Curriculum Planning & Development

Syllabus Implementation Guide for Teachers Session 2018-2019

Army Public Schools & Colleges System Secretariat

Syllabus Implementation Guide for Teachers
(Revised Syllabus Annexes Booklet)

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Introduction

Teaching has become a very demanding and challenging profession. Gone are the days when a person chose to become a teacher when nothing better or fruitful came his/her way. However, majority of new teachers are totally unaware of the standards which they are expected to meet in order to fulfill their routine duties.

These standards are designed to define competencies, skills and attributes, essential for effective teachers. Generally, every standard has three distinct areas in which the proficiency of a sound teacher is reflected. These are knowledge and understanding, (what she/he knows), disposition (her/his behaviors, attitudes and values) and Performances, (what teacher can do and should be able to do). These competencies are different for different school levels.

As many teachers are untrained when they enter in this profession, it is important to provide suitable scaffolding to them before they get an opportunity to get formal training.

Every year APSACS provides Academic Calendars, Syllabus Breakups and guidelines for routines and procedures to be followed by the schools. The annual Academic Package is sent to schools at the commencement of every session. It is designed so comprehensively that if followed properly even the schools located in remote areas can ensure high pedagogical standards and uniformity. For effective implementation of Academic Package, three booklets are sent to all Regional Directors for their schools :

- **APSACS Academic Package Session** ......(**changes in the new session**)
- **Syllabus Implementation Guide for Teachers (details of important concepts**)
- **Management And Facilitation Booklet (procedural guidelines)**

The school heads should impress upon the teachers to study all three manuals thoroughly and understand their contents, specially the Syllabus **Implementation Guide for Teachers** to become conversant with the syllabus requirements. Study of these manuals by the School Heads will help them to understand the holistic approach to implementation of curriculum and procedures of the system to ensure smooth working in their sections. It is their responsibility to provide each and every teacher an access to these documents and further ensure that they have understand these guidelines properly. Multiple copies of the documents should be placed in the school libraries or Section Heads' offices.

Department of Curriculum Planning & Development

NATIONAL LEARNING OUTCOMES

Setting intended Learning Outcomes is the most important part of curriculum development. As curriculum implementers, teachers need to know the broader educational context in which they work, as well as the educational objectives of teaching a specific subject content. It is part of professional practice that teachers learn about the <u>Professional Standards</u> which they are expected to develop in themselves in order to achieve these benchmarks.

Following document will help the teachers to understand factors and influences which shape the Curriculum Design. In APSACS the schools are centrally provided the Syllabus Scheme of Studies, which is the quintessence of the Curriculum.

APSACS Curriculum is guided by following considerations:

- the parameters defined in National Curriculum Learning Outcomes,

- mandate given in the COAS Directive given in Executive Committee Meeting 2005,

- the latest emerging trends in education and global considerations and developments,

- the unique culture of Army Public Schools

- above all, the religious , cultural and citizenship values

- 21st Century Skills

Keeping within these parameters, the main principles of curriculum development are fine-tuned into the studies too. The grade wise progressive syllabi are laced with concepts which the learners find not only personally relevant and coherent but also broad in scope to satisfy different intelligences in the learners .

1. ***The National Curriculum Framework is important as it is a reference document to be used by various educationists and policy makers etc. It provides a focus for Formal School Education for all school types (private as well as Public sector) in Pakistan.***

   Pakistan National Curriculum has been developed to enhance the quality of learning opportunities through formal instruction over the <u>twelve years of schooling</u>. Teaching/studying various subjects in formal education programs is a developmental process to be accomplished within the Academic Year. Although, progressive benchmarks have been defined for <u>different stages of schooling</u>, yet, student learning outcomes have been provided <u>grade-wise</u> to facilitate the teachers and school administrators. The teachers and learners can use these measurable outcomes to gauge their progress towards attaining the defined benchmarks at the end of two or three years of study. Within a particular school level, (Preschool , Junior or Middle & Senior), working within the concept of spiral progression, repetition and reinforcement, the learner gradually arrives at a 'stable' stage of learning a particular concept or acquiring specific skill.

2. **Relationship between Competency Development and Student Learning Outcomes (SLOs):**

All curricula aim to develop some competencies (skills) in students which are specified by research based analysis of National needs, economic factors / future job market and political will of the country. The <u>competencies</u> are measured against well defined <u>standards</u>. These standards are built on the description of the <u>benchmarks</u> and describe what students will accomplish at the end of each grade. Most student <u>learning outcomes</u> progress and develop across grades where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes within a competency or across competencies overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another. **Cumulative Student Learning Outcomes for a particular academic year specify what the students will be able to do at the end of the academic year**. The outcomes are realistic, observable, achievable and measurable. (SMART).
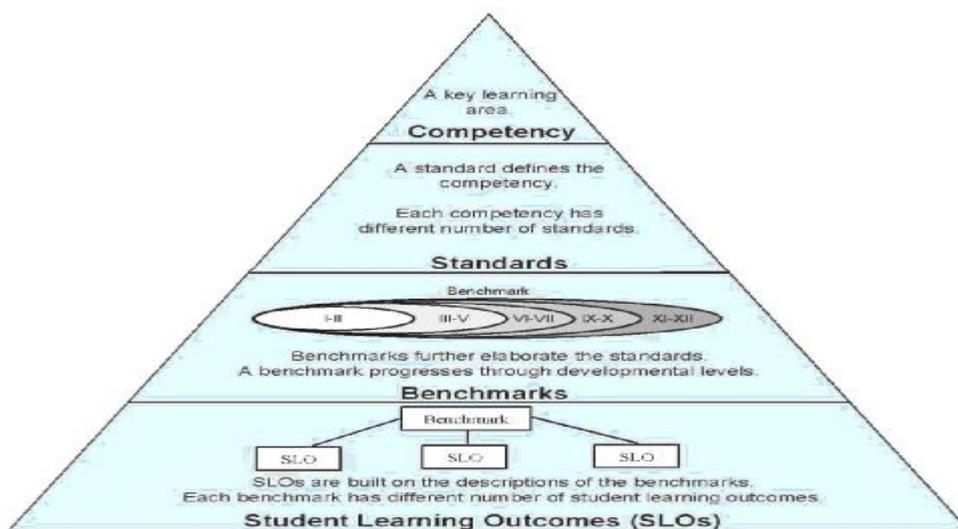
Some of the student learning outcomes might not be testable in the Central / Board Examinations due to constraints, but considering their importance these have been incorporated and are to be tested during Check points / Formative Assessment in the classroom.

Lists of level specific **National Learning Outcomes** have been attached with Syllabus Break-ups. Every list is assigned a specific annexure # for example Anx LOs- Eng.1, means it's a list of Learning Outcomes for English Class One. Besides this, a consolidated book in which Learning Outcomes of all the subjects from Preschool to class eight has been sent to be used for ready reference by the school principals and level heads. In addition, eight subject specific booklets of National LOs have been sent for subject specialist to study the Spiral Progression of content in any subject.

Study and understanding of National Curriculum Learning Outcomes will develop awareness in the teachers about the benchmarks which every school in Pakistan is mandated to attain.

Furthermore, it will help teachers to understand the National Educational Mandate better and critically review their complaints about lengthy course contents, difficult concepts being taught in some classes or not teaching grammar in a systematic & organized way, etc. To further facilitate teachers, five documents on Curriculum Mapping for English and Urdu (grammar concepts) Mathematics & Science   class Prep to X have been attached with the Syllabi since 2017-2018; & spiral progression for Islamiyat has included this session onwards. This exercise will also help teachers to teach meaningfully as they will be able to recognize progression of concepts from simple to more advanced levels when the students move from one class to the next. It is hoped it will also resolve the issues the teachers are constantly complaining about grammar NOT being taught in sequence. The sequence is there, but since the teachers never try to find out what a student has studied in previous class and what he/she will do in the next class, they feel that planning is disconnected. Studying the Curriculum Mapping will help them understand the progression in syllabus content and their responsibility to bridge the gap in students learning.

ASSESSMENT FOR LEARNING
Revised Concept

Introduction

Assessment for Learning improves students' learning and helps students become independent, self‑monitoring learners (Black & William, 1998; Clarke, 2008). Teachers play an essential role in supporting students to develop these skills by ensuring that students have a clear understanding of what they are learning and what successful learning looks like; modeling descriptive feedback, self‑assessment, and goal setting; and providing opportunities to practice these skills, first with guidance and support and later independently.

All instructions should be built around assessments. When teachers sit down to develop a lesson, they should begin by determining how they will measure whether the students have learnt what they were trying to teach. While the instruction is the pillar of the study course, the assessments reflect the quality measure of success. Therefore, it is important that teachers should spend some time in creating and refining valid assessments for their students. However, it is a general practice that teacher ponder on how to assess what and how much students have learnt as a result of her/his lessons (Assessment of Learning), they rarely focus on Formative Assessment which helps her/him to built strategies into her lessons during planning stage which can provide scaffolding to the learners (AFL).

Assessment for Learning is the most important component in the planning process which actually helps to identify all those processes by which teachers and learners use information about student's quality of learning to improve their achievements.

All experienced teachers continuously engage in 'Formative Assessment or AFL. It does not focus on accountability ie how well the child has learnt, its main focus is improvement, that is, what can be done to improve the quality of learning.

AFL practices help to clarify following questions:

For the Teachers:

- How well are you (the teacher) doing? Is my planning and lesson delivery sound?

- Have I identified students' difficulties during the lesson?

- Have I given quality time to students for seat work?

- Have I engaged the students who need extra support suitably?

- Have I achieved my objectives?

For the Students:

1. What progress has he/she (learner) made?

    *   What was the evidence that lesson objectives were being successfully met during the allocated time ?

    *   Were the learners excited/ engaged?

    *   How were they able to give evidence of their new learning?

2. What do you (teacher) need to do now?

    *   What kind of modification/ planning is needed to improve teaching in order to achieve the objectives?

    *   How can I enhance the quality of learning of struggling learners?

APSACS teachers are continuously trained to embed AFL practices in their teaching methodology by sharing the lesson objectives, questioning during the lessons, sharing the success criteria, spot tests etc. They can proactively surf net and learn of other effective smart strategies.

Another AFL exercise done in schools is assessment of performance in term examinations, jointly by the teachers and students to take learning forward productively. Until now, at the beginning of the term, the students were given their answer scripts to study their mistakes and do corrections in their notebooks (AFL), so that they move on with corrected concepts. This practice has been modified from 2016 - 2017 onwards.

1. **Modified AFL Procedure:**
    Since AFL tends to be forward looking as an ongoing and continuous part of the learning process, it is used as an aid to improve teaching for future progress. During the Pre- orientation meeting the teachers will be informed about changed AFL procedure.

    Following methodology will be employed:

    There will be two distinct parts of AFL:

    a. **Examination Performance based AFL**

    Only the **core subjects** will be the focused for AFL , it will be done in the regular subject periods of the time table. The subjects focused will be:

    o **Junior School:** English, Urdu (Languages only) & Mathematics
    o **Middle School:** English, Urdu (Languages only), Mathematics and Science
    (Note: although Science is NOT a core subject in classes IV & V, it is included for AFL)

The Subject teacher will analyze student performance in the recent examination. She will prepare a comprehensive performance profile and during her first period with the class, will revise/clarify the generally appearing mistakes in most of the answer scripts.

b. **The major concepts appearing spiral progression in the new class**.

The objective of this exercise is to connect the previous year learning with the current year and make studies meaningful for the students. The teachers will connect the major concepts appearing in spiral progression in previous and current year, and present it to students in the form of an organizer or worksheet in age appropriate way. They will further reiterate this when planning & teaching a particular concept and connect it to when they have studied it in previous classes.

2. **Role of Section Heads:**

a. The Sections Heads have to explain the modified concept of AFL and ensure that it is properly understood by all the teachers in the school, not only the core subject teachers.

b. They will NOT prepare a separate dedicated timetable for the two AFL days. The AFL will be done in the routine timetable periods.

c. They should critically evaluate the contents prepared by the teachers for AFL session and ensure that the students get a sound grounding of what to expect in the forthcoming session.

d. They monitor the AFL sessions to ensure that the concept is well implemented by the teachers.

3. **Role of teachers:**

a. **Class I-III:**

As the teacher will have been assigned the subjects and classes for the new session during the pre orientation meeting, she will have ample time to prepare for the AFL days of her class. She will scan through the prescribed textbooks / Curriculum Mapping Document to get a comprehensive picture of **the course content** of the previous and present year class. The teachers will prepare a brief of important concepts done in previous class and connect them to those to be studied in the new class in order to take learning forward in a meaningful manner. They may prepare revision worksheets or use board work for students. This revision will be a suitable warm up to connect students with previous learning and the new concepts smoothly.

Note: AFL work will be clearly dated with proper **Heading** in the Note Books.

One page is to be left blank following the AFL in notebooks.

b. **Class IV- VIII:**

 Procedure and Preparation:

(1)　Based on the Examination Report/ Result Analysis, major conceptual errors made in the Examination Papers will be discussed by the teacher and students will write the answers in their notebooks

(2)　During the pre orientation meeting, the teacher will have been assigned the subjects and classes for the new session; she/he will make preparation for the AFL days of her/his class. She/he will **study the text books** of the previous, present and the next year class in order to bridge the learning over three years. In this way, the teacher will have a clear understanding of what the students already know, what they will learn during the session and what standard/learning is expected of them when they get promoted to the next class.

(3)　She will prepare a brief and well worded summary of the concepts they have studied in their previous class. She will guide the students to connect them with the advanced level of the same concepts in their present textbooks. She will talk about the <u>Principle of Progression in studies </u> in a simple and age specific manner.

She will also t**ouch on the new concepts (without going into detail)** which the students will learn in 1st and 2nd Terms during the session. Teacher may use her own discretion to choose the strategy to reinforce/revise learning of previous year. This will be discussed in the coordination meeting. She may prepare work sheets/ graphic organizers / board work/ quiz etc (record to be maintained in the notebooks under the heading of **AFL**). Such AFL session will act as a warm up to help students to look forward to class lessons expectantly.

