

# ACADEMIC CALENDAR

## GRADE 5

Academic Year 2020-2021

**DIRECTORATE OF CURRICULAM AND TEACHER EDUCATION (DCTE)**  
Abbottabad, Khyber Pakhtunkhwa

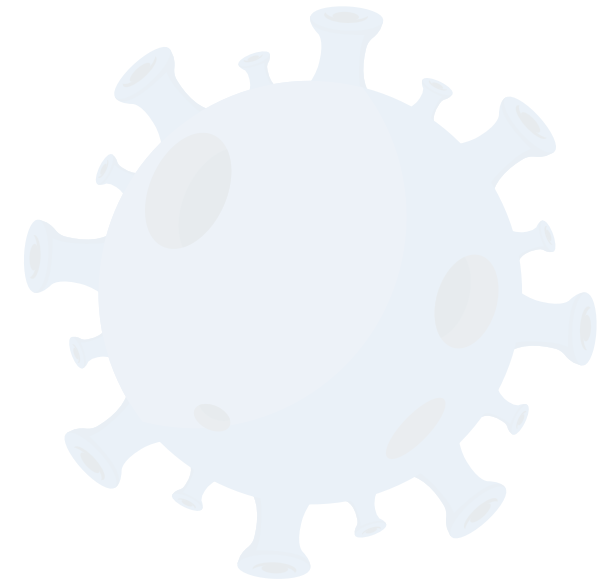
# Forward

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa Abbottabad has undertaken development of the Academic Calendar as part of the overall response to the COVID-19 pandemic. The school year has been shortened considerably due to the closures resulting from the outbreak. Therefore, it is imperative that schools implement an academic calendar designed in such a way as to enable coverage of all essential student learning outcomes in a shortened academic year. This Academic Calendar (AC) will provide the schools and students with a roadmap of learning for the academic year 2020-21. It will also provide the teachers with the guidelines to implement the AC. The AC will also have references to recently designed worksheets that teachers can use to reinforce learning on essential SLOs. The worksheets are also available online at Elementary and Secondary Education Department website. With these measures in place, I am confident that we will have ensured continuity of learning for our children in these difficult times.

With this, I thank everyone who contributed to the development of AC, particularly the DCTE subject specialists and the team of teachers, they put together for this task. I also thank Khyber Pakhtunkhwa Education Sector Programme and UNICEF for their support throughout this process.

## **Gohar Ali Khan**

Director  
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# INSTRUCTIONS FOR TEACHERS

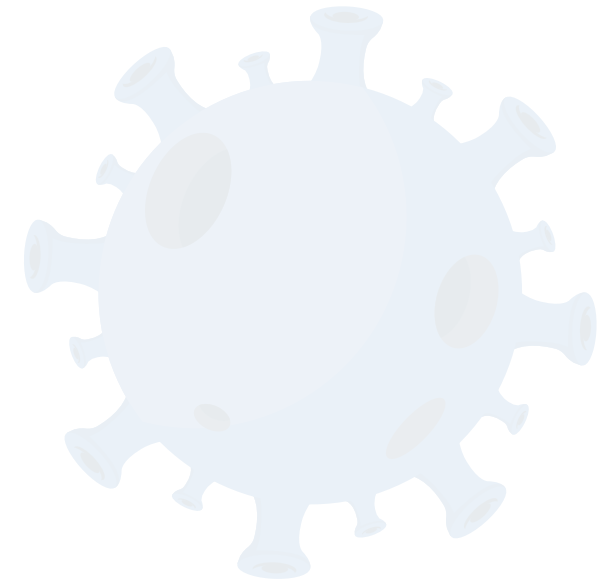
## Respected Teachers

This Academic Calendar is specially designed for year 2020 – 21. As you know that due to COVID 19, we are facing a challenge of limited teaching time this year. In order to assist you to utilize the available time effectively, this Academic Calendar have been developed. The time for each subject is calculated based on the regular school timetable and periods allocation. Special focus has been given to those examples / question from exercise that help to achieve most of the SLOs. The SLOs that have been covered either in other SLOs or subjects or even in previous class are addressed once.

You are requested to:

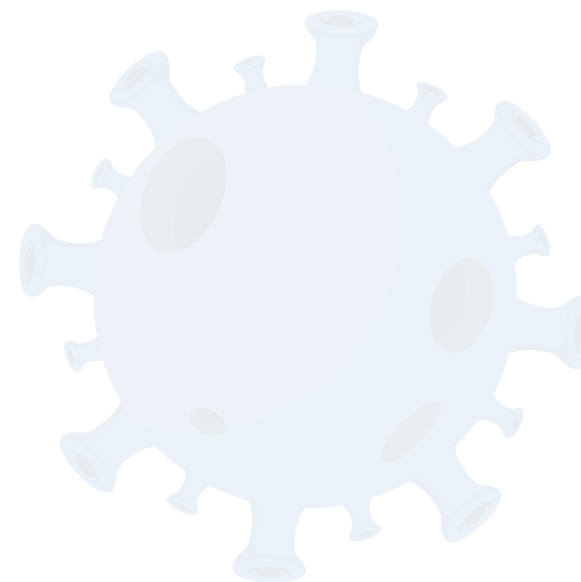
- Plan your teaching according to the provided academic calendar
- Try to cover all the topics within the allocated period of time.
- Assign homework of few questions for practice and re-enforcement.
- Use worksheet to reinforce concepts where applicable.

We hope that together we can bridge the gap and improve the learning of our children.



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# Mathematics

## Grade-V



Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>September (11 periods)</b>						
01 <b>G5-M-01</b>	Numbers and arithmetic Operations	Numbers up to one billion	<ul style="list-style-type: none"> <li>Read numbers up to 1 000 000 000 (one billion) in numerals and in words.</li> <li>Write number up to 100 000 000 (one billion) in numerals and in words.</li> </ul>	textbook Page 5-7 Exercise 1.1 (Q-2,4)	03	<ul style="list-style-type: none"> <li>Write main topic "Number and Arithmetic Operation " and explain the place values in the numbers up to one billion, recognize numbers in words up to one billion and make comparison of numbers up to nine digits.</li> <li>Solve questions and examples for addition, subtraction, (complexity and arbitrary size) multiplication and division.</li> <li>Solve examples and other relevant activities from the book to understand the subtopic too.</li> <li>Solve questions involving combine operation using BODMAS rule (only parentheses).</li> <li>Use worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice</li> </ul>
		Addition and subtraction	<ul style="list-style-type: none"> <li>Add numbers of complexity and of arbitrary size.</li> <li>Subtract numbers of complexity and of arbitrary size</li> </ul>	textbook Page 10-12 Exercise 1.2 (Q-1,2,4,5,6)	02	
		Multiplication and Division	<ul style="list-style-type: none"> <li>Multiply numbers, up to 6 digits, 10,000 and 1000.</li> <li>Multiply number, up to 6 digits, by a 2-digit and 3-digit number.</li> <li>Divide numbers, up to 6 digits, by a 2-digit and 3-digit numbers.</li> <li>Solve real life problems involving mixed operations of addition, subtraction, multiplication and Division.</li> </ul>	textbook Page 14-16-19 Exercise 1.3 (Q-2,3,4,5,6,7)	04	
		Order of Operations BODMAS Rule	<ul style="list-style-type: none"> <li>Recognize BODMAS rule, using only parentheses ( ).</li> <li>Carryout combined operations using BODMAS rule.</li> <li>Verify distribute laws.</li> </ul>	textbook Page 21-22 Exercise 1.4 (Q-1,2,3 (part i & ii only) Review Exercise 1 (All questions)	03	

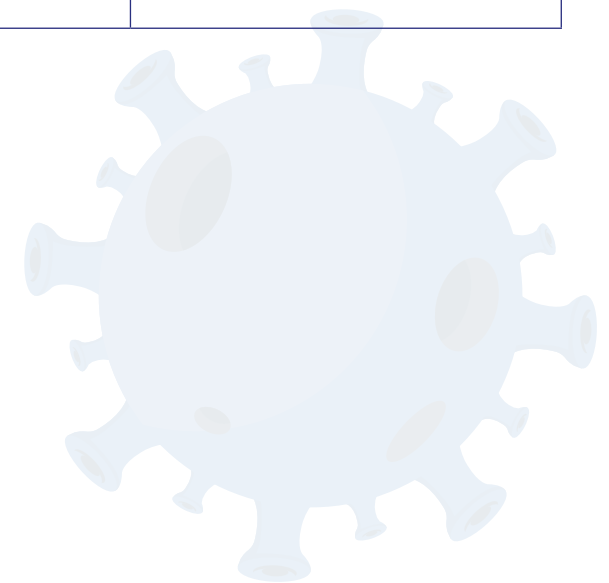


Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>October (25 periods)</b>						
02 <b>G5-M-02</b>	HCF and LCM	HCF	<ul style="list-style-type: none"> <li>Find HCF of three numbers, up to 2 digits, using.               <ul style="list-style-type: none"> <li>» Prime factorization method,</li> <li>» Division method.</li> </ul> </li> </ul>	textbook Page 28-30 Exercise 2.1 (Q-1,2,4,5)	07	<ul style="list-style-type: none"> <li>Explain HCF and LCM on writing board by giving suitable examples.</li> <li>Demonstrate process of HCF and LCM up to two digits by two method i.e prime factorization and division methods.</li> <li>Give examples by solving real life problem of HCF and LCM.</li> <li>Use worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		LCM	<ul style="list-style-type: none"> <li>Find LCM of four numbers, up to 2 digits, using.               <ul style="list-style-type: none"> <li>» Prime Factorization method,</li> <li>» Division Method,</li> </ul> </li> <li>Solve real life problems involving HCF and LCM.</li> </ul>	textbook Page 33-35 Exercise 2.2 (Q-1,2,3,4)  Review Exercise 2 Q:1 (vii, viii) Q: (2,3,4)	08	
03 <b>G5-M-03</b>	Fraction	Addition and Subtraction	<ul style="list-style-type: none"> <li>Add and subtract two and more fractions with different denominators.</li> </ul>	textbook Page 41-42, 44-45 Exercise 3.1 (Q-1(iv), 2(iii, vi), 3(iii), 6,8)	05	<ul style="list-style-type: none"> <li>Write main topic "Fraction" on the writing board.</li> <li>Explain the concept of fraction with addition, subtraction, multiplication and division.</li> <li>Demonstrate multiplication of fractions with the help of diagrams.</li> <li>Verify distributive law of fraction.</li> <li>Use worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		Multiplication	<ul style="list-style-type: none"> <li>Multiply a fraction by a number and demonstrate with the help of diagram.</li> <li>Multiply a fraction by another fraction.</li> <li>Multiply two or more fractions involving brackets (proper, improper and mixed fractions).</li> <li>Verify distributive laws.</li> <li>Solve real life problems involving multiplications of fractions.</li> </ul>	textbook Page 47-49 Exercise 3.2 (Q-1(v, vi), 2(iii),3, 5) Exercise 3.3 Q:1 (iv), 2 (iii), 3 (iv),	05	

Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>November (25 periods)</b>						
		Division Use of BODMAS Rule	<ul style="list-style-type: none"> <li>Divide a fraction by a number.</li> <li>Divide a fraction by another fraction (proper, improper and mixed).</li> <li>Solve real life problems involving division of fractions.</li> <li>Simplify expressions involving fractions using BODMAS Rule.</li> </ul>	textbook Page 54-56 Exercise 3.4 Q:1 (i, ii, iii), 4 Review Exercise 3 (Q-1, 2 (iv), 3)	04	<ul style="list-style-type: none"> <li>Preform division of fraction using BODMAS rule.</li> <li>Try to cover all the topics within the allocated period of time.</li> <li>Assign homework of few questions for practice.</li> </ul>
04 G5-M-04	Decimals and percentage	Decimals	<ul style="list-style-type: none"> <li>Add and subtract decimals.</li> <li>Recognize like and unlike decimals.</li> <li>Multiply decimals by 10, 100 and 1000.</li> <li>Divide decimals by 10, 100, and 1000</li> <li>Multiply a decimal with a whole number.</li> <li>Divide a decimal with a whole number.</li> <li>Multiply a decimal by tenths and hundredths only.</li> <li>Multiply a decimal by a decimal (with three decimal places).</li> <li>Multiply a decimal by a decimal (in the same way as for while numbers and then put in the decimal point accordingly).</li> <li>Divide a decimal by a decimal (by converting decimals to fractions.)</li> <li>Divide a decimal by a decimal using direct division by moving decimal positions.</li> <li>Use division to change fractions into decimals.</li> <li>Simplify decimal expressions involving brackets (applying one or more basic operations).</li> <li>Round off decimals up to specified number of decimals places.</li> <li>Convert fractions to decimals and vice versa.</li> <li>Solve real life problems involving decimals.</li> </ul>	textbook Page (62-67) Exercise 4.1 (Q-1(v), 2(iv), 3(iii, iv), 4(vi), 5(v, vi)) textbook Page 69-72 Exercise 4.2 (Q-1(v, vi), 2 (iv, v), 3(vi), 4(vi), 5(v, viii x), 6(v, vi), 7(iii, iv, v), 8(iv, v, vi)) Page 75-79 Exercise 4.3 (Q-1(v), 2(vi), 3(iv, v) 5)	05	<ul style="list-style-type: none"> <li>Write main topic "Decimals and Percentage" on the writing board.</li> <li>Recognize like and unlike decimals and operation of addition, subtraction and multiplication on decimal numbers.</li> <li>Try to explain process of division through some examples and activities from book.</li> <li>Convert fraction into decimal and vice versa using writing board.</li> <li>Recognize percentage as a special kind of fraction (only terminating decimals).</li> <li>Convert percentage to fraction and decimal and vice versa.</li> <li>Perform Activities with flash cards for Decimals, fractions and Percentages.</li> <li>Use worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		Percentages	<ul style="list-style-type: none"> <li>Recognize percentage as a special kind of fractions.</li> <li>Convert percentage to fraction and to decimal and vice versa.</li> <li>Solve real life problems involving percentages.</li> </ul>	textbook Page 81-82 Exercise 4.4 (Q-1(v, vi), 2(ii, iv, vi), 3(iii, iv), 5, 7) Review Exercise 4 Q-1, 3 (ii)	03	



Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
05 <b>G5-M-05</b>	Distance, time and temperature	Distance	<ul style="list-style-type: none"> <li>Convert measures given in</li> <li>Kilometers to meters,</li> <li>Meters to centimeters,</li> <li>Centimeters to millimeters, and vice versa.</li> <li>Add and subtract measures of distance.</li> <li>Solve real life problems involving conversion, addition, and subtraction of units of distance.</li> </ul>	textbook Page 87, 89-92 Exercise 5.1 (Q-1(i), 2(iii), 3(i, iii), 4, 5(ii), 7,8)	04	<ul style="list-style-type: none"> <li>Write the main topic "Distance, Time and Temperature" on the writing board.</li> <li>Explain conversion of units of distance, time and temperature in their sub units and vice versa.</li> <li>Perform activity of addition and subtraction in distance, time and temperature.</li> <li>Display conversion of units through flash cards.</li> <li>Worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		Time	<ul style="list-style-type: none"> <li>Convert hours to minutes, minutes to seconds and vice versa.</li> <li>Add and subtract units of time with carrying/ borrowing.</li> <li>Convert years to months, months to days, weeks to days and vice versa.</li> <li>Solve real life problems involving conversion, addition, and subtraction of units of time.</li> </ul>	textbook Page 96-104 Exercise 5.2 (Q-1(iv), 2(iii), 3(ii, iv), 4(iii, iv), 5(iii, iv), 6, 7)	04	
		Temperature	<ul style="list-style-type: none"> <li>Recognize units of temperature in Fahrenheit and Celsius.</li> <li>Solve real life problems involving conversion. Addition, subtraction of units of temperature.</li> </ul>	textbook Page 106-107 Exercise 5.3 (Q-1(ii, v), 2(i, ii-v), 3,4) Review Exercise 5 (Q-1)	05	



Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>December (25 periods)</b>						
06 <b>G5-M-06</b>	Unitary Method	Unitary Method	<ul style="list-style-type: none"> <li>Describe the concept of unitary method.</li> <li>Calculate the value of many objects of the same kind when the value of one of these objects is given.</li> <li>Calculate the value of a number of same type of objects when the value of another of the same type is given (unitary method).</li> </ul>	textbook Page 111-113 Exercise 6.1 (Q-1,4,7,10,13,14,15)	13	<ul style="list-style-type: none"> <li>Write the main topic "Unitary Method" and explain it on writing board.</li> <li>Solve examples using unitary method.</li> <li>Explain ratio and differentiate between direct and inverse proportion.</li> <li>If possible, give examples from daily life to further clear the concept.</li> <li>Demonstrate on chart ratio between two quantities and then proportions between two ratios to clear the concept of direct and inverse proportion and solve examples.</li> <li>Use Worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		Direct and Inverse Proportion	<ul style="list-style-type: none"> <li>Define ratio of two numbers.</li> <li>Define and identify direct and inverse proportion,</li> <li>Solve real life problems involving direct and inverse proportion (by unitary method).</li> </ul>	textbook Page 115-120 Exercise 6.2 (All Questions) Review Exercise 6 (Q-1)	12	



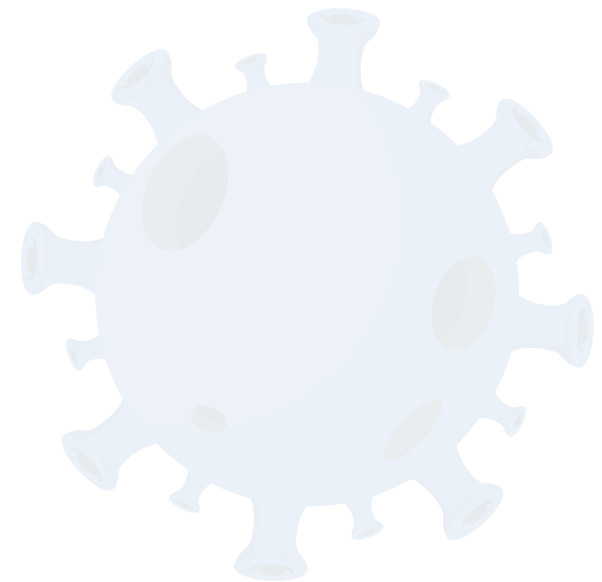
Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>January (25 periods)</b>						
07 <b>G5-M-07</b>	Geometry	Angles	<ul style="list-style-type: none"> <li>Recall an angle and recognize acute right, obtuse straight and reflex angle.</li> <li>Use protractor to construct.</li> <li>A right angel,</li> <li>A straight angle,</li> <li>Reflex angles of different measure.</li> <li>Describe adjacent, complementary and supplementary angles.</li> </ul>	textbook Page 124-131 Exercise 7.1 (All Questions)	08	<ul style="list-style-type: none"> <li>Write main topic "Geometry" on the board, demonstrate and recognize acute, right, obtuse, straight and reflex angle through figures.</li> <li>Use protractor to construct different angles. You can also make a big protractor using cardboard to explain how to measure angles.</li> </ul>
		Triangles	<ul style="list-style-type: none"> <li>Define a triangle.</li> <li>Define triangles with respect to their sides (i.e., equilateral; isosceles and scalene triangle).</li> <li>Define triangles with respect to their angles (i.e., acute angled, obtuse angled and right-angled triangle).</li> <li>Use compasses and straightedge/ruler to construct equilateral, isosceles and scalene triangles when three sides are given.</li> <li>Use protractor and straightedge/ruler to construct equilateral, isosceles and scalene triangles when two angles and included side are given. Measure the lengths of the remaining two sides and one angle of the triangle.</li> <li>Define hypotenuse of a right-angled triangle.</li> <li>Use protractor and straightedge/ruler to construct a triangle when two angles and included side are given.</li> <li>Use protractor and straightedge/ruler to construct acute angled, obtuse and right-angled triangles when one angle and adjacent sides are given.</li> </ul>	textbook Page 133-141 Exercise 7.2 (All Questions)	09	<ul style="list-style-type: none"> <li>Construct triangles of different types with the help of compass when three sides are given.</li> <li>Demonstrate the hypotenus of the right-angle triangle and use protector and straightedge / ruler to construct the triangle when its sides and angles are given.</li> <li>Demonstrate different kinds of quadrilateral (square, rectangle, parallelogram, rhombus, trapezium and kite).</li> <li>Construct square and rectangle using protractor, set squares and straightedge / ruler.</li> </ul>
		Quadrilaterals	<ul style="list-style-type: none"> <li>Recognize the kids of quadrilaterals (square, rectangle, parallelogram, rhombus, trapezium and kite).</li> <li>Use protractor, set squares and straightedge/ruler to construct square and rectangle with given sides(s).</li> </ul>	textbook Page 144-147 Exercise 7.3 (All Questions)  Review Exercise 7 (Q-1,2)	08	<ul style="list-style-type: none"> <li>Use Worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice</li> </ul>

Unit No	Theme	Topics / Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guidelines for Teachers
<b>February (24 periods)</b>						
08 <b>G5-M-08</b>	Perimeter and Area	Perimeter and Area	<ul style="list-style-type: none"> <li>Recognize region of a closed figure.</li> <li>Differentiate between perimeter and area of a region.</li> <li>Identify the units for measurement of perimeter and area.</li> <li>Write the formulas for perimeter and area of a square and rectangle.</li> <li>Apply formulas to find perimeter and area of a square and rectangle region.</li> <li>Solve appropriate problems of perimeter and area.</li> </ul>	textbook Page 151- 159 Exercise 8.1 (Q-1(iii), 2(ii, iii), 3(iii), 4(iii), 5, 9, 10)  Review Exercise 8 (Q-1)	24	<ul style="list-style-type: none"> <li>Write the main topic "Perimeter and Area" on writing board and explain one by one.</li> <li>Recognize region of different close figures.</li> <li>Differentiate between area and parameter of a close region.</li> <li>Demonstrate through figures (square and rectangle) and use formula for finding area and parameter.</li> <li>Use Worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
<b>March (13 periods)</b>						
09 <b>G5-M-09</b>	Information Handling	Average	<ul style="list-style-type: none"> <li>Define an average (arithmetic means).</li> <li>Find an average of given numbers.</li> <li>Solve real life problems involving average.</li> </ul>	textbook Page 163-166 Exercise 9.1 (All Questions)	06	<ul style="list-style-type: none"> <li>Write main topic "Information Handling" on writing board and describe arithmetic mean by solving different examples.</li> <li>Draw and interpret simple bar graphs given in horizontal and vertical form.</li> <li>Explain organizing of a given data from example of ungrouped data.</li> <li>Use worksheet to reinforce concepts where applicable.</li> <li>Assign homework of few questions for practice.</li> </ul>
		Block, Column and Bar Graphs	<ul style="list-style-type: none"> <li>Draw block graphs or column graphs.</li> <li>Read a simple bar graphs given in horizontal and vertical form.</li> <li>Interpret a simple bar graph given in horizontal and vertical form.</li> <li>Define and organize a given data.</li> </ul>	textbook Page 168-171 Exercise 9.2 (All Questions) Review Exercise 9 (Q-1,2)	07	

**Rationale**

- All SLOs and topics have been considered from textbook.
- Those examples / question from exercise have been taken, which cover all SLOs and topics.
- Retain the sequential order, logical framework, time duration and learning progression at all stages.

