکیں کہ آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم ہی خاتم النبیین ہیں اور آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی سیرت پر عمل کرنا ہی دنیا و آخرت میں کامیابی کا ضامن ہے۔			
حدّ تدریج:	<p>1: یہ سمجھ سکیں کہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم سے محبت ایمان کا لازمی جزو ہے۔</p> <p>2: یہ سمجھ سکیں کہ نبی آخر الزماں حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی سیرت طیبہ اور تعلیمات کی پیروی کرنا ہر مسلمان پر فرض ہے۔</p> <p>3: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے اخلاقی حسنہ اور حیات طیبہ قبل از بعثت کے واقعات جان سکیں۔</p>			
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
(الف) نبی کریم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی حیات طیبہ قبل از بعثت	• حضرت ابوطالب کی آپ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم سے محبت اور کفالت کے بارے میں جان سکیں۔	(مثیلی / تقریری) طلبہ حلف الفضول اور حجر اسود کی تنصیب میں نبی اکرم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے کردار سے آگاہ کیا جائے۔	زبانی سوالات تحریری سوالات عملی جائزہ	
	• نبی کریم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے سفر شام، حلف الفضول، مکہ مکرمہ میں ابتدائی زندگی کے واقعات، حضرت خدیجہ رضی اللہ تعالیٰ عنہا سے نکاح اور حجر اسود کی تنصیب کے بارے میں جان سکیں۔	طلبہ کو حیات طیبہ قبل از بعثت کے واقعات زمانی ترتیب سے سنائے جائیں۔		
(ب) نبی کریم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی محبت و اطاعت	• حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم سے محبت و اطاعت کے معنی سے آگاہ ہو کر اسے عملی زندگی میں شامل کر سکیں۔	نبی اکرم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی سنتوں میں سے کوئی سی تین سنٹیں تلاش کر کے اپنے ہم جماعت ساتھیوں کو بتائی جائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ	
	• نبی کریم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی سنتوں کو روزمرہ زندگی میں اپنائیں۔	نبی کریم صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم سے صحابہ کرام رضی اللہ تعالیٰ عنہم کی محبت کے کوئی سے تین واقعات سنائیں۔		
(ہ) اخلاقی حسنہ	• نرم مزاجی، رحم دلی، ایفائے عہد، عفو و درگزر، صداقت و امانت اور صبر و تحمل کے مفاہیم کے بارے میں جان سکیں۔	(تقریری طریقہ / عملی طریقہ) طلبہ کے دو گروپ بنا کر ایفائے عہد اور صداقت و امانت کے موضوعات پر ان کے مابین مباحثہ کروائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ	
حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے اخلاقی حسنہ	• مذکورہ صفات کے متعلق سیرت طیبہ سے مثالیں جان سکیں۔	مذکورہ صفات کی وضاحت کے لیے سیرت طیبہ سے طلبہ کو واقعات سنائیں۔		
	• مذکورہ صفات کی افادیت کو سمجھ کر روزمرہ زندگی میں ان پر عمل کر سکیں۔			

باب چہارم: اخلاق و آداب

معیار 5:	اسلامی تعلیمات کی روشنی میں اخلاق حسنہ سے واقفیت حاصل کر کے اپنی عملی زندگی میں ان کا اطلاق کر سکیں۔			
حدّ تدریج:	<p>1: قرآن و سنت کی روشنی میں اخلاقی حسنہ اور اسلامی آداب زندگی کے متعلق جان سکیں۔</p> <p>2: یہ سمجھ سکیں کہ تمام انسان اور جانور اللہ تعالیٰ کی تخلیق ہیں اور انھیں سب کے ساتھ اچھا برتاؤ کرنا چاہیئے۔</p> <p>3: قرآن و سنت کی روشنی میں اخلاقی حسنہ جیسے دیانت داری، سچائی، ایفائے عہد اور عفو و درگزر وغیرہ کے متعلق جان کر اپنی زندگی میں لاگو کر سکیں۔</p> <p>4: اچھی صفات کو اپنا کر ایک مثالی مسلمان بن کر معاشرے کی خدمت کر سکیں۔</p>			
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
(الف) اسلامی آداب زندگی	قرآن و سنت کی روشنی میں:	(تقریری / عملی طریقہ) کھانے کے آداب کی سنٹیں چارٹ پر لکھ کر کمرہ جماعت میں آویزاں کریں۔	زبانی سوالات تحریری سوالات عملی جائزہ	
	• کھانے پینے اور گفت گو کے آداب کی روزمرہ زندگی میں افادیت سے آگاہ ہوں۔			

		• کھانے پینے کے آداب کو روزمرہ زندگی میں اپنا سکیں۔	
زبانی سوالات تحریری سوالات عملی جائزہ	والدین، اساتذہ اور بڑوں کے احترام کی اہمیت کے بارے میں واقفیت حاصل کر سکیں۔ والدین، اساتذہ اور بڑوں کے حقوق سے آگاہ ہو کر روزمرہ زندگی میں انھیں پورا کر سکیں۔	(ب) بڑوں کا ادب	
زبانی سوالات تحریری سوالات عملی جائزہ	• جانوروں کے حقوق سے آگاہ ہو کر ان کے ساتھ حسنِ طلبہ کو جانوروں سے حسن سلوک کے حوالے سے سیرتِ طیبہ صلی اللہ علیہ وعلیٰ آلہ وَاَصْحَابہ وَسَلَّمَ سے کوئی واقعہ سنائیں۔	(ج) جانوروں سے اچھا سلوک	
زبانی سوالات تحریری سوالات عملی جائزہ	• سچ کے فوائد اور جھوٹ کے نقصانات جان سکیں۔ • جھوٹ سے اجتناب اور سچائی کو اپنا کر عملی نمونہ روزمرہ کے معمولات میں سچ کے فوائد اور جھوٹ کے نقصانات سے طلبہ کو آگاہ کریں۔	(د) سچ کی اہمیت	

باب پنجم: ہدایت کے سرچشمے اور مشاہیر اسلام

معیار 6: انبیاء کرام علیہم السلام کی پاکیزہ زندگیوں سے آگاہ ہوں اور عملی زندگی میں ان کی پیروی کریں۔				
حدِ تدریج: 1: انبیاء کرام علیہم السلام (حضرت آدم علیہ السلام، حضرت نوح علیہ السلام، حضرت ابراہیم علیہ السلام، حضرت اسماعیل علیہ السلام، حضرت اسحاق علیہ السلام کی حیاتِ طیبہ اور ان کے تعارف اور ان کے اوصاف سے واقف ہو سکیں۔ 2: حضرت آدم علیہ السلام، حضرت نوح علیہ السلام، حضرت ابراہیم علیہ السلام، حضرت اسماعیل علیہ السلام، حضرت اسحاق علیہ السلام کی حیاتِ طیبہ اور ان کے اوصاف سے واقف ہو سکیں۔ 3: خلفائے راشدین کے حالاتِ زندگی، دینی خدمات اور سیرت و کردار کو اجمالی طور پر جان کر انہیں مشعلِ راہ بنا کر دنیا و آخرت کی کامیابی حاصل کر سکیں۔				
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلم	طریقہ تدریس / مجوزہ سرگرمیاں	جائزہ / امتحان
	انبیاء کرام علیہم السلام حضرت آدم علیہ السلام حضرت نوح علیہ السلام حضرت ابراہیم علیہ السلام حضرت اسماعیل علیہ السلام حضرت اسحاق علیہ السلام	• مذکورہ انبیائے کرام علیہم السلام کی حیاتِ طیبہ سے سبق حاصل کر کے اس پر عمل پیرا ہو سکیں۔ • حضرت آدم علیہ السلام اور حضرت نوح علیہ السلام کے واقعات سے سبق حاصل کرتے ہوئے ان پر عمل کریں۔ • مذکورہ انبیائے کرام علیہم السلام کے حالاتِ زندگی پر طلبہ کے مابین مباحثہ کروائیں۔	زبانی سوالات تحریری سوالات عملی جائزہ	
	حضرت ابراہیم علیہ السلام اور حضرت اسماعیل علیہ السلام	• حضرت ابراہیم علیہ السلام کی زندگی اور ان کے خاندان کے بارے میں جان سکیں۔ • حضرت اسماعیل علیہ السلام کی اطاعت کے واقعہ سے سبق حاصل کر کے اپنے والدین کے فرماں بردار بن سکیں۔	زبانی سوالات تحریری سوالات عملی جائزہ	

باب اول: قرآن مجید و حدیث نبوی صلی اللہ علیہ و علی آلہ و اصحابہ وسلم

باب اول: قرآن مجید و حدیث نبوی صلی اللہ علیہ و علی آلہ و اصحابہ وسلم

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باب دوم: ایمانیات و عبادات

1- ایمانیات

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
1- الف	ایمانیات و عبادات ایمانیات فرشتوں پر ایمان	• تمام فرشتوں پر ایمان لانے کے حکم، مشہور فرشتوں کے نام اور ان کی ذمہ داریوں سے آگاہ ہو سکیں۔	(تقریری) • مشہور ملائکہ کے اسمائے گرامی اور ان کی ذمہ داریوں سے متعلق چارٹ بنوائیں۔ • کائنات میں موجود ایسی نشانیوں سے متعلق بتائیں جن میں فرشتوں کی خدمات کا اظہار ہو۔	زبانی تحریری عملی
ب	آسمانی کتابوں پر ایمان	• آسمانی کتب پر ایمان کی اہمیت اور حکم سے آگاہ ہو سکیں۔ • آسمانی کتب اور جن انبیاء علیہم السلام پر وہ نازل ہوئیں، ان کے اسمائے گرامی جان سکیں۔ • قرآن مجید کی اہمیت و فضیلت سے آگاہ ہو سکیں۔	(تقریری) • آسمانی کتب اور جن انبیاء علیہم السلام پر وہ نازل ہوئیں، ان کے اسمائے گرامی پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ • قرآن مجید کی خصوصیات سے طلبہ کو آگاہ کریں۔	زبانی تحریری عملی
ج	آخرت پر ایمان	• عقیدہ آخرت کے معنی و مفہوم اور اہمیت سے آگاہ ہو سکیں۔ • عقیدہ آخرت کے انسانی زندگی پر مرتب ہونے والے اثرات سے آگاہ ہو سکیں۔ • آخرت میں جواب دہی کو سامنے رکھتے ہوئے نیک اعمال کی طرف راغب ہو سکیں۔	(تقریری اور مباحثی) • عقیدہ آخرت کے انسانی زندگی پر مرتب ہونے والے اثرات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ • نیک اور بد اعمال کے موازنہ پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ اور عقیدہ آخرت پر ایمان لانے سے مرتب ہونے والے اثرات پر طلباء میں مباحثہ کروائیں۔	زبانی تحریری عملی
د	عقیدہ ختم نبوت اور اطاعت رسول حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وسلم	• عقیدہ ختم نبوت کے معنی و مفہوم اور اہمیت جان سکیں۔ • حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وسلم کو ہمیشہ کیلئے آخری نبی اور رسول مانتے ہوئے یہ سمجھ سکیں کہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وسلم کے بعد قیامت تک کوئی نبی یا رسول نہیں ہوگا۔ • اطاعت رسول حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وسلم کو ہی حاصل کرتے ہوئے حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وسلم کے اسوہ حسنہ کے مطابق اپنی زندگیاں ڈھال سکیں۔	(تقریری اور مباحثی) • عقیدہ ختم نبوت سے متعلق ایک قرآنی آیت اور ایک مستند حدیث پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ • اطاعت رسول کی اہمیت سے متعلق نکات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ اور عقیدہ ختم نبوت پر ایمان لانے سے مرتب ہونے والے اثرات پر طلباء میں مباحثہ و مذاکرہ کروائیں۔	زبانی تحریری عملی

باب دوم: ایمانیات و عبادات

2۔ عبادات

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
2- الف	ایمانیات و عبادات عبادات روزہ (صوم)	• روزہ کا معنی، مفہوم، اہمیت و فرضیت کے متعلق جان سکیں۔ • روزہ کا مقصد، فوائد و ثمرات اور احکامات و آداب سے آگاہ ہو سکیں۔ • رمضان میں عبادت کرنے والے اور اس کا احترام کرنے والے بن سکیں۔	• (تقریری) روزہ کی فرضیت کے متعلق سورۃ بقرہ کی آیت 183 پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں، اور آیت مبارکہ طلبہ کو زبانی یاد کروائیں۔ • رمضان المبارک کی فضیلت اور شب قدر اور اعتکاف کے متعلق طلباء کو بتائیں۔	زبانی تحریری عملی
ب	زکوٰۃ	• زکوٰۃ کا معنی و مفہوم اور اہمیت و فضیلت جان سکیں۔ • زکوٰۃ کی فرضیت، احکام اور فوائد و ثمرات سے آگاہ ہو سکیں۔ • عملی زندگی میں زکوٰۃ و صدقات دینے کی ترغیب حاصل کر سکیں۔	• تقریری طریقہ • مصارف زکوٰۃ کا چارٹ بنوا کر کمر اجتماعت میں آویزاں کریں۔ • زکوٰۃ کے فوائد و ثمرات سے متعلق طلبہ کے درمیان مباحثہ کروائیں۔	زبانی تحریری عملی
ج	عیدین	• عیدین کا تعارف اور اہمیت جان سکیں۔ • عیدین کے احکام و آداب اور معاشرتی فوائد سے واقف ہو کر اسلامی روح کے مطابق مناسکیں۔	• تقریری طریقہ • عیدین کے مسنون اعمال سے مبنی چارٹ بنوائیں۔ • طلبہ نماز عیدین کا طریقہ اور احکام و آداب تفصیل سے بتائیں۔	زبانی تحریری عملی
د	حقوق اللہ	• اللہ تعالیٰ کے حقوق اور ان کی اہمیت جان سکیں۔ • دعا کی اہمیت جان کر عملی زندگی میں دعا مانگنے کے عادی بن سکیں۔ • تکلیف و مصیبت میں صبر و استقامت اور توکل کا مظاہرہ کرنے والے بن سکیں۔	• تقریری، مظاہراتی طریقہ • دعا کی اہمیت پر مبنی ایک آیت کریمہ اور ایک صحیح حدیث مبارکہ پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کریں۔ • اللہ تعالیٰ کی چند نعمتوں کی فہرست تیار کروائیں۔	زبانی تحریری عملی

باب سوم: سیرت طیبہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ و علیٰ آلہ و اصحابہ وسلم

سیرت طیبہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ و علیٰ آلہ و اصحابہ وسلم

نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
الف	نزول وحی کا واقعہ	• نزول وحی کے مختلف پہلوؤں سے آگاہ ہو سکیں۔ • حضرت سیدہ خدیجہ الکبریٰ رضی اللہ تعالیٰ عنہا کے کلمات کی روشنی میں حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ و علیٰ آلہ و اصحابہ وسلم کی عظمت کو درجہ سے	• (تقریری) • پہلی وحی کی آیات مع ترجمہ پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ • حضرت سیدہ خدیجہ الکبریٰ رضی اللہ تعالیٰ عنہا کے کلمات کی	زبانی تحریری عملی