Note: AFL work will be clearly dated with proper Heading in the Note Books.

One page to be left blank after AFL in notebooks.

4. **AFL for the Second Term:**

a. **Class I-III**

Important concepts done in first Term will be revised.(work sheets/ organizers / board work/ quiz etc)

b. **Class IV- VIII**

(1)　Important concepts done in first Term will be revised.(work sheets/ organizers / board work/ quiz etc)

(2)　The common mistakes made in the papers will be discussed. (Board work followed by work in notebooks

(3)　Teachers will discuss the new concepts to be learnt during the 2nd term.

Note: Clear heading & dates of **AFL** be given to this work in the Note Books.

One page will be left blank after AFL in notebooks.

APSACS EARLY YEARS EDUCATION for Holistic Development

Introduction

The early years of a child's life (from birth to 8 years) provide the foundation for the development of lifelong skills and all subsequent lifelong learning. Good health, a safe and nurturing environment as well as the right kind of mental stimulations give a child a strong frame work for growth and helps ensure later success at school, at work and in society. International research suggests that *early interventions* provide a unique opportunity to avoid future learning problems, including reduction in dropout in primary years in addition to benefiting the family, community and society.

Several studies have been carried out that scientifically demonstrate the benefits and returns of investment in early childhood development programs. For example, there is less repetition and better progress towards completion of primary schooling for those children who are enrolled in an early childhood program. Early Childhood Education- ECE programs are effective and very important for helping children develop the skills they need to be successful throughout the life. These programs help to make sure that children are ready to learn. School readiness provides children an opportunity to experience social and economic mobility.

APSACS Academic Package for Early Years (Introduced in 2017-18)

1. **Introduction of Integrated studies For Play Group (from Academic Session 2017)**

   With the commencement of the new academic year, APSACS is introducing an Integrated Scheme of Studies for the young learners. The main aim is to ensure the integration of Early Literacy and Numeracy with the key areas of Child Development. Combining three to four books into one comprehensive study pack will lessen the burden of heavy bags too. Appropriate and interesting experiences according to the Themes in the book, in key learning areas will have a positive impact on the child's current development as well brain connections that will last a lifetime.

   The key learning areas include:

   a. **Physical Development**

   b. **Social and Moral Development**

   c. **Emotional development**

   d. **Language Development**

   e. **Cognitive Development**

   f. **Creative Art**

   g. **Knowledge & Understanding of the World**

2. **Language, Literacy, and Communication**

   Teachers can provide a foundation for children's development in oral language, reading, and writing by providing opportunities to listen and talk every day, creating environments rich with

books and other printed materials, and engaging children in meaningful experiences they are eager to talk and write about.

More Focus will be given to **Early Years Spoken English Improvement Programme (SEIP)** with dedicated activities for free conversation. Teachers will be trained to devise better and effective strategies for the development of Spoken English Language skills of the little ones.

Strategies for SEIP:

a. maximum use of English language during morning meeting

b. Improving vocabulary is key in mastering the specialized words used in english language.

c. make them read sight words frequently

d. play games like word walls(find a word) make a sentence with it

e. Practice practice and practice.english proficiency is attained through lot of drill in order to make children practice familiar sentences.

3. **Numeracy:**

Much more than rote counting, numeracy for preschoolers includes asking "how many?" questions, exploring shapes, comparing sizes, exploring patterns, and collecting and interpreting quantitative information. Adults can support children's natural curiosity about mathematics and mathematical thinking by providing open-ended materials and interactive hands-on activities.

a. Numerals recognition

b. Number words and symbols

c. Counting

d. Part-whole relationships

e. Shapes

f. Spatial awareness

g. Concept of Time

h. Measuring

i. Patterns

4. **Personal & Social Development:**

As said that a happy and well adjusted child is the benchmark of a successful school system. At APSACS greater stress is laid in developing children's personal & social skills. Strategies like Morning Meeting, Group work, Self help skills & Role plays are embedded in the curriculum to enforce socio emotional development.

5. **Physical Development:**

a. Hand exercises

b. General EPL Exercises

c. Play area (running, jumping, catching, walking on line)

d.   Stringing Beads

e.   Play dough

6.   **Cognitive Development:**

Early childhood is not only a period of amazing physical growth; it is also a time of remarkable mental development. Cognitive abilities associated with memory, reasoning, problem-solving and thinking continue to emerge throughout childhood. Different activities promote cognitive development in preschoolers such as: Stringing beads, puzzles, matching colors & sizes /object, pairing, sorting, cutting etc.

7.   **Creative Arts:**

Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

Music: Singing releases tension and helps to normalizes emotions in children and helps them to express and represent what they observe, think, imagine, and feel through music.

Movement: Movement is inherent to a child. Children express and represent what they observe, think, imagine, and feel through movement.

Pretend play: Children express empathy and demonstrate through role play their inner feelings and imaginations.

8.   **Tarbiat of Children in Early Years (Morals, Ethics, Mannerism & Grooming)**

During Early Years, all adults viz parents, teachers care takers   are focusing only on the physical and cognitive aspects of personality development of a child. However, conscious focus on developing the **morals, personal & social grooming** is mostly absent.

While it's normal for preschoolers to still be self-centered, teaching manners reminds them that other people in the world matter and deserve respect. This is a great age to teach social graces because the child is naturally eager to please his parents and teachers. Parents and teachers are both partners in initiating Tarbiat' of preschoolers. APSACS Values Education Programme is strongly linked to the concept of developing self awareness, empathy for others, respect of peers and adults, courtesy, acceptance of diversity. These are the main characteristics which help in shaping the personality of a child in these formative years.

a. **Role of Parents**: Parents are the primary source of Tarbiat , Religious and Cultural Values Development in their off springs. However, being strategic partners of the school community they are also responsible to *support* school in developing positive behaviors & values being stressed in school.

Parents' Awareness sessions will be held by the school to stress upon the importance of 'Tarbiat' at home. The bedrock of any value system is the religion (Islam and all other religions). Parents need to know that the most important outcome of any formal or informal education system is the transformation of children into good human beings.

b. **Role of Teachers**: Being loco-parents, teachers are equally responsible to create an environment where basic manners are modeled and children's personalities are shaped into well adjusted members of society.

c. **Steps for Tarbiat:**

(1). Sensitization on Tarbiat through parents awareness sessions.

(2). 2. Class Teachers and Teacher Assistants will be trained to focus more on the personal & social development of children during school hours.

(3). **Home school partnership**

To make the parents feel that they are very much part of the school home school partnership has to be build up.

(a) Storytime by parents: one hour storytime by parents in a week

(b) parents will be called to attend the school assembly (any day)

(c) Parents Counselling: To watch out inappropriate behaviours at home parents will be getting councelling from school

(4). **Parents Teachers Association**

Active members from the parents' community will be representing parents and work closely with their counterparts from the teaching faculty. They will arrange sessions to discuss issues and solutions regarding behaviour, emotional and social development of their children. PTAs will be effective in engaging parents in the school. They will help improve the parent -teacher relationship.

(a) The school will nominate parents for PTA membership

(b) Parents will vote for their representatives.

(c) The elected representatives will hold meetings on bimonthly basis.

(5). **APSACS EARLY YEARS ACADEMIC CALENDAR (to be continued)**

The dedicated Preschool Academic Calendar provides the road map for the early school In charges and teachers The activities are clearly planned according to the three weekly Thematic Learning, ensuring uniformity in implementation of skill development throughout the system.

(6). **STUDENT DIARY (PG-PREP)**

Student Diary is one of the communication channels between parents & teachers. It is not just a homework diary rather contains all required information for a parent about his/her ward.

d. <u>**Salient Features**</u>

(1) Student's Information

(2) Medical Card of The Child

(3) Record of School and Parent Contact

(4) Academic Calendar 2018-2019

(5) Revised Assessment Policy (KG-PREP)

(6) Recommendations for Parents

(7) Guidelines for school bag organization

(8) Home work policy

APSACS Early Years 'Tarbiat' Package

Introduction

The early years of a child's life (from birth to 8 years) provide the foundation for the development of lifelong skills and all subsequent lifelong learning. Good health, a safe and nurturing environment as well as the right kind of mental stimulations give a child a strong frame work for growth and helps ensure later success at school, at work and in society. International research suggests that early interventions provide a unique opportunity to avoid future learning problems, including reduction in dropout in primary years in addition to benefiting the family, community and society.

Several studies have been carried out that scientifically demonstrate the benefits and returns of investment in early childhood development programs. For example, there is less repetition and better progress towards completion of primary schooling for those children who are enrolled in an early childhood program. Early Childhood Education- ECE programs are effective and very important for helping children develop the skills they need to be successful throughout the life. These programs help to make sure that children are ready to learn. School readiness provides children an opportunity to experience social and economic mobility.

Tarbiat: Molding of Child's personality

While it's normal for preschoolers to still be self-centered, teaching manners reminds them that other people in the world matter and deserve respect. This is a great age to teach social graces because the child is naturally eager to please his parents and teachers. Parents and teachers are both partners in initiating 'Tarbiat' of preschoolers. APSACS Values Education Programme is strongly linked to the concept of developing self awareness, empathy for others, respect of peers and adults, courtesy, acceptance of diversity. These are the main characteristics which help in shaping the personality of a child in these formative years.

Implementation strategies for *Tarbiat:*

1. **Intervention for Parents**

    Parents are the primary source of Tarbiat, Religious and Cultural Values Development in their off springs. However, being strategic partners of the school community they are also responsible to **support** school in developing positive behaviors & values being stressed in school. The bedrock of any value system is religion. Parents need to know that the most important outcome of any formal or informal education system is not grades only but the transformation of children into good human beings.

    The missing factor of 'Tarbiat' in the bringing up of young ones has to be revived and schools will be partners in developing basic manners relating to self and others. To sensitize the parents, APSACS will introduce informational Brochures on the importance of Early Years and the importance of the Tarbiat element.

Furthermore ***Parents Awareness Sessions*** will be held by the school to stress upon the importance of 'Tarbiat' at home. Parents will be encouraged to help teachers in story telling and other such activities.

2. **Interventions for teachers**:

   Being loco-parents, teachers are equally responsible to create an environment where basic manners are modeled and children's personalities are shaped into well adjusted members of society. APSACS will sensitize teachers through Training sessions to embed the Tarbiat element in their routine practices through practical activities to develop positive self concept, respect for self and others & Empathy.

3. **Home School Partnerships:**

   In the learning triad parents are one of the stakeholders and must contribute in the better upbringing of their child. APSACS schools will ensure participation of parents in the Tarbiat at school. They will be partners in relating stories depicting values and morals and will be invited to activities held in school to develop personal and social skills.

4. **Role of Parents Teachers Associations (PTAs)**:

   The PTAs in school had a very effective role long time back. This role needs to be revived and active members of the parental community should meet and discuss the issues regarding social emotional development of their children. This will bridge the gaps between parents and teachers. Positive relationships between the school and parents will ensure better development of the child. Family involvement activities to occur on a monthly basis to encourage the ongoing participation of family members in the school life. The PTA members will convene periodic family events at school such as Open Houses and Parenting Sessions. Newsletters and bulletin boards will inform parents about the activities for them and their children. Families will attend parent and community meetings, one to one parent conferences, and contribute their time, talents, and care to the classroom.
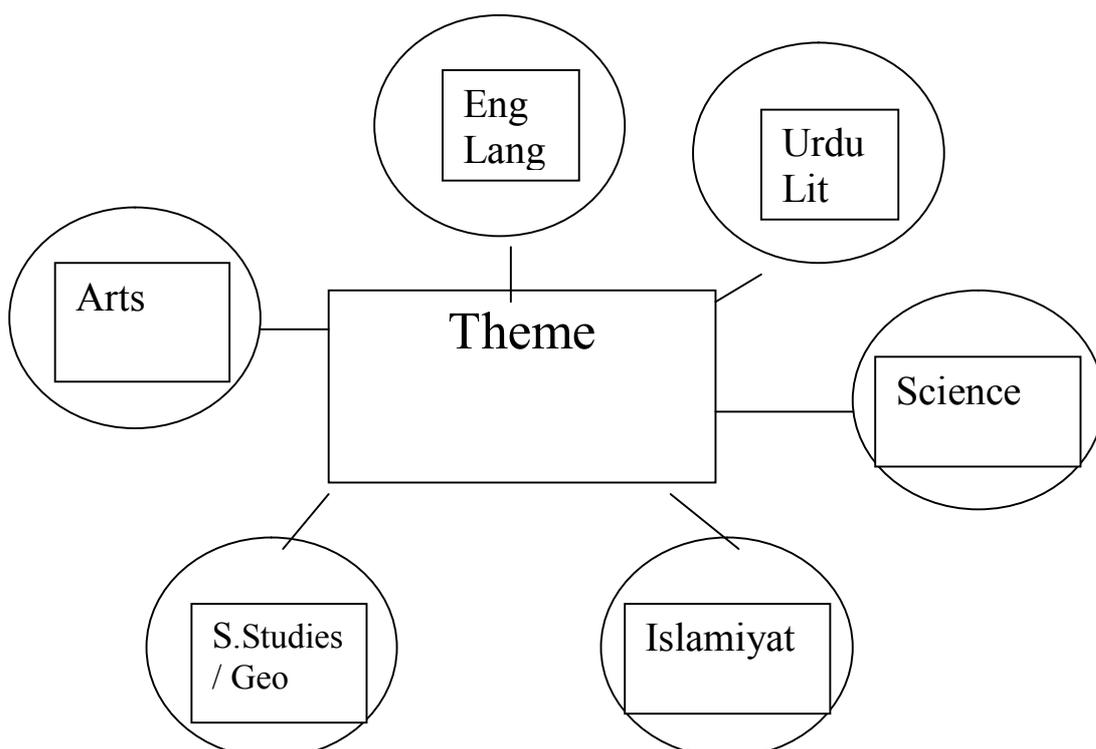
<p align="center"><u>Integrated Curriculum Revised</u></p>

1.   What is Integrated Curriculum?

An integrated curriculum is described as one that connects different areas of study by cutting across different disciplines by emphasizing unifying concepts. The simplest understanding of integrated curriculum is that it makes connections across the different disciplines (subjects) in a particular class. The connections established in earlier classes pervade throughout students' formal education. A knowledge and skill based curriculum breaks boundaries between disciplines and establishes relevance to real life. Research has indicated that students see the world in a holistic manner. They do not think in terms of different subjects. Integration focuses on making connections for the students, allowing them to engage in meaningful activities relevant to real life. Therefore, integrated approach is compatible with the ways in which students learn and develop.