# English Grade-V



Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
<b>September (12 periods)</b>					
01 <b>G5-E-01</b>	Locate specific information to answer short questions	Page # 4, activity "1" may be conducted.	The Last Prophet Hazrat Muhammad ﷺ the courageous Rasool	12	Pages # 2 and 3 of the textbook are specified for reading.
	Use summary skills to mark important points and develop a mind map to summarize a text.	Page # 3 of the textbook and teacher's guidelines / instructions may be followed for activities.			
	Pronounce and spell more words with silent letters such as 'tch' in switch and 'sch' in school.	Page 4 of the textbook for activity			Page # 4 of the textbook is also specified for reading.
	Write sentences of their own using correct capitalization, pronunciation, and spellings.	Page 5 of the textbook for activities.			
	Recall and demonstrate use of more common countable and uncountable, proper and common, concrete and abstract nouns from the immediate and extended environment.	Page # 7, 8, 9 and 10 of the textbook for activity.			
<b>October (10 periods)</b>					
02 <b>G5-E-02</b>	Locate specific information to answer short questions	Page # 14 Question 1 part 2, 3 and 4 of the textbook for activities.	Advice of a Sparrow (Dialogue)	10	Page # 12 and 13 are specified for reading.
	Relate what is read to their own feeling and experiences	Page # 14 Question 1 part 2 and 5 of the textbook for activities.			
	Engage in conversation	Page 15 of the textbook for activity			
	Recall and demonstrate use of more collective nouns and compound nouns.	Page 18, 19 and 20 of the textbook for activities.			Page # 17 is specified for content reading
	Classify and change the gender of nouns, masculine, feminine and neuter) from immediate and expended environment.	Page # 21 of the textbook for activity.			
	Write a story using the element of story writing.	Page # 22 of the textbook for activity.			Page # 22, Teacher's guideline may also be followed for conducting activity.

Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
<b>October (12 periods)</b>					
03 <b>G5-E-03</b>	Use pre-reading strategies to predict the content of a text from topic questions using prior knowledge.	Page # 24 of the textbook pre-reading questions for activity.	Our Country	12	
	Scan a simple text for specific information	Page # 26 of the textbook for activity.			Page # 24 and 25 of the textbook are specified for content reading.
	Make simple inferences using a context (homeland)	Page # 28 of the textbook for activities.			
	Use alphabetical order to locate words in a dictionary for increasing the vocabulary.	Page # 27 of the textbook for activity			
	Change number of regular and irregular nouns (singular and plurals) nouns with no change in numbers.	Page # 30 of the textbook for activity			Page # 29 is specified for reading.
<b>October / November (14 periods)</b>					
04 <b>G5-E-04</b>	Recite poem with action Express opinion about them (poem)	Page # 35 of the textbook and teacher's guideline may be followed for activities.	The world we make (poem)	14	Page # 34 is specified for content reading.
	Write the central idea of the poem in simple language.	Activity on page# 36 of the textbook.			Page # 36 of the textbook is also specified for content reading.
	Recognize, find out, create and use more rhyming words.	Activity "A" and "B" on page# 36 of the textbook.			Page # 36 of the textbook and teacher's guideline may be followed.
	Agree / disagree politely.	Page # 37 of the textbook for activity.			Page # 37 is also specified for content reading.
	Illustrate the use of pronouns lead earlier.	Page # 38 and 39 of the textbook for activity.			Page # 38 is also specified for content reading.
	Use the personal pronoun, myself, yourself, herself, himself, ourselves, there selves and itself.	Page # 40 and 41 of the textbook for activity.			Pages # 40 and 41 are also specified for content reading.
	Recognize that pronouns agree with their nouns in gender and number.	Page # 42 of the textbook for activity.			Page # 42 of the textbook is also specified for content reading.

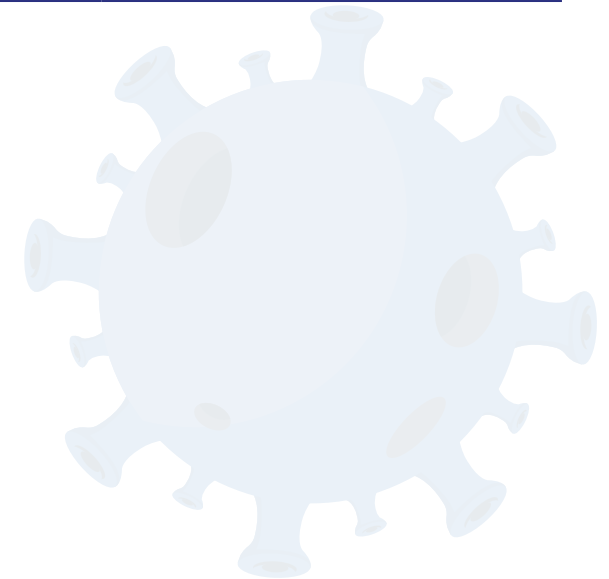
Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
<b>November (8 periods)</b>					
05 <b>G5-E-05</b>	Use appropriate vocabulary and tense to write a simple paragraph by giving physical description and character traits / characteristics of a person / object / place moving from general to specific.	Page # 49 (writing activity) of the textbook for activity.	The Great Leader	08	Pages # 45 and 46 are specified for content reading.
	Articulate hard, soft sounds of letters 'g' and 'c'.	Page # 47 and 48 of the textbook for activity.			Pages # 47 and 48 are also specified for content reading.
	Locate, provide, connect and use words similar and opposite in meanings.	Page # 50 and 51 of the textbook for activity			Pages # 50 and 51 are specified for content reading.
<b>November / December (11 periods)</b>					
06 <b>G5-E-06</b>	Scan the text to extract information	Activity "A" on page 55 of the textbook.	Growing More Trees	11	Pages # 53 and 54 of the textbook are specified for content reading.
	Write a guided paragraph using idea gathered and organized through various strategies.	Page # 55 (writing activity) of the textbook for activity			
	Classify adjectives of quality, quantity, size, shape, colour and origin.	Page # 57, and 59 of the textbook for activity.			Pages # 57 and 58 of the textbook are also specified for reading.
	Articulate, identify and use degrees of regular and irregular adjectives.	Page # 58 and 60 of the textbook for activities.			
<b>December (14 periods)</b>					
07 <b>G5-E-07</b>	Retell a story briefly but sequentially.	Page # 65 of the textbook teacher's guideline and page # 66 for activities.	The Faithful Dog	14	Page # 64 and 65 for reading
	Describe the characteristics in a story	Page # 67 (writing activity) of the textbook for conducting of this activity.			
	Demonstrate the use of be, do and have as main or helping verbs in sentences	Page 70 of the textbook for activity			Page # 69 of the textbook and teacher's guidelines may be followed.
	Illustrate use of can/cannot, may/may not, should/should not express permission, prohibition, doubt and obligation.	Page # 75 of the textbook for activity			Page # 73 and 74 of the textbook are specified for reading.
	Make anagrams from simple words.	Page # 74 of the textbook for activity.			Page # 74 of the textbook is also specified for reading.



Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers	
<b>December / January (7 periods)</b>						
<b>G5-E-8</b>	08	Write central idea of the poem in a simple language.	Always finish it (Poem)	07	Page # 77 of the textbook is specified for reading.	
		Recognize, create and use more rhyming words.			Page # 78 of the textbook for activity. Writing activity and teacher's guideline may be followed	
		Scan a simple text for specific information.			Activity "A" on page78 of the textbook may be carried out.	
		Use appropriate expression in conversation to offer and accept apology.			Page # 79 of the textbook and teacher's guideline may be followed for activity.	Page # 79 in of the textbook is also specified for reading.
		Pronounce in minimal pairs common problems consonants for Pakistani speakers of English.			Page # 80 of the textbook for activity.	Page # 80 of the textbook is also specified for reading.
<b>January (24 periods)</b>						
<b>G5-E-09</b>	09	Locate specific information to answer short questions.	The Television	06	Pages # 82 and 83 of the textbook for content reading.	
		Recall and apply the rules for the use of "a" and "an" choose between 'a' or 'an' before words that start with mute constant letters. Identify and use the definite article 'the'. Differentiate between the use of definite and indefinite articles.			Page # 89 and 90 of the textbook for activity.	Pages/ # 87 and 88 of the textbook are specified for content reading.
<b>G5-E-10</b>	10	Demonstrate the use of words showing position, time, movement and directions.	Education for women	10	Pages # 94, 95 and 98 of the textbook for content reading. Page # 96 may be given as homework assignment.	
		Demonstrate convention and dynamics of group's oral interaction to engage in conversation.			Page # 97 of the textbook and teacher guideline may be followed for activity.	Page # 97 of the textbook is also specified for content reading.

