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Government of Sindh



# Teacher Training Module: English Learning Cycle Twelve

## Aligning English Curriculum with Textbooks

Sindh Technical Assistance –  
Development through  
Enhanced Education Programme  
(STA-DEEP)



THE AGA KHAN UNIVERSITY

School Education & Literacy Department (SE&LD)

Government of Sindh.

## Introduction and Rationale of the Training

### **Dear Teachers!**

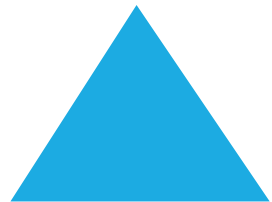
Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

### **Our vision**

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

### **Our Teaching Philosophy**

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.



## Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

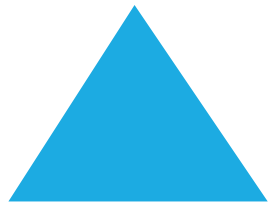
### Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers. Online portal: <https://stadeep-cpd.com/>

**Note:** CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 1-8 have been used in this LC as a reference.

### CBLCs: 1-20:

Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.



## Acknowledgement

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## Aligning English Curriculum with Textbooks

**Learning Objectives:** By the end of the session, the teachers will be able to:



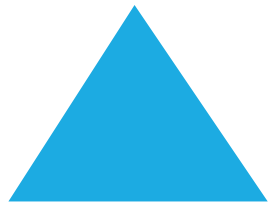
A diagram titled "Styles of Writing" with four surrounding circles: Expository, Narrative, Persuasive, and Descriptive.

Comprehend English Curriculum and its Framework.







An icon of a notebook with a green cover, showing a page with the number "1" and the word "ONE" next to an apple.





Apply and Align English Curriculum with Textbook

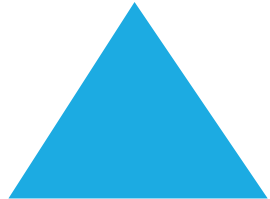





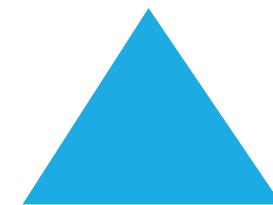
## Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	<b>Recitation</b> 	<b>Activity-1</b> <ol style="list-style-type: none"> <li>1. Ask a volunteer to recite a few verses from the Holy Quran.</li> <li>2. Invite few teachers to reflect about the previous session.</li> <li>3. Briefly explain the objectives of today's session.</li> </ol>	
 20 mins	<b>Warm-up: Presentation Bingo</b> 	<b>Activity-2</b> <ol style="list-style-type: none"> <li>1. Divide teachers into small groups.</li> <li>2. Write the prompts given below on the separate flip chart papers and paste them on the wall.               <ol style="list-style-type: none"> <li>a. What is Curriculum?</li> <li>b. Why is Curriculum important?</li> <li>c. What are key components of an English Curriculum?</li> <li>d. What is the difference between Curriculum and Textbook?</li> </ol> </li> <li>3. Then, ask each group to rotate, brainstorm and write notes on each prompt on separate sticky notes.</li> <li>4. Next, ask each group to paste their sticky notes under each prompt and share their notion of Curriculum.</li> </ol>	Board, Marker, Duster, Charts, Tape

		5. Finally, sum-up the activity by giving feedback on the entire activity.	
 <b>40 mins</b>	<p><b>Understanding Curriculum Framework</b></p> 	<p><b>Activity-3</b></p> <ol style="list-style-type: none"> <li>1. Divide teachers into 4 pairs/groups.</li> <li>2. Distribute charts, markers and other stationery items among them for the presentation.</li> <li>3. Then, distribute tasks among pairs/groups in the following way: <ol style="list-style-type: none"> <li>a. Pair/Group 1 and 2: Read and discuss Hand-out 12.1.</li> <li>b. Pair/Group 3 and 4: Read and discuss Hand-out 12.2.</li> </ol> </li> <li>4. After reading and discussion, ask each pair/group to present the key points of the Hand-out in front of the class.</li> <li>5. Finally, sum-up the activity by giving your feedback on their presentation.</li> </ol>	<p>Board, Marker, Duster</p> <p>Hand-out 12.1 Hand-out 12.2</p>
 <b>50 mins</b>	<p><b>Aligning English Curriculum with Textbooks</b></p> 	<p><b>Activity-4</b></p> <ol style="list-style-type: none"> <li>1. Divide teachers into 4 groups.</li> <li>2. Distribute charts, markers and other stationery items among them.</li> <li>3. Then, distribute tasks among groups to prepare charts for the presentation in the following way: <ol style="list-style-type: none"> <li>a. Group 1: Read and discuss the Competencies: Standards, Benchmarks and SLOs from Page 14-30 given in Curriculum document and align them with Textbooks 1-2.</li> </ol> </li> </ol>	<p>Board, Marker, Duster, Charts</p> <p>Curriculum: 1-XII Textbooks 1-8</p>