		آگاہ ہو کر سبق حاصل کر سکیں۔	روشنی میں حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے اخلاق حسنہ واضح کریں۔
ب	دعوت و تبلیغ	<ul style="list-style-type: none"> اسلام کی تبلیغ کا مفہوم، ضرورت و اہمیت جان سکیں۔ دعوت اسلام کے آغاز کی مشکلات اور سب سے پہلے اسلام قبول کرنے والی شخصیات سے متعارف ہو سکیں۔ حضرت محمد رسول اللہ صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے خاتم النبیین ہونے کی وجہ سے امت پر دعوت و تبلیغ کی ذمہ داریوں کو سمجھ کر عملی زندگی میں ان پر عمل پیرا ہو سکیں۔ 	<ul style="list-style-type: none"> تقریری طریقہ سب سے پہلے اسلام قبول کرنے والی شخصیات کے ناموں کا چارٹ بنوا کر کمر اجتماعت میں آویزاں کریں۔ قریش مکہ کی مخالفت اور صحابہ کرام رضوان اللہ تعالیٰ علیہم اجمعین کی ثابت قدمی کے واقعات طلبہ کو سنائیں۔
ج	ہجرت حبشہ (اولی و ثانیہ)	<ul style="list-style-type: none"> ہجرت کا مفہوم اور ہجرت حبشہ کے بارے میں جان سکیں۔ اسلام کے ابتدائی سالوں میں صحابہ کرام رضوان اللہ تعالیٰ علیہم اجمعین کی مشکلات، نجاشی کے دربار میں حضرت جعفر طیار رضی اللہ تعالیٰ عنہ کی تقریر اور نجاشی کے کردار سے آگاہ ہو سکیں۔ مشکلات میں صبر کرنے کی عادت اپنا سکیں۔ 	<ul style="list-style-type: none"> تقریری، مباحثی نجاشی کے دربار میں حضرت جعفر طیار رضی اللہ تعالیٰ عنہ کی تقریر کے اہم نکات پر مبنی چارٹ بنوائیں۔ شاہ حبشہ کے کردار سے آگاہ کرتے ہوئے طلبہ کے مابین اس موضوع پر مذاکرہ کروائیں۔
د	شعب ابی طالب	<ul style="list-style-type: none"> شعب ابی طالب کا تعارف اور محصورین کی مشکلات سے آگاہ ہو سکیں۔ محصورین کیلئے اللہ تعالیٰ کی مدد سے واقف ہو کر اللہ تعالیٰ پر توکل کرنے والے بن سکیں۔ 	<ul style="list-style-type: none"> تقریری، تمثیلی شعب ابی طالب کے واقعہ اور اس کے پس منظر سے طلبہ کو تفصیل سے آگاہ کریں۔
ر	عام الحزن	<ul style="list-style-type: none"> طلبہ اس قابل ہو جائیں کہ عام الحزن کا معنی و مفہوم اور حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی زندگی میں حضرت ابوطالب اور حضرت خدیجہ الکبریٰ رضی اللہ تعالیٰ عنہا کے کردار سے واقف ہو سکیں۔ پریشانی اور غم کے موقع پر حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کا طرز عمل اپنا سکیں۔ 	<ul style="list-style-type: none"> تقریری، تمثیلی حضرت ابوطالب اور حضرت خدیجہ الکبریٰ رضی اللہ تعالیٰ عنہا کے کردار کے اہم پہلوؤں سے طلبہ کو آگاہ کریں۔
س	سفر طائف	<ul style="list-style-type: none"> سفر طائف کا مقصد اور وہاں کے سرداروں کے رویہ سے متعلق جان سکیں۔ سفر طائف کے واقعات جان کر اپنی عملی زندگی میں صبر و تحمل اور برداشت جیسی صفات اپنا سکیں۔ 	<ul style="list-style-type: none"> تقریری، تمثیلی سفر طائف کے واقعات کہانی کی صورت میں طلبہ کو سنائیں۔
ص	معراج النبی محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم	<ul style="list-style-type: none"> قرآن و سنت کی روشنی میں اسراء و معراج کے معنی و مفہوم اور سفر معراج کے واقعات سے اجمالی طور پر واقف ہو سکیں۔ سفر معراج کے موقع پر نماز کے عظیم تحفے کے متعلق جان کر پابند نماز بن سکیں۔ 	<ul style="list-style-type: none"> تقریری اور سفر معراج کے واقعات ترتیب وار طلبہ کو سنائے جائیں۔
ض	ہجرت مدینہ منورہ	<ul style="list-style-type: none"> قرآن و سنت کی روشنی میں ہجرت کے معنی و مفہوم اور ہجرت مدینہ کے اسباب، 	<ul style="list-style-type: none"> تقریری ہجرت کی اہمیت و فضیلت کے حوالے سے طلبہ کے مابین مباحثہ

ع	مواخات مدینہ	قرآن و سنت کی روشنی میں • مواخات مدینہ کے معنی و مفہوم اور اسکے تناظر میں • اخوت و بھائی چارہ کی اہمیت سے آگاہ ہو سکیں۔ • معاشرے میں مواخات و بھائی چارہ کے اثرات سے آگاہ ہو سکیں۔	واقعات اور نتائج جان سکیں۔ • اسلامی تاریخ میں ہجرت مدینہ کی اہمیت سے طلبہ کو آگاہ کریں۔ • کروائیں۔	عملی
غ	مسجد نبوی صلی اللہ علیہ و علیٰ آلہ وسلم	قرآن و سنت کی روشنی میں • مسجد نبوی صلی اللہ علیہ و علیٰ آلہ وسلم کی تعمیر کے متعلق • مسجد نبوی کی فضیلت اور اسکی تاریخی، تعلیمی اور معاشرتی اہمیت سے آگاہ ہو سکیں۔	تقریری، تمثیلی • مسجد نبوی صلی اللہ علیہ وسلم کی ویڈیوز دکھا کر اسکی فضیلت اور آداب کے متعلق طلبہ کو مزید معلومات فراہم کریں۔	زبانی تحریری عملی
ف	میثاق مدینہ کا تعارف	قرآن و سنت کی روشنی میں • میثاق مدینہ کا تعارف، اسکی نمایاں دفعات اور پس منظر سے واقف ہو سکیں۔ • میثاق مدینہ کی اہمیت اور فوائد جان کر روزمرہ زندگی میں وعدہ کی پاسداری کر سکیں۔	تقریری، مباحثی • دور حاضر میں اتحاد و اتفاق اور بھائی چارہ کی اہمیت پر مذاکرہ کروائیں۔	زبانی تحریری عملی
ق	غزوات	طلبہ اس قابل ہو جائیں گے کہ قرآن و سنت کی روشنی میں • جہاد کا حقیقی تعارف اور غزوہ و سریہ میں فرق جان سکیں۔ • غزوہ بدر، غزوہ احد اور غزوہ خندق کے واقعات طلبہ کو تفصیل سے بتائیں۔ • غزوہ بدر، غزوہ احد اور غزوہ خندق کے پس منظر، غزوہ بدر کے نتائج و ثمرات پر مبنی چارٹ بنا کر کمرہ جماعت میں واقعات اور نتائج و ثمرات سے آگاہ ہو سکیں۔	تقریری • غزوہ بدر، غزوہ احد اور غزوہ خندق کے واقعات طلبہ کو تفصیل سے بتائیں۔ • غزوہ بدر کے نتائج و ثمرات پر مبنی چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔	زبانی تحریری عملی

باب چہارم

اخلاق و آداب

معیار: اسلامی تعلیمات کی روشنی میں اخلاق حسنہ اور اچھی عادات سے واقفیت حاصل کر کے اپنی عملی زندگی میں اس کا اطلاق کریں۔				
حد درجہ: 1: سادگی، وفاداری، وقت کی پابندی اور آداب مجلس کے متعلق جان کر انھیں عملی زندگی میں اپنا سکیں۔ 2: اچھی صفات اپناتے ہوئے ایک مثالی مسلمان بن کر معاشرہ کی خدمت کر سکیں۔ 3: روزمرہ زندگی میں بری عادات سے اجتناب کرتے ہوئے اپنے تمام معاملات خوش اسلوبی سے سرانجام دے سکیں۔				
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
الف	اخلاق و آداب	قرآن و سنت کی روشنی میں • سادگی کا مفہوم سمجھ کر سادگی اور بناوٹ میں فرق جان سکیں۔ • سادگی کے فوائد و ثمرات سے آگاہ ہو کر زندگی میں نمود و نمائش سے دور رہتے ہوئے سادگی اپنا سکیں۔	(تقریری، مباحثی) • طلبہ کے سامنے سادگی اور نمود و نمائش کا فرق مثالوں سے واضح کریں۔	زبانی تحریری عملی
ب	رواداری	قرآن و سنت کی روشنی میں • رواداری کے معنی و مفہوم اور اہمیت سے واقف ہو سکیں۔ • رواداری کے معاشرتی فوائد و ثمرات جان کر گروہی، مابین مقابلے کا انعقاد کیا جائے۔	(تقریری، مباحثی) • رواداری کی اہمیت کے عنوان پر طلبہ کے مابین مقابلے کا انعقاد کیا جائے۔	زبانی تحریری

عملی		مسکلی، علاقائی اور لسانی عدم برداشت سے اجتناب کر سکیں۔		
زبانی تحریری عملی	(تقریری، مباحثی) • طلبہ سے دن بھر کی سرگرمیوں پر مبنی جدول بنوائیں۔	قرآن و سنت کی روشنی میں • وقت کی پابندی کی اہمیت سمجھ کر نظام فطرت سے وقت کی پابندی کے اصول سیکھ سکیں۔ • عملی زندگی میں وقت کی پابندی کے فوائد جان کر ان پر عمل کر سکیں۔	ج	وقت کی پابندی
زبانی تحریری عملی	(تقریری، مباحثی) • آدابِ مجلس کے حوالے سے سیرت طیبہ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کے واقعات کہانی کی صورت میں طلبہ کے سامنے پیش کریں۔ • اختتامِ مجلس کی دعا چارٹ پر لکھ کر طلبہ کو یاد کروائیں۔	قرآن و سنت کی روشنی میں • مجلس کا مفہوم اور آداب سمجھ سکیں۔ • سیرت النبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی روشنی میں آدابِ مجلس کے واقعات جان کر ان پر عمل پیرا ہو سکیں۔	د	آدابِ مجلس

باب پنجم

حسن معاشرت اور معاملات

معیار: باہمی تعلقات اور معاملات میں اسلامی تعلیمات سے آگاہ ہوں اور قومی و بین الاقوامی معاملات میں ان سنہری اصولوں پر عمل کریں۔				
حدِ تدریج: 1: حقوق العباد، دیانت داری اور باہمی تعلقات کے متعلق اسلامی تعلیمات کی اہمیت سے اجمالی طور پر واقف ہو سکیں۔ 2: اپنے حقوق و فرائض کو سمجھتے ہوئے ایک مثالی مسلمان محب وطن اور ذمہ دار شہری بن سکیں۔ 3: روزمرہ زندگی میں بری عادات سے اجتناب کرتے ہوئے اپنے تمام معاملات خوش اسلوبی سے سرانجام دے سکیں۔				
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
الف	دیانت داری	• دیانت داری کا مفہوم سمجھ کر تمام معاملات میں دیانت داری کی ضرورت اور اہمیت سے آگاہ سکیں۔ • سیرت طیبہ کی روشنی میں دیانت داری کی مثالوں سے آگاہ ہو کر دیانت داری کے اصولوں پر عمل کر سکیں۔	(تقریری، مباحثی) • طلبہ سے ایسے کاموں کی فہرست بنوائیں، جو اپنی عملی زندگی میں دیانت داری سے سرانجام دیتے ہوں۔	زبانی تحریری عملی
ب	حقوق العباد (خدمتِ خلق)	قرآن و سنت کی روشنی میں • خدمتِ خلق کا مفہوم اور سیرت النبی حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم کی روشنی میں اس کی ضرورت اور اہمیت سمجھ سکیں۔ • دور حاضر کے مسائل کا ادراک کرتے ہوئے عملی زندگی میں خدمتِ خلق کی عادت اپنا سکیں۔	(تقریری، مظاہراتی) • طلبہ سے کسی رفاہی ادارے کا کرواتے ہوئے ان میں خدمتِ خلق کا جذبہ اجاگر کیا جائے۔	زبانی تحریری عملی
ج	وطن سے محبت (ذمہ دار شہری)	قرآن و سنت کی روشنی میں • وطن کے معنی و مفہوم سے آگاہ ہو کر نظریہ پاکستان کی روشنی میں اپنے وطن سے محبت کی عکاسی کرنے والے کام کر سکیں اور اس کی قدر کرنا سیکھ سکیں۔	(تقریری، مباحثی) • طلبہ سے ذمہ دار شہری کی خصوصیات پر مبنی چارٹ بنوا کر دیوار پر آویزاں کروائیں۔ • عصر حاضر میں ایک ذمہ دار شہری کے کردار کے حوالے سے طلبہ کے مابین مباحثہ کروائیں۔	زبانی تحریری عملی
د	بری عادات سے اجتناب	قرآن و سنت کی روشنی میں	(تقریری، مباحثی)	

زبانی تحریری عملی	<p>● چغل خوری کے معنی و مفہوم اور اس کی وعید سے متعلق طلبہ سے چغل خور کی مذمت میں احادیث مبارکہ پر مبنی چارٹ بنوا کر دیوار پر آویزاں کروائیں۔</p> <p>● چغل خوری کے انفرادی و اجتماعی نقصانات سے آگاہ ہو اپنے آپ کو چغل خوری سے بچا سکیں۔</p> <p>● چغل خوری کے انفرادی و اجتماعی نقصانات کے حوالے سے طلبہ کے مابین مباحثہ کروائیں۔</p>	(چغل خوری)
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باب ششم

