

CURRICULUM FOR
ENGLISH LANGUAGE

GRADES I - VI

2012



GOVERNMENT OF SINDH
EDUCATION & LITERACY DEPARTMENT
BUREAU OF CURRICULUM & EXTENSION WING SINDH
JAMSHORO

ADDENDUM

English Language Curriculum

Strengths

- The committee was of the opinion that overall, the document is well prepared and focuses on knowledge, skills and dispositions keeping in view of the five Developmental levels and promotes democratic values within the context of collectivism, socialization and empathy.
- No part of the document promotes any form of violence or extremism.
- There is enough space within the curriculum for inclusion of province specific socio-cultural elements where this aspect may be developed and incorporated.
- The concepts used (level-wise) are mostly relevant in the Document except in some places, for example, the concepts used under the competency 4 (relating to formal and lexical language) are considered to be complex for the grade 1 and 2 learners.
- Placing separate competency “Appropriate Ethical and Social Development” for all levels requires all learners to work exclusively for the development of this aspect within themselves.
- Overall, there is accuracy across the document. There is no misconception found across the document.
- The competencies, standards, benchmarks, and SLOs focus on the level, age and ability both vertically and horizontally.
- A variety of ways of learning are encouraged across the document that promote development of cognitive, psychomotor and affective domains.
- Wonderful effort has been made to focus the aspects of critical thinking and creative skills.

Gaps

- The personalities that have played role as educationist, social worker, scholar, etc. may be incorporated in SLOs keeping the levels of learners.
- **Competency 1:** Reading and Thinking Skills

Standard 01: All student will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none">• Identify Social, professional and academic achievements of personalities.• Analyze the achievements of the personalities in the present scenario.• Explain the impacts of personalities on individuals.	<ul style="list-style-type: none">• Identify Social, professional and academic achievements of personalities.• Analyze the achievements of the personalities in the present scenario.• Explain the impacts of personalities on individuals.	<ul style="list-style-type: none">• Identify Social, professional and academic achievements of personalities.• Analyze the achievements of the personalities in the present scenario.• Explain the impacts of personalities on individuals.

- Provincial landmarks like historical places, model educational places/institutions, archaeological places, forts, museums, etc. may be highlighted in the (textbook) document.
- Provincial landmarks like historical places, model educational places/institutions, archeological places, forts, museums etc. may be highlighted in the (text book) document viz Moen-Jo-Daro, Rani Kot, Fort of Kot Diji, Elementary College Hyderabad, Government Commercial College Shikarpur, Tomb of Shah Latif, Sachal, Qalander Lal, Mir Masoom Shah, Kenjhar and Manchar lakes, Shahjehan Mosque, Sindh Museum etc.
- More emphasis should be placed on the contextual needs specific to: culture, geographical position, learning environment, social and ethical values, economic perspective, etc.
- **Competency 5:** Appropriate Ethical and Social Development, Standard 01, Bench Mark I, II, III is solely relevant to social, economic, cultural, ethical attributes and values.

Please Note: (This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading text, and through writing and speaking activities performed in the learning environment of the class.)

- Competency 4 is beyond the level of grade 1 and 2.

Competency: 4

SLOs BEYOND LEVEL OF 1 AND 2

Standard 01

Grade:1	Grade:2
<ul style="list-style-type: none"> • Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems. 	<ul style="list-style-type: none"> • Familiarize themselves with rhythm, stress and intonation of English language. • Comprehend simple stories and poems read aloud in class.