		<p>b. Group 2: Read and discuss the Competencies: Standards, Benchmarks and SLOs from Page 31-48 given in Curriculum document and align them with Textbooks 3-5.</p> <p>c. Group 3: Read and discuss the Competencies: Standards, Benchmarks and SLOs from Page 49-67 given in Curriculum document and align them with Textbooks 6-8.</p> <p>d. Group 4: Read and discuss Text Types, Themes, Sub Themes, Approaches and Strategies, and Assessment from Page 107-125 given in Curriculum document and align them Textbooks 1-8.</p> <p>4. Next, ask each group to present their assigned task through their charts in front of the class.</p> <p>5. Finally, sum-up the activity by providing feedback on their presentation.</p>	
 <b>5 mins</b>	<b>Feedback/Closure</b>	<b>Activity-5</b> Conclude the session by asking about the achievement / learning of the day.	Board, Marker, Duster





## Handout 12.1

### Definition of Curriculum:

**The Curriculum is the planned and structured framework encompassing** the educational goals, learning objectives, content, methods of instruction, assessments, and resources designed to guide and facilitate learning experiences within an educational institution or system. It serves as a road map that outlines what students are expected to learn, how they will learn it, and how their learning will be assessed and evaluated.

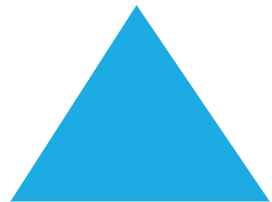
### Importance of Curriculum:

**Guides Teaching and Learning:** Provides a structured framework for educators to plan and deliver instruction effectively.

**Promotes Consistency:** Ensures uniformity and coherence in educational content and standards across educational institutions and levels.

**Supports Educational Goals:** Aligns with national or institutional educational goals, priorities, and values to meet the needs of learners and society.

**Enhances Student Learning Outcomes:** Fosters meaningful learning experiences that promote intellectual, social, emotional, and physical development.



## **Key Components of Curriculum:**

In Pakistan, the English curriculum for schools typically includes key components that are designed to develop students' language proficiency, critical thinking skills, and cultural awareness. Here are the key components of the English curriculum in Pakistan:

### **Learning Objectives:**

Clearly defined goals that outline what students should achieve in terms of language skills (reading, writing, listening, speaking) and understanding of English literature.

### **Language Skills Development:**

Emphasis on developing proficiency in all four language skills: reading, writing, listening, and speaking. This includes comprehension, grammar, vocabulary building, and fluency.

### **Literature Studies:**

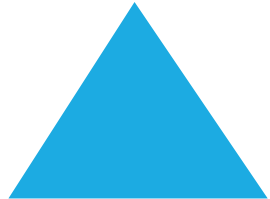
Study of English literature, including both Pakistani and international authors. This component aims to develop students' appreciation for literary genres, themes, and cultural contexts.

### **Grammar and Language Structure:**

Focus on understanding and applying grammar rules and language structures in both written and spoken English.

### **Writing Skills:**

Instruction in various types of writing, such as essays, reports, narratives, and descriptive writing. Emphasis is placed on organizing ideas coherently, using appropriate language conventions, and developing critical writing skills.



**Speaking and Listening Skills:**

Activities designed to improve oral communication skills, including discussions, presentations, debates, and listening comprehension exercises.

**Cultural and Literary Appreciation:**

Exploration of cultural diversity through literature and language. This includes understanding cultural perspectives reflected in literature and developing empathy and understanding of different cultures.