ہدایت کے سرچشمے مشاہیر اسلام

معیار:	انبیاء کرام علیہم السلام اہل بیت اطہار ازواج مطہرات، صحابہ کرام رضوان اللہ تعالیٰ علیہم اجمعین، مشاہیر اسلام اور صوفیائے کرام رحمۃ اللہ علیہم اجمعین کی پاکیزہ زندگیوں سے آگاہ ہوں اور عملی زندگی میں پیروی کر سکیں۔
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حدود تدریج:	<p>1: حضرت داؤد علیہ السلام، حضرت موسیٰ علیہ السلام اور حضرت عیسیٰ علیہ السلام کی حیات طیبہ اور اوصاف سے واقف ہو سکیں۔</p> <p>2: خلفائے راشدین اور صوفیائے کرام کے حالات زندگی، دینی خدمات اور سیرت و کردار اکہمالی طور پر جان کر انہیں مشعل راہ بناتے ہوئے دینا و آخرت میں کامیابی حاصل کر سکیں۔</p>
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نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
الف	حضرت داؤد علیہ السلام	قرآن و سنت کی روشنی میں ● حضرت داؤد علیہ السلام کی زندگی کے حالات، چند واقعات، معجزات اور خوش الحانی سے واقف ہو سکیں۔ ● حضرت داؤد علیہ السلام کی زندگی کے چند حالات، واقعات اور خوش الحانی کو اپنے الفاظ میں بیان کر کے اللہ تعالیٰ کی حمد و ثناء کا عملی مظاہرہ کر سکیں۔	(تقریری، مباحثی) ● حضرت داؤد علیہ السلام کے حالات، واقعات، اور معجزات کے حوالے سے طلبہ کے مابین ذہنی آزمائش کا مقابلہ کروایا جائے۔ ● حضرت داؤد علیہ السلام کے مشہور معجزات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔	زبانی تحریری عملی
ب	حضرت موسیٰ علیہ السلام	قرآن و سنت کی روشنی میں ● حضرت موسیٰ علیہ السلام کی زندگی گزارنے کے حالات، واقعات اور معجزات سے آگاہ ہو سکیں۔ ● حضرت موسیٰ علیہ السلام کی صفات کے متعلق جان کر انہیں اپنی عملی زندگی میں اپنا سکیں۔	(تقریری، مباحثی) ● حضرت موسیٰ علیہ السلام کے حالات، واقعات اور معجزات ایک کہانی کی صورت میں سنا کر طلبہ کے مابین ذہنی آزمائش کا مقابلہ کروایا جائے۔ ● حضرت موسیٰ علیہ السلام کے مشہور معجزات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔	زبانی تحریری عملی
ج	حضرت عیسیٰ علیہ السلام	قرآن و سنت کی روشنی میں ● حضرت عیسیٰ علیہ السلام کی ولادت، حالات زندگی اور معجزات کے بارے میں آگاہ ہو سکیں۔ ● حضرت عیسیٰ علیہ السلام کی تعلیمات و معجزات کو بیان کر کے دلوں میں اللہ تعالیٰ کی عظمت کا اعتراف کر سکیں۔	(تقریری، مباحثی) ● حضرت عیسیٰ علیہ السلام کے حالات زندگی اور معجزات کہانی کی صورت میں سنائے جائیں۔ ● حضرت عیسیٰ علیہ السلام کے معجزات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔	زبانی تحریری عملی
د	امیر المؤمنین حضرت عمر رضی اللہ تعالیٰ عنہ	قرآن و سنت کی روشنی میں ● امیر المؤمنین حضرت عمر رضی اللہ تعالیٰ عنہ کے حالات زندگی اور خدمات سے آگاہ ہو کر بیان کر سکیں۔ ● امیر المؤمنین حضرت عمر رضی اللہ تعالیٰ عنہ کی زندگی سے رہنمائی حاصل کر کے اپنی عملی زندگی میں اس کا اطلاق کر سکیں۔	(تقریری، مباحثی) ● امیر المؤمنین حضرت عمر رضی اللہ تعالیٰ عنہ کے قبول اسلام اور حالات زندگی کے دیگر اہم واقعات کہانی کی صورت میں طلبہ کو سنائیں۔ ● امیر المؤمنین حضرت عمر رضی اللہ تعالیٰ عنہ کی خدمات پر مبنی چارٹ بنوا کر کمر اجتماعت میں آویزاں کروائیں۔ ● گوگل میپ کے ذریعے ان علاقوں کی نشاندہی کریں جو حضرت عمر رضی اللہ تعالیٰ عنہ کے زیر اقتدار رہے۔	زبانی تحریری عملی

ر	امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ	قرآن و سنت کی روشنی میں • امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ کے حالات زندگی اور صفات سے متعلق جان سکیں۔ • امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ کے لقب ذوالنورین کے متعلق جان سکیں۔ • امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ کی خدمات اور سیرت سے رہنمائی حاصل کر کے اپنی عملی زندگی میں اس کا نمونہ پیش کر سکیں۔	(تقریری، تمثیلی اور مباحثی) • امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ کے حالات اور خدمات کہانی کی صورت میں طلبہ کو سنائے جائیں۔ • امیر المؤمنین حضرت عثمان غنی رضی اللہ تعالیٰ عنہ کے حالات اور خدمات سے متعلق طلبہ کے مابین ذہنی آزمائش کا مقابلہ کروایا جائے۔	زبانی تحریری عملی
س	امیر المؤمنین حضرت علی المرتضیٰ رضی اللہ تعالیٰ عنہ	قرآن و سنت کی روشنی میں • امیر المؤمنین حضرت علی رضی اللہ تعالیٰ عنہ کی پرورش، سیدہ فاطمہ الزہرا رضی اللہ تعالیٰ عنہا کی اولاد اور حالات زندگی کے متعلق جان سکیں۔ • امیر المؤمنین حضرت علی رضی اللہ تعالیٰ عنہ کی صفات جان کر اپنی عملی زندگی میں انہیں اپنا سکیں۔	(تقریری، تمثیلی) • امیر المؤمنین حضرت علی رضی اللہ تعالیٰ عنہ کی جرأت و بہادری کے واقعات اور خدمات کہانی کی صورت میں طلبہ کو سنائے جائیں۔ • امیر المؤمنین حضرت علی رضی اللہ تعالیٰ عنہ کی اولاد کے ناموں پر مبنی چارٹ طلبہ سے بنوا کر کمرہ جماعت میں آویزاں کروایا جائے۔	زبانی تحریری عملی
	حضرت مولانا روم رحمۃ اللہ علیہ	قرآن و سنت کی روشنی میں • حضرت مولانا روم رحمہ اللہ علیہ کے مختصر حالات زندگی، مقام و مرتبہ اور اخلاق و اوصاف سے متعلق جان سکیں۔ • صوفیائے کرام کی خدمات کا جائزہ لیکر اپنی عملی زندگی میں اس سے استفادہ کر سکیں۔	(تقریری، مباحثی) • طلبہ کے مابین حضرت مولانا روم رحمہ اللہ علیہ کے اخلاق و آداب، دینی و اخلاقی اور روحانی و معاشرتی اثرات پر مبنی مباحثہ کروایا جائے۔	زبانی تحریری عملی

باب ہفتم

اسلامی تعلیمات اور عصر حاضر کے تقاضے

معیار:	اسلامی تعلیمات کے خدوخال کی پہچان کرتے ہوئے عصر حاضر کے مسائل میں اپنا کردار ادا کر سکیں اور اس کی روح کو فخر کے ساتھ اپناتے ہوئے وطن عزیز پاکستان میں اسلامی، اخلاقی اور روحانی اقدار اور روایات کو فروغ دے سکیں نیز یہ کہ غم و خوشی کے مواقع پر اسلامی اور غیر اسلامی تہذیب میں امتیاز کر سکیں۔			
حد درجہ:	1: پاکیزگی نصف ایمان ہے، اس حدیث مبارکہ کے پس منظر، اسلامی تہذیب کے کی خصوصیات اپناتے ہوئے ماحول کو صاف رکھنے میں اپنا کردار ادا کر سکیں۔ 2: قدرت کے خوبصورت مظاہر پانی اور پودوں کی اہمیت، استعمال اور حفاظت کے بارے میں اسلامی تعلیمات جان کر ان پر عمل کر سکیں۔ 3: انسانی جان و مال اور عزت کی حفاظت سمجھتے ہوئے صحت و تندرستی، حادثات سے بچنے کی تدابیر اور ٹریفک قوانین کی پابندی اور تجاوزات سے اجتناب کر سکیں۔			
نمبر شمار	موضوعات / مواد	حاصلاتِ تعلیم	مجوزہ سرگرمیاں / طریقہ تدریس	جائزہ / امتحان
الف	صفائی اور پانی کی ضرورت و اہمیت	قرآن و سنت کی روشنی میں: • صفائی اور پانی کی ضرورت و اہمیت اور اپنے ماحول میں صفائی کے مسائل سے آگاہ ہو سکیں۔ • صفائی کے فوائد و اثرات سے آگاہ ہو کر ماحول کو صاف رکھنے میں اپنا کردار ادا کر سکیں۔ • پانی کی اہمیت، استعمال اور عصر حاضر میں پانی کے مسائل کے متعلق آگاہی حاصل کر سکیں۔ • پانی کے ضیاع کے نقصانات جان کر روزمرہ زندگی میں پانی کا درست استعمال کر سکیں۔	(تقریری، مباحثی) • اپنے اسکول میں ہفتہ صفائی منانے کا اہتمام کریں اور طلبہ کے مابین لباس، جسم، کمرہ جماعت کی صفائی کا مقابلہ کروایا جائے۔ • سیرت طیبہ سے صفائی کی اہمیت طلبہ پر واضح کی جائے۔ • پانی کے ضیاع کے نقصانات کے حوالے سے پوسٹر بنا کر آگاہی مہم کا اہتمام کیا جائے۔	زبانی تحریری عملی
ب	صحت و تندرستی اور حادثات	قرآن و سنت کی روشنی میں	(تقریری، مباحثی)	

زبانی تحریری عملی	<ul style="list-style-type: none">● حفظانِ صحت کی اہمیت اور اصولوں کو جان سکیں۔● چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔● حادثات کی مختلف صورتوں اور ان سے بچنے کی تدبیر کے حوالے سے طلبہ کے مابین مذاکرہ کرائیں۔	<ul style="list-style-type: none">● حفظانِ صحت کی اہمیت اور اصولوں کو جان سکیں۔● انسانی جان و مال کی حفاظت کی ضرورت و اہمیت کو سمجھتے ہوئے اپنا کردار ادا کر سکیں۔● ناگہانی صورت میں اپنے تحفظ کی تدبیر سے آگاہی حاصل کر سکیں۔● ٹریفک قوانین کی پابندی اور تجاویزات سے اجتناب کرتے ہوئے حادثات کی صورت میں اسلامی تعلیمات کے مطابق اپنا کردار ادا کر سکیں۔	سے بچنے کی تدابیر
زبانی تحریری عملی	<p>(تقریری، مباحثی)</p> <ul style="list-style-type: none">● پودوں اور درختوں کے فوائد پر مبنی چارٹ بنا کر کمرہ جماعت میں آویزاں کریں۔● پودوں اور درختوں کی حفاظت کے حوالے سے طلبہ کے مابین مباحثہ کروائیں۔	<p>قرآن و سنت کی روشنی میں</p> <ul style="list-style-type: none">● پودوں اور درختوں کی اہمیت، حفاظت اور فوائد سمجھ سکیں۔● ماحولیاتی تبدیلی میں پودوں اور درختوں کی حفاظت کے حوالے سے اسلامی تعلیمات پر عمل کرتے ہوئے اپنا کردار ادا کر سکیں۔	درختوں اور پودوں کی اہمیت

1. الطهور شرط الایمان صفائی نصف ایمان ہے۔ مسلم حدیث نمبر 534
2. من صلی علی واحدہ صلی اللہ علیہ عشرا جو مجھ پر ایک مرتبہ درود بھیجتا ہے، اللہ تعالیٰ اس پر دس مرتبہ رحمت بھیجتا ہے۔ مسلم حدیث نمبر 408
3. البر حسن الخلق نیکی حسن اخلاق کا نام ہے۔ جامع ترمذی حدیث نمبر 2389
4. انما الاعمال بالنیات بے شک اعمال کا دار و مدار نیت پر ہے۔ بخاری حدیث نمبر 1
5. خیر کم من تعلم القرآن وعلمہ تم میں بہترین شخص وہ ہے، جس نے قرآن کو سیکھا پور دوسروں کو سکھایا۔ بخاری حدیث نمبر 5027
6. الدعاء مخ العبادۃ دعا عبادت کا مغز ہے۔ جامع ترمذی حدیث نمبر 3371
7. کل معروف صدقۃ ہر نیک کام صدقہ ہے۔ بخاری حدیث نمبر 6021
8. من لم یشکر الناس لم یشکر اللہ جو لوگوں کا شکر ادا نہیں کرتا وہ اللہ تعالیٰ کا بھی شکر ادا نہیں کرتا۔ احمد و ترمذی حدیث نمبر 1955
9. لا یدخل الجنة قتات چغل خور جنت میں نہ جائے گا۔ مسلم حدیث نمبر 291
10. لا یرحم اللہ من لا یرحم الناس اللہ تعالیٰ اس پر رحم نہیں فرماتے جو لوگوں پر رحم نہیں کرتا۔ بخاری حدیث نمبر 7372
11. ان من احبکم الی احسنکم اخلاقا تم میں سے وہ شخص میرے نزدیک زیادہ محبوب ہے جو زیادہ اچھے اخلاق والا ہے۔ بخاری حدیث نمبر 3759
12. لا یدخل الجنة من لا یامن جارہ بوائقہ وہ شخص جنت میں نہ جائے گا جس کا پڑوسی اس کی ایذاؤں سے محفوظ نہ رہے۔ مسلم حدیث نمبر 172
13. ازالہ تستغی فاصنع ما شئت جب تم حیائہ کرو تو جو چاہے کرو۔ بخاری حدیث نمبر 3483
14. من یحرم الرفق یحرم الخیر کلہ جو شخص نرم عادت سے محروم رہا، وہ ساری بھلائی سے محروم رہا۔ مسلم حدیث نمبر 643
15. لا یدخل الجنة قاطع رشتہ قطع کرنے والا جنت میں نہ جائے گا۔ بخاری حدیث نمبر 6056 مسلم حدیث نمبر 105
16. لا یومن احدکم حتی یحب لایخہ ما یحب لنفسہ کوئی بندہ اس وقت تک پورا مسلمان نہیں ہو سکتا جب تک اپنے بھائی کیلئے وہی پسند نہ کرے جو اپنے لیے پسند کرتا ہے۔ بخاری حدیث نمبر 13 مسلم حدیث نمبر 45
17. انا خاتم النبیین الانبی بعدی میں آخری نبی ہوں۔ میرے بعد کوئی نبی نہیں آئے گا۔ مسلم حدیث نمبر 45 بخاری حدیث نمبر 13
18. من غش فلیس منا جو دھوکہ دہی کرے وہ ہم میں سے نہیں۔ مسلم حدیث نمبر 284

Mathematics

Quantification Table of Domains and SLO's for Mathematics

ALP Packages	Domains	SLOs
A	05	33
B	05	37
C	05	55
Total	15	125

Objectives:

The learning objectives of Mathematics as a subject are to enable the learners to understand and acquire numerical concepts and basic arithmetic operations, developing skills and techniques to determine measurement approximation and estimation, get the techniques of collecting, organize, analyzing, interpreting data and information of geometric figures. Mathematics also develops curiosity and use inductive deductive reasoning in solving problems both in school and in real life situations. This subject also enables the learners to promote abstract logical and critical thinking and to develop ability to reflect critically their own work and work of others. Learning of mathematics also encourages the learners to appreciate usefulness power and beauty of this subject. It also develops knowledge skills and attitude necessary not only to use mathematical approach in the day to day lives but also study further in this field.

Package A (Zero-1)

Domain A: Numbers and operations

Standard.: Students will be able to count, read, write, compare, order, add, subtract, multiply and divide numbers. They will be able to recognize fractions as part of the whole, represent fractions, order and add and subtract fractions. They will be able to solve problems in contexts using appropriate number operations.