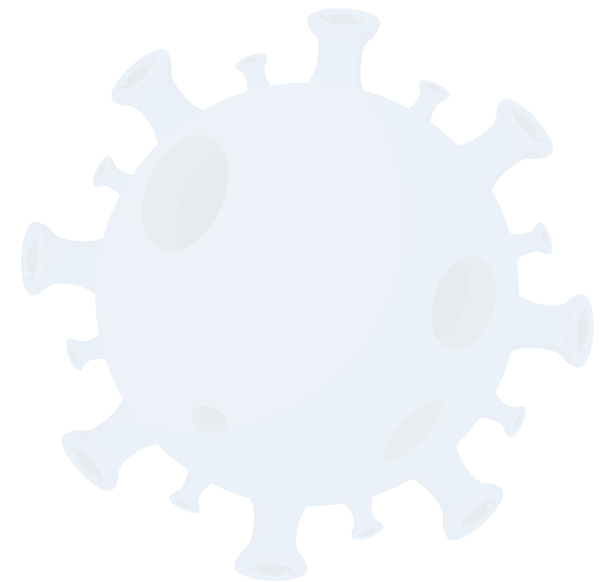
Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
11 G5-E-11	Identify and use adverbs of manners, time, place and frequency.	Look page # 106, 107, 108 and 109 of the textbook for activities.	Taking a Tour	08	Pages # 101 and 102 of the textbook for content reading.
	Use appropriate vocabulary and tense to write a simple paragraph by giving physical description and characteristics of person, object, place, moving from general to specific.	Look page # 105 (writing activity) of the textbook for activities.			
	Demonstrate conventions and dynamics of group oral interaction to express needs, feeling and ideas.	Look page # 105 of the textbook (listening, speaking) activity may be conducted.			
<b>February (21 periods)</b>					
12 G5-E-12	Write a reply to a short informal letter from friends and family members.	Page 115 (writing activity) of the textbook for conducting this SLO	Twenty 20 world cup 2009	10	Pages # 111 and 112 of the textbook are specified for content reading.
	Recognize the functions of colon and use if before a series of items.	Page # 116 of the textbook for activity.			Page # 116 of the textbook may also be taken as a reading activity.
	Recognize and use hyphen to join numbers, quantities and fractions.	Page # 117 point 05 of the textbook for reading activity			
	Recognize functions of wh – forms in questions.	Page # 118 of the textbook for activity.			Page # 118 of the textbook and follow teacher's guidelines.
14 G5-E-14	Find out how many syllables a word has.	Page # 135 of the textbook and followed teacher's guidelines for activity.	The Role of Press	05	Pages # 132, 133 and 135 of the textbook are also for content reading.
	Pronounce with reasonable accuracy, common three consonant cluster in initial and final positions.	Page # 134 of the textbook for the activity.			
<b>Rationale:</b>					
<ul style="list-style-type: none"> <li>Unit # 13 excluded due to repetition of activities.</li> </ul>					
15 G5-E-15	Locate specific information to answer short questions.	Page # 140 of the textbook for activity.	Festivals	06	Page # 138 and 139 of the textbook for content reading.
	Use some common graphical features such as pictures, tables, diagrams, maps and graphs etc. in text to increase understanding.	Page # 143 of the textbook and teacher's guideline may be followed for the activity.			Page # 143 of the textbook is also for content reading.
	Locate, identify, differentiate between and use some simple pair of words including homophones and homonyms.	Page # 144 and 145 of the textbook and teacher's guideline may be followed for activity.			Page # 144 of the textbook is also for content reading.

Unit No	SLO's	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
<b>February / March (8 periods)</b>					
16 <b>G5-E-16</b>	Use appropriate vocabulary and tense to write a simple paragraph by explaining a processor procedure.	Page 153 (writing activity) of the textbook for this SLO	The First Men to Fly	08	Page # 148, 149 and 150 are specified for content reading.
	Illustrate the use of tenses simple present, present continuous, simple past, past continuous and simple future) previously learnt in their speech and writing.	Page # 156 and 157 of the textbook for activities.			Page # 154 and 157 are specified for reading.
	Demonstrate the use of be, do and have as main or helping verb; n sentences.	Page # 158 of the textbook for the activity.			
<b>March (9 periods)</b>					
17 <b>G5-E-17</b>	Use the reading text as model for their writing.	Page # 63 for the textbook and teacher's guidelines may be followed for the activity.	Traffic and road safety	09	Page # 160 and 161 are specified for reading.
	Illustrate the use of tenses simple present, present continuous, simple past, past continuous and simple future) previously learnt in their speech and writing.	Page # 165, 166 and 167 of the textbook for activities.			Page # 164 and 167 are specified for reading.
	Use summary skills to follow a process or procedure to provide the missing information in the gapped summary.	Page # 168 of the textbook for activity.			
<b>Rationale:</b>					
<ul style="list-style-type: none"> <li>Unit # 18 has been excluded due to repetition.</li> </ul>					



# General Science

## Grade-V



Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>September (8 periods)</b>						
01 G5-S-01	Classification of living things	<ul style="list-style-type: none"> <li>Define Classification</li> </ul>	<ul style="list-style-type: none"> <li>Classification (Plants and Animals)</li> <li>Activity 1.1</li> <li>Classification of living things.</li> </ul>	Page 2 – 10	01	<ul style="list-style-type: none"> <li>Introduce the class to the skill of classification with previous knowledge (plants and animals)</li> <li>Charts/whiteboard showing classification of living things</li> <li>Discuss the “Key Points” of the topics and involve students by asking questions.</li> <li>Give students the task of classification of living organisms in their home environment as homework.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the need and importance of classification.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the main kingdoms (Bacteria, Algae, Fungi, Plants, Animals )</li> </ul>			02
		<ul style="list-style-type: none"> <li>Differentiate between vertebrates and invertebrates according to their key characteristics.</li> <li>Identify vertebrates and invertebrates in their surroundings.</li> <li>Classify Vertebrates into Mammals, Reptiles, Fish, Birds and Amphibians.</li> <li>Classify invertebrates on the basis of their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Classification and characteristic of animals (Vertebrates and Invertebrates)</li> <li>Vertebrates Fishes, Amphibians, Reptiles, Birds, &amp; Mammals</li> <li>Activity 1.2</li> </ul>	Page 11 – 16	03	<ul style="list-style-type: none"> <li>Discuss the Main Characteristics of vertebrates; (Fishes, Amphibians, Birds, Reptiles and Mammals) <ul style="list-style-type: none"> <li>List these on the whiteboard.</li> <li>Students will justify why they can be classified as vertebrates</li> </ul> </li> <li>Use mini lecture from charts showing classification of vertebrates.</li> <li>Give Activity 1.2 as homework to students</li> </ul>
		<ul style="list-style-type: none"> <li>Identify key characteristics of worms and insects</li> </ul>	<ul style="list-style-type: none"> <li>Invertebrate: (Insects and Worms)</li> <li>Summarize with “Key Points”</li> </ul>		02	<ul style="list-style-type: none"> <li>Discuss the main characteristics of the Insects and Worms with students on whiteboard.</li> <li>Homework: Questions given in the exercise</li> </ul>

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers	
<b>October (4 periods)</b>							
02 G5-S-02	Classification of living things	<ul style="list-style-type: none"> <li>Classify flowering plants according to their characteristics and give examples of each group.</li> <li>Compare the structure of monocot and dicot seed.</li> </ul>	<ul style="list-style-type: none"> <li>Classification of Flowering plants</li> <li>(Monocotyledonous plants or Monocot plants or Dicot plants)</li> <li>Activity 1.3 on page 17</li> <li>(Types of seed.)</li> </ul>	Page 17 – 21	02	<ul style="list-style-type: none"> <li>Present “Key Points” of classification of flowering plants on / whiteboard</li> <li>Discuss with students the characteristics and concepts by asking questions.</li> </ul>	
		<ul style="list-style-type: none"> <li>Compare the structure of a monocot and dicot leaf in terms of its shape and venation.</li> <li>Differentiate the structure of a monocot and a dicot flower in terms of number of floral leaves.</li> <li>Compare flowering and non-flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>Difference between monocot and dicot page 16</li> <li>Comparison between flowering and Non-flowering plants</li> </ul>			01	<ul style="list-style-type: none"> <li>Bring samples of monocot and dicot leaves and flowers for students to observe and identify the differences.</li> <li>Students to identify the difference between flowering and non- flowering plants.</li> </ul>
			<ul style="list-style-type: none"> <li>Revision: summarize and discuss “Key Points”</li> <li>Exercise Part questions 1, 2 and 3</li> </ul>			01	<ul style="list-style-type: none"> <li>Discuss by asking exercise questions</li> <li>Homework: Questions given in the exercise</li> </ul>
<b>October (12 periods)</b>							
02 G5-S-02	Microorganisms	<ul style="list-style-type: none"> <li>Define microorganisms.</li> <li>Identify the main groups of microorganisms and give example for each.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to microorganisms.</li> <li>Types of microorganisms</li> </ul>	Page 22 - 25	01	<ul style="list-style-type: none"> <li>Involve students while discussing introduction and types of microorganism</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe the advantages and disadvantages of microorganisms in daily life - Virus</li> </ul>	<ul style="list-style-type: none"> <li>Virus (disadvantages of virus)</li> </ul>		01	<ul style="list-style-type: none"> <li>Discuss the disadvantages of virus through chart.</li> <li>Give the example of Corona virus for discussion, it is good to relate real life example with classroom teaching.</li> <li>Ask the students to list down the disadvantages they have experienced with Corona Virus pandemic.</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe the advantages and disadvantages of microorganisms in daily life - Bacteria</li> </ul>	<ul style="list-style-type: none"> <li>Bacteria <ul style="list-style-type: none"> <li>» Shapes of Bacteria</li> <li>» Advantages of Bacteria</li> <li>» Activity 2.1 (Preparation of Curd)</li> <li>» Disadvantage of bacteria</li> </ul> </li> </ul>	Page 26 – 27	01	<ul style="list-style-type: none"> <li>Two groups of students work on advantages and disadvantages of bacteria, discuss and share the work with the other groups.</li> <li>Give Activity 2.1 to Students as Homework.</li> <li>Ask for feedback on homework activity.</li> </ul>	

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
02 G5-S-02	Microorganisms	<ul style="list-style-type: none"> <li>Describe the advantages and disadvantages of microorganisms in daily life - fungi</li> </ul>	<ul style="list-style-type: none"> <li>Fungi, Activity 2.2 (Preparation of Dough)</li> <li>Advantages, Disadvantages of fungi</li> </ul>	Page 28 – 29	01	<ul style="list-style-type: none"> <li>Mini lecture on advantages and disadvantages of fungi by using whiteboard/charts when necessary.</li> <li>Give Activity 2.2 to students as homework.</li> <li>Ask for feedback on homework activity</li> </ul>
		<ul style="list-style-type: none"> <li>Define infection.</li> <li>Identify ways by which microorganisms can enter in the human body.</li> <li>Suggest ways to avoid infections.</li> </ul>	<ul style="list-style-type: none"> <li>Infection of Microorganisms.</li> <li>Activity 2.4 (Advantages of Cleanliness)</li> </ul>	Page 30 – 31	01	<ul style="list-style-type: none"> <li>Discussion with students</li> <li>Give Activity 2.4 to students as homework.</li> </ul>
			<ul style="list-style-type: none"> <li>Summarize with “Key Points”</li> <li>Exercise part Q1, Q2, and Q3</li> </ul>	Page 32 – 35	01	<ul style="list-style-type: none"> <li>Discuss by asking questions given in exercise from students</li> <li>Homework: Questions given in the exercise.</li> </ul>
03 G5-S-03	Seed structure and germination	<ul style="list-style-type: none"> <li>Compare the structure and function of French bean and maize seed.</li> </ul>	<ul style="list-style-type: none"> <li>Types of Seeds</li> <li>Activity 3.1 (Types of Seeds)</li> </ul>	Page 37 – 47	01	<ul style="list-style-type: none"> <li>Mini lecture by showing different types of seeds</li> <li>Use whiteboard when necessary.</li> </ul>
		<ul style="list-style-type: none"> <li>List the functions of cotyledons (Monocot seeds).</li> </ul>	<ul style="list-style-type: none"> <li>Monocotyledonous Seeds</li> <li>Structure: Maize Seeds</li> </ul>		01	<ul style="list-style-type: none"> <li>Discuss the criteria of classification of seeds into monocotyledonous and dicotyledonous and reinforce the concept by asking questions from students.</li> <li>Demonstrate to students the structure of maize seed.</li> </ul>
		<ul style="list-style-type: none"> <li>List the functions of cotyledons (Dicot seeds).</li> </ul>	<ul style="list-style-type: none"> <li>Dicotyledonous Seeds</li> <li>Structure of Bean Seeds</li> <li>Function of Cotyledons</li> </ul>		01	<ul style="list-style-type: none"> <li>Mini lecture by using whiteboard/chart</li> <li>Discuss the “Key Points” of the topics with students by asking questions for their involvements.</li> <li>Demonstrate to students the structure of bean seed.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify the conditions necessary for germination.</li> </ul>	<ul style="list-style-type: none"> <li>Seed Germination</li> </ul>		01	<ul style="list-style-type: none"> <li>Demonstrate to students activity 3.2</li> <li>Discuss the main findings of the activity about seed germination with students.</li> <li>Give seed germination task to students as homework.</li> </ul>