Standard 02

<ul style="list-style-type: none"> • Recognize English words used commonly in Urdu/ other local language from immediate environment. 	<p>Recognize English words used commonly in Urdu /other local language from immediate environment.</p>
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Standard 03

Bench mark: 1

<ul style="list-style-type: none"> • Use naming words in their speech and writing. • Identify gender of naming words from immediate environment (masculine/feminine). • Use substitution words (PRONOUNS) me, you, him, her, us, them, I, you, he, she, we, they, it. 	<ul style="list-style-type: none"> • Identify and classify gender of naming words from immediate environment (masculine / feminine). • Recognize more particular names of people and places. • Distinguish between and use Substitute words. • Use has, have to show possession.
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Bench mark: 2

<ul style="list-style-type: none"> • Recognize and use exclamation mark with words or statements showing emotions only. • Recognize capitalization to initial letter of the first word of a sentence. 	<ul style="list-style-type: none"> • Recognize exclamation mark.
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Conclusions

- The committee agreed that 90% document is OK.
 - 10% are the gaps within the document which need to be addressed specified in the recommendation above which can be filled through the development of textbooks.
 - Competency 4 may be withdrawn from the grades 1 and 2.
 - The SLOs under Competency 5 may be developed further. This will help in developing the democratic / social and ethical values further.
- OR**
- While developing the textbooks, the reviewers should have a checklist to verify that the enough material/content knowledge is catered to by the authors in relation to Competency 5.
 - Personalities with extraordinary contributions particularly in the fields of Education, Society, Science, History, Politics etc. may be included (as addendum for manuscript writers).
 - All members agreed that if appropriate textbooks and teacher focused material is developed according to this curriculum it will yield good results.

General Recommendations of Subject Committees

- The committees agreed that 95% of curriculum 2006-07 is suitable for the requirements of the modern day Sindh.
- Only a few minor amendments/modifications were suggested.
- The consensus was on the fact that these modifications be added separately as an addendum which can be given to the textbook writers to incorporate while preparing manuscripts/textbooks.
- However, the committee should concern over the fact that implementation of the curriculum should not be limited to the development of textbooks. The curriculum 2006 envisages and promotes child centred teaching and learning approaches and emphasizes on application of knowledge rather than memorization of facts. In this perspective curriculum implementation needs to be viewed in a more holistic manner with the ultimate aim to ***improve the teaching and learning processes and the learning environment.***
- Textbook development is the first step to be followed by ***training of teachers*** in teaching to the new curriculum and ***introduction of revised assessment*** and feedback approaches.
- For this purpose an overall curriculum implementation framework³ needs to be developed and implemented outlining all the steps to be undertaken for effective

implementation of the curriculum. BoC should oversee and coordinate this process with the support of textbook board and RSU.

- The committees agreed that the textbooks should be developed as soon as possible as Sindh schools are still following a 10 year old curriculum. Parallel to the development of the textbooks the curriculum implementation framework should be outlined so that the necessary steps are undertaken by difference organizations so that teachers' related materials can also be developed and teachers can be trained alongside, amongst other measures.

Recommendations for textbooks development for curriculum 2006

The committee opined that textbook development process should be expedited so that students of Sindh Government schools can have access to better quality books from the next academic year. For this purpose textbook authors and other stakeholders need to be trained in the understanding of the philosophy and approach of the curriculum and also in modern textbook development techniques.

For the process of textbook development the province can follow one of the 2 given options

³ A common curriculum implementation framework (CIF) has been developed jointly by the provinces (with GIZ's support) and can be adapted for immediate application in Sindh.

Option 1: Multiple Textbook System through private Publishers

In 2007 the government of Pakistan in consultation with all provincial stakeholders developed and notified the National Textbooks and Learning Materials Policy and Plan of Action.

All provinces commenced their textbook development initiatives in accordance with the process outlined in the policy. Under this scheme the private sector publishers develop the textbooks and the textbook boards regulate, facilitate and monitor the process of textbook development.

If this option is followed the next steps will be as follows:

- TBB prepares quality criteria and specifications for textbooks to be developed against which all textbooks prepared by private publishers will be graded.
- Government selects and trains review committees on the agreed upon quality criteria.
- Publishers develop the textbooks which are reviewed against the set criteria.
- TBB recommends approved books to BoC which in turn gives NoC to books prepared by private publishers.
- Provincial committee headed by Secretary Education Sindh makes a selection from the approved books for free distribution in government schools.