At APSACS, for Playgroup, an Integrated Scheme of Studies, 'Ready Steady Go' has been developed through which the Early Literacy and Numeracy will be developed in young learners along with inculcation of religious and cultural values and general knowledge about the world around them.

There are many levels of integrated curricula. An analytical grid has been provided for teachers' general understanding at the end of this write up. (Anx A). Integrated teaching requires a lot of teaching expertise and sound subject based knowledge across many disciplines. Unfortunately, due to lack of versatile teachers at present   APSACS has opted out for thematic /webbed **teaching. The Thematic integration emerges when Curriculum Mapping across different subjects is done .**

2. **Rationale for Development of Themes for Integrated Curriculum:**

Books selected at APSACS for the schools are those which meet at least 80% of *Learning Outcomes* given in our National Curriculum. In schools, the teachers mostly rely on books for teaching/learning practices. Therefore, for the purpose of developing integrated curriculum, the contents under different topics of all books are studied and analyzed. Curriculum developers then make *content maps* of books of all levels and the concept of thematic webs is established.

For the time being it has been decided to have limited number of themes in different classes till the time comes that APS teachers become so conversant and proficient that they master the art of thematic integrated teaching.

Ideally speaking, teachers, in Classes I – VII are expected to have the expertise and command over all subjects at a particular level and be able to connect the subjects/topics and teach effectively. However, in our schools, teachers have self-assigned subject specialties and unfortunately, do not explore their potentials fully; they narrow their areas of expertise and prefer to teach one or two subjects proficiently. Due to this factor, for present, it has been decided to select themes which include similar contents of different subjects and let the subject specialists do the teaching.

Schools should try to develop and patronize broad-based teachers who are able to handle more than one, two or three subjects effectively. It is these experts who will eventually be the assets of schools.

The Aims and benefits of Thematically Integrated Curriculum are to:

a. Provide a context /theme for learning content, processes and skills.

b. Make the curriculum interesting /manageable for teachers by bringing similar ideas together and creating time for dedicated teaching in each learning area.

c. When students study the same concept from different angles, in different subjects, they develop clear concepts

d. Increase interaction and co-operation among teachers & students to enhance learning across the curriculum

e. Make prior knowledge and experiences meaningful and make clear connections with present learning

f. Integrate knowledge (cognitive domain), skills, actions (psychomotor domain) and values (affective domain) towards a common purpose and establish a clear relevance of learning to real life

g. Build a partnership among the teachers teaching different subjects

h. Satisfy and cater to students with a wide range of abilities, skills and knowledge within the same classroom

i. Place responsibility for learning in the hands of students by making them resourceful and adaptable learners.

j. Assists students to understand their learning experiences in order to make sense of the world (relate classroom teaching to real life)

Methodology:

a. Since 2016 – 2017 the Integrated Teaching has been **discontinued** from Class I to III

b. For classes Class IV-VII, at present, following subjects have been selected for the purpose of Integrated Curriculum.

English (language), Urdu (Literature), Science, Islamiyat, Social Studies, Geography, Arts

c. Class VIII is NOT included as SSC Studies commence in many subjects.

Mathematics, History, Eng and Urdu language have not been included for thematic teaching. Order of topics in history cannot be disturbed due to the chronological timeline of historical events.

In literature lessons, the events in the novels are narrated in their chronological order, therefore, it's not possible to include them in integrated themes. Urdu Language is based on grammatical concepts and vocabulary building that is why it is not included in the thematic web.

Note: Generally speaking, Integrated Curriculum or Interdisciplinary Curriculum includes:

1. a combination of subjects due to relationships among concepts
2. themes as organizing principles
3. using sources other than the textbooks (desirable but our teachers limit themselves to textbooks only)
4. flexible schedules (not possible in our schools, as weekly period allocation to subjects given by the APSACS has to be followed)
5. flexible student groupings. (only in the class, **not possible** across different classes or levels)
6. an emphasis on projects

The selection of themes is done very carefully as it is essential to choose suitable content for an integrated curriculum to be effective. Therefore, Units are picked across the books and are packaged in the form of themes around which content of work is developed.

Steps followed for Thematic Development of integrated teaching:

1. For each class, curriculum mapping is done and topics relating to a common concept are identified.
2. Themes are then conceptualized and divided over the first and second term.
3. Topic maps are made for the subjects to identify commonalities for integration for a specific class.
4. Similarities and connections in subject matter are recognized across the whole curriculum and webs are made accordingly
5. From Class IV- VII varied number of themes are identified & similar topics are put under a theme
6. In Class VI maximum thematic teaching is to be done
7. After Class VII there is no integrated teaching since Class VIII has been made part of SSC classes.
8. There will always be a subject where the integration will not be possible; (Urdu) in the sample of class six below; and teachers will be required to take the teaching forward as directed in the curriculum

Sample of how Curriculum Mapping of any class is done

Sub/topics	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
English	**a**	B	C	D	E	f	g	h	i	j	k	L
Urdu	c	G	J	**a**	H	b	d	l	k	e	f	l
Science	K	D	H	C	G	b	f	**a**	e	i	l	J
S.Studies/Geo	L	K	J	i	H	g	f	e	d	c	b	**A**
Islamyat	**A**	B	E	G	C	h	j	f	i	d	l	K
Arts	G	C	J	**A**	H	b	d	l	k	e	f	l

Sample: Class 6   week 2-3   Theme: Measurement …

Sub/ topics	Unit/chap 1	Unit/chap 2	Unit /chap 3	Unit/chap 4	Unit/chap 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Eng	**Giving Instructions**	B	C	D	E	F	G	H	I	J	K
Urdu	C	G	J	**No intergr…**	h	b	d	l	k	E	f
Science	Sc skills	D	H	C	g	B	f	k	e	I	I
S.Studies / Geography	L **No Intergr….**	K	J	I	H	G	F	E	D	C	B
Islamyat	B	**Aemaniat aur ebadaat**	E	G	C	H	J	F	I	D	L
Arts	G	C	J	**PG 1 & 3 Patterns /scale drawing**	H	B	D	L	K	E	F

Guidelines for Implementation:

1. **<u>At Management Level……</u>**
   a. Before the new session starts the school heads / master trainers will conduct workshops on the concept of Integrated Teaching in the schools for orientation purpose and bring on board the whole school staff specially the newly inducted teachers. Extensive professional development is needed for teachers.

   b. The school heads must study, understand and monitor the implementation of thematic teaching

   c. School heads must ensure provision of necessary resources and ongoing support to the teachers.

   d. The focus of teaching must shift from didactic to constructivism both on part of teacher and students (from telling to building and discovering of knowledge)

   e. As an intervention plan, the school should ensure that teachers concentrate on knowledge development in curriculum areas other than the one they are certified to teach. Also, this Professional Development must include extensive practice in the use of constructivist-oriented pedagogy.

   f. The teachers need to make learning clubs/communities in their own schools as well as sister organizations. At this stage they should engage in Professional Dialogue by working with their peers to improve education.

   g. Teachers need extensive trainings in coordination and learn to value cooperation and interdependence

   h. Teachers need to hone the skill of sharing, preserving and storing the materials developed for experiential learning

The parents need to be informed about the new all emerging paradigms of education (integrated thematic teaching) being used. Parents feel comfortable if the teachers follow unit after unit as laid down in a book even if their children are unable to make any connection of teaching from one subject to another. Therefore, unless the parental community is informed of changes to be made, there is likely to be resistance. The school must take parents on board during the orientation week. It is the professional and ethical obligation of schools to constantly and patiently satisfy parental concerns by explaining how integrated teaching is the key to managing explosion of information and knowledge around us.

2. **At teaching level:**

   a. Teachers will not be able to teach the integrated curriculum if they have not stu*died the Syllabus Breakup Or Syllabus Implementation Guide in detail before the term starts*

   b. Classroom teacher and subject teachers will be responsible for implementing two to three thematic topics per term with their class.

   c. Before any theme is taken up, a vigorous coordination meeting will be conducted and connections of various subjects will be studied and understood by concerned subject teachers. Every teacher will try to understand how other subjects are connected with the Theme. If a subject does not appear in the Thematic Web for a certain week, the teacher will teach according to the Syllabus Break up for that week/time.

   d. The teacher will introduce the theme to the class and draw its web on the board

   e. She ask the students to copy the web on to their notebooks

   f. She will ask them to write the unit numbers which will fall under a said theme.

   g. All teachers, whose subjects fall in the integrated theme, will explain why particular unit/units have been selected for a particular theme. During teaching the conceptual similarities of contents will be stress on.(When students will study the same concept in different subjects , learning will be reinforced and knowledge will be constructed across the disciplines)

   h. If teachers are unable to comprehend the concept of Integrated Teaching, they should approach the Section Head for help and further training

   i. It is very important that teachers understand and own the concept of Thematic Teaching and be in position to explain it to the parents instead of passing on the buck to APSACS

Conclusion:

In all educational system efforts are made to keep up with the latest, most innovative and effective teaching practices in the world. As there is an explosion of knowledge and information around us, it has become imperative to make meaningful connections across the disciplines which will facilitate teaching and transfer of knowledge in the classes. Composite packages of information have become the answer to manage teaching successfully; hence, the answer Is Integrated Curriculum.

In a nutshell, Integrated Curriculum helps students apply skills, leads to faster retrieval of information; **multiple** perspectives lead to a more integrated knowledge base**,** encourage depth and breadth in learning and promote positive attitudes in students**.**

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The Aim of Project Work

It is well known that the knowledge which the teachers give to students is perceived in a formal context and is not applied to real life as ideally desired. Project work is a communication approach which closes this gap. By participating in project work, students get opportunities to engage in *practical* planning, collaborative learning, decision making, task delegation, research work, preparing presentations and audio-visual artifacts etc. This exercise is a forerunner to real life situations. Doing things practically provides the students with an opportunity to examine the ground reality and make realistic decisions accordingly.

It is ideal if students get the opportunity to decide for themselves what they will do and how they will do it, and be personally interested in the work they are doing. However, as project works are connected with the curriculum, it is often a teacher's task to identify a particular project. Whatever the case may be, the role of the teacher should be of a guide and facilitator than a dictator.

1. **What is Project Work**

   Project work is longer-term creative work, done either individually or in groups, which combines investigating the topic and presenting it in written and illustrated form with photos, pictures, diagrams, etc. and followed by a presentation/discussion on the matter.

   A project requires spending considerable amount of time on finding relevant information, developing a final product and presenting it, so it is done in stages. It also involves various skills: task delegation, research, gathering information and presenting it artistically and meaningfully. Project presenters also need to have very effective communicative skills to be able to explain the details of project effectively.

   Students love projects if the teacher ensures that it provides them opportunities to contribute according to their strengths and abilities. It should be made clear that working together is not pitching students against each other. It is an exercise to capitalize on the different strengths of individual students. It is a fine blend of cooperative-competition. It also creates awareness of importance of group work (cooperation) and every team member is expected to do his/her best (competition).

2. **Developing a Project**

   For a project to succeed, a good working relationship needs to be established. The students must be able to cooperate both with each other and with the teacher. The time spent on a project depends on the amount of time available and on the nature of the project. A project may take as little as a few hours or as long as a couple of weeks to complete. The teacher should decide on the time according to the ability of students and other issues. The teachers should explain the stages of the project.

3. **Stages of a Project:**

Every project passes through following stages:

a. Introducing the idea and definition of the project's objective, and establishing deadlines

b. Forming groups, designing activities and discussions.

c. Collecting and processing information

d. Designing of written and presentation materials.

e. Organization of materials and developing the end-product.

f. Final presentation which includes physical layout and oral presentations

No matter how long or short the project may be, the work will generally fall into three parts:

a. **Classroom planning**:

The students in collaboration with the teacher discuss the contents and the scope of the project. Ideas are also discussed for presentation, artifacts, visits, and for ways of gathering the necessary material. Making of groups is also part of class planning. The teachers should make groups with mixed ability students. This is why, whenever a project is embedded in the syllabus, clear guide lines are given that planning for the projects starts two to three weeks before the lesson starts. The teachers explain the nature of project, make groups and assign the tasks etc well before the work starts.

b. **Carrying out the project.**

(1) First and foremost thing to do is to inform the school management about the project work, its time and nature of activities the students will be required to carry out in the school campus or at any other place.(visits to post office, fire department, museum or art gallery) This information should be conveyed to the parents/guardians also.

(2) For carrying out the project work in an organized fashion, most of the times, it is viable to assign roles and duties and ask the students to gather printed and visual materials during library periods or at home if they have facility. If they need to conduct interviews, make recordings, take pictures, use the science /computer laboratory or art room facilities, the management makes sure that student is provided adequate opportunity for completion of tasks etc.

c. **Reviewing and monitoring the work**.

This includes translating, (if necessary), discussion, and giving finishing touches to models, artifacts and presentations. Feedback sessions, both during and after the project, should be held. During these sessions the students should be open to advice and comments offered by the teacher, group analysis of the work and self-monitoring of the students.

Nature of Projects

Many projects have been highlighted in the Syllabus Breakup. The details are given in the Syllabus Breakup Document. In the customized Social studies textbooks ' The World Around Us' for classes 4 & 5, two lessons have been specially designed for project work. Detailed instructions for both the teacher and the students along with the resources are given in the textbooks.