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
03 G5-S-03	Seed structure and germination	<ul style="list-style-type: none"> <li>Predict what would happen to seed, if conditions necessary for germination are not fulfilled.</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3.2: Conditions Necessary for Germination</li> <li>Activity 3.3: Stages of Seed Germination</li> </ul>	Page 37 – 47	01	<ul style="list-style-type: none"> <li>Discussion with students by using whiteboard</li> <li>Group work of students on condition of seed germination.</li> <li>Mini lecture by using whiteboard and writing the main points of the concept.</li> <li>Give Activity 3.3 to Students as homework.</li> </ul>
			<ul style="list-style-type: none"> <li>Summarize with “Key Points”</li> <li>Exercise Q1, Q2, and Q3</li> </ul>		01	<ul style="list-style-type: none"> <li>Discuss by asking exercise questions</li> <li>Homework Q1, Q2, and Q3</li> </ul>
<b>November (8 periods)</b>						
04 G5-S-04	Environmental Pollution	<ul style="list-style-type: none"> <li>Define pollution.</li> <li>Plan and conduct a campaign to bring awareness to the problem of environmental pollution in their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Pollution</li> <li>Activity 4.1: Pollution- Introduction</li> </ul>	Page 49 – 54	01	<ul style="list-style-type: none"> <li>Use pictures of pollution in textbook at page 49 for discussion with students.</li> <li>Ask question from students to strengthen their concepts.</li> </ul>
		<ul style="list-style-type: none"> <li>Describe different kinds of pollution.</li> <li>Explain main causes of water, air and land pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of pollution</li> <li>Water pollution, causes and effects of water pollution</li> <li>Air pollution, causes and effect of air pollution</li> <li>Land pollution, causes and effect of land pollution.</li> </ul>		03	<ul style="list-style-type: none"> <li>Discuss main points of causes, effects of air, water and land pollution by using writing board.</li> <li>Involve students by asking questions.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the effects of water, air and land pollution on environment and suggest ways to reduce them.</li> </ul>	<ul style="list-style-type: none"> <li>Steps to be taken to minimize air, water and land Pollution.</li> <li>Remedial steps for air pollution.</li> <li>Remedial steps for water pollution.</li> <li>Remedial steps for land pollution.</li> </ul>		02	<ul style="list-style-type: none"> <li>Discuss remedial steps to be taken for controlling air, water and land pollution</li> <li>Present the remedial steps of controlling pollution through charts and videos if available.</li> </ul>
		<ul style="list-style-type: none"> <li>Differentiate between biodegradable and non-biodegradable materials.</li> <li>Explain the impact of non-biodegradable materials on the environment.</li> <li>Suggest ways to reduce impact of non-biodegradable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Biodegradable and Non-Biodegradable materials</li> <li>Activity 4.2 (List of Biodegradable and Non-Biodegradable)</li> </ul>		01	<ul style="list-style-type: none"> <li>Discuss through question answer the main point of the topics of Biodegradable and Non-biodegradable materials.</li> <li>Activity 4.2 at textbook, page-56 may be given as homework</li> </ul>
		<ul style="list-style-type: none"> <li>Summarize “Key Points”</li> <li>Exercise Q1, Q2, Q3</li> </ul>		Page 55 - 56	01	<ul style="list-style-type: none"> <li>Discuss by asking question from students.</li> <li>Homework: Questions given in the exercise</li> </ul>



Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>November (8 periods)</b>						
05 <b>G5-S-05</b>	Matter and Changes in its States	<ul style="list-style-type: none"> <li>Describe the properties of the three state of matter on the basis of arrangement of particles</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to matter its characteristics</li> </ul>	Page 62	01	<ul style="list-style-type: none"> <li>Explain what is matter – occupies space and has mass</li> <li>Ask for examples for matter from students' in the form of liquids, solid and gases.</li> <li>Activity 5.1 to reinforce the states of matter</li> </ul>
		<ul style="list-style-type: none"> <li>Demonstrate the arrangement of particles in the three state of matter through models.</li> </ul>	<ul style="list-style-type: none"> <li>Three states of matter; solid, liquid and gas</li> <li>Activity 5.1 (States of Matter)</li> </ul>	Page 63	02	<ul style="list-style-type: none"> <li>Discuss the states of matter with students and ask the main points of the topics.</li> <li>Demonstrate to students in the identification of three states of matter. Involve students by asking key characteristics of each state of matter.</li> <li>Assign Activity 5.1 as homework.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate the effect of heat on particles motion during change in states.</li> <li>Demonstrate and explain the processes that are involved in the change of state of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Effect of heat on the arrangement of Particles</li> <li>Activity 5.2 (Change of states of matter by heat).</li> <li>Activity 5.3 (Change of state of matter by cooling)</li> </ul>	Page 64 – 67	03	<ul style="list-style-type: none"> <li>Mini lecture from charts /whiteboard by discussing the main points.</li> <li>Demonstrate Activities 5.2 and 5.3 (Interconversion of the states of Matter) to students. Involve students by explaining the main stages of the activities.</li> </ul>
		<ul style="list-style-type: none"> <li>Describe the role of evaporation and condensation in the water cycle.</li> <li>Identify and describe forms of moisture in the environment (e. g. dew, snow, fog, frost, rain).</li> </ul>	<ul style="list-style-type: none"> <li>Process involved in change in states of matter (Melting process, freezing process, boiling process, evaporation process, condensation process.</li> <li>Activity 5.4</li> <li>Summarize with "Key Points"</li> <li>Exercise Q1, Q2, Q3</li> </ul>	Page 68	02	<ul style="list-style-type: none"> <li>Demonstrate Activity 3.2 to students and involve students by asking questions related to the steps of the activity.</li> <li>Discus the concepts with student by using whiteboard/ charts explaining the main ideas.</li> </ul>
		Page 71 – 74	<ul style="list-style-type: none"> <li>Homework: Exercise questions 1, 2 and 3</li> </ul>			

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>December (11 periods)</b>						
06 <b>G5-S-06</b>	Forces and Machines	<ul style="list-style-type: none"> <li>Describe friction and its causes.</li> <li>Explain the advantages and disadvantages of friction.</li> <li>Suggest methods to reduce friction.</li> <li>Identify what cyclists, swimmers and parachutists do to reduce friction.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Friction (Resistive forces)</li> <li>Causes of friction.</li> <li>Activity 6.1 (Types of surfaces)</li> <li>Advantages of friction.</li> <li>Disadvantages of friction.</li> <li>Methods for reducing the friction.</li> </ul>	Page 76 – 79	03	<ul style="list-style-type: none"> <li>Explain the term friction ask the students to identify what causes friction.</li> <li>Conduct activity 6.1 to explain causes of friction</li> <li>Discuss advantages and disadvantages of friction</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the gravitational force using different examples.</li> <li>Distinguish between mass and weight.</li> <li>Differentiate between balanced and unbalanced forces.</li> <li>Describe the effect of balanced and unbalanced forces on the motion of an object.</li> <li>Describe the term inertia.</li> </ul>	<ul style="list-style-type: none"> <li>Gravitational force</li> <li>Mass and weight</li> <li>Balanced and unbalanced forces and their effect on motion of objects.</li> <li>(Balance forces and their effects Unbalanced forces and their effects)</li> <li>Inertia</li> <li>Activity 6.2 (Inertia)</li> </ul>	Page 80 - 83	03	<ul style="list-style-type: none"> <li>Discuss the definition of gravitational force with examples from the book.</li> <li>Explain Mass and weight, with examples to give the concept.</li> <li>Discuss with examples balanced and unbalanced forces and inertia.</li> <li>Involve students by asking questions.</li> <li>Demonstrate activity 6.2</li> </ul>
		<ul style="list-style-type: none"> <li>Demonstrate how wedge and inclined plane are used to move the objects.</li> <li>Compare the three kinds of levers using examples.</li> <li>Describe how lever makes work easier by giving examples of its uses from daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Simple Machines</li> <li>(Wedges, Inclined plane.)</li> <li>Activity 6.3 (Lever)</li> <li>Levers, Kinds of Levers (Lever of Class-I, Lever of Class-II, Levers of Class-III.</li> <li>Activity 6.4 (Kinds of Levers)</li> </ul>	Page 84 – 89	03	<ul style="list-style-type: none"> <li>Use pictures of; simple machine, its kinds, levers, kinds of levers from textbook at pages 84-88, for discussion in the classroom with the students.</li> <li>Use actual machine if available in the classroom for the discussion</li> <li>Use activity 6.4 (classification of objects at home and in school, into kinds of levers) as homework.</li> </ul>
			<ul style="list-style-type: none"> <li>Revision: Summarize with the help of "Key Points"</li> <li>Exercise Q1, Q2, and Q3</li> </ul>	Page 90 - 93	02	<ul style="list-style-type: none"> <li>Discuss with students by asking exercise questions.</li> <li>Homework: Questions given in the exercise</li> </ul>