Benchmark: Students will be able to demonstrate knowledge of place value (up to 4- digit numbers); represent whole numbers with words, diagrams, number lines, or symbols; order and compare numbers. They will add and subtract numbers up to 4-digit numbers; multiply (up to 3-digit numbers with 1-digit) and divide (3-digit by 1-digit number). Solve problems involving odd and even numbers, addition, subtraction, multiplication and division of numbers (involving missing numbers, money, quantities and measures), round numbers to nearest tens, hundreds and thousands and make estimates. Recognise fractions as parts of wholes or collections; represent fractions using words, numbers, equivalent fractions in simplest form; compare and order simple fractions; add and subtract simple like and unlike fractions, including those set in problem situations. Demonstrate knowledge of decimal place value to the tenth.

No	SLOs	Contents	Methodology	Assessment Techniques
M-01-A-01	Count objects and numbers to and across 99 (2-digit numbers) forwards and backwards, beginning from zero one, or from any given number.	Number 0 – 99	Story telling/ Demonstration	Oral questions and observation
M-01-A-02	Read and write numbers up to 99 (2-digit numbers) in numerals and in words.	Numbers 0 – 99	Demonstration	Oral questions and observation
M-01-A-03	Recognise the place value of each digit in 2-digit numbers (tens, ones/units).	Concept of place value	Demonstration / roleplay	Oral questions and observation
M-01-A-04	Compare and order numbers up to 99 using appropriate language (for instance: more and less, greater, smaller, equal to, same as, increasing, decreasing, smallest to largest and vice versa etc.)	Comparing and ordering	Demonstration / groupwork	Oral questions and observation /written test
M-01-A-05	Identify numbers before, after and between two numbers	Ordering and comparing	Demonstration / activity	Oral questions and observation
M-01-A-06	Recognise the position of objects and write it using ordinal numbers up to 10.	Ordinal numbers	Role play	Oral questions and observation
M-01-A-07	Find, recall and use addition and subtraction facts to 20.	Addition and Subtraction	Demonstration / activity	Observation and oral question and written test
M-01-A-08	Compare numbers to find how many more and how many less	Addition and Subtraction	Problem solving methods	Observation and oral question and written test
M-01-A-09	Add and subtract numbers mentally and in written form including: • up to three 1-digit numbers • 2-digit numbers and tens.	Addition and Subtraction	Individual work	Written test
M-01-A-10	Add and subtract numbers mentally and in written form including:	Addition and Subtraction	Problem solving method/Individu	Observation and oral questions

	<ul style="list-style-type: none"> • 2-digit numbers and 1-digit numbers (without regrouping) • Two 2-digit numbers (without regrouping) 		al work	
M-01-A-11	Solve real-world word problems with addition and subtraction using concrete objects and pictorial representations (involving missing numbers, money, quantities and measures)	Addition and Subtraction	Problem solving method	Observation and written test
M-01-A-12	Identify Pakistani coins (Rs. 1, 2, 5 and 10) and notes (Rs. 10, 20, 50, 100, and 500 .	Pakistani Currency	Demonstration/activity	Observation and oral questions
M-01-A-13	Solve money problems involving addition and subtraction of Pakistani money	Addition and Subtraction of money	Pair/ group work	Oral question and observation
M-01-A-14	Count and write in 2's, 5s and 10s using concrete objects (such as counters, pebbles, popsicle sticks etc) and pictorial representations (such as number line, hundred square grid)	Counting in groups	Individual work and group work	Oral observation and written test
M-01-A-16	Recognise multiplication as repeated addition using concrete objects and pictorial representations (for instance materials, groups and arrays)	Multiplication	Demonstration/activity	Oral questions / Written test and observations
M-01-A-18	Recognise division as repeated subtraction using concrete objects and pictorial representation. (groups, arrays and sharing)	Division	Demonstration/activity	Oral questions / Written test and observations
M-01-A-21	Recognise, find, name and write fractions: - half ($\frac{1}{2}$) - quarter ($\frac{1}{4}$) - two-quarters ($\frac{2}{4}$) - three-quarters ($\frac{3}{4}$) of a length, shape, set of objects or quantity using pictorial representations.	Fractions	Demonstration/activity	observation and written test

Domain B: Algebra

Standard :Students will be able to analyze a well-defined pattern(e.g., describe the relationship between adjacent terms and generate pairs of whole numbers given a rule);

identify or write expressions or number sentences to represent problem situations that may involve unknowns.

Benchmarks: Students will be able to analyse and complete geometrical and number patterns; find the missing number or operation in a number sentence.

No	SLOs	Contents	Methodology	Assessment Techniques
M-01-B-01	Identify and extend the next shape in patterns with 2 or 3 orientations.	Identification Of shapes and patterns	Think-pair share/worksheets	Oral observation and written test
M-01-B-02	Identify and extend patterns using 2-D and 3-D shapes as well as through pictorial illustrations.	Identification Of shapes and patterns	Individual work/pair work using work sheets	observation and written test

Domain C: Measurement

Standard: 1, 2, 3, etc: Students will be able to measure, compare and order lengths mass, capacity and time using non-standard units and mathematical language. They will also be able to solve problems in context, involving lengths, mass/weight and capacity.

Benchmark: Students will be able to measure, compare and order lengths (Kilometres/metres/centimetres), mass (kilograms/grams/milligrams), and capacity (litres/ millilitres); read, write and compare time (hours and minutes); measure area and perimeter using square grids. They would also solve problems involving mass, length, weight/mass, capacity, and time (including addition and subtraction).

No	SLOs	Contents	Methodology	Assessment Techniques
M-01-C-01	Use mathematical language to compare the height/length of two or more objects.	Comparison of objects	Demonstration/ activity	Oral questions observations
M-01-C-02	Measure and compare the length of objects using non-standard units	Comparison of objects	Demonstration / story telling/ role play/group work	Oral question / observation
M-01-C-03	Use mathematical language to compare the mass of two or more objects.	Comparison of objects	Demonstration/ activity	Oral question / observations
M-01-C-04	Measure and compare the mass of objects using non-standard units	Comparison of objects	Demonstration /story telling/ role play/group work	observation and Oral questions
M-01-C-05	Use mathematical language to compare the capacity of two or more objects.	Comparison of objects	Demonstration/ac tivity	Oral question / observation
M-01-C-06	Measure and compare the capacity of objects using non-standard units	Comparison of objects	Demonstration and practice / worksheets	Oral question / observation
M-01-C-08	Read and write time in hours (o'clock) from analogue clock and digital clock.	Time	Demonstration / activity	observation
M-01-C-09	Show time in an hour on an analogue clock.	Time	pair/ group work (Use Visual aids/flash card)	Oral question / observation
M-01-C-10	Name days of the week and months of the Solar and Islamic year.	Calendar system	Poem/rhyme	Oral question / observation

Domain D: Geometry

Standard: Students will be able to use properties to describe two dimensional and three dimensional shapes and describe positions, movement, directions and turns using appropriate vocabulary.

Benchmark: Students will be able to use properties to describe and compare threedimensional shapes (cube, cuboid, cone, cylinder, sphere, prism and pyramids) and relate those with two dimensional shapes; differentiate and classify polygons. Identify parallel and perpendicular lines; reflective symmetry, right angles and angles smaller and larger than a right angle; positions, directions and movements, centre, radius, and diameter of a circle.

No	SLOs	Contents	Methodology	Assessment Techniques
M-01-D-01	Recognise and identify 2-D shapes (Rectangle, square, circle and triangle) with respect to their characteristics (i.e., sides and corners).	2D-shapes	Demonstration/ Group work / activity	Observation oral questions
M-01-D-02	Recognise and identify 3-D Shapes (cube, cuboid, cone, cylinder and sphere) with respect to their characteristics.	3D-shapes	Demonstration / Group work	Observation oral questions

M-01-D-03	Describe the position, movement and direction of an object including moving in a straight line using positional language (for instance: inside, outside, above, below, over, under, far, near, before, after, straight, backward, right and left).	Identification of positions	Demonstration / Group work	Oral questions / observation
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Domain E: Statistics and Probability

Standard.: Students will be able to read and interpret data using a variety of data management techniques. They would also be able to explore probability to find likelihood of an event occurrence.

Benchmark: Read and interpret data from pictographs, bar graphs, tally charts, block graphs and Carroll diagrams. Organise and represent data using pictographs, bar graphs, tally charts, block graphs and Carroll diagrams to answer questions. Describe the probability of an event.

No	SLOs	Contents	Methodology	Assessment Techniques
M-01-E-01	Read and interpret data using pictographs, block graphs and tally charts. (including real-world problems)	Picture graph	Demonstration / Group work	Observation oral questions
M-01-E-02	Describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, less likely and more likely).	Predictions	Demonstration / Group work	Observation oral questions

Package B (II-III)

Domain: Numbers and Operations

Sub-Domain: Numbers and Place Value

Standard: Students will be able to identify numbers, ways of representing numbers and comparing numbers.

Benchmark: Students will be able to demonstrate knowledge of place value (up to 4- digit numbers); represent whole numbers with words, diagrams, number lines, or symbols; order and compare numbers.

No	SLOs	Contents	Methodology	Assessment Techniques
M-03-A-01	Count up to 9999 (4-digit numbers)	Numbers up to 10,000	Individual/ pair work	Oral question and written test
M-03-A-02	Read and write up to 9999 in numerals and in words.	Numbers up to 10,000	Individual /pair work	Oral question and written test
M-03-A-03	Recognise the place value of each digit in 4-digit numbers	Place value of numbers up to four digits	Demonstration and practice	Oral question and written test
M-03-A-04	Compare numbers using symbols and arrange numbers up to 9999 using appropriate language	Comparing and ordering	Demonstration	Observation and written test
M-03-A-06	Read and write Roman numbers up to 20.	Roman Numbers	Demonstration	Oral question and written test
M-02-A-06	Recognise the position of objects and write it using ordinal numbers up to 20.	Ordinal numbers	Role play / Story telling / game	Oral Questions / Observation and written test

Sub-Domain: Addition and Subtraction

Standard: Students will be able to add and subtract (up to 4-digit numbers), including computation in simple contextual problems.

Benchmark: students will be able to add and subtract numbers up to 4-digit numbers; Solve problems involving odd and even numbers, addition, subtraction of numbers (involving missing numbers, money, quantities and measures), round numbers to nearest tens, hundreds and thousands and make estimates.

M-03-A-07	Add and subtract numbers mentally and in written form (with and without regrouping) including: 4-digit numbers with 1-, 2-, 3- and 4-digit numbers.	Addition and Subtraction	Demonstration / Individual work Solving work sheet	Observation /written test
M-03-A-08	Solve real-world word problems (including missing numbers and money) involving addition and subtraction.	Addition and subtraction	Story telling/demonstration	Observation / written test
M-03-A-10	Recognise and differentiate between even and odd numbers	Even and odd number	Group work/ games	Observation and written test
M-03-A-05	Round numbers to the nearest tens, hundreds and thousands using different concrete and pictorial representations.	Estimation	Demonstration and practice/activity	Oral question and written test

Sub-Domain: Multiplication and Division Standard: Students will be able to multiply (up to 4-digit by 1-digit) and divide (up to 4-digit by 1-digit numbers), including computation in simple contextual problems. Benchmark: students will be able to multiply (up to 3-digit numbers with 1-digit) and divide (3-digit by 1-digit number). Solve problems involving multiplication and division of numbers (involving missing numbers, money, quantities and measures)				
M-02-A-17	Recognise multiplication as repeated addition and develop multiplication tables (times tables) for 2, 3, 4, 5 and 10	Multiplication	Demonstration	Oral questions and observation
M-03-A-13	Multiply mentally and in written form: <ul style="list-style-type: none"> 2 digit numbers by 1 digit numbers. 3 digit numbers by 1-digit numbers. 	Multiplication	Demonstration	Observation / oral test
M-02-A-18	Write multiplication statements (i.e., sentences) using concrete and pictorial representations	Multiplication	Problem solving method	Oral questions/ written test/ observations
M-03-A-14	Solve real-world word problems involving multiplication.	Multiplication	Problem solving method	Observation and written test
M-02-A-24	Recognise division as repeated subtraction through concrete and pictorial representation.	Division	Demonstration	Written questions and Observation
M-03-A-16	Divide mentally and in written form: <ul style="list-style-type: none"> 2-digit numbers by 1 digit number (with and without remainder) 3-digit numbers with 1-digit numbers (with and without remainder) 	Division	Demonstration /individual work	oral and written test
M-02-A-29	Solve real-world word problems (including Pakistani currency) involving addition, subtraction, multiplication and division.	Addition subtraction multiplication division / Pakistani currency	Group work / Demonstration / Role play	Observation / written test
Sub-Domain: Fractions Standard: Students will be able to recognize fractions as parts of wholes or collections; find equivalent fractions and represent final result in simplest form; compare and order unlike fractions; add and subtract unlike fractions. Benchmark: Recognise fractions as parts of wholes or collections; represent fractions using words, numbers, equivalent fractions in simplest form; compare and order simple fractions; add and subtract simple like and unlike fractions, including those set in problem situations. Demonstrate knowledge of decimal place value to the tenth.				
M-02-A-30	Identify, name and write; -unit fractions -non-unit fractions -like fractions -unlike fractions of a discrete set of objects using pictorial representations.	Fractions	Demonstration / Group work	Observation and written test
M-03-A-20	Recognise among: -proper	Fractions	Demonstration (Using	Observation

	fractions -improper fractions.-mixed numbers		visuals)	and written test
M-03-A-21	Identify equivalent fractions and show families of equivalent fractions.	Fractions	Group work Story telling Demonstration	Observation and written test
M-03-A-22	Compare and order like fractions using symbols <, > and =.	Comparison of fractions	Demonstration	Observation and written test
M-03-A-24	Add and subtract like and unlike fractions (with denominators that are multiples of the same number).	Addition and subtraction of fractions	Individual / Group work	Observation and written test

Domain B: Algebra

Standard: students will be able to explore patterns in a variety of ways.

Benchmark: Students will be able to analyse and complete geometrical and number patterns; find the missing number or operation in a number sentence.

No	SLOs	Contents	Methodology	Assessment Techniques
M-03-B-01	Recognise and extend a given number pattern in increasing and decreasing order.	Number Patterns	Demonstration	Oral observation and written test
M-03-B-02	Find the missing number or operation in a number sentence (e.g., $20 + w = 100$).	Finding unknowns	Guided practice/ demonstration	written test

Domain C: Measurement

Standard: Students will be able to measure lengths, mass and capacity; solve problems involving lengths (centimeter, meters, kilometers), mass (gram and kilogram), volume (milliliter and liter), and time (minutes and hours); identify appropriate types and sizes of units and read scales.

Benchmarks: Students will be able to measure, compare and order lengths (Kilometres/metres/centimetres), mass (kilograms/grams/milligrams), and capacity (litres/ millilitres); read, write and compare time (hours and minutes); measure area and perimeter using square grids. They would also solve problems involving mass, length, weight/mass, capacity, and time (including addition and subtraction).