In most of the projects the support of Art teacher and use of Arts periods will be necessary for successful execution and showcasing of the project. The subjects in which project work is given are:

English , Arts, Science ,Social Studies and History

Instructions for APSACS Annual Art & Project Exhibition:

In the beginning of the session, the teachers will :

(1) Study the Syllabi Breakups, note down & plan for all the projects in the studies.

(2) Display the names/titles of projects in the class, term wise.

(3) Divide the class into groups and assign the topics for projects to the students. Explain project requirements and bench marks which can be adapted according to the project requirements.

(4) Provide the names of websites or books in case research work is required.

(5) Ensures maximum class participation by all the group members responsible for the project

(6) Assign dates of submission, and arrange the display venues

(7) Celebration of the Project Day in the class / school (Art and Project Exhibition) is an important annual event, therefore, proper preparation for the display of projects and presentations should be made.

(8) All the projects artifacts and displays may be kept safe for Art and Project Exhibition. (Ref. The Academic Calendar).

Success Criteria

Success Criteria of a particular lesson are the salient points which a student needs to keep in mind while working on an assignment. They are based on the objectives, and should shape the teaching process and provide a focus for the learner while they are working independently. They are the key focus for the teachers' and children's feedback. Discussing Success Criteria with the students provides an insight to the teacher as to how far the learning intentions /objectives have been met.

Success criteria are not new; teachers have always asked children: 'So what are the important things you need to remember?' "make sure you write the numbers inside the squares" …" do NOT write the summary longer than 1/3 of original passage". etc

Success criteria should be expressed in language which is simple and understood by the students so that they can identify their learning milestones, and show evidence of their learning through demonstration and application.

Success Criteria, when clearly displayed, can provide a visual prompt for children and teachers during the lessons. Examples may be a good model, (a well written essay meeting all required standards, a well formatted letter, or a chart displayed in the class). It can also be in the form of a clear list of things to be included in the assigned task /project undertaken by the students.

1.   **Salient Features of the Concept of Success Criteria**

   a.   should be brief, succinct, a summary of discussions up to that point.

   b.   should be displayed visibly, specially for young learners, so students can look up and check during the lesson because ***visual images help the brain to remember 90% of content.*** *Remember: Even as adults, we may believe that we understand a task, but when we get involved in the actual activity it's easy to lose track of the point. Success Criteria, when **visually displayed**, keep everyone focused*.

   c.   for the purpose of skill development, concept and knowledge objectives, the success criteria are usually chronologically listed.(easy to create).They consist of all the things learnt so far and are usually in the form of a list or menu. By using the success criteria, both the teachers and learners get assurance that the learning objectives have been met. The quality of learning depends upon modelling, feedback, questioning etc.

   d.   *'Product'* success criteria are **unhelpful** e.g. *'your answers will be correct if you do………..'. They focus on salient points or products. They are what the teacher wants and don't clarify for the children how the learning objective will be fulfilled.*

e. **'Process'** success criteria are **helpful.** They explain *how* the learning objectives will be achieved. Children are actively engaged in the process of learning as success criteria helps in remembering the important points.

f. asking children to reflect back on the success criteria (or what they need to understand) during and at the end of the lesson gives the children ownership

g. success criteria develop relationship to board content/resource boards (displaying criteria, or models/ methods etc), questioning, peer and self-assessment, marking and feedback ………

h. it is important to ask children to identify the success criteria when the task is assigned. The learners then:

(1) keep track of what they have done and what is left to do in the time given

(2) know the expectations of the teacher

(3) can start to self-evaluate against the criteria and ask for help where needed

(4) can mark their own work or work with peers confidently as all share the same success criteria

2. **Benefits of having success criteria :**

For Teachers

a. Planning is focused more around success criteria than the activity which saves time and clarifies the lesson objectives

b. Oral feedback during the lesson focuses around the success criteria

c. Marking/grading is focused around success criteria than irrelevant features of lesson

d. The need for individual targets decreases as teachers' and children's concerns become more focused around meeting success criteria

Note: *Teachers shouldn't give lots of criteria; they should just ensure that the most important points are high-lighted which the children are most likely to forget during their seat/independent work.*

For students: Learners' progress is accelerated when they are clear about success criteria, are able to judge the quality/progress of their work and understand how to improve the key concepts and skills.
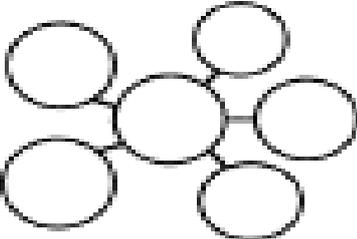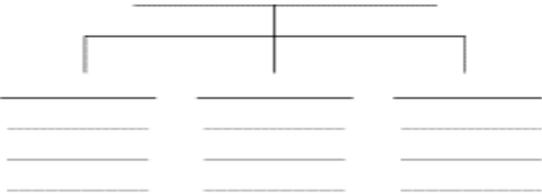
If all children have clear understanding of the learning objectives, then all children will have the same success criteria despite different ability levels.
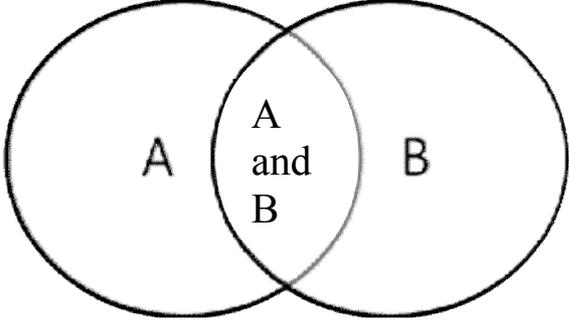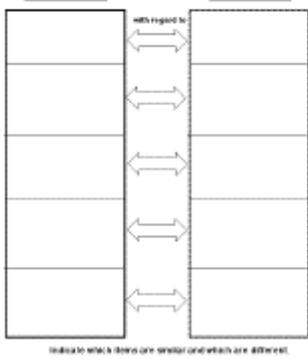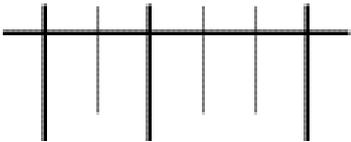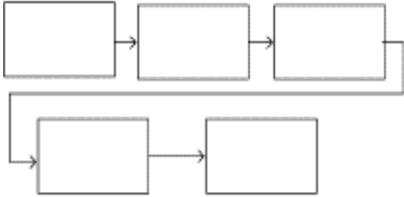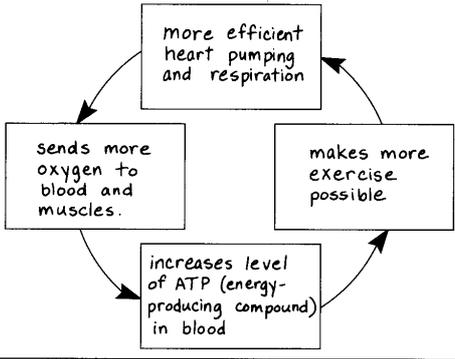
3. **Key Principles Of Success Criteria**
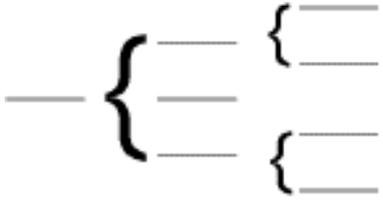
    a. process success criteria are more powerful than product success criteria

    b. success criteria need to be planned in advance, as soon as the objectives are set.

    c. are **linked** to the learning intention and are specific to an activity

    d. are **discussed and agreed** with pupils prior to undertaking the activity

    e. provide a **scaffold** and focus for pupils while engaged in the activity, are used as the basis for **feedback** and peer-/self-assessment.

    f. using Success Criteria develops **self-motivated** pupils and **empowers pupils** to become independent learners

Graphic Organizers that Support Specific Thinking Skills

Graphic Organizers are an excellent tool to present a lot of information in an organized and comprehensive manner. There are many orga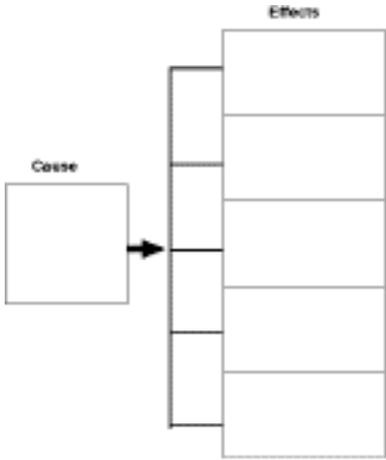nizers which are suitable for different purposes; fourteen different organizers are given below and a teacher may choose any organizer most suitable for her/his lesson.

Sr #	Thinking Skills	Questions	Graphic Organizers/ Thinking Maps
1.	Describing Qualities	• What are you describing? • What are its qualities?	**Bubble Map**
2.	Classifying/ Categorizing	• What sort of thing is this? • What are the sub-categories? • What other things can go into these sub-categories?	**Tree Map** **Chart**
3.	Compare and Contrast	• What are the similar and different qualities of these things? • What qualities of each thing correspond to one another? In what	**Modified Venn**

4.		way? **Traditional Venn** 	
5.		**Ladder Map** Compare and Contrast 	
6.	**Sequencing**	• What happened? • What is the sequence of events? • What are the sub-stages?	**Timeline**
7.			**Flow Chart**

8.			How aerobic exercise increases energy more efficient heart pumping and respiration → makes more exercise possible → increases level of ATP (energy-producing compound) in blood → sends more oxygen to blood and muscles.
9.	**Part to Whole**	• What is the whole object or concept? • What are the major parts of it? • What are the subparts of each major part (if any)?	**Bracket Map**
10.			**Puzzle Map**
11.	**Cause and Effect**	• What are the causes and effects of this event? • What might happen next?	**Multiple Causes Map** Causes → Effect
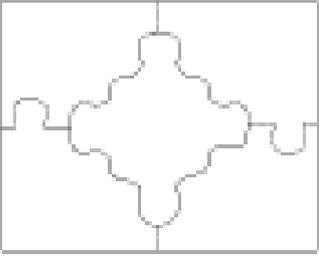
			Multiple Effects Map
12.	**Point of View**	• What are the various perspectives? • How do they impact behavior? • What contributed to their development?	**Point of View Map**
13	**Problem** **Solving**	• What is the problem? • What are the possible solutions? • Which solution is best? • How will you implement this solution?	**Problem Solving Map**
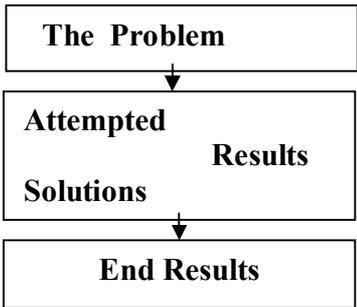
14	Concept Map	- What is this? - What category does it belong in? - How does it work? - What does it do?	 Ornamental Grazing & Foliage Grasses Oats Turf Millet Cereals Rye Sorghum Wheat, kinds 1. club 2. common (bread) 3. durum Corn, kinds 1. dent 5. pop 2. flint 6. waxy 3. flour 7. pod 4. sweet Rice, kinds 1. African 2. Asian Barley, kinds 1. Two-rowed 2. Six-rowed
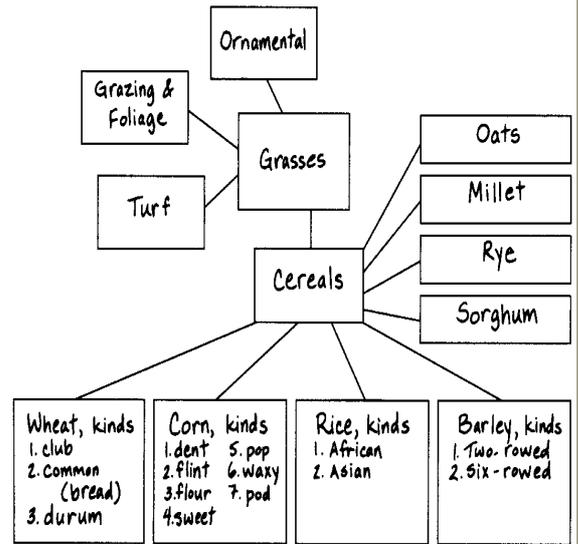
Skill Development

1. The aim of any curriculum is to develop human resource in shape of a future generation which can be productive at personal, national & international levels. The quintessence of every curriculum is to develop skills which enhance an individual's capacity to interact effectively and improve the quality of life all around. By following multiple strands of a rich and diverse curriculum, capacity & quality of psychosocial, economic and civic life is enhanced. To achieve this end, the curriculum implementers must be experts who can develop the requisite skills in the learners.

2. Skill development is very important for successful achievement of every goal of our life. With every new result you want to achieve, there are new skills you need to learn and develop. If you try to skip the stage of learning skills, you become limited in what you can achieve. You will end up failing or achieving mediocre results.

3. When children enter a school, they discover a welcoming atmosphere of friendliness, warmth and security, which soon evolves into a diverse and challenging environment. They have the opportunity to work and learn with peers who have different homes, cultures and backgrounds. APSACS teachers, with their equally diverse origins, are expected to understand and respect these differences and respond to the needs of vibrant learners by implementing a curriculum that meets the needs of individual students.

    From the very first year, the intellectual, social, aesthetic, emotional and physical needs of the student are central to the curriculum, so that the classroom becomes a world in which the acquisition of skills is highly valued. The integrated learning that characterizes APSACS Syllabi School Life in the early grades is developed and diversified in the secondary & intermediate years. During this period of person's life, a conscious effort is directed towards the acquisition of knowledge, the development of skills and attitudes, and their application across the disciplines as well as daily life.