**Integrated Skills Approach:**

The integration of language skills (reading, writing, listening, speaking) creates a holistic learning experience that reflects real-life language use and communication.

**Assessment Strategies:**

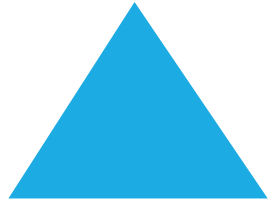
Various assessment methods are used to measure students' language proficiency, literature comprehension, and language skills application. This includes formative assessments (ongoing assessments during learning) and summative assessments (end-of-term evaluations).

**Technology Integration:**

Utilization of digital resources and technology to enhance language learning and provide interactive learning experiences. This may include multimedia presentations, online resources, and digital literacy skills.

**Professional Development for Teachers:**

Support and training for English language teachers to improve their instructional practices, integrate new methodologies, and stay updated with curriculum changes and educational trends.

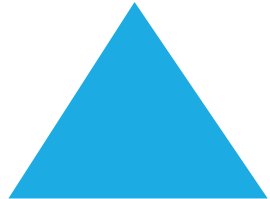


### Adaptation to Learner Needs:

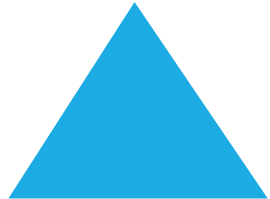
Flexibility in curriculum implementation to accommodate diverse learner needs, including students with different language proficiency levels, learning styles, and cultural backgrounds.

### Differences between Curriculum and Textbooks

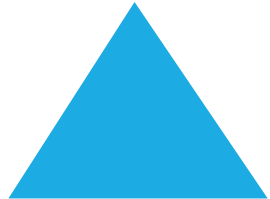
	Curriculum	Textbooks
<b>Definition</b>	Curriculum refers to the overall framework that encompasses educational goals, learning objectives, content, methods of instruction, assessments, and resources designed to guide and facilitate learning experiences within an educational institution or system.	Textbooks are specific educational resources that provide content, activities, examples, and exercises aligned with the curriculum. They are instructional tools used by educators to deliver specific subject matter to students.
<b>Scope and Coverage</b>	The curriculum sets the educational goals and standards, outlines what students are expected to learn across various subjects and disciplines, and provides a structured pathway for teaching and learning.	Textbooks focus on specific subjects or topics within the curriculum. They provide detailed content, explanations, and exercises related to a particular subject area, serving as a primary instructional resource for educators and students.



<b>Flexibility and Adaptability</b>	<p>Curriculum is flexible and adaptable, allowing for revisions, updates, and modifications based on educational needs, societal changes, and feedback from stakeholders. It provides guidelines for educators to develop and implement instructional strategies that cater to diverse learner needs.</p>	<p>Textbooks are less flexible compared to the curriculum. While they may undergo revisions to update content or align with new educational standards, their primary purpose is to present structured content and activities that support specific learning objectives outlined in the curriculum.</p>
<b>Educational Purpose</b>	<p>The curriculum serves a broader educational purpose, guiding educational planning, instructional practices, and assessment strategies to ensure comprehensive learning experiences for students. It reflects educational values, priorities, and goals of the educational system or institution.</p>	<p>Textbooks serve a specific educational purpose within the broader framework of the curriculum. They provide a structured approach to delivering content and supporting student learning in specific subject areas, helping to achieve curriculum objectives.</p>