- TBB purchases the print license from publisher whose book is selected and prints it according to its existing procedure.
- If “Multiple textbook” modality is chosen then Cost/economical and other criteria to be decided.

Option 2: Single Textbook System – in-house development by STBB

This system was being followed by the textbooks boards prior to the introduction of the new textbooks policy. Under this system TBBs themselves develop the manuscripts of all subjects.

If this system is followed that the following steps will be taken:

- TBB identifies authors for each subject and grade.
- TBB and BoC jointly develop quality criteria against which books will be reviewed.
- BoC selects review committee members and trains them in the review process based on the quality criteria.
- BoC issues NoC to approved textbooks.
- Books are printed according to existing process.
- Since there will be only one textbook per subject and grade there is no need for a selection committee.

Possibility of textbook loan libraries/book banks in schools

- Government should look into the possibility of “School Textbook Bank” instead of yearly free textbook supply.
- Under this scheme textbooks are printed on high quality paper and are used for 3 years.
- If approved then its effect on printing (quantities), distribution and safe storage of free textbooks needs to be worked out.

Recommendations on Institutionalization of the curriculum review process

- One of the main recommendations that flowed out of the review process was that the policy and review process of the Curriculum needs to be regularized and institutionalized within a legal framework.
- Policies and procedures, roles and responsibilities need to be laid out and clarified within the post 18th amendment scenario for undertaking the devolved functions.
- Within the same context issues pertaining to capacities of the related institutions need to be evaluated against the enhanced scope of work and activities and relevant capacity building measures need to be undertaken to strengthen the organizations to assume the responsibility of the assessment, review and implementation of future curriculum reforms.
- Within the legal provisions and policies a framework for revision and implementation of the curriculum needs to be developed before any major curriculum reform is undertaken.
- For this purpose the committee recommended that a “Sindh Curriculum Policy and Review Unit” should be established in BoC within the provisions of a legal framework. The responsibility of this unit should be to devise the policy for revision of curriculum and for the development, coordination and monitoring of the Curriculum Implementation Framework (CIF).
- Since the establishment of this unit is seen as a long term measure it is recommended that as an immediate stem the Bureau of Curriculum should be empowered to approve textbooks developed for the curriculum 2006. The framework for implementing the curriculum 2006-07 including aspects of teachers training and assessments should also be developed and implemented immediately with the joint efforts of STB, BoC RSU and the Sindh Education Department so that the curriculum 2006 is implemented through all pillars of quality education.
- In the longer run the BoC’s capacity needs to be strengthened to carry out the challenging task of curriculum assessment, review and implementation for effective and sustainable reform of educational quality in Sindh.

Conclusions and Recommendations of the Advisory and Subject Committees – a Summary:

- Curriculum-2006 (on the subjects reviewed is considered 95% appropriate to prepare Manuscripts of upgraded improved textbooks.
- The 2011 Curriculum Review Analyses Reports have to be used as curriculum content addendum, in any textbook upgrading exercise.
- Textbooks should be developed according to the new curriculum for implementation in the next academic year.

- A holistic programme for curriculum implementation for the current implementation cycle (Like a CIF) should be prepared to include all aspects of curriculum implementation are initiated alongside the textbook development like teacher training and assessment reform so that curriculum 2006 is implemented in a holistic manner.
- Parallel to textbook development and other measures the long term system of curriculum review and implementation needs to be designed and institutionalized.
- “Sindh Curriculum Policy and Review Unit“ should be established in BoC.
- Capacity building measures should be undertaken to build up the capacity of the BoC for the new tasks. As immediate steps the following can be done.
- Field Visit to Allama Iqbal Open University’s curriculum review unit: its Placement, Staffing, RoB, Procedures, etc. might serve as a model for the province.
- Field Visit to Punjab to see their measures to introduce curriculum 2006 including the textbook development and lesson planning activities.
- These measures will help institutionalizing Sindh Curriculum Policy and Review Unit.