4. It has been observed that often teachers get so carried away with the aim of completing the desired syllabus in terms of content that they lose focus of developing the requisite skills. The higher-order critical thinking skills to solve and construct new meanings and understandings are also ignored. This is the prime reason that our educational institutes do not send forth individuals ready to face challenges of life successfully, as the students are taught to memorize facts and figures (grade oriented) but do not acquire the skills which can be used in daily life for successful accomplishment of goals.
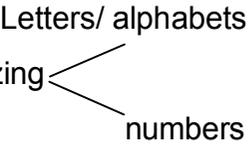
Core Skills and Secondary Skills

1. Skills can be classified into two key groups. The first group is of **core skills**. Core skills refer to skills we **absolutely need** to have in order to perform our tasks. They are directly tied to the outcome. Without these skills, you cannot function properly in any assigned task. The second group is of **secondary skills**. These are skills which are **nice-to-have** and not **need-to-have** to achieve the desired output.

   a. **Physical Developmental Milestones**. Milestones for physical development describe attainment of gross motor skills and fine motor skills. The sports and outdoor activities embedded in the APSACS Co curricular program ensure that students are provided with ample opportunities to develop neuro-motor skill necessary for normal life activities & survival.

   b. **Cognitive Developmental Milestones**. Cognitive skills develop by coordinated functioning of all five senses. Sound cognitive development ensures good learning, memory development, creative thinking skills and the understanding of concepts, such as numbers and time. The development of children's cognitive skills becomes directly associated with the development of their language skills. Through language, children can begin to structure their thinking; comprehension skills improve their memory and learn about the world. The variety of teaching practices given in the syllabi breakups provide opportunities to students to polish their cognitive skills.

   c. **Language Developmental Milestones**. Language development includes the ability to **understand** -- receptive language skills -- and to **vocalize** -- expressive language skills. Language development is one of the most important milestones which the school has to attain in all students to ensure equity in learning in all students irrespective of their backgrounds. It directly links with four basic language skills.

   d. **Social and Emotional Developmental Milestones**. Milestones for social and emotional development of children link with skills such as independence, self-esteem, interaction and cooperation with others, self-control and emotional security. The emotional security and friendliness given to a child by its early care givers is the forerunner of social and developmental milestones he/she achieves in life. Schools are the formal vehicles where children are provided with equal/structured

opportunities to develop and learn life skills which facilitate their transition through all phases of life. A comprehensive list of skills (subject wise) is provided below. During the **coordination meetings,** this list can help the teachers to identify the particular skill/skills which are being developed in teaching of a lesson. The same will be entered in the requisite box /space provided in the lesson plan format. After studying the objectives of a lesson given in the syllabus breakup, the teacher will identify the skill/skills which will develop during the teaching process of the lesson. The list will facilitate skill identification. After some practice the teachers will automatically start reflecting on the possible skill that is embedded in the objective/learning outcome. During class observations, the development of skill will be evaluated along with other aspects of lesson.

Subject wise Skills List

English		Urdu	
Language	**Literature**	**Language**	**Literature**
• Grammar	• familiarization with character	• قواعد	• کردار سے مانوس ہونا
• spelling	• identifying traits	• ہجے	• مثال سے وضاحت مہیا کرنا
• punctuation	• providing supporting details, examples	• رموزِ اوقاف	• معلومات ترتیب دینا
• syntax		• ذخیرہ الفاظ	• خیالات کی ترتیب
• vocabulary	• organizing information, organizing thinking	• سوالات کی مہارت	• کردار کے بارے میں اپنے خیالات بنانا
• Questioning skill			
• Analysis- Selecting options	• formulating ideas about the character	• تجزیہ نگاری	• خلاصہ
• Evaluation-Synthesis	• appraising the character	• خیالات کی ترتیب	• تحریر کا حوالہ
• organize ideas logically	• Summary writing	• اقتباس، حقائق	• بلند خوانی
• employ quotations, facts, and statistics	• Picture reading	• معلومات جمع کرنا	• بولنا
	• Reference to the context		
• research	• Reading	• پڑھنا	• لکھنا/ تحریر
• Reading	• speaking		
• speaking	• writing	• بولنا، لکھنا	• نظمیات
• writing	• listening	• تفہیم نگاری	• سننا
• listening	**Poetry**		
Comprehension Skills	• reading with punctuation & concentration	• مرکزی خیال	• رموزِ اوقاف کے ساتھ پڑھنا
• getting the main idea			
• identifying cause and effect	• noting a pattern of rhythm, and rhyme	• موثروجہ کی شناخت	• قافیہ بندی کا نمونہ
• identifying fact and opinion		• موازنہ کرنا	• تمثیلی زبان کی سمجھ
• making inference	• understanding figurative		

- comparing and contrasting - sequencing - summarizing - drawing conclusions	- language- alliteration, onomatopoeia, allusion, metaphors, personification, simile, assonance, consonance - connecting with life experiences - empathizing - paraphrasing - summary writing	<div dir="rtl"> - تجسیم کا عمل - خلاصہ لکھنا - ہم احساس - تشریح - خلاصہ اخذ کرنا </div>	<div dir="rtl"> - فرق دیکھنا - روزمّرہ زندگی سے جوڑنا - تشریح - خلاصہ </div>
Pre-school: - Listening – Speaking – Reading - Recognizing Letters/ alphabets numbers - Phonetic awareness - Matching - Pairing - Sorting - Visual discrimination - Visual Memory - Creativity - Emotional Values	- Pattering - Comparing - Large & Small motor skills - Eye hand coordination - Problem Solving Skills - Cause & effect - Following directions - Predicting - Auditory Discrimination - One to one correspondence - Self help skills - Comparing & contrasting - Self concept - Seriating	<div dir="rtl"> - موازنہ کرنا - چھوٹی اور بڑی حرکت کی مہارت - سوال حل کرنے کی مہارت - وجوہات اور اثرات - ہدایات پر عمل کرنا - معلومات کی دریافت - سمعی سمجھ - ایک دوسرے سے مراسلہ کرنا - اپنی مدد آپ - موازنہ کرنا - نمبروار </div>	<div dir="rtl"> - سننا، بولنا، پڑھنا - حروف، الفاظ ہندسوں کی پہچان - صوتی پہچان - جوڑے بنانا - نمونے بنانا - بصری تمیز - بصری یادداشت - تخلیقی صلاحیت - ہمدردی - جذباتی اہمیت - تعاون اور حصہ داری </div>

		ترتیب •
• Empathy		
• Cooperation & sharing		
• Classification		

Mathematics		Science	

• Recognizing   • Comparing
• Ordering   • Reading
• Writing   • Describing
• Identifying   • Counting
• Adding   • Subtracting
• Multiplying   • Dividing
• Measuring   • Weighing
• Converting   • Estimating
• Reasoning   • Analytical Thinking
• Factorizing   • Problem Solving
• Evaluating   • Sketching
• Simplifying   • Plotting
     • Critical Thinking
     • Logical Thinking
		Science skills
		• Making connections
		• Consequences: imagination
		• Analogical Reasoning
		• Comparing
		• Inferences and Assumptions
		• Distinguishing Facts from Opinions
		• Judging Relevance
		• Creative Thinking via attributes
		• Analyzing designs
		• Judging other view points
		• Categorizing
		• Criteria for Ordering
		• Challenging reliability
		• Asking yourself questions
		• Causes and effects
			Teaching Science skills
			• Observation
			• Hypothesizing
			• Fact finding
			• Planning experiment
			• Handling equipment
			• Measuring
			• Collecting data
			• Recording
			• Investigation
			• Reviewing
			• Discussing
			• Arguing
			• Predicting
			• Drawing labeling
			• Reporting concluding

Social Studies		Islamiyat	
Geography	**History**		
• Cartographical skills • Graphical skills	• Thinking skills (thinking	• اسلامی اقدار کی پہچان اسلامی اقدار کی پہچان	حفظ / حفظِ قرآن •

• Statistical skills • Genero Investigative skills • ICT skills	through) • Understanding the Historical process using organizers • Organize enquiry • Formulating the narrative • Chronological skills • Comparing & contrasting • Causation • Thinking counterfactually	• بیانیہ، تحریری اور تنقیدی • سنتی، بیانیہ اور تحریری اظہار بیان، اختصار • موازنہ کرنا، محاسبہ کرنا، درست رائے قائم کرنا۔ • سمعی، بصری اور تحریری انداز بیان کی وضاحت	• علامت کی شناخت • زبر، زیر، پیش، دو پیش، الٹا پیش، • جزم، ساکن • ن اور ں کا فرق • ک اور ق کا تلفظ اور مخارج • الفاظ کے استعمال کا طریقہ
اخلاقیات			
		• موازنہ کرنا، محاسبہ کرنا اور درست رائے قائم کرنا۔ • سمعی بصری اور تحریری انداز بیان کی نشوونما۔	• مذہبی و اخلاقی اقدار کی پہچان • روزمرہ زندگی سے ربط • فکری سوچ کی نشوونما • معلومات ترتیب دینا • بیانیہ، تحریری اور تنقیدی اظہار بیان

Computer	Art (I - VIII)	
• Identify and use icons & menus. • Start an application / open and move among more than one application at a time. • Deal with real life problems while using digital literacy. • Familiarizing with hardware & software. • Organizing work effectively on computers. • Use appropriate terminology.	• Neuro-motor-eye and hand coordination. • Creativity and imagination. • Free hand drawing • Sketching • Shading • Patterns • Recognizing • Vocabulary building	• Art related techniques i. Cutting and pasting ii. Painting, coloring and shading iii. Drawing and sketching iv. Printing patterns v. Collage work vi. Sorting and classifying / ordering/matching vii. Symmetry and geometrical shapes

Values Education ☺

Values Education and character building are realized through the direct and hidden curriculum of any formal school culture. At APSACS to develop high sense of national honor, patriotism, integrity, responsibility and selfless service to Pakistan, conscious effort is made to embed strands of Value Education in the Scheme of Studies for all subjects. The topics for creative writing, comprehension, debate and dialogue are carefully selected to provide students an opportunity to reflect on and internalize the values by using critical thinking skills. Efforts are made to stimulate the intellect of students as well as make them morally sound and reasoning human beings. Students are given awareness and support to say NO to bullying, drugs, aggression and toxic competition. APSACS has very robust academic and co curricular (CCA) programs through which students are taught to practice values such as assertiveness, tolerance, co operation, sharing, team work, respect for the elderly, compassion for young and weak, human and animal rights, care for the environment and animals, and dignity of labor etc .

When teaching any class, the teachers must understand that all the values cannot be embedded in one class or school level. The syllabi content move in spiral progression and the value education is progressively embedded in the different lessons/classes to develop the Emotional Intelligence of students. The teachers are given alerts in the form of icons which symbolize the particular area /value to be emphasized at a particular point during a lesson. These are the teachable moments which the teachers can capitalize and benefit from. The detail of icons has been shared in the document "Relevance of strands in the curriculum"

We already have one period for Values Education in classes I- III whereas from class IV onwards Values Education is embedded in curriculum, morning assembly presentation and ECA activities.

From Session 2017-2018 onwards the book 'Our Values' is included in the booklist and we have developed the Syllabus Breakup for Values Education for classes I,II and III.

Following Letter will be shared with parents during the Orientation Week.

Role of parents in Values Development in Children

Dear Parents,

The triangle formed by the Parents (Home), Teachers (School) and the Child is well known. Unless and until, home and school jointly make efforts to inculcate high moral and ethical precepts in children, the outcome may be less than desirable. In today's turbulent times, there is felt a great need for both the nurturing agencies, home and school, to work in harmony and complete accord to ensure development of a well rounded and wholesome personality, ready to shoulder his /her future responsibilities as a well informed Muslim and Patriotic Pakistani having understanding of global realities too.

It has been proven through research that children coming from well-knit and loving families generally grow into strong persons capable of resisting the lures and attractions which surround them when they move out of the protective shelters of homes. Therefore, as much as possible cherish the time which the child spends in the safe haven of family. Your family is more important than anything else because what the child learns informally at home leaves a permanent impact on the growing young mind. In order for a child's personality to have sound and secure foundation, it is important for him/her to be surrounded by unconditional love in a loving and secure environment. Family is the place where all nurturing and love starts. It's the child's first school. Parents are his first informal teachers and role models. We often take the role of our family for granted and do not realize how valuable it is in shaping the whole life attitude of young person. As your children grow older, you expect them to learn and adopt the family values automatically. No, it does NOT happen like this. These principles and beliefs have to be taught and you, as the parent, shouldn't think that your child will acquire them automatically.

Start teaching your child from day one, as soon as they are old enough to understand, about your family traditions and values. Without the belief and support of our families, most of us wouldn't be where we are today. Your family can get you through difficult times with their love and support. It is this belief which will guide them to trust you when there is a negative and abusive situation in their life. Once you groom your children to believe in your family values and ethics, they will become the person you want them to be.

In order for your children to have high moral precepts, they have to see you, their Primary Role Models, practice them through family customs and traditions.

As parents you need to be closely and regularly associated with school and be aware of the policies and procedures which regulate a school's program. It's important to show to your children that you regard and respect their teachers, the school and its policies. Doing this will develop confidence, high self esteem and pride in your children.

Remember, everything will change in life but your child will always remain your child – a product of hereditary, your upbringing and environment.

Army Public Schools and Colleges Secretariat, APSACS, is aware that in order to achieve its vision (*'Investing in success for all students'*), success cannot be achieved from teaching children only the academics and other mainstream subjects. The children need to be provided with opportunities that enhance their emotional well-being, self-esteem, and other personality traits/skills to meet the various challenges they experience in their day- to- day lives.

APSACS has enlisted services of experienced professionals to educate and equip its teachers for nurturing the emotional well being of the students. To meet the objectives of this sensitive issue, a three-pronged strategy was devised. The pilot project was launched in January 2013, and since then regular trainings are imparted to develop master trainers in the System. (Ref Training and Evaluation Document)

Following the Pilot Project of Teacher Training, the three -pronged strategy was extended to create awareness among the parents and students as well. Dedicated sessions are being conducted for parents, teachers and students by a renowned psychologist and a psychiatrist working with APSACS. In these interactive sessions, parents, students, teachers, school heads and a representative team from the APSAC Secretariat, participate. A lot of encouragement is given to all stake-holders to openly discuss issues which cause distress to them. During these sessions, effort is made to solicit voluntary help of parents who have experience and exposure to such issues. Furthermore, in order to complement this work, the Curriculum Department has embedded the Emotional Health Concepts in the Syllabus Breakup.