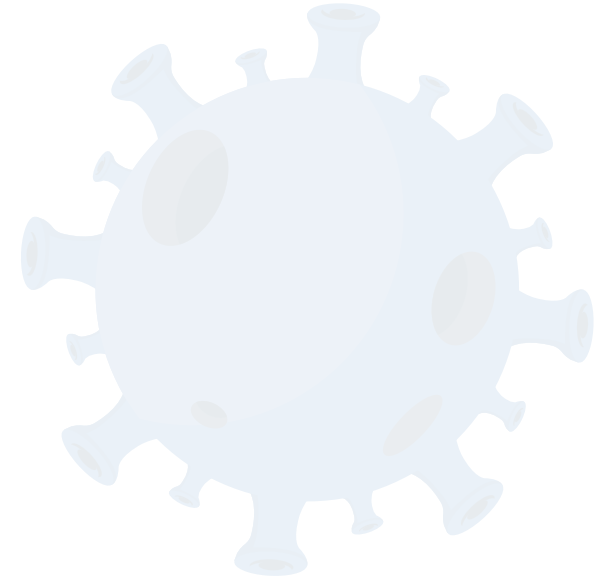
Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>January (16 periods)</b>						
07 G5-S-07	Properties and Behavior of Light	<ul style="list-style-type: none"> <li>Differentiate between luminous and non-luminous objects.</li> <li>Identify and differentiate between transparent, opaque and translucent objects in their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Luminous and non-luminous objects (Introduction)</li> <li>Opaque, translucent and transparent objects</li> <li>Activity 7.1 (Classification of objects on the basis of Optical Properties)</li> </ul>	Page 95 and 96	03	<ul style="list-style-type: none"> <li>Discuss main points of luminous and non-luminous object with the students and give examples from everyday life.</li> <li>Involve students in activity 7.1 (Types of object) and clarify different types of optical properties on the basis of optical properties</li> <li>Homework: Practice of above concepts at home.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate that light travels in a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>How does Light travel?</li> <li>Let us investigate how light travels</li> <li>Activity 7.2 (How Light travels?)</li> </ul>	Page 97 – 98	02	<ul style="list-style-type: none"> <li>Demonstrate the activity of 7.2 (How does light travel?) to the students and ask questions from the students to explain the concept.</li> </ul>
07 G5-S-07	Properties and Behavior of Light	<ul style="list-style-type: none"> <li>Explain the formation of shadows and eclipses.</li> <li>Predict the locations, size and shape of a shadow from a light source relative to the position of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Formation of shadows</li> <li>Activity 7.3 (Formation of Shadow)</li> </ul>	Page 99	02	<ul style="list-style-type: none"> <li>Directly involve students in activity 7.3 (location, size and shape of shadows).</li> <li>Let Students predict the size and shape of shadows.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the formation of shadows and eclipses.</li> </ul>	<ul style="list-style-type: none"> <li>Formation of Solar and Lunar Eclipse</li> <li>(Solar Eclipse, Lunar Eclipse)</li> </ul>	Page 100	02	<ul style="list-style-type: none"> <li>Discuss the formation of solar and lunar eclipse with the students by using picture from textbook or chart / whiteboard.</li> <li>Ask questions from students to explain the concept.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the scientific principle that works in a pinhole camera.</li> </ul>	<ul style="list-style-type: none"> <li>The pinhole camera</li> <li>Activity 7.4 (Pinhole Camera)</li> </ul>	Page 101	02	<ul style="list-style-type: none"> <li>Explain the principle on which pinhole camera works.</li> <li>Demonstrate activity 7.4 with students.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify different phases of the moon.</li> </ul>	<ul style="list-style-type: none"> <li>Moon, Phases of Moon ( New moon, Crescent moon, Quarter moon, Waning moon, Waxing moon, Full moon, Gibbous moon)</li> </ul>	Page 102 – 104	02	<ul style="list-style-type: none"> <li>Use pictures from textbook at page-102, or use chart showing pictures of phases of moon for discussion with students.</li> <li>Ask questions from students to clarify the concept</li> <li>Give students the homework of drawing the different phases of moon.</li> </ul>
		<ul style="list-style-type: none"> <li>Revision: summarize with "Key Points"</li> <li>Exercise Q1, Q 2, and Q 3</li> </ul>		Page 105 – 107	03	<ul style="list-style-type: none"> <li>Discussions with students by asking exercise questions</li> </ul>

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>February (10 periods)</b>						
08 G5-S-08	Electricity and Magnetism	<ul style="list-style-type: none"> <li>Describe the flow of electric current in an electrical circuit.</li> <li>Describe the relationship between electricity and magnetism in an electromagnetic device.</li> </ul>	<ul style="list-style-type: none"> <li>Electric current</li> <li>Electric circuit and its components</li> <li>Fuse and its Uses</li> <li>Static Electricity</li> <li>Activity 8.2 (Production of Charges)</li> </ul>	Page 109 – 111	03	<ul style="list-style-type: none"> <li>Explain the production of current in an electrical circuit by using whiteboard.</li> <li>Ask questions form students to involve them in discussion for clarifying the concept.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the phenomenon of Lightening.</li> <li>Explain the production of static electrical charges in some common materials.</li> </ul>	<ul style="list-style-type: none"> <li>Lightning</li> <li>Properties of charges</li> <li>Activity 8.3 (Formation of different charges)</li> </ul>	Page 112 – 114	02	<ul style="list-style-type: none"> <li>Discuss lightning and properties of charges on whiteboard or charts.</li> <li>Conduct Activity 8.3 let the students predict the results.</li> </ul>
		<ul style="list-style-type: none"> <li>Describe fuse and its importance in any electric circuit.</li> <li>Conduct an experiment to show the magnetic field of a bar magnet.</li> </ul>	<ul style="list-style-type: none"> <li>Magnet (magnetic field, magnetic lines of force)</li> <li>Electromagnetism</li> <li>Activity 8.5 (Formation of temporary magnet)</li> </ul>	Page 115	02	<ul style="list-style-type: none"> <li>Explain and define magnetic field, magnetic lines of force, with demonstration if possible.</li> <li>Demonstrate Activity 8.5and involve students for observation and prediction of results.</li> </ul>
		<ul style="list-style-type: none"> <li>Make an electromagnet with the help of a cell, iron nail and wire and show its working.</li> <li>Explore different electromagnetic devices used in daily life.</li> <li>Explain the earth's magnetic field and relate it with the use of magnetic compass.</li> <li>Make a magnetic compass and show its working.</li> </ul>	<ul style="list-style-type: none"> <li>Working of electromagnetic devices.</li> <li>Activity 8.6 (Poles of magnet)</li> <li>Magnetic compass</li> <li>Activity 8.7 (Making of compass)</li> </ul>	Page 116 - 118	02	<ul style="list-style-type: none"> <li>Mini lecture on electromagnetic devices with examples from daily life.</li> <li>Discuss with students use of these devices.</li> <li>Demonstrate Activity 8.7</li> </ul>
		<ul style="list-style-type: none"> <li>Summarize with "Key Points"</li> <li>Exercise Q1, Q 2 and Q 3</li> </ul>	<ul style="list-style-type: none"> <li>Summarize with "Key Points"</li> <li>Exercise Q1, Q 2 and Q 3</li> </ul>	Page 119 - 122	01	<ul style="list-style-type: none"> <li>Discuss with students by asking exercise questions students.</li> <li>Homework: Questions given in the exercise</li> </ul>

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
<b>February (6 periods)</b>						
09 <b>G5-S-09</b>	Soil	<ul style="list-style-type: none"> <li>Describe the characteristics of soil.</li> <li>Identify similarities and differences among the different types of soil.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Activity 9.1 (Particles of Soil)</li> <li>Characteristics of Soil</li> <li>Types of Soil (Sand , Clay, Silt)</li> </ul>	Page 124 – 130	02	<ul style="list-style-type: none"> <li>Perform activity 9.1 with students and conclude the activity by questioning the students about the constituents of the soil</li> <li>Discuss the characteristics and types of soil by using picture from textbook.</li> <li>Involve students by asking question.</li> <li>Homework.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate and describe soil components.</li> </ul>	<ul style="list-style-type: none"> <li>Soil Components</li> <li>(Particles, Nutrients, Decomposers, Water, Air)</li> </ul>		01	<ul style="list-style-type: none"> <li>Mini lecture on soil components by using whiteboard.</li> <li>Use pictures from textbook pages-125-126, for discussion to explain components of soil.</li> </ul>
		<ul style="list-style-type: none"> <li>Describe the effect of moisture on soil characteristics (e.g. how it holds together, texture, color).</li> <li>Compare the absorption of water by different soils.</li> </ul>	<ul style="list-style-type: none"> <li>Effects of water on soil</li> <li>Life in the soil</li> </ul>		01	<ul style="list-style-type: none"> <li>Mini lecture by using whiteboard.</li> <li>Discuss major points of the topic and also question from students in the middle of the discussion to clarify the concept.</li> </ul>
		<ul style="list-style-type: none"> <li>Observe and describe the effects of moving water on different soils.</li> <li>Investigate and describe how living things affect and are affected by soils.</li> </ul>	<ul style="list-style-type: none"> <li>Revision summarize with “Key Points”.</li> <li>Exercise Q1, Q2 and Q3</li> </ul>		02	<ul style="list-style-type: none"> <li>Discuss by asking exercise questions</li> <li>Homework: Questions given in the exercise</li> </ul>

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers	
<b>March (8 periods)</b>							
10 <b>G5-S-10</b>	Solar System	<ul style="list-style-type: none"> <li>Differentiate between star and planet.</li> <li>Explain that the sun is a star.</li> <li>Describe the solar system and its planetary arrangement showing position of the earth in our Solar system.</li> </ul>	<ul style="list-style-type: none"> <li>Solar System</li> <li>Star and Planets</li> <li>Star</li> <li>Sun</li> </ul>	Page 132 – 140	02	<ul style="list-style-type: none"> <li>Discuss the solar System by using charts/ picture showing solar system from the textbook at page-132.</li> <li>Involve students in the discussion and write “Key Points” on whiteboard.</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain the relative size of the planets and their distance from the sun using a model.</li> </ul>	<ul style="list-style-type: none"> <li>Planets</li> <li>Moon</li> <li>Satellites</li> </ul>			02	<ul style="list-style-type: none"> <li>Discuss planets of the solar system by using charts.</li> <li>Involve students by asking questions.</li> <li>Give corrective feedback to the students.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate the moons of different planets of the solar system.</li> </ul>	<ul style="list-style-type: none"> <li>Moon of different planets</li> </ul>			01	<ul style="list-style-type: none"> <li>Use pictures of the textbook at page-136 for discussion with students.</li> <li>Use quiz competition among students to strengthen the concept.</li> </ul>
		<ul style="list-style-type: none"> <li>Compare the sizes of Earth, Sun and Moon.</li> </ul>	<ul style="list-style-type: none"> <li>Relatives Sizes and distance of Planets</li> </ul>			01	<ul style="list-style-type: none"> <li>Use chart/ whiteboard for discussion with students to clarify the concept</li> <li>Use quiz competition among students to strengthen the concept.</li> </ul>
			<ul style="list-style-type: none"> <li>Revision summarize with “Key Points”</li> <li>Exercise Q1, Q2 and Q3</li> </ul>		02	<ul style="list-style-type: none"> <li>Discuss by asking exercise questions</li> <li>Homework: Questions given in the exercise</li> </ul>	

# اُردو جماعت پنجم



نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعام	کل پیریڈز	معاون ہدایات برائے اساتذہ
ستمبر					
۱	حمد (نظم)	۶ تا ۱	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>اللہ تعالیٰ کی صفات سے واقفیت حاصل کر سکیں۔</li> <li>مشق حل کرنے کے بعد تحریر میں زمانہ تلاش کر سکیں اور اسے دوسرے زمانے میں لکھ سکیں (ماضی کو حال اور مستقبل کو ماضی وغیرہ میں)</li> <li>لغت کی مدد سے الفاظ کے معنی تلاش کر سکیں۔</li> </ul>	۰۶	<p>۱. متن کی تدریس کے دوران ذاتِ باری تعالیٰ کی مختلف صفات پر بات چیت کریں اور طلبہ سے دی گئی نعمتوں کی فہرست اخذ کروائیں۔</p> <p>۲. طلبہ سے مشکل الفاظ کے معانی اُردو لغت سے تلاش کروائیں۔ کوشش کریں کہ کمرہ جماعت میں دو سے تین اُردو لغت دستیاب ہوں۔</p> <p>۳. زمانے کے حوالے سے مشق میں دی گئی سرگرمی پر خصوصی توجہ دے کر طلبہ سے عملی طور پر ایک زمانے کے جملوں کو دوسرے زمانے کے جملوں میں تبدیل کروائیں۔</p> <p>۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>
۲	نعت رسول مقبول ﷺ (نظم)	۷ تا ۱۰	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>سنی ہوئی چیزوں کو حافظے میں مکمل فہم کے ساتھ محفوظ رکھ سکیں۔</li> <li>شعر پڑھ کر نثر میں ایک دو سطور تحریر کر سکیں اور نظم کا خلاصہ لکھ سکیں۔</li> <li>حافظے میں موجود نظم اور نثر پارے کو ادا کر سکیں۔</li> </ul>	۰۶	<p>۱. طلبہ سے گروپوں میں اشعار کی نثر لکھوائیں اور اسی نثر کی مدد سے نظم کا خلاصہ بھی اخذ کروا کر لکھوائیں۔ طلبہ کی گروپوں میں راہ نمائی کریں۔</p> <p>۲. چند ایسے طلبہ جن کو پہلے سے اگر کوئی نعت یا نظم یاد ہو تو ساری جماعت کو زبانی سنائیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>
کل پیریڈز برائے ستمبر			۱۲		



نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعام	کل پیریز	معاون ہدایات برائے اساتذہ
<b>اکتوبر</b>					
۳	فاتح مکہ (حضرت محمد ﷺ)	۱۱ تا ۱۷	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>عبارت کو رموزِ اوقاف، مخصوص لہجے اور آہنگ کے ساتھ پڑھ سکیں۔</li> <li>زبانی املا کو صحت اور موزوں رفتار کے ساتھ تحریر کر سکیں۔</li> <li>لغت کی مدد سے الفاظ کے معنی تلاش کر سکیں۔</li> </ul>	۰۷	<p>۱. متن کی تدریس کے دوران رموزِ اوقاف، مخصوص لہجے اور آہنگ پر خصوصی توجہ دیں، اور الفاظ کے معنی لغت میں تلاش کرنے میں طلبہ کی مدد کریں۔</p> <p>۲. طلبہ سے کسی ایک مختصر پیرا گراف کی املا کروائیں اور جوڑوں میں ایک دوسرے سے کاپیاں تبدیل کروائیں اور طلبہ سے کہیں کہ کتاب کی روشنی میں ایک دوسرے کی غلطیوں کی نشاندہی کریں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>
۴	ایک پہاڑ اور گلہری (نظم)	۱۸ تا ۲۱	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>نظم پڑھ کر اسے نثر میں تحریر کر سکیں۔</li> <li>نظم کو مخصوص لہجے میں پڑھ سکیں۔</li> <li>تصویروں اور اشاروں کی مدد سے کہانی مکمل کر سکیں۔</li> </ul>	۰۶	<p>۱. نظم میں موجود خاص الفاظ کے معنی سمجھا کر طلبہ سے نظم کو نثر میں تحریر کروائیں اور نظم کو ترنم اور آہنگ کے ساتھ پڑھنے کی مشق کروائیں۔</p> <p>۲. طلبہ کو جوڑوں میں تقسیم کر کے نظم میں موجود کہانی لکھنے کا موقع دیں اور بوقت ضرورت ان کی مناسب راہ نمائی اور مدد کریں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>
۵	حضرت علی مرتضیٰ رضی اللہ تعالیٰ عنہ	۲۲ تا ۲۶	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>کسی بھی واقعہ یا کہانی کو اپنے لفظوں میں دہراتے ہوئے اپنا مخصوص لب و لہجہ استعمال کر سکیں۔</li> <li>غلط فقرات کو درست کر سکیں۔</li> </ul>	۰۶	<p>۱. متن میں پڑھے گئے حضرت علی مرتضیٰ رضی اللہ تعالیٰ عنہ کے واقعہ کو اپنے لفظوں میں مخصوص لب و لہجے کے ساتھ طلبہ سے بیان کروائیں، اور ان کے بیان کردہ غلط فقرات کی تصحیح دوسرے طلبہ سے کروائیں۔</p> <p>۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۶	برکھارت (نظم)	۲۷ تا ۳۰	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>کوئی شعر یا نظم پڑھ کر اسے نثر میں تحریر کر سکیں۔</li> <li>واقعہ یا ماحول کا مشاہدہ کر کے چند سطری عبارت لکھ سکیں۔</li> </ul>	۰۶	<p>۱. نظم کا مفہوم سمجھانے کے بعد طلبہ سے اسے سلیبس نثر میں تحریر کروائیں، اور نظم میں موجود منظر کو واقعہ یا کہانی کی صورت میں لکھوائیں۔</p> <p>۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
کل پیریڈز برائے اکتوبر			۲۵		
نومبر					
۷	ضمانت	۳۱ تا ۳۵	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>املا کو صحت اور موزوں رفتار کے ساتھ تحریر کر سکیں۔</li> <li>مشق حل کر کے حروفِ ندا، استعجاب، افسوس وغیرہ کو استعمال کر سکیں۔</li> <li>کسی تقریر کے اہم نکات لکھ سکیں۔</li> </ul>	۰۸	<p>۱. طلبہ سے کسی ایک مختصر پیرا گراف کی املا کروائیں اور جوڑوں میں ایک دوسرے سے کاپیاں تبدیل کروائیں اور طلبہ سے کہیں کہ کتاب کی روشنی میں ایک دوسرے کی غلطیوں کی نشاندہی کریں۔</p> <p>۲. افسوس، استعجاب اور حروفِ ندا وغیرہ کا استعمال مشق کی سرگرمی میں مکمل کروائیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
۸	درد دل کے واسطے پیدا کیا انسان کو	۳۶ تا ۴۱	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>روزمرہ اُردو بول چال میں حصّہ لے سکیں۔</li> <li>مشق حل کرنے کے بعد غلط فقرات کو درست کر سکیں۔</li> <li>دوستوں کو خط، دعوت نامے اور تہنیتی (مبارک بادی) کارڈ تحریر کر سکیں۔</li> </ul>	۰۸	<p>۱. طلبہ کے گروپ بنا کر تہنیتی کارڈ اور دعوت نامے کے نمونے دکھائیں اور ان سے کارڈ لکھنے کی مشق کروائیں۔</p> <p>۲. طلبہ سے غلط فقرات کی درستی کی سرگرمی مکمل کروائیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلیم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۹	سکاؤٹنگ	۴۲ تا ۵۱	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>گفتگو یا تقریر، ہدایات و اعلانات سن کر ان کا تجزیہ کر کے اہم باتوں پر توجہ دے سکیں اور مطلوبہ عمل کر سکیں۔</li> <li>کسی مقام یا سفر وغیرہ کی جزئیات بیان کرنے میں حصہ لے سکیں۔</li> <li>اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھنے کی صلاحیت پیدا کر سکیں۔</li> <li>اخبارات رسائل و جرائد میں خبروں، فیچروں، اداروں، رپورٹوں، اشتہاروں اور خطوط بنام مدیر کو روانی سے پڑھ سکیں۔</li> <li>بچوں کے رسائل اور اخبار میں اپنی کاوشیں بھیج سکیں۔</li> </ul>	۰۹	<p>۱. طلبہ کو ان کے کسی یاد گار سفر یا پسندیدہ جگہ کی سیر کے بارے میں دوسرے ساتھیوں کو بتانے کا موقع دیں۔</p> <p>۲. طلبہ کو الفاظ کے درست لہجے، تلفظ اور ادائیگی میں معاونت فراہم کریں۔</p> <p>۳. تمام طلبہ کو دو سے تین منٹ کا وقت دیں۔ ان کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔</p> <p>۴. اپنی راہ نمائی میں طلبہ سے کسی دلچسپ موضوع پر کہانی لکھوائیں جسے سکول یا کسی مقامی رسالے میں چھپنے کے لیے بھیجا جاسکے۔</p> <p>۵. طلبہ کو اخبارات و رسائل، اشتہارات اور خطوط بنام مدیر پڑھنے کے مواقع فراہم کریں۔</p> <p>۶. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
			کل پیریڈز برائے نمبر	۲۵	