No	SLOs	Contents	Methodology	Assessment Techniques
M-03-C-01	Recognise and use the standard units of length (kilometre, metre, centimetre and millimetre) to measure and record the length of different objects	Units of length	Demonstration / group work	oral and written tests
M-03-C-02	Add and subtract lengths, given in the same units to solve real-world word problems.	Units of Distance	Demonstration /group work	Oral questions and observations
M-02-C-03	Recognise and use the standard units of mass (Kilograms, grams and milligrams) to measure and record the mass of different objects.	Units of mass/ weight	Demonstration / pair / group work	Observation / written test
M-03-C-04	Add and subtract mass, given in the same units to solve real-world word problems	Addition and subtraction of units of mass/ weight	Demonstration	Observation and written test
M-03-C-05	Recognise and use the standard units of capacity (litre and millilitre)	Units of volume	Demonstration	Observation / oral and written

	to measure and record the capacity of different objects			tests
M-03-C-06]	Read and write temperature to the nearest appropriate unit i.e., (°C) using pictorial representations and relating temperature scale to number line.			
M-03-C-08	Add and subtract capacities given in the same units to solve real-life word problems	Addition and Subtraction of units of volume	Demonstration / group work	Observation / Written test
M-03-C-09	Read and write time in hours and minutes from analogue and digital clocks.	Time	Demonstration	Observation / oral questions
M-03-C-11	Add and subtract measures of time given in the same units to solve real-life word problems.	Time	Word problem solution	Observation /written test
M-03-C-12	Read and write days and dates from the Solar Calendar	Calendar	Demonstration /visual practice	Observation / oral questions / Written test

Domain: Geometry

Standard: Students will be able to analyze characteristics and properties of 2D and 3D shapes; use elementary properties to compare two-dimensional shapes (circles, triangles, squares, rectangles, and other polygons); identify line, line segment and reflective symmetry.

Benchmark: Students will be able to use properties to describe and compare three dimensional shapes (cube, cuboid, cone, cylinder, sphere, prism and pyramids) and relate those with two dimensional shapes; differentiate and classify polygons. Identify parallel and perpendicular lines; reflective symmetry, right angles and angles smaller and larger than a right angle; positions, directions and movements, centre, radius, and diameter of a circle.

No	SLOs	Contents	Methodology	Assessment Techniques
M-02-D-01	Recognise, identify and draw 2-D shapes (Rectangle, square, circle, triangle, semi-circle and quarter-circle) with respect to their characteristics.	2D-Shapes	Demonstration /group work	Oral questions / observation
M-03-D-01	Differentiate and classify polygons with respect to their attributes (pentagon, hexagon, octagon and decagon).	2D-Shapes	Demonstration	Oral questions / observation
M-02-D-03	Recognise, identify 3-D shapes in different orientations.	3D-Shapes	Demonstration/ activity	Oral questions / observation
M-03-D-02	Identify and differentiate between prisms and pyramids with respect to their attributes.	3D-Shapes	Demonstration/ activity	Oral questions / observation
M-03-D-04	Recognise point, line, ray and line segment; and draw and measure line segments	Line segment	Demonstration /pair work	Oral questions / observation
M-03-D-05	Identify the centre, radius and diameter of a circle.	Circle radius and diameter	Demonstration	Observation / oral question

Domain E: Statistics and Probability

Standard: Read and interpret data from Carroll diagram. Organize and represent data to help answer questions. Identify chance in daily events.

Benchmarks: Read and interpret data from pictographs, bar graphs, tally charts, block graphs and Carroll diagrams. Organise and represent data using pictographs, bar graphs, tally charts, block graphs and Carroll diagrams to answer questions. Describe the probability of an event.

No	SLOs	Contents	Methodology	Assessment Techniques
M-02-E-01	Read and interpret data using pictographs, bar graphs and tally charts and; represent data using tally charts. (including real-world problems)	Data handling	Demonstration / group work	Oral questions / observation and written test
M-03-E-02	Describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, possible, less likely, more likely, equally likely, unlikely and certain).	Probability	Demonstration / group work	Oral questions / observation and written test

Package C (IV-V)

Domain: Numbers and Operations

Sub-Domain: Numbers and Place Value

Standard: Count, read, and write numbers up to 9,999,999 and identify the place value of the digits in (up to) 7-digit numbers.

Benchmark: Students will be able to demonstrate knowledge of place value (5-digit to 7-digit numbers); represent whole numbers with words, diagrams, number lines, or symbols; order and compare numbers.

No	SLOs	Contents	Methodology	Assessment Techniques
M-05-A-02	Read and write up to 9,999,999 (6 and 7 digit numbers) in numerals and in words.	Numbers up to 100 million	Demonstration	Oral question / Observation and written test
M-05-A-03	Recognise the place value of each digit in 6 and 7 digit numbers.	Numbers up to 100 million	Individual work	Oral question / Observation and written test

Sub-Domain: Addition and Subtraction

Standard: Students will be able to add and subtract numbers up to 6-digit numbers (with and without regrouping) and solve related real-world word problems.

Benchmark: They will add and subtract numbers up to 6- digit numbers; Solve problems involving odd and even numbers, addition, subtraction, of numbers .

M-05-A-04	Add and subtract up to 6-digit numbers mentally and in written form (with and without regrouping) including: 6-digit numbers with 1-digit, 2-digit, 3-digit, 4-digit, 5-digit and 6-digit numbers.	Addition and subtractions	Demonstration	Oral question / Observation and written test
M-05-A-05	Solve real-world word problems (including multi step) involving addition and subtraction.	Addition and subtractions	Demonstration /group work	Observation / written test

Sub-Domain: Multiplication and Division

Standard: Students will be able to multiply up to 5-digit numbers with up to 3-digit numbers and divide up to 5-digit numbers with up to 2-digit numbers, and solve related real-world word problems.

Benchmark: Students will be able to multiply (up to 5-digit numbers with 3-digit) and divide (up to 5 digit up to 2 digit number). Solve problems involving odd and even numbers, addition and subtraction, multiplication and division of numbers (involving missing numbers, money, quantities and measures).

M-05-A-07	Multiply upto 5-digit numbers with 1-digit, 2-digit and 3-digit numbers in written form.	Multiplication	Demonstration	Observation / written test
M-05-A-09	Divide up to 5-digit numbers by 1-digit and 2-digit numbers in written form.	Division	Demonstration / group work	Observation/ written test
M-05-A-11	Use appropriate operations to solve real-world word problems involving addition, subtraction, multiplication and division.	Mixed operations	Demonstration / group work	Observation/ written test

Sub-Domain: Factors and Multiples Standard 1: Students will be able to Identify and differentiate between 2-digit prime and composite numbers, find H.C.F and L.C.M of two numbers (up to 2-digits) using various methods.				
M-04-A-15	Identify divisibility rules for 2, 3, 5 and 10 and use them on up to 4-digit numbers.	Divisibility rules	Demonstration	Observation / oral questions and written test
M-04-A-16	Identify and differentiate between multiples and factors and find: • all factor pairs of a number common factors of two numbers	Factors and multiples	Demonstration	Oral question / written test
M-04-A-17	Identify and differentiate between multiples and factors and find common multiples of two or more than 2-digit numbers.	Factors and multiples	Demonstration	Oral question / written test
M-04-A-26	Recognise, read, write decimal numbers and identify the place value of decimal numbers with up to three decimal places.	Decimals	Demonstration	Observation / written questions
M-05-A-13	Identify and differentiate between 2-digit prime and composite numbers up to 100.	Prime and composite number	Game / Group work	Oral question / written test
M-05-A-14	Find H.C.F and L.C.M of two numbers (up to 2-digits) using various methods. (For instance prime factorization, division method etc.)	Highest common factor (HCF) and LCM	Demonstration / group work	Oral question / written test / observation
M-05-A-15	Solve real-world word problems involving H.C.F and L.C.M.	Highest common factor HCF and LCM	Demonstration	Oral question / written test
Sub-Domain: Fractions Standard: Students will be able to compare, order, add, subtract, multiply and divide fractions and solve related real-world word problems. Benchmark: Recognise fractions as parts of wholes or collections; represent fractions using words, numbers; compare and order simple fractions; add and subtract, Multiplication and division of fractions, simple like, unlike fractions, including those set in problem situations.				
M-05-A-16	Compare and order whole numbers, proper, improper fractions and mixed numbers in ascending and descending order	Comparing and ordering	Demonstration	Observation / written test
M-04-A-20	Convert improper fractions to mixed numbers and vice versa.	Fractions	Pair / group work	Oral questions / written test
M-04-A-22	Add and subtract like and unlike fractions (with denominators that are multiples of the same number) and write the answer in mixed numbers (if applicable).	Addition / subtraction of fractions	Demonstration	Observation / written test
M-05-A-18	Multiply and divide proper, improper fractions and mixed numbers and express the answer in its simplest form (if applicable).	Multiplication and division of fractions	Demonstration	Observation / written test
M-05-A-19	Solve real-world word problems involving fractions.	Addition, subtraction, multiplication and division of fractions	Demonstration / problem solving	Observation / written test

Sub-Domain: Decimal Numbers Standard: Students will be able to compare, order, round off, add, subtract, multiply and divide decimal numbers and solve related real-world problems. Students will be able to use the correct order of operations to solve mathematical expressions. Benchmark: Demonstrate knowledge of decimal place value (up to three decimal place) compare, order, and round decimals (to the nearest whole number and up to two decimal place); add, subtract, multiply and divide decimals, including those set in real world problems (including money, quantities or measures).				
M-05-A-20	Convert fractions to decimals and vice versa.	Decimals	Demonstration	Observation / written test
M-05-A-22	Reinforce rounding decimal numbers (with up to three decimal places) to the nearest whole number and to tenth and hundredth	Decimals	Demonstration	Observation / written test
M-05-A-23	Add and subtract numbers up to three decimal places.	Addition and subtraction of decimals	Demonstration	Observation / written test
M-05-A-24	Multiply numbers up to two decimal places by: <ul style="list-style-type: none"> • up to 2-digit whole numbers • 3-digit numbers with up to two decimal places. 	Multiplication of decimals	Demonstration	Observation / written test
M-05-A-25	Divide numbers up to two decimal places by <ul style="list-style-type: none"> • up to 2-digit whole numbers • 2-digit numbers with one decimal place. 	Division of decimals	Demonstration	Observation / written test
M-05-A-26	Multiply and divide a number up to two decimal places by 10, 100 and 1000.	Multiplication and division of decimals	Demonstration	Observation / written test
M-05-A-27	Use appropriate operations to solve real-world word problems including numbers up to two decimal places (including money, quantities and measures).	Operations on Decimals	Demonstration	Observation / written test
M-05-A-28	Recognise the order of operations and use it to solve mathematical expressions involving whole numbers, decimals and fractions.	Order of Operations	Demonstration	Observation / written test
Sub-Domain: Percentage Standard: Students will be able to recognize percentages and express them as fractions and decimal numbers and solve related real-world word problems. Benchmark: Students will be able to solve problems involving perimeter and area of parallelogram, triangle, square, rectangle and rectilinear shapes.				
M-05-A-29	Express percentages as a fraction with denominator 100 and as a decimal number.	Percentage	Demonstration	Observation / written test
M-05-A-31	Solve real-world word problems involving conversion of percentage, fraction and decimal numbers.	Percentage	Demonstration	Observation / written test

Sub-Domain: Unitary Method Standard: Students will be able to use unitary method to calculate the value of object(s) in different cases and to solve related real-world word problems.				
M-05-A-33	Use unitary method to calculate; the value of many objects of the same kind when the value of one is given, the value of one object when value of many is given and value of many objects when value of some is given (including related real-world problems).	Unitary method	Demonstration	Oral questions / observation and written test
M-05-A-34	Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)	Square and cubes	Demonstration	Oral questions / observation and written test

Domain B: Algebra

Standard: Students will be able to recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³), identify pattern rules and use them to describe a pattern, extend it and determine its missing elements.

Benchmark: Students will be able to analyse and complete geometrical and number patterns; find the missing number or operation in a number sentence.

No	SLOs	Contents	Methodology	Assessment Techniques
M-04-B-03	Identify and write expressions or number sentences to represent problems that may involve unknowns.	Finding unknowns	Demonstration	observation and written test
M-05-B-01	Using a pattern rule, describe the pattern found in a given table or chart.	Number Pattern	Demonstration	Oral observation
M-05-B-02	Identify and apply the pattern rule of a given increasing and decreasing pattern to: -extend the pattern for the next three terms -determine missing elements in a given pattern.	Number Pattern	Demonstration	Oral observation

Domain C: Measurement

Standard: Students will be able to convert, add and subtract measures of length, mass, capacity and time and solve related real-world word problems.

Benchmarks: Students will be able to measure, compare and convert lengths, mass, capacity and time from one standard unit to another; read, write and convert time in 24 hour and 12 hour notation. They would also solve problems involving length, mass/weight, capacity and time;

No	SLOs	Contents	Methodology	Assessment Techniques
M-05-C-01	Convert units of length from larger to smaller and vice versa.	Length	Demonstration	Observation / oral question / written test
M-05-C-02	Convert, add and subtract lengths, to solve real-world word problems.	Length	Demonstration	Observation / oral question / written test

M-05-C-03	Convert units of mass from larger to smaller and vice versa.	Mass	Demonstration	Observation / oral question / written test
M-05-C-04	Convert, add and subtract mass to solve real-world word problems.	Mass	Demonstration	Observation / oral question / written test
M-05-C-05	Convert units of capacity from larger to smaller and vice versa.	Conversion of units of capacity	Demonstration	Observation / oral questions
M-05-C-06	Convert, add and subtract capacities to solve real-life word problems.	Conversion of units of capacity	Demonstration	Observation / oral questions / written test
M-04-C-07	Convert larger units to smaller units of time and vice versa.	Time	Demonstration	Observation / oral questions / written test
M-05-C-07	Add, subtract and convert measures and intervals of time to solve real-life word problems.	Time	Group work	Observation / written test

Sub-Domain: Area and Perimeter

Standard: Students will be able to differentiate between and find the area and perimeter of square and rectangular regions and solve related real-world problems.

Benchmark: Students will be able to solve problems involving perimeter and area of parallelogram, triangle, square, rectangle and rectilinear shapes.

M-05-C-09	Calculate the area of parallelograms and triangles.	Area and Perimeter	Demonstration practice	Observation / written test
M-04-C-12	Identify the units of measurement for perimeter and area	Area and Perimeter	Demonstration / Group work	Oral questions, observation and written test
M-05-C-10	Solve real life word problems involving perimeter and area of square and rectangular regions.	Area and Perimeter	Problem solving	Observation / written test

Domain D: Geometry

Standard: Students will be able to understand lines, angles, parts of circle and symmetrical shapes with line of symmetry.

Benchmark: Students will be able to use properties to describe and compare quadrilaterals; identify three dimensional shapes and relate three dimensional shapes with their two dimensional representations. They will also identify and draw types of angles up to 180 degrees and lines of symmetry in 2-D shapes; compare and order angles by size; identify circumference of a circle.