In the Syllabus Breakup, a icon of a small smiley face combined with disaster management   and a note has been inserted to direct teachers' attention to the '*teaching moments'* which are to be capitalized on. The teachers will see the following note in the Syllabus Breakup.

Smiles Learning Moments.

These are the moments when feelings and emotions of students are stimulated according to situations or by design. During the course of study, a teacher experiences many such moments quite often when the students get moved. The sparkle in their eyes or excitement on their faces indicates that the student is ready to receive new ideas and information. A teacher has to grasp that moment to help students identify and normalize the different feelings. These specific points have been highlighted in the Syllabus Breakup. However, the teachers must

not limit themselves to these moments only; they are free to capitalize on any other "Aha" moment according to the situation.

آرمی پبلک سکولز اینڈ کالجز سسٹم سیکرٹریٹ (اپیسیکس) اس بات سے بخوبی واقف ہے کہ اپنے منشور کے حصول کے لیے طلباء کی کامیابی کا انحصار صرف ریاضی، سائنس اور دوسرے لازمی مضامین کی تعلیم تک ہی محدود نہیں بلکہ وہ اس بات کی ضرورت محسوس کرتا ہے کہ بچوں کو ایسے مواقع فراہم کیے جانے چاہئیں جو ان کی نفسیاتی نشوونما، عزتِ نفس، شخصیت اور صلاحیتوں کو اجاگر کریں تا کہ وہ روزمرہ زندگی میں درپیش آزمائشوں / مراحل کی تکمیل کر سکیں۔

اپیسیکس سیکرٹریٹ نے طلباء کی ذہنی و جذباتی نشوونما کے لیے اساتذہ کو فنی تربیت دینے اور انہیں اس کی معلومات فراہم کرنے کے لیے چند تجربہ کار ماہرین کی خدمات حاصل کی ہیں۔ اس حساس موضوع کے مقاصد کے حصول کے لیے تین رکنی لائحہ عمل اختیار کیا گیا ہے۔ اس پائلٹ پروجیکٹ کا آغاز جنوری ۱۳؁ء میں کیا گیا اور اس وقت سے سسٹم میں اساتذہ کو بطور ماسٹر ٹرینرز تربیت باقاعدگی سے دی جا رہی ہے۔

اساتذہ کی تربیت کے اس پائلٹ پروجیکٹ کے تین رکنی دائرہ کار کو بڑھاتے ہوئے اب والدین اور طلباء میں بھی اس کی آگاہی کا عمل شروع کیا گیا ہے۔ والدین، اساتذہ اور طلباء میں آگاہی پیدا کرنے کے لیے مشہور ماہرین نفسیات کی مدد سے خصوصی اجلاس منعقد کیے جا رہے ہیں۔ ان خصوصی اجلاس میں والدین، اساتذہ، طلباء، سکول انتظامیہ اور اپیسیکس کی نمائندہ ٹیم شریک ہوتی ہے۔ تمام فریقین کی بہت زیادہ حوصلہ افزائی کی جاتی ہے کہ وہ ان تمام موضوعات پر کھل کر تبادلہ خیال کریں جو ان کے لیے پریشانی کا باعث بنتے ہیں۔ ان اجلاس کے دوران کوشش کی جاتی ہے کہ جن والدین کو ان معاملات میں تجربہ حاصل ہے ان کی رضاکارانہ مدد کو شامل کیا جائے۔ علاوہ ازیں اپیسیکس کے کریکلم ڈیپارٹمنٹ نے اس نظریے کو مزید تقویت دینے کے لیے جذباتی نشوونما کے اس تصور کو سلیبس میں شامل کیا ہے۔

Smile Learning Moments: یہ وہ لمحات ہیں جب اساتذہ طلباء کے جذبات و احساسات کو اتفاقاً یا دانستہ طور پر متحرک کرتے ہیں۔ اساتذہ کو چاہیے کہ وہ ان لمحات میں ان مخصوص احساسات کی وضاحت کریں۔ دوران تدریس ایسے بہت سے مواقع آئیں گے جہاں طلباء کے جذبات و احساسات متحرک ہوں گے اور وہ سیکھنے کے لیے تیار ہوں گے۔ یہ مخصوص نکات سلیبس بریک اپ میں جگہ جگہ نمایاں کیے گئے ہیں۔ لہٰذا سلیبس بریک اپ میں جہاں جہاں کا نشان دیا گیا ہے۔ ٹیچر زسبق / موضوع کی مناسبت سے طلباء کی ذہنی، جسمانی اور اخلاقی اقدار کو اجاگر کرنے اور روزمرہ زندگی میں درپیش مسائل کو مثبت انداز میں حل کرنے کے لیے ان کی مناسب رہنمائی کریں۔ تاہم ٹیچر دوران تدریس موقع محل کی مناسبت سے ان کے علاوہ بھی SMILES سے متعلقہ موضوعات کے متعلق طلباء کی بروقت رہنمائی کریں۔

Guidelines for Teachers

The teachers can use following strategies during the class room teaching to promote emotional well being of the students:

1. Respect all children and remind yourself that all of them different personalities. She should try to understand the students' emotional needs and issues.

2. Encourage all students to ask questions and present ideas during the class discussion but make special effort to include shy students who are reluctant to share their ideas. Appreciate their participation even if the answer is wrong.

3. Watch out for bullying behavior and personal comments being made in the class. Any child can be bullied, but those who appear physically different, speak differently or/and struggle with studies tend to be victimized more. If required, address the issue with the entire class or if a few students are involved, discuss with them separately. A few class room norms on the issue of bullying should be highlighted to address this behavior. Be firm in condemning bullying behavior and cultivate an environment of Zero Tolerance for bullying in the classes.

4. Present emotional dilemmas and use open ended questions to help students come up with their own resolution of *conflicts*. Teach them concepts of *Impact, Interventions* and *Consequences*. Over a period of time this method will yield more effective results as opposed to a lecture alone. Remember that conflicts and disagreements among students can disrupt teaching if these get out of hand; it is better to resolve these, before moving on with the regular teaching. Example of open ended questions that can help problem solve are:
   a. What is happening in the class? *(conflict… involving two or more students)*

   b. How do you think it's affecting the class and students? *(Impact… disturbing an individual or a group of students)*

   c. What do you think we can do to ensure that this does not happen again? *(Interventions…. Set norms, rules, regulations or checks to prevent or stop such behaviors)*

   d. What should we do if someone does not follow what we decided as the solution to this issue? *(consequences…resultant punishment, retribution or reprimand)*

5. Seat disruptive, hyperactive children in the front rows or place where you can easily see them. Maintaining eye contact with them, repeating instructions while moving closer to them, helps such children pay attention.

6. Give feedback to students on their behavior as opposed to their personality. For example instead of saying, '*you are non serious, you are lousy', etc.* specify the behavior and its affect i.e. '*When you joke/talk to others while I am teaching, children cannot concentrate'.*

7. Watch out for children who are shy, withdrawn, angry etc. and if required talk to them separately after the class.

اساتذہ دوران تدریس طلبا کی نفسیاتی نشو و نما میں مدد کے لیے مندرجہ ذیل اقدام سر انجام دے سکتے ہیں:

- سب بچوں کی عزت کی جائے اور یہ ذہن میں رکھا جائے کہ تمام بچوں کو اسباق کے متن کو سمجھنے کی صلاحیت مختلف ہونے کے ساتھ ساتھ ان کی جذباتی ضروریات اور مسائل بھی مختلف ہوں گے۔

- تمام طلبا کی سوالات پوچھنے اور جماعت میں گفت و شنید / تبادلہ خیال کے دوران اپنے خیالات پیش کرنے میں حوصلہ افزائی کی جائے۔ لیکن جو طلبا شرمیلے ہیں اور اپنے خیالات پیش کرنے میں ہچکچاہٹ محسوس کرتے ہیں ان پر خصوصی توجہ دی جائے تا کہ ان کو ساتھ ملایا جا سکے۔ ایسے طلبا کی شمولیت کو سراہا جائے، چاہے ان کے جوابات غلط ہی کیوں نہ ہوں۔

- طلبا کے آپس میں لڑائی جھگڑے، دھونس اور ذاتی تنقید پر کڑی نظر رکھیں۔ کوئی بھی بچہ ایسا ہو سکتا ہے جس کی وہ قدرتی جسمانی نشو و نما مختلف ہوتی ہے یا پڑھائی میں دھیان نہیں دیتے، وہ زیادہ تر اس طرح کے جھگڑوں اور دھونس کا شکار ہوتے ہیں۔ اگر ضرورت محسوس کریں تو ایسے معاملات پر پوری جماعت سے گفتگو کریں اور اگر یہ کچھ طلبا کا معاملہ ہو تو ان کے ساتھ علیحدگی میں گفتگو کریں۔ دھونس، دھمکانے / Bullying کے معاملات کے سلسلے میں جماعت میں طے کیے گئے اصول و ضوابط مددگار ثابت ہو سکتے ہیں۔ Bullying کے معاملات میں کسی قسم کی نرمی یا رعایت نہ برتی جائے۔

- طلبا کی الجھنوں کے حل کے سلسلے میں ان سے ایسے سوالات پوچھے جائیں جن کے جوابات صرف "**ہاں یا نہ**" تک ہی محدود نہ ہوں، بلکہ ان سے بچے کے نکتہ نظر اور رائے کا اظہار ہو سکے۔ طلبا کو ان کے اثرات، لائحہ عمل اور نتائج کے تصورات سے آگاہ کیا جائے۔ وقت کے ساتھ ساتھ یہ طریقہ کار لیکچر کی نسبت زیادہ مؤثر ثابت ہو گا۔ یاد رکھیں کہ طلبا میں باہمی انتشار اور اختلافات تعلیم / سیکھنے کے عمل پر اثر انداز ہو سکتے ہیں اور بجائے اس کے کہ ایسے معاملات ہاتھ سے نکل جائیں، سبق پڑھانے سے پہلے ان کو حل کر لینا بہتر ہے۔

- ایسے سوالات جو کہ مسائل کو حل کرنے میں معاون ہو سکتے ہیں ان کی کچھ مثالیں درج ذیل ہیں:

  ✓ اس وقت جماعت میں کیا ہو رہا ہے؟ (مسئلہ)

  ✓ آپ کے خیال میں یہ جماعت اور طلبا پر یہ کیسے اثر انداز ہو رہا ہے؟ (اثرات)

  ✓ آپ کیا سمجھتے ہیں کہ کیا اقدام اٹھانے چاہئیں کہ یہ مسئلہ دوبارہ نہ ابھرے؟   (لائحہ عمل)

  ✓ اگر پوری جماعت نے مل کر کسی مسئلے کا کوئی فیصلہ کیا ہے اور اس کی خلاف ورزی کی جائے تو اس کا کیا حل ہونا چاہیے؟ (نتائج)

- دوسروں کو تنگ کرنے والے اور چلبلے (Hyperactive) بچوں کو سامنے والی قطار میں یا کسی ایسی جگہ پر بٹھائیں جہاں سے آپ ان پر نظر رکھ سکیں۔ ایسے بچوں کی توجہ مرکوز کرنے میں ان پر مسلسل نظر رکھنا اور ان کے قریب جا کر متن کی دہرائی مددگار ثابت ہوتی ہے۔

- طلبا کی شخصیت پر تنقید کی بجائے ان کے انداز و اطوار پر ان کی توجہ دلائی جائے۔ مثلاً "تم سنجیدہ نہیں" یا "تم کاہل ہو" وغیرہ کہنے کی بجائے ان کو آگاہ کیا جائے کہ ان کے انداز و اطوار دوسروں پر کس طرح اثر انداز ہوتے ہیں مثلاً: "*دوران تعلیم جب تم ایک دوسرے سے مذاق یا بات کرتے ہو تو دوسرے بچے اپنے کام پر توجہ مرکوز نہیں کر سکتے۔*"

- شرمیلے، غصیلے اور ضدی بچوں پر گہری نظر رکھیں اور اگر ضرورت محسوس کریں تو ان سے جماعت کے بعد علیحدگی میں بات کریں۔

STAY SAFE AND SMILE

Raising Emotionally Healthy Children

Introduction:

The increasing frequency of disasters, coupled with the emerging threats and environmental disruptions due to climatic changes, are leaving more and more people vulnerable to the effects of disasters. Greater damage, loss, and dislocation are incurred on vulnerable people worldwide especially in developing countries.

Pakistan is vulnerable to disaster risks from a range of hazards including avalanches, cyclones/storms, droughts, earthquakes, floods, glacial lake outbursts, landslides, pest attacks, river erosion, tsunami and epidemics. Humanly induced hazards that threaten the country include terrorism, transport, industrial (nuclear and radiological accidents), oil spills, urban and forest fires, civil conflicts and internal displacements of communities due to multiple factors. More than thirty million people have been affected by disasters in Pakistan over the past three years leading to large scale temporary population dislocation (IDPs), the loss of major state infrastructure, dwindling living standards and rise in poverty.

APSACS has been directly hit and suffered grievance loses of life and property in the 2005 earthquake, 2010 floods and 2014 terrorist attacks. It has been mandated now that local administration of all schools will minimize damage by proactive preparation. Not only will the schools be strategically made as safe as possible, an ongoing process of training students and teachers on Disaster Management has been launched by APSACS. It has been embedded in the Syllabi too, in the form of comprehension passages, creative /report writing, discussions and critical thinking. In subjects like Urdu, English, Science, Geography and Social Studies themes like flood reports, traffic accidents, earthquakes, environmental hazards due to Ozone Layer effect, tsunamis, falling forests, volcanoes, pollution, droughts, epidemics and fires are being taught with due consideration to their management and impact. Since these strands have been introduced from Prep up to class VIII, the role of teacher has to be very effective so that suitable level specific awareness is given to the students. The concept of Disaster Management should be shared in a matter of fact way, not to scare and frighten the students but to develop awareness that disasters are happening all the time in the world and we need to understand and develop skills of how to protect ourselves/minimize the impact when a calamity strikes us. For effective implementation of the concept, instructions have been included in the Syllabus break-up accordingly. Whenever the strand of Smiles / Disaster Management

is inserted in the Syllabus break-up, an icon has been put in to recognize the teachable moment.