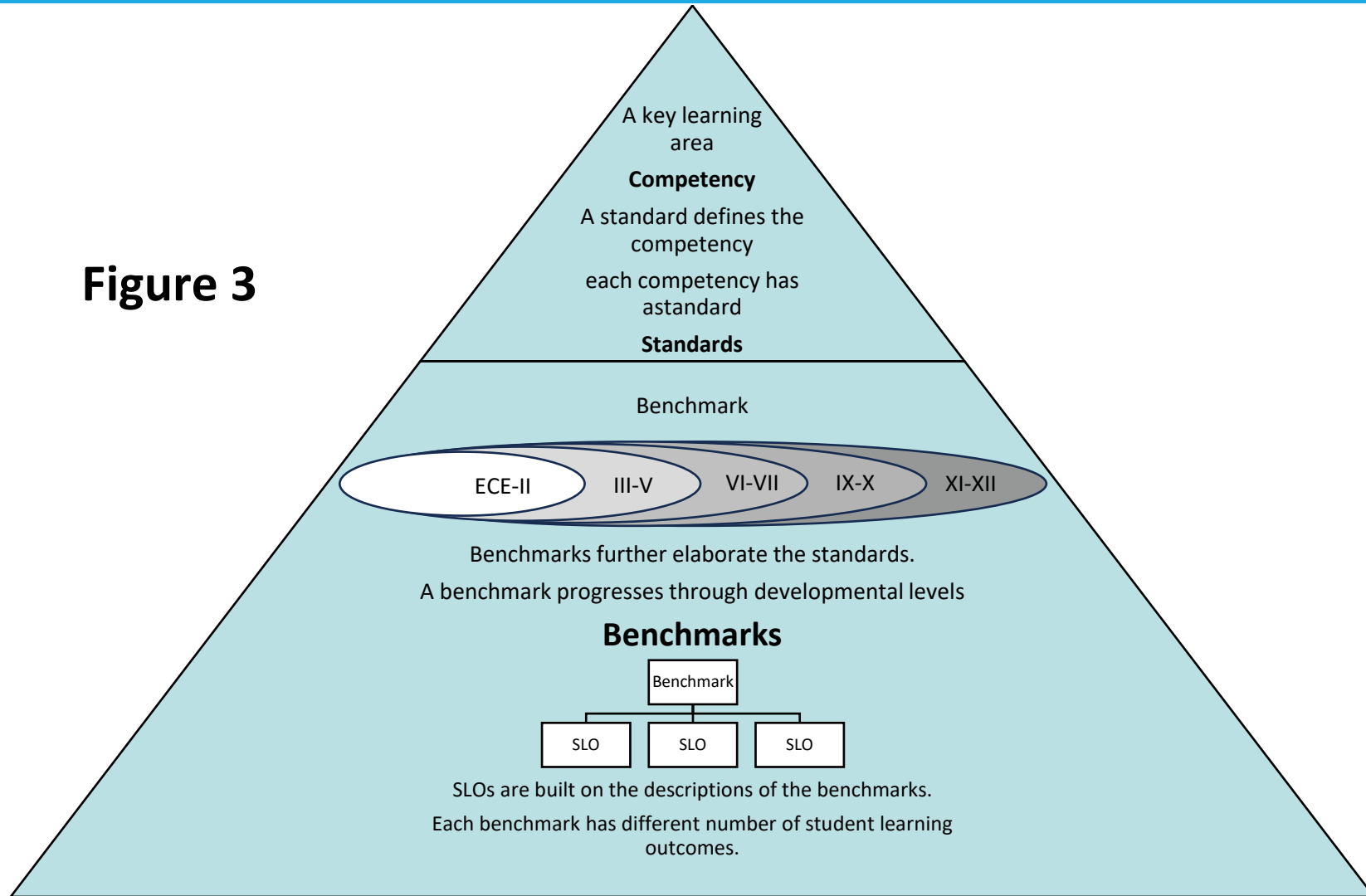
<b>Assessment and Evaluation</b>	The curriculum includes assessment and evaluation guidelines that define how student learning will be measured and monitored across different subjects and educational levels. It encompasses both formative assessments (ongoing feedback) and summative assessments (final evaluations).	Textbooks may include assessment tools such as exercises, quizzes, and questions to gauge student understanding of the content presented. However, the design and implementation of assessments are part of the broader curriculum framework.
<b>Implementation in Practice</b>	Curriculum guides overall educational practices, instructional methodologies, and educational policies within educational institutions or systems. It provides a basis for curriculum development, teacher training, and educational reform initiatives.	Textbooks are used as instructional tools by educators to deliver specific content and facilitate learning in classrooms. They support teaching practices aligned with curriculum goals and provide structured content for student engagement and comprehension.





Handout 12.2

Figure 3



This figure illustrates the organization of the curriculum framework.

## **Curriculum Framework**

### **Competency:**

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform & quote; critical work functions & quote; or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

### **Standard:**

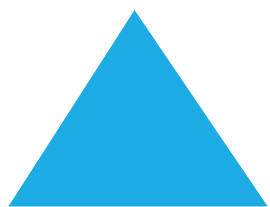
These define the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during twelve years of schooling.