No	SLOs	Contents	Methodology	Assessment Techniques
M-04-D-01	Recognise and identify parallel and non-parallel lines.	Straight Lines	Demonstration and practice	Observation /written questions
M-04-D-03	Recognise and identify acute, right and obtuse angles.	Angles	Demonstration and practice	Observation Oral question
M-04-D-05	Measure and draw angles (using a protractor) within 180 degrees.	Angles	Demonstration and practice	Oral question Observation
M-05-D-03	Identify - angles at a point on a straight line and half a turn (180 degrees). - angles at a point and 1 whole turn (360 degrees).	Angles	Demonstration and practice	Oral question Observation

M-05-D-04	Describe and calculate complementary and supplementary angles	Angles	Demonstration and practice	Observation Oral question
M-04-D-02	Describe the radius, diameter and circumference of a circle.	Circles	Demonstration and practice	Observation Oral question
M-05-D-06	Identify and describe different types of triangles; with respect to sides and angles. Calculate and measure unknown angles in a triangle.	Triangles	Demonstration and practice	Observation written question
M-05-D-01	Recognise, compare and classify types of quadrilaterals and their characteristics (parallel sides, equal sides, equal angles, right angles, lines of symmetry etc). (Square, rectangle, parallelogram, rhombus, trapezium and kite)	Quadrilaterals	Demonstration and practice	Observation written question
M-05-05	Explore, identify and draw lines of symmetry in 2-D shapes and complete symmetrical figures with respect to a given line of symmetry.	Symmetry	Demonstration and practice	Observation written question

Domain E: Statistics and Probability

Standard: Students will be able to draw, read and interpret bar graphs and line graphs; and interpret data represented in pie charts.

Benchmark: Read and interpret data from tables, pictographs, bar graphs, tally charts, block graphs, line graphs, pie charts and Carroll diagrams. Organise and represent data using tables, pictographs, bar graphs, tally charts, block graphs, line graphs, pie charts and Carroll diagrams to answer questions.

No	SLOs	Contents	Methodology	Assessment Techniques
M-05-E-01	Draw, read and interpret bar and line graphs. Interpret pie charts. (including real-world problems)	Data Handling	Demonstration (using visuals)	Written test and checklists
Sub-Domain: Averages Standard: Students will be able to calculate the average of given quantities and solve related real-world word problems. Benchmark: Solve problems in context in relation to averages of quantities, measures and numbers.				
M-05-E-02	Find the average of given quantities, measures and numbers in a data.	Averages	Demonstration	Oral questions observation and written test
M-05-E-03	Solve real world word problems related to averages involving quantities, measures and numbers	Averages	Problem solving and group work	Oral questions observation and written test
Sub-Domain: Probability Standard: Students will be able to explain experiments and outcomes; and represent the probability (using a fraction) that an event will occur, in simple games and probability experiments (including real-world word problems) Benchmark: Describe the probability of an event; represent the probability of an event including real world problems.				
M-05-E-04	Explain experiments and outcomes; and represent the probability (using a fraction) that an event will occur, in simple games and probability experiments (including real-world word problems).	Probability	Demonstration	Oral questions observation and written test

GUIDE LINES FOR TEACHERS

Rationale for shorting SLOs.

1. All competencies have been given due weight-age.
2. All themes, sub-themes are intact.
3. Representations of SLOs for all the themes are present. Only those SLOs have been skipped or clubbed which are of the same ability and nature.
4. This act of selection does not disturb any progression of learning of the learners.
5. While selecting the contents, methodology and assessment techniques, all the attributes of learning for themes have been considered.

Guidelines:

1. In order to teach out of school children a teacher should assess adversity among the learners in the beginning of the academic year.
2. Teacher should assess existing levels of numeracy and literacy because these learners have skills of some basic arithmetic operation like addition and subtraction etc. which enable a teacher to use appropriate teaching skills to meet realistic curriculum targets.
3. A teacher should follow constructive approach in mathematics.
4. The teacher should encourage co-operative learning to support all the learners for improving their mathematical skills in the centers.
5. The group activities such as think/ pair/ share should be designed for the learners. Similarly do, take and record should also be including in group activities.
6. A teacher should develop low cost material for the explanation of different mathematical concepts.
7. Teacher should develop an understanding of the curriculum frame work, its standards bench marks to develop well organized assessment techniques.

Teacher should keep in mind the Bloom's taxonomy while preparing assessment task.

GENERAL KNOWLEDGE PACKAGE A

SLOs Count (SNC) = 57

SLOs Count (ALP) = 20

SLOs Count (OLD ALP) = 19

Difference between ALP 2006 & 2022= 80 o/o

DOMAIN A: DISCOVERING SELF AND IMMEDIATE ENVIRONMENT				
Standard 1: Students develop basic awareness of self and their environment, and understand their role within their community and environment.				
Benchmark I: Students will be able to describe themselves, their family members, their friends and interests, and places around them				
No.	SLOs	Content	Methodology/Activities	Assessment
GK-01-A-01	Describe them briefly. For example, their name, age, likes, games, favorite food, what they want to be when they grow up, etc.	Self-Introduction	<ul style="list-style-type: none">• Role play• Discussion method• Interactive methods using Drawing and Charts• Narrative• Brain storming	<ul style="list-style-type: none">• Multiple Choice Questions (MCQs)• Oral exercise in groups about good and bad habits• Group Activities• A group activity about professions• Divide the class into two groups, one group for making list of good habits and other group for bad habits
GK-01-A-02	Identify good qualities in themselves and others (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc.	My Qualities		
GK-01-A-04	Analyze and describe the ways in which they are same as and different from others with respect to likes and dislikes.			
DOMAIN 2: ETHICS AND VALUES				
Students identify and practice aspects of good character and good manner in their lives				
Benchmark I: Students will be able to demonstrate aspects of good character and etiquettes in their daily lives				
No.	SLOs	Content	Methodology	Assessment
GK-01-B-03	Demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around).	Common Etiquettes	<ul style="list-style-type: none">• Interactive activity method• Group work• Demonstration	<ul style="list-style-type: none">• Oral exercise in groups• Multiple Choice Questions (MCQ)• Group activities• Divide the class into two groups, each group should be assigned task for making list for Etiquettes
GK-01-B-02	Demonstrate aspects of good character (punctuality, speaking politely, kindness, caring, honesty and truthfulness)			
DOMAIN 3: RESPONSIBLE CITIZENSHIP				
Standard 3: Students recognize the need to respect rules and rights, fulfill their responsibilities and appreciate diversity at local and national level.				
Benchmark I: Students will be able to interpret and follow rules for different places, events, etc.				
No.	SLOs	Content	Methodology	Assessment
GK-01-C-01	Name the games they like to play	<ul style="list-style-type: none">• Good citizens	<ul style="list-style-type: none">• Interactive lecture method	<ul style="list-style-type: none">• Yes or No question• Multiple Type Questions
GK-01-C-	Recognize the importance	<ul style="list-style-type: none">• Games and	<ul style="list-style-type: none">• Demonstration	<ul style="list-style-type: none">• Group Activity

<u>03</u> <u>GK-01-C-</u> <u>05</u>	of following rules Describe the importance of playing games and exercise for better health	their Importance	method	Divide the class into two teams, conduct matches of different games among them identify different rules and share the importance of rules Assign group activity of formulating the rules of each game they played.
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DOMAIN 4: PATRIOTISM AND KNOWLEDGE OF COUNTRY

Standard 4: Students recognise the respect and value of their country Pakistan, its map, its founder and pioneers, and the significance of its flag.

Benchmark I: Students will be able to recognise key characteristics of Pakistan

No.	SLOs	Content	Methodology	Assessment
<u>GK-01-D-</u> <u>01</u> <u>SLO: GK-</u> <u>01-D-03</u>	Tell the full name of our country and date of formation Draw the flag of Pakistan.	Our beloved country	<ul style="list-style-type: none"> • Demonstration method • Pictorial method • Story-telling method 	<ul style="list-style-type: none"> • True and false exercise • Show the flags of south Asian countries and ask them to encircle the flag of Pakistan • Ask the other group of students to identify the full of name of Pakistan

DOMAIN 5: GOODS AND SERVICES

Standard : Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations

Benchmark I: Students will be able to identify and differentiate between different means of transportation

No.	SLOs	Content	Methodology	Assessment
<u>GK-01-E-</u> <u>01</u> <u>GK-01-E-</u> <u>02]</u>	Identify the means of transportation which people use Differentiate between slow & fast means of transportation.	Means of Transportatio n	<ul style="list-style-type: none"> • Brainstorming method • Discussion method • Observation 	<ul style="list-style-type: none"> • Oral question and response • Multiple Choice Questions • Group Activities Divide the class into two groups and assign one group to write a chart of main types of transportation in Pakistan Second group present a pictorial chart of means of transportation

GENERAL KNOWLEDGE PACKAGE A

Strand 6 : Life Sciences Domain 6: Life Sciences Standard 6: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves. Benchmark I: Students will be able to understand the relationship of living and non-living things with the environment				
NO.	SLOs	Content	Methodology	Assessment
GK-01-F-09	Recognise living and non-living things around them in nature	Living and non-living	<ul style="list-style-type: none"> • Activity method • Demonstration method • Interactive lecture method • Observation method • Interactive lecture method • Educational visits • Transit walks 	Short answer questions Multiple Choice Questions Teacher will display a chart of living and non-living things Group Activity Divide the class in different groups and assign them different tasks Write the characteristics of living things, types of living things and characteristics of non-living things identify the living and non-living things present in their surrounding.
[SLO: GK-01-F-10	Understand that living things need air, water and food	Need of living thing	<ul style="list-style-type: none"> • Activity based method • Demonstration method • Interactive lecture method 	<ul style="list-style-type: none"> • Short answer questions • Multiple Choice Questions • Group Activity Divide the class in different groups and assign them different tasks related needs of living thing in daily life
SLO: GK-01-F-11	Identify plants in their environment	Plants in environment	<ul style="list-style-type: none"> • Activity based method • Demonstration method • Interactive lecture method 	<ul style="list-style-type: none"> • flash cards • Multiple Choice Questions • Group Activity Divide the class in different groups and assign them different tasks related name of plants their environment/ surroundings
SLO: GK-01-F-12	Recognize the importance of plants		<ul style="list-style-type: none"> • Activity based method • Demonstration method • Interactive lecture method 	<ul style="list-style-type: none"> • Flash cards • Multiple Choice Questions • Group Activity Divide the class in different groups and assign them different tasks the importance of plants in daily life
Strand 7 : Physical Sciences Domain -7 : Physical Sciences Standard 7: Students recognize simple form of physical phenomena (Matter and energy) and relate it live. Benchmark IV: Students will be able to define push and pull force and their impact on different objects Benchmark V: Students will be able to recognize different machines				
SLO: GK-01-G-01	Identify what makes object move	Forces	<ul style="list-style-type: none"> • Inquiry based method • Activity based method 	<ul style="list-style-type: none"> • Multiple Choice Questions • Group Activity Divide the class in different groups and assign

			<ul style="list-style-type: none"> • Demonstration method • Interactive video 	them related application of force in daily life observation
SLO: GK-01-G-02	Show that an object move when we push it and pull it	Push/pull action of forces	<ul style="list-style-type: none"> • Inquiry based method • Activity based method • Demonstration method • Interactive video • 	<ul style="list-style-type: none"> • flash cards • Multiple Choice Questions • Group Activity Divide the class in different groups and assign them different tasks related application action of forces like push and pull
SLO: GK-01-G-04	Recognize from picture of past that fore apply by human and animal move vehicles (Tonga, Bullock cart, cycle , push cart) while today vehicle are move by machine (Bus , motorcycle and car etc)	Past and today vehicles	<ul style="list-style-type: none"> • Inquiry based method • Activity based method • Demonstration method • Interactive video • 	<ul style="list-style-type: none"> • flash cards (old and New vehicles) • Multiple Choice Questions • Group Activity Divide the class in different groups and assign them different tasks (old and New vehicles)

Strand -8 : Earth and space science

Domain 8 : Earth and space science

Standards 8 : Students characterize the physical future and environmental changes of earth and its relationship with celestial bodies in sky

Benchmark V: Students will be able to identify distinct future of earth and recognize other celestial bodies such as sun , moon, stars and planets

SLO: GK-01-H-02	Recognize the concept of planets	Concept of planets	<ul style="list-style-type: none"> • Inquiry based method • Discussion / observation method • Video display 	<ul style="list-style-type: none"> • Multiple Choice Questions • Short answer questions • Group Activities • Flash cards
SLO: GK-01-H-03	Identify Earth as a planet	Earth and Planets	<ul style="list-style-type: none"> • Inquiry based method • Discussion / observation method 	<ul style="list-style-type: none"> • Multiple Choice Questions • Short answer questions • Group Activities • Flash cards
SLO: GK-01-H-05	Identify celestial objects in the sky during day and night	celestial objects	<ul style="list-style-type: none"> • Observation Method • Brain-Storming 	Divide the students into groups and assign them following tasks Group 1. Make oral presentation on Sun up 2. Make charts on moon

GENERAL KNOWLEDGE PACKAGE B

DOMAIN A: DISCOVERING SELF AND IMMEDIATE ENVIRONMENT

Standard 1: Students develop basic awareness of self and their environment, and understand their role within their community and environment.

Benchmark I: Students will be able to explore who they are in relation to the people and places around them

Benchmark II: Students will be able to identify and practice healthy habits for personal hygiene

Benchmark I11 : Students will be able to recognise the need for staying safe in daily life situations

No.	SLOs	Content	Methodology/Activities	Assessment
GK-02-A-01	Recognise that the people of Pakistan live in different types of areas (villages, cities, towns, and <i>kachi abadis</i>).	<ul style="list-style-type: none"> Self Awareness and Environment Villages and Cities Natural Disasters 	<ul style="list-style-type: none"> Interactive Lecture Method Discussion method Observation Method 	<ul style="list-style-type: none"> Oral exercise in groups Multiple Choice Questions (MCQ) A group activity matching words with pictures A group activity matching pictures with words
GK-02-A-04	Recognise that people from different areas, religions, and cultures can be friends			
GK-03-A-01	Recognise that present time is different from the past in terms of living style, food, communication, clothes etc.			
GK-03-A-02	Recognise the need for personal safety			
GK-03-A-05	Identify some natural disasters and ways to stay safe.			

DOMAIN 2: ETHICS AND VALUES

Standard 1: Students identify and practice aspects of good character and good manner in their lives

Benchmark I: Students will be able to demonstrate aspects of good character and etiquettes in their daily lives

Benchmark II: Students will be able to understand how their actions can affect the people around them

Benchmark III: Students will be able to demonstrate ways to build positive relations with diverse individuals and groups

No.	SLOs	Content	Methodology	Assessment
GK-02-B-01	Recognise the importance of sharing things.	<ul style="list-style-type: none"> Common Etiquettes Sharing is caring 	<ul style="list-style-type: none"> Interactive activity method Group work Role Play 	<ul style="list-style-type: none"> Multiple Choice Questions (MCQ) Short answer questions Words matching with pictures Class group activity on Making list of things they share Role play on the different cultures in Pakistan
GK-02-B-02	List the things they can share with others (toys, books, stationery items, lunch with friends etc.)	<ul style="list-style-type: none"> Social Diversity Polite Behavior 		
GK-02-B-05	Identify that all human beings are similar, but differ by religion, family, culture, abilities, ethnicity, professions, and should all be respected			

GK-02-B-08	Recognise what they say and do, can hurt others, and what others do and say, can hurt them (telling lies, making fun of others, pushing others, bullying using derogatory words etc.)			
GK-02-B-10	Differentiate between fair and unfair behavior in daily lives.			
GK-03-B-01	Recognise some disagreements/conflicts that occur at home, in school and in the local community.			
GK-03-B-04	Explore the ways in which people resolve conflicts/ disagreements at home and school.			