Information for the Teachers

A comprehensive note has been added for the teachers to get an insight on Disaster Management. This information will be used by the teachers and shared with the students according to their age and level of understanding when needed.

Disaster is a sudden adverse or unfortunate extreme event which causes great damage to life (people, plants and animals) and property. The United Nations defined Disasters as:

'A serious disruption of the functioning of a community or a society causing widespread human, material, economic and environmental losses which exceed the ability of the affected community/society to cope using its own resources'.

Disaster Management is the **systematic process** of utilizing administrative decisions, resources and skills to lessen the impacts of natural, manmade hazards and related environmental and technological disasters. Disaster management comprises all forms of activities, including structural and non-structural measures to avoid, reduce (prevention) or to limit (mitigation and preparedness) adverse effects of hazards. In simple words Disaster Management aims to assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery.

Disaster management involves all levels of government. Nongovernmental and community-based organizations play a vital role in the process. Scientific and Systematic Disaster Management goes beyond mere post-disaster assistance. The approach has become **Proactive** instead of **Reactive.** The modern view is that there must be pre-disaster mitigation and preparedness measures to avoid or reduce impact of disasters which is termed as Risk **Management**. It includes pre-disaster planning and preparedness activities, organizational planning, training, information management, public relations, many other fields and analysis of post disaster management impact (PPIR)

The Given Disaster Management Cycle explains the pre-disaster risk reduction phase and post disaster recovery phase. The disaster Management Cycle has four phases starting from mitigation and preparedness.

- Mitigation

- Preparedness

- Response

- Recovery

Disaster Management Cycle
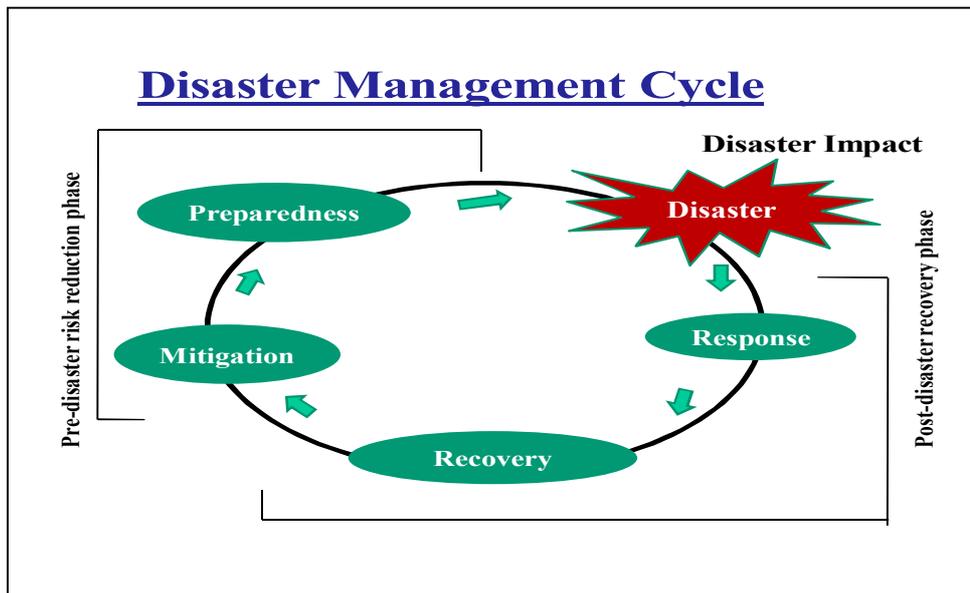
1. **Mitigation:**

   Mitigation is defined as *"sustained action that reduces or eliminates long-term risk to people and property from natural hazards and their effects."*

   Through effective mitigation practices we can lessen the impact that disasters have on people and property & ensure that fewer people and communities become victims of natural disasters.

2. **Preparedness:**

   Plans or procedures are proactively designed to save lives and to minimize damage. Planning, training, and disaster drills are the essential elements of preparedness. These activities ensure that when a disaster strikes, disaster managers will be able to provide the best possible response. (The best protection is to know what to do).

3. **Response:**

   Response is putting preparedness plans into action. It is the immediate intervention phase of rescue and relief activities, defined as the actions taken to save lives and prevent further damage. It is a short term but critical phase, including search and rescue, shelter, security and medical and trauma care.

4. **Recovery:** The actions taken to return the community to normalcy through repairing, replacing, or rebuilding etc. It is the **Rehabilitation** and **Reconstruction** phase which is long term and can take months and years needing commitment and perseverance.

BIBLIOPHILES READ PROGRAM

1. Reading is the most important Language Skill which begins a child's journey towards Formal Education. The ability to read well often distinguishes an average from an outstanding speaker. If a student can read well he acquires the necessary skill to gain proficiency in all other subjects. Therefore, schools should always pay special attention to the Reading Programs especially in the early Language Development Classes. APSACS has taken an initiative by launching READ Program 2013-2018.

2. The school will continue to follow the READ program launched earlier in the Session 2017-2018 too. Details are given in the Literature Syllabus Breakup from Class Prep onwards.

3. **Salient Features of Reading embedded in the Syllabus Breakup :**
   a. All classes must have Class Libraries set in a suitable corner.(ref Doc in A&E section)
   b. Dedicated reading periods have been introduced in the literature periods to improve reading skills and habit.
   c. **Extra readers** have been suggested in the Syllabus Breakup both in English &Urdu. In case, *'Reading for Pleasure'* material is not available, for the left out lessons from the books too will be used for this purpose. However, teachers too, may use suitable level appropriate story books to enhance reading.
   d. **The list of extra Readers is attached as Anx. R**
   e. **Extra poems** have been given for every class **JUST** for recitation with the objective of improving fluency and delivery.
   f. There will be no written work on these Readers. The objective is to improve reading proficiency of students as well as develop love for reading in students and not to bog them down with unnecessary written work.
   g. Reading log/Reflection Cards will be maintained by the students or teachers depending on the class level. *(Guidance for writing the Reading Log is given in the **Syllabus** Break-ups and READ Program).*
   h. The assessment will be only of the **Reading Skill**; therefore the teachers must devote efforts and energy to enhance this skill.

4. **Procedure for Procurement and use of the Extra Readers**.

   School will procure the titles given in the Readers List directly from the Publishers. The school may dedicate that year's library budget to purchase these Readers. The Readers will be school property and students will not be asked to contribute to their cost.

   These Readers will be kept in the Section Head's (assistant to Section Head) office.

Four titles for each reading level have been identified for every class. It has been calculated that for four sections of a class level, with an average strength of forty students in each section, ten sets of books is an adequate number. Ten sets means forty story books, which are sufficient for forty students. It is important to keep this consideration in view while setting the school timetable for literature lessons. The school may adopt any suitable strategy to use the Readers in the classes. Some guidelines for Reading lessons are:

a. The titles may be distributed by the teachers amongst the class students. In every term **at least** 4 readers (2 English and 2 Urdu) will be read by every student. However, if the student is interested, he can read as many titles as he can. The teacher may provide her/him readers of next level if he completes readers of her/him specific level. The primary objective of READ program is to inculcate love for reading in students.

b. Encourage the students to complete one Reader, before starting a new one.

c. These readers are to be kept as school property, although, the students may be allowed to take them home if the school permits (School Policy)

d. Success Criteria of reading have been mentioned in the detailed Syllabus Break-up. It is reading fluency and pleasure in book reading.

e. A review log, mentioning number of pages read weekly, will be maintained by every student.

f. In addition to the recommended Readers, the students may be allowed to bring any age appropriate title from their book collection at home and contribute to the Class Library. These can be returned to the students by the end of the session.

g. By the end of each term, students who have read maximum number of books may be acknowledged in the Morning Assembly and awarded certificates.

5. **Home Reading**

   a. The students may read the Readers borrowed from school

   b. APSACS has given the list of these Readers and more, to the Army Cantonments Libraries to include these in their resource bank. The students can get them issued from there too.

   c. APSACS has uploaded e- books on its website which are wetted and approved. If a student is interested in downloading reading material other than the APSACS uploaded Readers, it is parent's responsibility to evaluate the suitability of content of the books.

   d. They will maintain a log indicating reading time(at least fifteen minutes daily)

   e. For very young students, the name of person who is monitoring their reading may be entered in the reading log

   For further detail please refer to the Handbook of the READ Program. List of Readers is attached in the Management and Facilitation Booklet.

Improving Spoken English

Mastery of the four language skills in any language enhances the communication skills. Before you can display your reading and writing skills, you listen to people and speak to them.

It is said that the skills which single us out as good communicators, are primarily listening and speaking. Of the four language skills listening and speaking are harder to master. Listening is a passive activity, effectiveness of which cannot be gauged till we respond (speak).On the other hand, speaking is a manifest activity and when we speak and respond, we impact others with our effectiveness or otherwise. Whenever, we come across other people, before we get a chance to display any other skill which may be our crowning glory, we are compelled to speak, to express, to sell ourselves. Developing good speaking ability is a learning curve which can be achieved with nurturing adults and teachers.

In today's competitive world, it is very important to provide children and yourself opportunities for competency based learning to ensure that you are an edge above your peers and colleagues.

In order to learn to speak well in formal school program, it is important that English as a second language be taught in a scientific and systematic way. Good Spoken Skill is synonymous with good Reading Skill. When school Reading Program complements with spoken activities, the probability of developing spoken fluency is maximized. Language development starts in the Pre-school with teaching of phonics and their connections with the printed letters/combinations of letters, and **speech** sounds. For example, students show their phonics knowledge when they are asked _to point_ to the letter _m_ and _speak out_ the **sound** it makes. In simple terms, phonics involves knowing the connections between printed letters and speech sounds. Research and experience has established that phonics should be explicitly and systematically taught, within an integrated and balanced study program.

When young learners connect phonics and their respective sounds, their reading competency starts to take shape. This facilitates the development of spoken language too.

Weak spoken skill of teachers and students has been identified very strongly during school inspections and evaluations at all levels, especially in the Pre and Junior schools. The school managers have to ensure that teachers converse and encourage students to speak in English right from **Play Group** all the time,(SEIP & LEIP)be it class rooms, staffrooms or playgrounds. There should NOT be any preoccupation with pronunciation at this stage; efforts should be directed on removing barriers causing shyness and hesitation to converse in English.

Some tried and tested tips are given below, teachers can use these or any other they find effective.

1. **Speak in English all the time!**

   Teachers should develop confidence in themselves and the students by speaking in English all the time. They should not be shy to make mistakes! The more they will practice the better and more confident they will become in their pronunciation and vocabulary. Speaking is a skill like learning a new sport or learning to draw/paint, the more you do it the better you will become. **Try NOT to translate** into and from your own language. This takes too much time and will make you more hesitant. Use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across and build up your confidence.

   When you are beginning to learn a language, do NOT speak too fast to impress the audience. It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.

2. **Listen attentively to others:**

   Listening is step child of communication skills. We do not train ourselves and our children to listen when others are talking. It is not only an ethical breach to mentally shutoff or cut in when others are talking, it also deprives us of an opportunity to listen to the pronunciation of words. Besides, routine interactions, listening to news bulletins and songs in English will help us to learn and use new words and expressions. Train students to copy the pronunciation of news casters and anchor persons (BBC news for Standard English). Ask young students to copy tone and intonation of cartoon characters to which they can relate.

3. **Read out loud:**

   This practice is actually a forerunner to role play / dialogue delivery. Read the storybook or write a few dialogues and deliver them in the tone you wish to use in a loud voice. Listen to yourself! Is that how you want to sound? Write down dialogues of your favorite TV show and act it out! Or choose books with lots of dialogue and read aloud. Teachers and Middle level students can get audios of good speakers like Zia Mohayyudin and copy him. This is only one name, there are many others, the teachers can search for them in programs like TED Talks – English Central, and www.britishcouncil.pk/english/online/apps This is a great way to practice pronunciation because you only need to concentrate on making sure your English sounds great and don't need to worry about sentence structure or grammar.

4. **Use technology and electronic dictionary:**

   This can be used by teachers for themselves and also **by** them for students. The podcasts, e news and smart phones can be a powerful tool for learning English. Use it to record yourself or your students when speaking, then listen back to see how your English sounds to other people. There are many useful fun-filled apps which can be downloaded to introduce correct

pronunciation to students. One of apps is Online dictionaries which often have audio examples so you can check your pronunciation. The world is open and there for you to conquer!

5. **Learn a new word every day:**

   Choose a word you would like to work on and practice it in different sentences. Use the word until you have learnt it and keep using it regularly. A vocabulary list has been attached with the English Literature Syllabus break-ups, from Class I to VIII. Teachers will benefit greatly if they study those basic vocabulary words and use them in their conversations with students, the students will be able to use and relate this vocabulary to real life. Use words and phrases you know/have learnt, in new situations. Experimenting with vocabulary is a really good way of boosting up confidence.

6. **Watch films:**

   Watching movies has always been recommended strongly to develop good spoken language as the actors are native speakers and deliver dialogues according to demand of assigned roles and scenes. Whenever you watch movies in English and pay attention to new vocabulary and pronunciation. Add fun to activity by imitating the actors.

7. **Make friends:**

   The best way to lose inhibition of speaking in English is have peers who are English speakers or others learning to speak English and compare notes. Talk about things that you have learnt and exchange ideas. People who are born English speakers will never make fun of you, and your peers will not be judgmental as you are all sailing in the same boat. In the class, pair off children who can speak better with those who need help. Help students p**ractice where they can, when they can.** Any practice is good – whether you speak to someone who is a native English speaker or not.

8. **Explain all activities in English:**

   Whatever you plan to or are doing in the class, or school, explain in English. In the beginning students will find it challenging but within a few weeks you will see a great improvement. The management should train the school peons/ PTI to use basic simple sentences necessary for routine use. An effective strategy is to write down 40- 50 sentences in English with translation, let the staff memorize them and use them routinely when interacting with staff or students.