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلیم	کل پیریڈز	معاون ہدایات برائے اساتذہ
دسمبر					
۱۰	ہمارے پیشے	۵۲ تا ۵۹	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>عنوان، مشاہدے کا تجزیہ، ترتیب، پیشکش اور اختتامیہ وغیرہ سے آگاہ ہو سکیں۔</li> <li>اعراب بدلنے سے معنی کی تبدیلی کو پہچان سکیں۔</li> <li>مشقی سوال حل کرنے کے بعد فعل سے فاعل بنا سکیں اور فعل کی فاعل اور مفعول کے ساتھ مطابقت پیدا کر سکیں۔</li> </ul>	۰۸	<p>۱. متن کی تدریس کرواتے ہوئے طلبہ کی توجہ عنوان، مشاہدے کا تجزیہ ترتیب پیشکش اور اختتامیہ وغیرہ سے کی طرف مبذول کروائیں۔ طلبہ کو ایک سبق دے کر ان سے عنوان، ترتیب، سبق اور اختتام کی نشاندہی کروائیں۔</p> <p>۲. متن کی تدریس کے دوران طلبہ کو بتائیں کہ الفاظ کے اعراب بدلنے سے معنی میں تبدیلی آجاتی ہے، جیسے ملک (وطن)، ملک (ملکیت) ملک (فرشتہ) ایسی اور مثالیں بھی طلبہ کو دیں۔</p> <p>۳. فعل سے فاعل اور فعل کی فاعل اور مفعول کے ساتھ سرگرمی مکمل کروائیں۔</p>
۱۱	مردوں کا ٹیلا	۶۰ تا ۶۷	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>خبروں اور فیچروں کے متن کی نقل کر کے اہم سوالوں کا جواب تحریر کر سکیں۔</li> <li>سادہ جملے میں خالی جگہ پُر کر سکیں۔</li> <li>اپنے سکول اور محلے کی لائبریری وغیرہ میں جا کر عمومی معلومات پر مبنی رسائل اور کتب کا مطالعہ کر سکیں۔</li> </ul>	۰۸	<p>۱. متن کی تدریس کے دوران طلبہ سے متن میں دیے گئے مواد سے متعلق سوالات کریں اور ان کے جوابات اخذ کرائیں۔</p> <p>۲. ایک پیراگراف تختہ تحریر پر لکھیں جس میں خالی جگہ ہوں۔ طلبہ سے کہیں کہ اسے اپنی کاپی میں تحریر کریں۔ تحریر کرتے ہوئے سبق کی روشنی میں خالی جگہ مکمل کریں۔</p> <p>۳. طلبہ کو لائبریری سے اپنی پسند کی معلوماتی کتاب تلاش کر کے پڑھنے کو کہیں۔</p> <p>۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۲	پاکستانی مسیحا	۶۸ تا ۷۴	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• مشتقی سوال کے تحت اعراب بدلنے سے معنی کی تبدیلی کو پہچان سکیں۔</li> <li>• کسی تقریر کے اہم نکات لکھ سکیں۔</li> <li>• اپنی جماعت کے سامنے اپنی یا اپنے ساتھیوں کی طرف سے ذاتی مشاہدات کو چند لمحوں تک بے جھجک بیان کر سکیں۔</li> </ul>	۰۹	<p>۱. طلبہ سے گروپوں میں ”پاکستانی مسیحا“ پر تقریر تیار کروا کر پیش کرنے کو کہیں اور سامعین طلبہ کو ہدایت کریں کہ وہ تقریر کے اہم نکات اپنے پاس کاپی میں نوٹ کریں۔</p> <p>۲. طلبہ سے اہم نکات اخذ کروائیں۔</p>
کل پیریڈز برائے دسمبر			۲۵		
<b>جنوری</b>					
۱۳	ترانہ (نظم)	۷۵ تا ۷۸	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• خبروں اور فیچروں کے متن کی نقل کر کے اہم سوالوں کے جواب تحریر کر سکیں۔</li> <li>• شعر یا نظم پڑھ کر اسے نثر میں تحریر کر سکیں۔</li> <li>• حافظے میں موجود نظم اور نثر پارے کو ادا کر سکیں۔</li> </ul>	۰۶	<p>۱. طلبہ کو نظم کے اشعار کا مفہوم سمجھا کر نثر تحریر کروائیں اور نظم کے اشعار کے مفہوم کو مد نظر رکھ کر سوال کریں اور جواب طلبہ سے تحریر کروائیں۔</p> <p>۲. جن طلبہ کو پہلے سے کوئی نظم زبانی یاد ہو تو انھیں جماعت کے سامنے زبانی سنانے کو کہیں۔</p> <p>۳. طلبہ کو گروپوں میں اخبارات سے کسی ایک خبر کو کاٹ کر دیں۔ طلبہ سے کہیں کہ خبر کو غور سے پڑھیں اور اس سے متعلق سوالات کے لیے خود کو تیار کریں دس منٹ بعد گروپوں میں طلبہ سے سوالات کریں اور جواب دینے پر ان کی حوصلہ افزائی کریں۔</p> <p>۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلیم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۴	ماحول کی آلودگی	۷۹ تا ۸۷	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• روزمرہ اُردو بول چال میں حصہ لے سکیں اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت کر سکیں۔</li> <li>• درخواست لکھنے کے اصولوں کے مطابق اجزا درج کر سکیں۔</li> <li>• غلط فقرات کو درست کر سکیں۔</li> </ul>	۰۷	<p>۱. طلبہ کو درخواست لکھنے کے مختلف نمونے جیسے: بیماری، ضروری کام، سرٹیفکیٹ لینے، دکھا کر اصولوں کے مطابق تحریر کرنے میں راہنمائی کریں۔</p> <p>۲. طلبہ سے غلط فقرات کو درست کروانے کی سرگرمی مکمل کروائیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔</p>
۱۵	اونٹ (نظم)	۸۸ تا ۹۱	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• حافظے میں موجود نظم اور نثر پارے کو ادا کر سکیں۔</li> <li>• اپنے علم اور تجربے کی روشنی میں مربوط اور مدلل گفتگو کر سکیں۔</li> </ul>	۰۶	<p>۱. نظم میں موجود خاص الفاظ کے معنی سمجھا کر طلبہ سے نظم کو نثر میں تحریر کروائیں اور نظم کو ترنم اور آہنگ کے ساتھ پڑھنے کی مشق کروائیں۔</p> <p>۲. طلبہ کو جوڑوں میں اُونٹ کی خصوصیات پر بات چیت کرنے کا موقع دیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
۱۶	ہمارا نظام شمسی	۹۲ تا ۹۸	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• عنوان، مشاہدے کا تجزیہ، ترتیب، پیشکش اور اختتامیہ وغیرہ سے آگاہ ہو سکیں۔</li> <li>• اپنے علم اور تجربے کی روشنی میں مربوط اور منطقی گفتگو کر سکیں۔</li> <li>• اسم معرفہ کی مختلف قسموں کو جملوں میں شناخت کر سکیں۔</li> </ul>	۰۷	<p>۱. متن کی تدریس کرواتے ہوئے طلبہ کی توجہ عنوان، مشاہدے کا تجزیہ ترتیب پیشکش اور اختتامیہ وغیرہ کی طرف مبذول کروائیں۔ طلبہ کو ایک سبق دے کر اس کے عنوان، ترتیب، سبق اور اختتام کی نشاندہی کروائیں۔</p> <p>۲. اسم معرفہ کی مختلف اقسام کو سمجھانے کے لئے سرگرمی کروائیں۔</p>
			کل پیریڈز برائے جنوری	۲۶	

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعام	کل پیریز	معاون ہدایات برائے اساتذہ
فروری					
۱۷	آندھی (نظم)	۹۹ تا ۱۰۲	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• لطائف اور پہیلیوں کو ان میں پوشیدہ دانش لطیف کے ساتھ پڑھ سکیں۔</li> <li>• فعل سے فاعل بنا سکیں اور فعل کی فاعل اور مفعول کے ساتھ مطابقت پیدا کر سکیں۔</li> <li>• بچوں کے رسائل اور اخبار وغیرہ پڑھ سکیں۔</li> </ul>	۰۶	<p>۱. ”بوجھو اور جانیں“ کا کھیل کھیلنے کے لیے طلبہ کے دو گروپ بنائیں پہلا گروپ پہلی پوچھے اور دوسرا جواب بوجھے پھر دوسرا گروپ پہلی پوچھے اور پہلا جواب بوجھے۔ زیادہ جواب بوجھنے والا گروپ فاتح قرار دیا جائے۔</p> <p>۲. طلبہ بچوں کے رسالے یا اخبار سے اپنی پسند کی کوئی نظم ترنم سے سنائیں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
۱۸	داستان شجاعت	۱۰۳ تا ۱۰۸	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• کسی بھی واقعے یا کہانی کو اپنے الفاظ میں دہراتے ہوئے اپنا مخصوص لب و لہجہ استعمال کر سکیں۔</li> <li>• عبارت کو رموز اوقاف اور مخصوص لہجے و آہنگ کے ساتھ پڑھ سکیں۔</li> <li>• اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھنے کی صلاحیت پیدا کر سکیں۔</li> <li>• بچوں کی تقریبات وغیرہ میں میزبان / کمپیئر کے فرائض سرانجام دے سکیں۔</li> </ul>	۰۹	<p>۱. رموز اوقاف کا خیال رکھتے ہوئے طلبہ سے متن کی پڑھائی کروائیں۔</p> <p>۲. طلبہ کے گروپوں کے درمیان تختہ تحریر پر داستان شجاعت کے اہم نکات لکھنے کے مقابلے کا انعقاد کروائیں اس مقابلے میں کسی ایک بچے کو کمپیئر کا کردار ادا کرنے کو کہیں جو طلبہ کو باری باری بلائے اور لکھوائے۔ ہر گروپ کو لکھنے کے لیے پانچ منٹ کا وقت دیں۔ لکھنے کے بعد دوسرے گروپوں سے کہیں کہ اس تحریر کا تنقیدی جائزہ لیں۔</p> <p>۳. آپ خود جج کا کردار ادا کریں اور سرگرمی کے اختتام پر طلبہ کی حوصلہ افزائی کریں۔</p> <p>۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۹ G5-U-19	دور جدید کی ایجادات	۱۰۹ تا ۱۱۵	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• دستیاب سمعی و بصری معاونات سے استفادہ کر سکیں۔</li> <li>• مشقی سوال کے حل کے بعد تحریر میں زمانہ تلاش کر سکیں اور اسے دوسرے زمانے میں لکھ سکیں۔ (ماضی کو حال اور مستقبل کو ماضی وغیرہ میں)۔</li> <li>• عام نوعیت کی سادہ درخواست وغیرہ تحریر کر سکیں۔</li> </ul>	۰۹	<p>۱. طلبہ سے ایک زمانہ کے جملوں کو دوسرے زمانہ کے جملوں میں تبدیل کروائیں اور سرگرمیوں کو دلچسپ بنانے کے لیے دستیاب سمعی و بصری معاونات کا زیادہ سے زیادہ استعمال کریں۔</p> <p>۲. درخواست لکھنے کا طریق کار طلبہ کو سمجھائیں اور درخواست لکھنے میں طلبہ کی راہ نمائی کریں۔</p> <p>۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>
کل پیریڈز برائے فروری			۲۴		
مارچ					
۲۰ G5-U-20	پاکستانی رسم و رواج	۱۱۶ تا ۱۲۳	<p>طلبہ:</p> <ul style="list-style-type: none"> <li>• سنی ہوئی چیزوں کو حافظے میں مکمل فہم کے ساتھ محفوظ رکھ سکیں۔</li> <li>• روزمرہ اُردو بول چال میں حصّہ لے سکیں اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت کر سکیں۔</li> <li>• دوستوں، رشتہ داروں کے نام خط لکھ سکیں۔</li> </ul>	۰۶	<p>۱. متن کی تدریس اس انداز سے کروائیں کہ متن میں دی گئی معلومات طلبہ کو ذہن نشین ہو جائیں۔</p> <p>۲. ماحول اور روزمرہ زندگی میں پیش آنے والے واقعات کے بارے میں طلبہ کی آپس میں بات چیت کروائیں۔</p> <p>۳. خط کے تمام اجزا کی وضاحت کرتے ہوئے طلبہ کو خط لکھنا سکھائیں۔</p> <p>۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔</p>



نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۲۱ G5-U- 21	کشمیر جنت نظیر	۱۲۴ تا ۱۳۵	<ul style="list-style-type: none"> <li>• طلبہ: کسی مقام یا سفر وغیرہ کی جزئیات بیان کرنے میں حصّہ لے سکیں۔</li> <li>• اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھنے کی صلاحیت پیدا کر سکیں۔</li> <li>• اپنی جماعت کے سامنے اپنی یا اپنے ساتھیوں کی طرف سے ذاتی مشاہدات کو چند لحوں تک بلا جھجک بیان کر سکیں۔</li> </ul>	۰۷	<p>۱. کلاس میں وہ طلبہ جنہوں نے کسی مقام کی سیر یا کوئی سفر کیا ہو تو وہ اس کے بارے میں کلاس کو بتائیں۔</p> <p>۲. طلبہ کو ان کے ذاتی مشاہدات بیان کرنے کو کہیں جب وہ اپنے مشاہدات بیان کر لیں تو انہی مشاہدات کو مربوط انداز میں لکھنے کو کہیں۔</p>
			کل پیریڈز برائے مارچ	۱۳	
			کل نمبر برائے تعلیمی سال ۲۰۲۰-۲۱	۱۵۰	
۱۷ تا ۳۱ مارچ سالانہ امتحان					



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