### **Benchmark:**

The benchmarks further elaborate the standards, indicating what the students will accomplish at the end of each of the five developmental levels in order to meet the standard. These provide at a glance, the continuum of English language learning e.g. benchmarks for grade I and II define what the students will be able to do by the end of grade II.

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### **SLOs:**



Student Learning Outcomes (SLOs) are measurable instructional goals established for a specific group of students over a set period of time.

**Syllabus:**

A syllabus is a teacher's guide to a course and what is expected of a teacher in the course. Generally it includes course policies, rules and regulations, required texts, and a schedule of assignments.

**Course:**

A course comprises both the prescribed number of lessons in an educational program and the material covered in a curriculum. It also comprises essential content, instructional strategies, learning activities, and assessments.

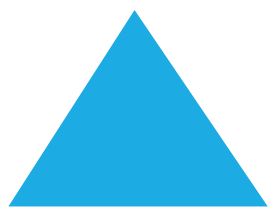
**Textbook:**

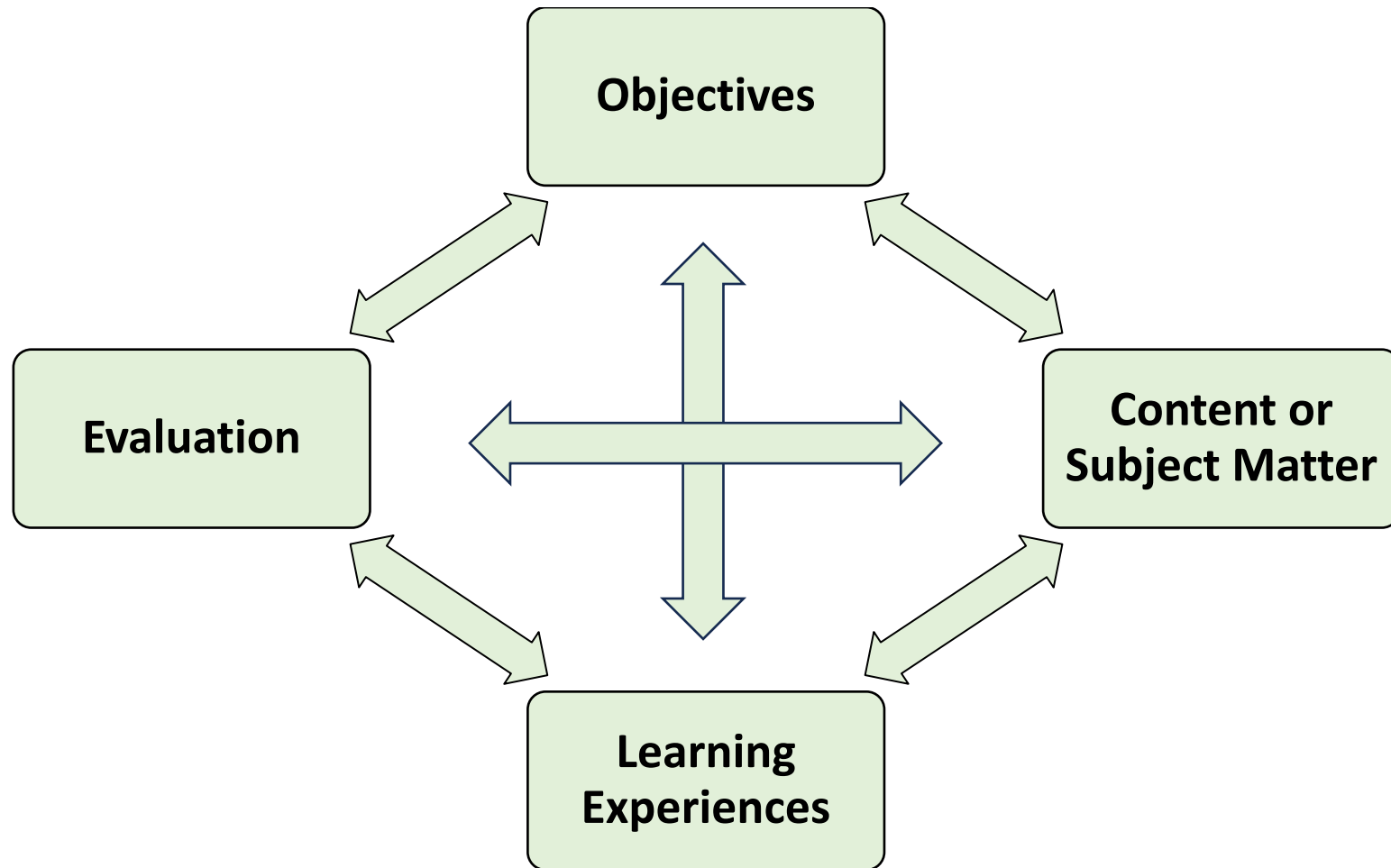
A textbook is a printed and bound artifact for each year or course of study. They contain facts and ideas around a certain subject. They are, in fact, specially made to follow a set standard curriculum for a school system or larger organization, such as a province.