DOMAIN 3: RESPONSIBLE CITIZENSHIP

Standard 3: Students recognise the need to respect rules and rights, fulfill their responsibilities and appreciate diversity at local and national level.

Benchmark I: Students will be able to recognise the role of the government and the rights and responsibilities of a citizen

Benchmark II: Students will be able to appreciate diversity in the community.

No.	SLOs	Content	Methodology	Assessment
GK-02-C-02	Identify the safety rules they should follow while walking on the road, crossing a road, traveling by a bus etc.	<ul style="list-style-type: none"> • Good citizens • Role of Government • Safety Rules 	<ul style="list-style-type: none"> • Interactive lecture method • Demonstration method • Discussion method 	<ul style="list-style-type: none"> • Divide the class into two teams, conduct matches of different games among them • identify different rules and share the importance of rules • Assign group activity of formulating the rules of each game they played.
GK-02-C-03	Recognise the role of government and identify some goods and services that the government provides for the people (health, education, clean water, infrastructure, utilities, safety and security, parks and playgrounds etc.).			
GK-02-C-06	Inquire about places of worship of major religions in Pakistan (masjid, church, Gurdwara, temple).			
GK-02-C-ADD	<i>List any three rights of the citizens (right to food, free education, protection, equality and health care).</i>			
GK-03-C-02	Recognise that communities meet			

GK-03-C-04	people's needs. Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions, sense of ownership of public goods).			
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DOMAIN 4: PATRIOTISM AND KNOWLEDGE OF COUNTRY

Standard 4: Students recognise the respect and value of their country Pakistan, its map, its founder and pioneers, and the significance of its flag.

Benchmark I: Students will be able to recognise key characteristics of Pakistan (name, date of formation, flag, provinces and areas (AJK, GB and ICT), religious and cultural festivals).

Benchmark II: Students will be able to identify key figures and their contributions in the formation of Pakistan

No.	SLOs	Content	Methodology	Assessment
GK-02-D-02	Name the provinces and areas (AJK, GB and ICT) of Pakistan.	<ul style="list-style-type: none"> My Country National Symbols Festivals 	<ul style="list-style-type: none"> Interactive Lecture Method Story-telling Method Discussion method Pictorial method 	<ul style="list-style-type: none"> Oral exercise in groups Multiple Choice Questions (MCQ) Short question answers
GK-02-D-04	Recognise some of the national symbols of Pakistan such as the national animal, fruit, flower, bird, and sport			
GK-02-D-08	Identify festivals celebrated by Muslims in Pakistan and describe how they are celebrated.			
GK-02-D-08]	Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan			
GK-03-D-01]	Narrate the major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions, and the date when he died).			
GK-03-D-02]	Introduce Quaid-e Azam Muhammad Ali Jinnah as the founder of Pakistan			

DOMAIN 5: GOODS AND SERVICES

Standard 5: Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations.

Benchmark I: Students will be able to analyze importance of various occupations

Benchmark II: Students will be able to recognise the importance of key agricultural crops and livestock in Pakistan

Benchmark III: Students will be able to distinguish between natural, human and capital resources as a source for goods and services.

No.	SLOs	Content	Methodology	Assessment
GK-02-E-02	Recognise the role of some common	<ul style="list-style-type: none"> Key Goods and Services around us 	<ul style="list-style-type: none"> Brainstorming method 	<ul style="list-style-type: none"> Oral exercise in groups

GK-02-E-05	professions in their daily lives List the major agricultural crops and livestock in Pakistan.	<ul style="list-style-type: none"> • Crops and Livestock • Resources 	<ul style="list-style-type: none"> • Discussion method • Interactive lecture method • Field-trip 	<ul style="list-style-type: none"> • Multiple Choice Questions (MCQ) • Short question answers • Group Activities • Divide the class into two groups and assign one group to enlist major crops with their pictures • second group may identify different live stocks around them
GK-02-E-07	Discuss the importance of livestock			
GK-03-E-02	State types of resources: natural resources, human resources and capital resources.			
GK-03-E-04	Define the terms: goods, services, buyers and sellers.			
GK-03-E-06	Describe the need for interdependence as not all goods and services are available in their area.			

GENERAL KNOWLEDGE PACKAGE B

DOMAIN 6: LIFE SCIENCES

Standard 6: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Benchmark I: Students will be able to recognise parts of a plant, the different types of plants, changes in their lifespan, and their importance for other living things

Benchmark II: Students will be able to recognise different types of animals, differences in features based on their habitat, changes in their lifespan, and their importance for other living things

Benchmark III: Students will be able to practice ways for healthy living

No.	SLOs	Content	Methodology	Assessment
GK-02-F-01	Identify major parts of a plants (root, stem, leaf and flower).	<ul style="list-style-type: none"> Parts of Plants Function of different parts of plant 	<ul style="list-style-type: none"> Activity method Interactive lecture method Brainstorming Method Demonstration Method 	<ul style="list-style-type: none"> Oral exercise in groups with demonstration Multiple Choice Questions (MCQ) Short question answers Group Activities Divide the class into two groups and assign one group to enlist major parts of plants Second group may identify different animals of land and water
GK-02-F-02	List the functions of root, stem, leaf and flower.	<ul style="list-style-type: none"> Requirements needed to grow a plant 		
GK-02-F-07	Identify that soil, light, air and water are needed to grow a plant	<ul style="list-style-type: none"> Habitat Type of habitats for living Animals and their Habitat 		
GK-03-F-05	Recognise the term 'habitat'.	<ul style="list-style-type: none"> Features of land and 		
GK-03-F-06	Recognise the type of habitats for living things (polar, desert, forest, aquatic).	<ul style="list-style-type: none"> water animals Habitat Natural habitats 		
GK-02-F-09	List the animals they see in their surroundings (land and water).			
GK-02-F-10	Recognize the animals that live on land (including birds) are different in features from those that live in water.			
GK-03-F-09	Identify the ways in which human activities affect natural habitats.			

DOMAIN 7: PHYSICAL SCIENCES

Standard 7: Students recognise simple forms of physical phenomena (matter & energy) and relate it to their lives.

Benchmark I: Students will be able to differentiate between states of matter

Benchmark II: Students will be able to explore the different properties of materials

Benchmark III: Students will be able to define push and pull forces and their impact on different objects

Benchmark IV: Students will be able to recognise different machines

No.	SLOs	Content	Methodology	Assessment
GK-02-G-01	Recognise some common materials such as wood,	<ul style="list-style-type: none"> Recognition of material Identification of 	<ul style="list-style-type: none"> Activity method Interactive lecture method 	<ul style="list-style-type: none"> Oral exercise in groups with demonstration

	plastic, metal, glass, rock, paper and fabric.	<ul style="list-style-type: none"> • material around us • Natural and man-made materials 	<ul style="list-style-type: none"> • Brainstorming Method • Demonstration Method • Match pair and Say 	<ul style="list-style-type: none"> • Multiple Choice Questions (MCQ) • Short question answers • Group Activities • Divide the class into three groups and • Assign one group to enlist material objects around them • Assign Second group to identify different sources of heat and light around them • Assign third group to observe different sources of heat and light around them
<u>GK-02-G-02</u>	Identify the materials used in some of the objects around them.	<ul style="list-style-type: none"> • Sources of heat and light • Uses of heat and light 		
<u>GK-02-G-04</u>	Differentiate between the natural and man-made materials.	<ul style="list-style-type: none"> • Work and Energy • Sources of Energy and their uses 		
<u>GK-02-G-05</u>	Identify sources of heat and light in their homes, schools and surroundings.	<ul style="list-style-type: none"> • Natural sources of energy • States of matter 		
<u>GK-02-G-08</u>	List the uses of heat and light.			
<u>GK-03-G-01</u>	Recognise that energy is required for doing work.			
<u>GK-03-G-02</u>	Inquire that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances, etc.).			
<u>GK-03-G-03</u>	Identify natural sources of energy (sun, wood, flowing water, wind, coal, oil, gas).			
<u>GK-03-G-05</u>	Identify materials as either solids, liquids or gases			

DOMAIN 8: EARTH AND SPACE SCIENCE

Standard 8: Students characterize the physical features and environmental changes of Earth and its relationship with celestial bodies in the sky.

Benchmark I: Students will be able to recognise the importance of natural resources and describe ways to conserve them including protection of animals

Benchmark II: Students will be able to name cardinal directions

Benchmark III: Students will be able to define the term pollution, name its types and describe ways to reduce it.

No.	SLOs	Content	Methodology	Assessment
<u>GK-02-H-01</u>	Recognise that the planet Earth is a source of all materials we use, and many useful materials and resources come from it.	<ul style="list-style-type: none"> • Natural Resources of planet earth • Sources of water • Ways of save water • Solar system • Rotation of earth • Pollution • Types of pollution 	<ul style="list-style-type: none"> • Activity method • Interactive lecture method • Brainstorming Method • Match pair and Say 	<ul style="list-style-type: none"> • Multiple Choice Questions (MCQ) • Short question answers • Look ,match, pair and Share • Group Activities • Divide the class

GK-02- H-04	Identify the natural sources of water around themselves.	<ul style="list-style-type: none"> • Protection of endangered animals 		into three groups <ul style="list-style-type: none"> • Assign one group to enlist natural sources of water around them • Assign Second group to identify types of pollution • Assign third group to enquire/search about different endangered animals of Pakistan
GK-02- H-08	Suggest ways to save water			
GK-03- H-01	Explain that our solar system is made of a large star and eight planets			
GK-03- H-03	Explain how the rotation of the Earth causes day and night			
GK-03- H-06	Define the term pollution			
GK-03- H-07	List different types of pollution (land, water, air, noise).			
GK-03- H-10	Suggest ways to protect the endangered animals			

Package C Social Studies (Grade 4 and 5)

Domain A: Citizenship

Standard 1: All students will develop an understanding of citizenship, good character, responsibilities, diversity, and tolerance by observing some common etiquette.

Benchmark I: Students will be able to describe and practice the rights and responsibilities of a citizen, global citizen, and digital/cyber citizenship.

No.	SLOs	Content	Methodology/ Activities	Assessment
SS-04-A-01	Define and differentiate between the terms/concept citizen, global citizen, and digital/cyber citizenship.	<ul style="list-style-type: none"> • Citizen, Global citizen, and Digital/Cyber citizenship • Rights and Responsibilities of a citizen 	<ul style="list-style-type: none"> • Interactive Lecture • Simulation • Discussion • 	<ul style="list-style-type: none"> • Multiple Choice Questions (MCQs) • True and false questions • Oral questions in groups • Restricted response questions
SS-04-A-03	Differentiate between rights and responsibilities.			

Benchmark II: Students will be able to distinguish between various forms of communication and assess their advantages and disadvantages.

No.	SLOs	Content	Methodology/ Activities	Assessment
SS-05-A-08	Describe the concept of mass media and social media.	<ul style="list-style-type: none"> • Mass Media • Social Media • Advantages and Disadvantages of Mass Media and Social Media 	<ul style="list-style-type: none"> • Interactive Lecture • Discussion • Debate 	<ul style="list-style-type: none"> • Restricted response questions • Extended response questions
SS-05-A-09	Investigate their respective advantages and disadvantages.			

Benchmark III: Students will be able to identify basic human rights.

No.	SLOs	Content	Methodology/ Activities	Assessment
SS-04-A-02	Define the term 'Human Rights'.	<ul style="list-style-type: none"> • Human Rights 	<ul style="list-style-type: none"> • Interactive Lecture • Discussion • Debate 	<ul style="list-style-type: none"> • Restricted response questions • Extended response questions
SS-05-A-01	Establish that all individuals have equal rights, irrespective of religious and ethnic differences.			

Benchmark IV: Students will be able to identify and practice common etiquette for peace and harmony in society.

No.	SLOs	Content	Methodology/ Activities	Assessment
SS-04-A-09	Identify common etiquettes. for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline.	<ul style="list-style-type: none"> • Common Etiquettes • Civic sense • Peace and harmony • Tolerance 	<ul style="list-style-type: none"> • Interactive Lecture • Discussion • Group Activity: Divide the class into two groups, 	<ul style="list-style-type: none"> • Oral questions • Restricted response questions • Extended response questions

SS-04-A-10	Describe the concept of 'civic sense' with examples (traffic rules, keep the environment clean, WASH)		one group for making list of good manners and other group for bad manners.	
SS-04-A-05	Describe the importance of living in harmony with each other by accepting differences (social and cultural).			
SS-04-A-04	Describe the term 'Tolerance'.			
SS-05-A-05	Propose ways to create peace and harmony.			

Domain B: Culture and Diversity

Standard 2: All students will learn about the coexistence of diverse groups of people in Pakistan as a nation.

Benchmark I: Students will be able to explain the concept of nation and nationalism.

No.	SLOs	Content	Methodology	Assessment
SS-04-B-01	Describe the concept of 'nation' and 'nationalism'.	<ul style="list-style-type: none"> Nation and Nationalism 	<ul style="list-style-type: none"> Interactive Lecture Discussion 	<ul style="list-style-type: none"> Restricted response questions Oral questions

Benchmark II: Students will be able to understand and appreciate the diversity of cultures, gender, religion, ethnicities, differently-abled in Pakistan.

No.	SLOs	Content	Methodology	Assessment
SS-04-B-03	Describe culture and its components.	<ul style="list-style-type: none"> Culture and its components Diversity Cultural diversity of Pakistan Festivals in Pakistan Inclusion Interfaith Harmony 	<ul style="list-style-type: none"> Interactive Lecture Role play Simulation Discussion Group work on components of culture 	<ul style="list-style-type: none"> Restricted response questions Extended response questions Oral questions
SS-04-B-04	Describe the term 'diversity'.			
SS-04-B-06	Illustrate the cultural diversity of Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, foods, and art).			
SS-04-B-08	Recognize how different minorities celebrate their festivals.			
SS-06-B-01	Describe inclusion and explain its benefits for a nation.			
SS-06-B-05	Describe the term "Interfaith Harmony".			

Domain C: State and Government

Standard 3: All students will identify the purpose of a government and constitution, and describe the components of a democratic government used to make decisions, seek consensus, and resolve conflicts.

Benchmark I: Students will be able to describe how the government is organized (including differences in local, provincial, and national governments).