9. **Discuss and debate topics of Interest:**

   In the staffroom, put forward topics of interest for colleagues/friends and debate them in English. Try to use as much vocabulary as you can to get your point across and listen to the other arguments carefully so you can argue against them effectively. In the class, propose a topic which may be of interest for the students and invite them to share their views, experiences and opinions.

It may be a current cricket series, an interesting TV Serial, a nationwide incident, or an epidemic which may be breaking out.

10. **Make a habit of reciting Poetry or singing songs:**

It has been experienced that recitation, singing and doing frequent tongue twisters unlock the tongue and remove inhibition. Mimic the rhythm. Not only do these practices help to develop language fluency, they may single you out as a performer in the skill which may become your forte.

11. **Narrate things:**

You must have heard of writing a diary or log keeping. Apply the same principle to speaking. Narrate your daily routine and happenings! As you go about your day-to-day, talk to yourself. What are you doing? What are you feeling? What do you see, taste, smell, and hear? What are you touching? What are you thinking? You're sitting in a chair (probably). Maybe you're listening to music or have the TV on in the background. The possibilities are limitless. Structure simple sentences: I am sitting in a chair, listening to my favorite song and I am eating popcorns. Think of the future and the past, too. What are you going to do next day/week/year? What did you just do/yesterday? The key is to think in English consistently to improve. The more you think in English, the faster it'll come out.

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Co- Curricular Activities Period

Introduction

1. In APSACS School Time table every period is dedicated to some academic & co curricular activity. It has been a challenge for schools to carve out a suitable time slot for planning of extra -curricular activities for school and Remedial Classes for the struggling learners. In Academic Year 2014 -2015 a dedicated Tutorial Period was made part of the school timetable counter this issue. However, a recent survey revealed that Tutorial Period is not being used for the purpose for which it was created. From 2017 -2018 onwards Tutorial Period has been finished. Instead, a Co Curricular Activities Period (CCA) has been made part of Wednesday timetable, to be created along the lines of zero period.

    The CCA will be used by:-

    a. **Teachers & students**

    b. To plan and prepare CCAs according to APSACS Academic Calendar

    c. To conduct Student Council / Clubs and Societies Meetings

    d. House wise Competitions

    e. Sports Practices for Teams

    *In case it is needed, the CCA period can be used by the teachers for Islamiyat Class X.

    Co Curricular Activities – CCAs

2. On the Mega Level, Academic Calendar has a very robust CCA program embedded in it. However, for Micro Planning CCA periods are time-slots in which the related activities of societies & clubs will be planned / carried out. Besides the planning, practices for debates, declamations, competitions and dramatics will be done in these periods when needed (ref CCA Guide).

    a. During the CCA Periods students of class will be seated House- wise.

    b. The class teacher will supervise / discuss the planned activities in class (house wise) ensuring that all students take part in that discussion / activity.

    c. Teacher will announce / introduce the CCA activity to the students.

    d. Students will give their suggestions / ideas about carrying out the CCA.

    e. Thorough discussion about the CCA, selection of the suitable participants will be done.

    f. Students can share their creative writing / stories / articles.

    g. Different activities can be planned in different classes / groups for the same CCA, developing creativity, variety and different strategies.

h. Names of the volunteer / participating students will be noted down by the class teacher and forwarded to the relevant House Coordinator / CCA Coordinator.

i. The house mistresses will rotate in different classes to ensure that students of their houses are suitably represented in the activity.

j. Record of each meeting to be maintained by House-master / mistress, Values Education Activities Coordinator and CCA Coordinator.

GUIDELINES FOR USING A BLACK/WHITE BOARD EFFECTIVELY

Today's Class rooms have turned into hi tech multimedia learners' dream world. Despite all the modern gadgetry to facilitate learning, the role of a simple black/white board cannot be undermined. This is a valuable tool, be a university class or a toddlers playgroup. It's the most versatile and cost effective teaching tool available in a classroom for almost any subject you teach. If you simply stand and talk in front of a class, you will fail to capture attention of your students who process information better if it is presented visually. Even if a lesson is given through a multimedia, a white/black board is invariably available / needed because it is versatile to be used for any off- the- cuff and innovative ideas both by teachers and learners.

Effective Teachers Use the Black/white board in Classes all the Time to :

1. Outline the day's topics

2. Emphasize major points of a lecture or discussion

3. Summarize ideas raised in class discussion as "group memory"

4. Present graphs, diagrams, charts, timelines

5. Show computations, formulas, or steps in a proof or derivation

6. Provide complementary or redundant representations of key ideas

7. Spell out new terms

8. Remind students about assignments (homework/projects etc)

The greatest sore point for any experienced eye is ineffective use of blackboard in a class room. In fact, when not used properly or correctly, a blackboard can turn into a learner's nightmare. Bad handwriting /improper font size , disorganized presentation of ideas, in correct spellings, especially of key concept words, tutor's body blocking the view of learners, use of dry board marker on a white board, badly positioned whiteboard causing a glare to eyes are some of the factors which hinder rather than promote learning in a class.

Every teacher should follow some basic steps to make a black/white board an effective AV aid.

1. Plan board layout and body position

   a. Plan and structure your board works. Much of the chaotic and untidy work on boards can be avoided if the work is planned in advance and included as part of the lesson plans. You may sketch in your planner how the board for the whole lesson will look. Include headings, circling or other methods to emphasis or highlight important information.

   b. There are various ways of dividing a white board and teachers may use any they find useful. However, one way of blackboard division is the **H model** which effectively divides the board

into four parts. Use the upper part of H for material you want the students to see till the end of lecture, use the lower part of H to write points, make figures/ graphs which you will use during the lesson and these will be erased as each point will be explained/ consolidated and will be added to the top of H. Use the right side of H board to write the lesson objectives and success criteria and the left side for homework, project reminders and important announcements like check point assessment, holiday or excursion plans etc.

c. Clean the board at the start of the lesson.

d. When writing, try standing on the right of the board so that it stays visible to the students. This body position also helps you to write in straight lines. Make an effort to keep your body turned at 45 degree angle towards the class at all times. This posture becomes a second nature after some practice.

e. After writing a point, move to one side so that the students can see what you have written. You may want to practice writing with your arm extended rather than close to your board.

f. Frequently go to the back of the class and check if the writing is visible, that there is no glare of board surface or position of board is unfavorable for some students.

2. **Involve the students**:

a. **Talk as your write**. Ask the students what to write as often as possible and get examples from them.

b. **Talk** to the students as you are writing and **turn round frequently** to face them.

c. Ask them **to guess** what they think this work or picture is going to be.

d. **Get them to read things** as you write them.

e. **Ask them to spell the difficult words** for you

f. **Write clearly**. The writing should be large so that it's visible from the back of the class. You may want to look at the board from the back of the room to evaluate the legibility and visibility of hand writing.

g. **Organize the material** effectively so that students can easily understand what you are trying to teach. If necessary, number items which go together.

h. **Leave only the correct forms** on the board, do not allow the students to look at a wrong form for the whole period, because they may become more familiar with the incorrect form than the correct form.

i. **Erase the board frequently**. Do not leave a mess of material on the board.

j. **Use colored chalk/markers for special effect**.

k. **Watch your own spelling** and punctuation for correctness.

l. Write the **most important material** in the **most visible parts** of the board-top left and center.

3. **Brainstorming:** This is a great way to review, or to activate prior knowledge before teaching a new concept. Write the concept word and invite whole class input on it after giving clear instructions about. Put all the points on the board, even if a student has given incorrect input, do not discourage them. After the brainstorming session is over, go through the points one by one with the class, tick marking the correct ones and crossing out and then erasing the incorrect ones. In this way, only the correct options agreed on with the students will stay on board for reinforcement.

4. **Tutoring/Working One-on-One with Students:** students really prefer to write their answers to practice questions, or worksheets on the white boards instead of on a piece of paper.

5. **Think-Pair-Share:** Give your students a topic. Have them think of as many words as they can relate to that topic, and write them on the white boards.

6. **Summarizing:** Use what is written on the board for summarizing at the end of the lesson.

7. **Some Don'ts:**

   a. Don't leave an incorrect spelling or piece of information for a long time on the board for it to become a visual memory for the learners.

   b. Don't erase the board without first asking the students if they have had a chance to copy the good stuff.

   **

Subject of Ethics (For Non Muslims)

In all the Education Systems where the students belong to different religious backgrounds, suitable study programs are offered to fulfill their needs.

At APSACS, up to class X, all the students study Islamabad. A very robust Value Education Program is embedded in the regular studies to satisfy the needs of cross cultural ethnic learners.

For SSC, FBISE, all the students generally take Islamiyat examination. A small percentage of students belonging to different religious backgrounds, use the option to appear for the subject of "Ethics".

However, according to an FBISE Board notification dated June 01 & June 10, 2015, the revised Scheme of Studies for Islamiyat Compulsory and Ethics (for non-mulsims) carrying 50 marks is to be implemented w.e.f. the academic year 2016-2017. The letter was forwarded to all schools by the APSACS Secretariat. It has detailed information about the prescribed text books, Syllabus outline and marks allocation.

The purpose of offering the subject of "Ethics" to the Non Muslim students is to offer freedom of choice and develop moral values in them for character building.

The Curriculum of Ethics designed by the National Curriculum Authority is progressive, liberal and all inclusive. It covers moral teachings of the major religions of the world with special reference to Pakistan.

The Syllabus break-up for Ethics was sent for the first time from the session 2016-2017 for class VIII only. For session 2017-2018, Syllabus Breakup has been sent for class IX as the students will appear in Ethics for the FBISE 2017-2018. The course contents have been spread over classes VIII and IX according to the pattern of teaching of SSC Islamiyat.

The students studying Ethics in class VIII will follow the Checkpoint Assessment and Exams procedures as rest of the school.

Pre- O level Class VII Cambridge

Introduction

APSAC System revolves around the concept of providing high standard educational services at very affordable costs to army wards. The APSACS is affiliated with FBISE, therefore, majority of schools prepare students to meet the standards for the SSC & HSSC level of education. However, many parents are desirous for their wards to study in GCE O level so that they are better prepared to meet the international academic challenges. As there are only a few APSs, mainly in urban locations, where there is provision of O Levels stream, majority of students desirous of joining O level stream, leave the APSs and join the private schools. These schools are charging exorbitant fees, thus making it impossible for our Army Wards to benefit from them. Due to these reasons, it has now been made mandatory that ONE Army Public School in every region will have the GCE O level stream.

Pre O Level

 APSACS provides education according to International Standards as per COAS mandate, therefore, the Scheme of Studies are regularly updated to keep up with the emerging trends in education, yet a lot of careful pruning is done in Syllabus to facilitate an average learner in APSs. It has been decided to segregate the SSC and O level streams from grade VII, into Pre O level Class VII and Class VII Matric; the students/parents will have both the options available.

The Pre O level Class VII Cambridge will be introduced only in the schools already offering the GCE O Level. Students desirous of studying for O Level GCE will be able to join this class on condition that they have achieved 70% in the core subjects and 65% in the non-core subjects in the final examination for class VI. Pre O level Class VII Cambridge will provide a sound base for preparing students for O Levels external Examination by focusing on CAIE benchmarks and standards. This class will follow an advanced syllabus in English, Mathematics & Science with extensive focus on conceptual learning. Since the subject of Islamiyat for the O level is taught in English, the Islamiyat textbook included in the booklist is in English for Pre O level Class VII Cambridge 2018 onwards. The school heads and teachers of these classes are advised to regularly visit the websites and keep abreast with the GCSE study requirements. For Check Point Assessments and paper pattern for Term Examination for Pre O level Class VII Cambridge please see Assessment Policy. The challenging study program of Pre O level Class VII Cambridge will ensure smooth transition of students into the GCE O Level. If any student finds it difficult to continue with the Pre O level Class VII , he/she still has the option to revert back to the SSC stream during or after completing Pre O level Class VII.

  Websites for O Level : www.cie.org./programmes-and-qualification/.....2/....O-level/subjects
http://maxpapers.com/category/qualifications/international/cambridge/gcse/

Relevance of Strands in the Syllabus Breakup

APSACS Syllabus is developed according to the National Education Policy, COAS Directive and demands of the 21st century. It is an embodiment of the delicate balance between these requirements. APSACS Syllabi focus on developing hardcore knowledge base at each level of study and they also inculcate the Essential Life Skills of evolving times. It offers a very robust Values Education Program in line with our social and religious responsibilities. It helps teachers in nurturing the love and pride of the land (Patriotism) in students helping them explore local as well as national cultures and traditions.

APSACS Syllabus is a comprehensive guideline for teachers to help students think critically about what is being taught & how it is relevant to their life experiences. Besides the hard core knowledge based teaching, the syllabus is richly laced with concepts which help to develop citizenship, strong religious and patriotic values in the student at all levels. They are getting training to ask critical question why things are the way they are, why events follow certain patterns in nature. They are developing the confidence to critically analyze the pattern of languages, structure of society and historical events. As implementers, the teachers are expected to help student in development of these **Essential Life Skills** and create awareness in them about the importance of having high moral values, care of environment and sound emotional health. Basic ICT skills and ability to manage unforeseen disaster/trauma are also very important attributes. These strands are embedded in the syllabus breakup and can be identified by different **icons** which can serve to alert a teacher and capitalize on such teachable moments during the lessons.

The relevance of a strand and its icon is given in the Syllabus Implementation guide for Teachers. Teachers will not mention these strands explicitly in the objectives but will emphasize their importance indirectly. The complete list of strands and their icons is given below. Some of them are already reflected in the Syllabus Break-Up of 2015-16 and some new were added in the 2016-2017 Syllabi.

Strands	Symbols
Strands	**Symbols**
Patriotism	
Critical Thinking	
Smiles	
e-Skills	
Sports	
Values Education	
Say No to Drugs	
Collaboration	
Communication	
Creativity	