**Content:**

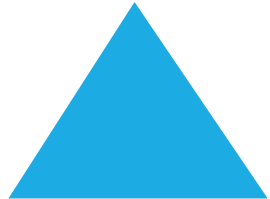
The individual items or topics that are dealt with in a publication or document. The material, including text and images that constitutes a publication or document.


[http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/pakistan\\_national\\_curriculum\\_framework.pdf](http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/pakistan_national_curriculum_framework.pdf)





**Interrelationship of Components of Curriculum**

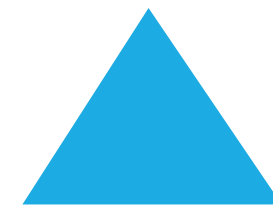


Class	Competency	Benchmark	SLOS	Unit	Activity Picture
4	Writing skills	Benchmark 3  Write a variety of interpersonal and transactional tense. Short notes informal invitation and letters	Write short informal invitation to friends and family members and teachers to demonstrate the use of following convention:  Purpose Date and date Venue Name of addresser and sender	Unit 5  Taking care of the family  Ex: 5.3 Pg# 76	<p style="text-align: center;"><b>5.3 WRITING</b></p> <p>By the end of this section, the students will be able to:</p> <ol style="list-style-type: none"> <li>write short informal invitations, showing purpose, date, time, venue and sender/receiver's name.</li> <li>write a reply to the invitations</li> </ol> <p><b>Exercise 1:</b> You will need: plain white or coloured paper and colours.</p> <p>Your class is planning an Eid Milan party and you want to invite your friends from another class. Make an interesting invitation card, showing venue (place, where it will be held), time, date and your class. Look at the example below.</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px 0;"> <p>Dear Maha, You are invited to my doll's wedding Date: 25-10-2017 Time: 5:30pm-7:00pm Venue: My House From: Zara.</p> </div> <p>Dear _____</p> <p>You are invited to _____</p> <p>Date: _____</p> <p>Time: _____</p> <p>Location/Venue : _____</p> <p>From: _____</p>

**For reference:**

**List of 1-20 LCs topics**

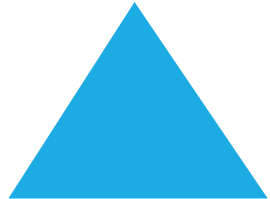
<b>Learning Cycles (LCs)</b>	<b>Topics</b>
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21 <sup>st</sup> Century Skills
LC-11	Presentation Skills for Effective Oral Communication
<b>LC-12</b>	<b>Aligning English Curriculum with Textbooks</b>
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture





**For Reference:****List of Resource Items for English Learning Cycles (11-20)**

<b>Items</b>	<b>No. of items</b>	<b>LC-11</b>	<b>LC-12</b>	<b>LC-13</b>	<b>LC-14</b>	<b>LC-15</b>	<b>LC-16</b>	<b>LC-17</b>	<b>LC-18</b>	<b>LC-19</b>	<b>LC-20</b>
Sticky Notes	6		✓						✓		
Paper Cutters	1								✓		
Tennis Ball	01				✓						
Chart Papers	40		✓				✓	✓	✓		✓
Permanent Markers (Assorted Colors)	20		✓				✓	✓	✓		✓
Paper Tape	5		✓				✓	✓	✓		✓
Speakers	1	✓		✓					✓	✓	
Multimedia	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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