No.	SLOs	Content	Methodology	Assessment
<u>SS-04-C-01</u>	Define and differentiate between 'state' and 'government'.	<ul style="list-style-type: none">● State and Government● Constitution● Importance of Constitution● Organization of Government: Federal, Provincial and Local governments● Components of government: Legislature, Executive, and Judiciary● General Elections● Democracy	<ul style="list-style-type: none">● Interactive Lecture● Discussion Method (on Video clip related to the topic)● Debate● Mind-mapping	<ul style="list-style-type: none">● Oral Response questions● Restricted response questions● Extended response questions
<u>SS-04-C-02</u>	Describe the concept of a constitution.			
<u>SLO: SS-05-C-02</u>	Describe and analyze the need and importance of a constitution.			
<u>SS-05-C-03</u>	Explain the interdependence between federal, provincial and local governments in Pakistan.			
<u>SS-05-C-04</u>	Describe the components of a government: Legislature, Executive, and Judiciary.			
<u>SS-04-C-03</u>	Define the term 'General Elections'.			
<u>SS-05-C-05</u>	Describe the concept of democracy and its importance for the people.			

Domain D: History

Standard 4: All students will learn major historical events chronologically and enlist key historical events from pre-historic man and early civilizations to date. The students will also be able to recognize the international and national events and personalities.

Benchmark I: Students will be able to trace the advent of civilizations, their timelines, and the chronology of major historical events.

No.	SLOs	Content	Methodology	Assessment
SS-04-D-01	Define 'history' and recognize the importance of history.	<ul style="list-style-type: none"> Concept of History Ancient civilization 	<ul style="list-style-type: none"> Story-telling method Interactive Lecture 	<ul style="list-style-type: none"> Restricted response questions Extended response questions Oral Response questions Quiz
SS-04-D-02	Illustrate ancient civilizations such as Mesopotamian, Egyptian, Indus Valley, Gandhara	<ul style="list-style-type: none"> Rise of Islamic civilization 	<ul style="list-style-type: none"> Inquiry Method Discussion Pictorial method 	

	on a timeline.		• Activity: Draw a timeline of different civilizations	
SS-04-D-05	Describe key events (social and political) during life of Hazrat Muhammad ﷺ and Khalafat-e-Rashida.			

Benchmark II: Students will be able to explain the main events and major contributions that led to the formation of Pakistan.

No.	SLOs	Content	Methodology	Assessment
SS-04-D-04	Analyze and discuss the role of the following key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.	• Key personalities of Pakistan's Movement	• Interactive Lecture • Story-telling method • discussion	• Extended response questions • Quiz

Benchmark III: Students will be able to recognize the role of minorities and regions/provinces in the formation of Pakistan.

No.	SLOs	Content	Methodology	Assessment
SS-05-D-04	Explain the province's contribution to the creation of Pakistan.	• Our Province • Contributions of key personalities for development of the province	• Interactive Lecture • Story-telling method • discussion	• Extended response questions • Quiz
SS-04-D-05	Identify contributions (social, political, religious) of key personalities for development of the province.	• Role of minorities in the creation and development of Pakistan.	•	•
SS-05-D-05	Describe the role of minorities in the creation and development of Pakistan.			

Domain E: Geography

Standard 5: All students will learn to read the globe/map, along with the ability to use it to enhance their understanding of geography, landforms, and various physical features of Pakistan. They will understand the interaction between land and its people, weather, and climate. They will develop an awareness of the prevalence and management of natural disasters and the required safety measures. Students will be able to develop an understanding of population and its implications.

Benchmark I: Students will be able to find and locate places on a map using BOLTSS, scale, longitudes, and latitudes.

No.	SLOs	Content	Methodology	Assessment
SS-04-E-01	Describe the terms maps and globe.	• Globe and Maps • Continents and Oceans	• Demonstration Method using globe and maps	• Multiple choice question • Short answer questions involving globe and maps
SS-04-E-04	Locate all continents and major oceans/seas.	• BOLTSS, scale, longitudes,	• Discussion Method • Assignment	

SS-04-E-06	Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.	latitudes, and time zone.	Method • Group work using globe and maps	<ul style="list-style-type: none"> Group Assessment Oral Response questions
SS-05-E-02	Recognize the characteristics of latitudes, longitudes, and time zone.			

Benchmark II: Students will be able to identify various landforms and their distinctive features.

No.	SLOs	Content	Methodology	Assessment
SS-04-E-07	Identify major landforms and their types in Pakistan.	<ul style="list-style-type: none"> Land Forms and their Types in Pakistan 	<ul style="list-style-type: none"> Interactive Lecture Demonstration Method using pictures/video clips 	<ul style="list-style-type: none"> Restricted response questions Extended response questions

Benchmark III: Students will be able to explain how the physical environment affects the lifestyle of people.

No.	SLOs	Content	Methodology	Assessment
SS-04-E-08	Define and distinguish between weather and climate.	<ul style="list-style-type: none"> weather and climate Effect of the physical environment on the lifestyle of people 	<ul style="list-style-type: none"> Interactive Lecture Inquiry Method 	<ul style="list-style-type: none"> Restricted response questions Extended response questions
SS-04-E-09	Explain the effect of the physical environment on the lifestyle of people in Pakistan.			

Benchmark IV: Students will be able to determine how people affect the physical environment.

No.	SLOs	Content	Methodology	Assessment
SS-04-E-10	Explain how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc. (Positive and negative impact)	<ul style="list-style-type: none"> Effect of human activities on natural environment Global warming 	<ul style="list-style-type: none"> Interactive Lecture Inquiry Method Discussion 	<ul style="list-style-type: none"> Restricted response questions Extended response questions Oral questions
SS-05-E-08	Explain the concept of global warming.			

Benchmark V: Students will be able to recognize various natural disasters and their described safety measures in case of each.

No.	SLOs	Content	Methodology	Assessment
SS-05-E-13	Examine how common natural disasters occur (floods, earthquakes, cyclones, avalanches) and how they affect human life.	<ul style="list-style-type: none"> Natural Disasters and their effect on human life Safety measures for different natural disasters 	<ul style="list-style-type: none"> Discussion on pictures/video clips Group work to suggest safety measures for different natural disasters 	<ul style="list-style-type: none"> Oral questions Extended response questions Restricted response questions
SS-05-E-15	Suggest safety measures that can be taken in case of natural disasters			

	such as floods and earthquakes (before, during, and after)			
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Domain F: Economics

Standard 6: All students will describe how resources and choices regarding production, distribution and consumption of goods and services affect the well-being of the individual and society.

Benchmark I: Students will be able to explain how people and societies make economic decisions.

No.	SLOs	Content	Methodology	Assessment
SS-04-F-02	Recognize how choices are made according to one's personal needs and resources.	<ul style="list-style-type: none"> Economic Choices 	<ul style="list-style-type: none"> Case study method Discussion 	<ul style="list-style-type: none"> Restricted response questions Oral questions Case study method

Benchmark II: Students will be able to identify key elements of an economy (goods and services, producers, and consumers).

No.	SLOs	Content	Methodology	Assessment
SS-04-F-03	Define the terms 'goods' and 'services', and list some examples.	<ul style="list-style-type: none"> Goods and Services Public and private goods and services Producers and consumers Export and Imports 	<ul style="list-style-type: none"> Demonstration method Interactive lecture method Simulation 	<ul style="list-style-type: none"> Restricted response questions Oral questions
SS-05-F-02	Differentiate between public and private goods and services.			
SS-04-F-05	Differentiate between producers and consumers.			
SS-05-F-04	Define 'export' and 'imports'.			

Benchmark III: Students will be able to evaluate the causes and types of inflation and how it affects the buying power of people.

No.	SLOs	Content	Methodology	Assessment
SS-05-F-11	Define the term "Inflation" and evaluate how it affects the purchasing power of people.	<ul style="list-style-type: none"> Inflation 	<ul style="list-style-type: none"> Interactive lecture method Discussion 	<ul style="list-style-type: none"> Restricted response questions Oral questions

Benchmark IV: Students will be able to inquire what 'entrepreneurship' is and demonstrate their entrepreneurial skills.

No.	SLOs	Content	Methodology	Assessment
SS-05-F-11	Define and differentiate between different types of entrepreneurship (production, trade, services, manufacturing) with examples of business from Pakistan.	<ul style="list-style-type: none"> Entrepreneurship 	<ul style="list-style-type: none"> Interactive lecture method 	<ul style="list-style-type: none"> Oral questions Extended response questions Restricted response questions

Standard 7: All students will describe the economic system of Pakistan, along with the role of banks in enhancing the trade activities for individuals and businesses.

Benchmark V: Students will be able to describe the importance of international trade for the development of Pakistan.

No.	SLOs	Content	Methodology	Assessment
SS-05-F-06	Describe the importance of International Trade for the development of Pakistan.	<ul style="list-style-type: none"> Importance of International Trade for the development of Pakistan 	<ul style="list-style-type: none"> Interactive lecture method 	<ul style="list-style-type: none"> Extended response questions

Benchmark VI: Students will be able to discuss the importance of money management and how banks help in this process.

No.	SLOs	Content	Methodology	Assessment
SS-04-F-08	Describe the role and importance of money in peoples' lives.	<ul style="list-style-type: none"> Role and importance of money Economics and money management in personal life Services provided by banks 	<ul style="list-style-type: none"> Interactive lecture method Demonstration method Case study method Simulation 	<ul style="list-style-type: none"> Oral questions Extended response questions Restricted response questions Case study method
SS-04-F-09	Apply economics and money management in personal life (pocket money, expenditure, and savings)			
SS-04-F-11	State the services provided by banks.			

Implementation Guidelines (ALP-Primary Curriculum, KP)

These guidelines include:

1. Guidelines for material/ learning resource developers (Authors/ content developers)
2. Guidelines for developing teaching & learning strategies
3. Guidelines for assessment of the ALP curriculum
4. Guidelines to adapt curriculum/ contents and strategies for children with special needs
5. Guidelines for delivery options/ implementation of ALP-P 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 (P) 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 (religious, ethnic and other population groups)
 - f. Working children
 - g. Children with disabilities, both physical and mental (preferably minor and moderate)
 - h. Children dropped out from formal schools
 - i. Refugees and stateless children
 - j. Children suffering from disasters (displaced or those with learning losses)
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 oversize 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.

Category 1: Compliance with National Curriculum, Goals and Objectives

1. All the SLOs, themes/ sub-themes are properly addressed through:
 - i. text and/ or illustrations
 - ii. end of chapter exercises

Note: Some SLOs may not be part of text and may be addressed through classroom activities, mentioned in the textbook.

Category 2: Quality of Content, Language and Logical Organization

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.

Category 3: Quality and Support for Instruction

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.

Category 4: Physical Presentation

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.

Category 5: Assessment: Opportunities for Checking Learning (formal and informal)

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.

Category 6: Compliance with Culture and Values

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 Teaching 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.

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.

2. 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.

3. 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.
4. 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.
5. 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/ ALP 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 and subject. At the end of academic year, the assessment authority, NFE provider or teachers develop assessment tasks to evaluate students' performance against overall curriculum targets. In case of ALP (P), the summative assessments are carried out at the end of each package; e.g., Package A, B and C. Assessment items and tests are constructed by the designated assessment authority (DCTE in KP), which are given to the NFER providers/ implementers who administer the tests for Package A and B through their delivery system; field officers and teachers. Whereas, summative assessment for Package C is conducted by DCTE as an external and terminal assessment (examination) by engaging independent invigilators from district level education department to ensure transparency, fairness and accountability.

Weightage of Formative and Summative Assessment:

At package A and B, the summative assessment should be internal (by NFE providers and local teachers), while at package C, the summative assessment should be external (by the DCTE's assessment wing), 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 PIU-ALP or any other regulator or NFE provider/ implementer designated with the functions of NFE and Literacy.

Certification:

Learner will get a school leaving certificate after completion of each package or during the package before completion for the mainstreaming (transfer) in the formal schools or other NFE/ ALP centers. 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 elsewhere. Learners will receive a certificate of completion of Package C (equivalent to grade 5 of primary level) to get admission in the class VI of the formal school or in Package D of the ALP (Middle).

Assessment record keeping, analysis and sharing of reports by using NFEMIS

The PIU-ALP is using a data management software "NFEMIS" (non-formal education management information system) to keep the records of ALP centers, learners, teachers, physical facilities, and assessment of learners as well, which helps in recording, analyzing and reporting the assessment data, 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. At the same time, results of promotional and terminal assessments will also be recorded in the same system and be used to inform policy and decision making process at provincial level.

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*
- *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.

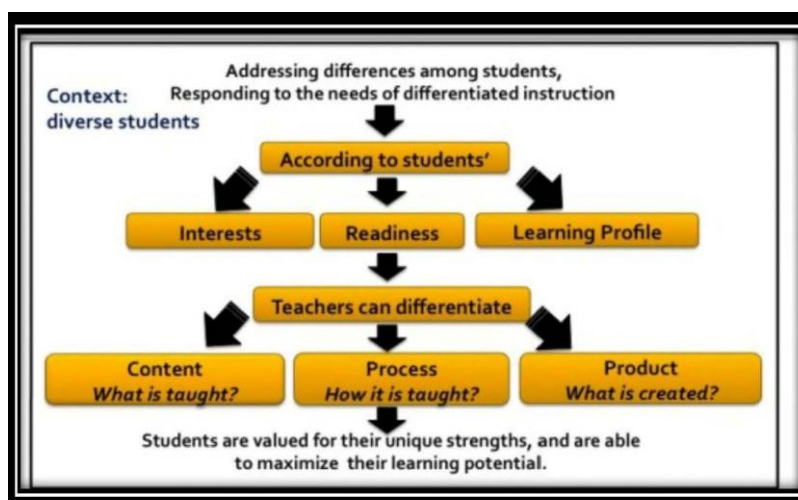
Curriculum Adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to meet the learning requirements of students with learning difficulties including children with disabilities.

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 unfamiliar 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-P Programme in field

The ALP (Primary) 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-Primary 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 of the province such as web-page of the Elementary & Secondary Education Department (E&SED), Elementary & Secondary Education Foundation (E&SEF), and other relevant departments. The approved draft may be uploaded on the web-sites of the development actors such as JICA, UNICEF, UNESCO etc.
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. The dissemination process should invite feedback from experts and users on the curriculum for its improvement

Review and Alignment Experts

Following participants actively participated in the review, alignment and improvement process in consultative workshops:

Curriculum Development and Alignment Consultative Workshop 16-18th May, 2022

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Jaffer Mansoor Abbasi Director DCTE, Khyber Pakhtunkhwa, Abbottabad.			
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23	Islamiat	Mr. Sada Hussain Alvi	TT GMS Kassaki, Abbottabad
24	Islamiat	Mr. Khalid Ahmad	AT GHS Malsa, Abbottabad
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Final ALP-P Curriculum Review Workshop by DCTE Experts

25-27th July, 2022

SUPERVISION			
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20		Syed Amjad Ali	Additional Director, CTR, DCTE, Abbottabad.

Technical Assistance and Coordination

No	Name	Designation	Organization	Role in ALP (Primary) 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 DCTE and subject specialists and preparing the final draft of the curriculum
3	Muhammad Asif Kasi	Provincial Coordinator KP	AQAL (JICA)	Coordination with PIU-ALP, DCTE 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 ALP (primary) curriculum draft
5	Gulnaz Jabeen	Education Officer	UNICEF	Coordination with PIU-ALP, DCTE and other actors as well as technical support in review and alignment process

Notification



Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad