ACADEMIC CALENDAR

GRADE 6

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 as 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
Directorate Curriculum and Teacher Education
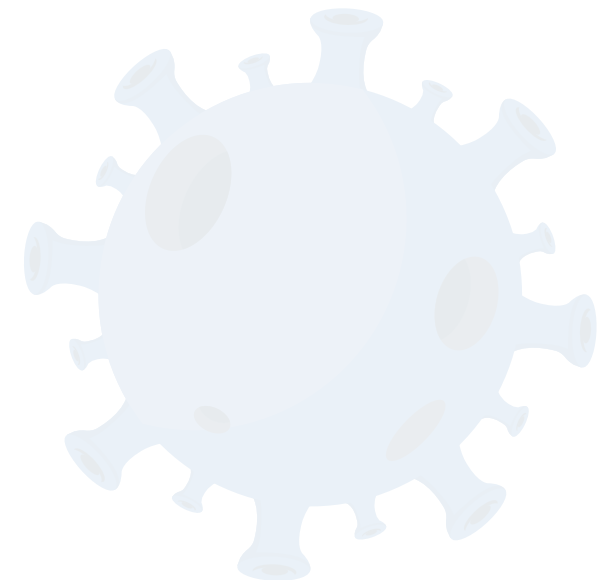Abbottabad, Khyber Pakhtunkhwa

GRADE
6
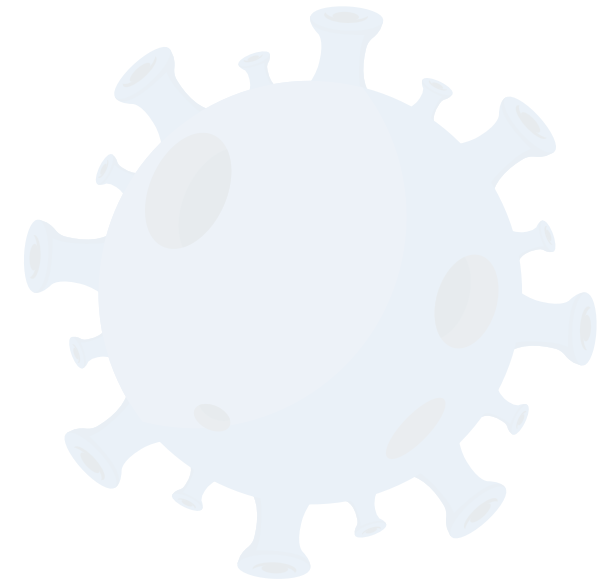
INSTRUCTIONS FOR TEACHERS

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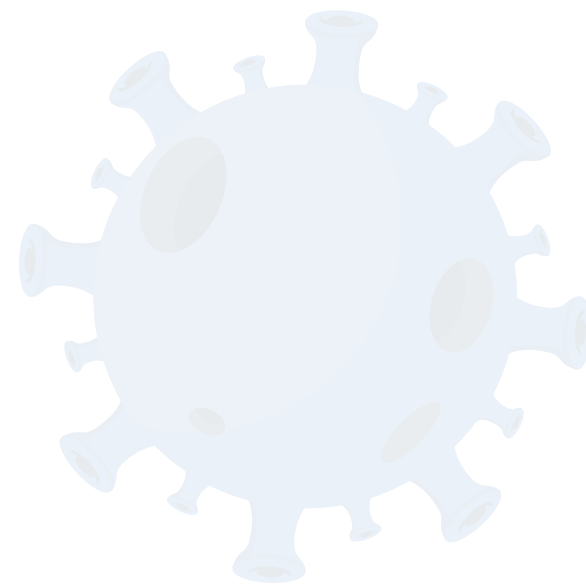
You are requested to:
- Plan your teaching according to the provided academic calendar
- Try to cover all the topics within the allocated period of time.
- Assign homework of few questions for practice and re-enforcement.
- Use worksheet to reinforce concepts where applicable.

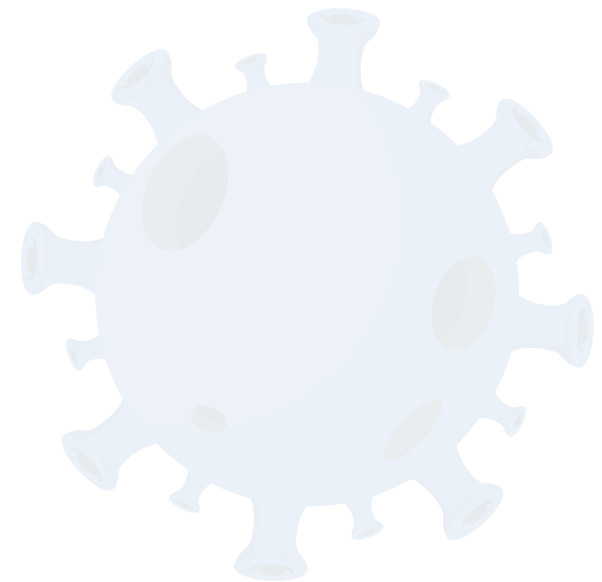We hope that together we can bridge the gap and improve the learning of our children.

GRADE
6

Table of Contents

CONTENTS

GRADE

6

Mathematics
Grade-VI

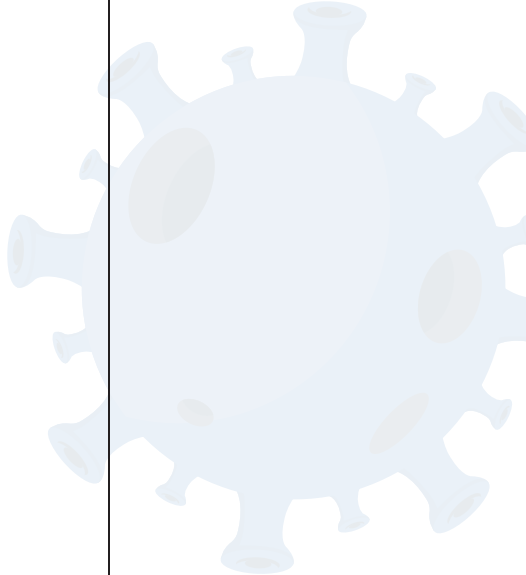| Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
September						

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
September (16 periods)						

1
 	
G6-M-01
	SETS	1.1 (a) Sets
		1.1 (b) Tabular form of a Set
		1.1 (c) Notation for Membership of a Set.
		
		1.2 Types of Sets
		  i. Finite Set
		  ii. Infinite Set
		  iii. Empty Set
		  iv. Singleton Set
		  v. Equal Sets
		  vi. Equivalent Sets
		  vii. Subsets
		  viii. Proper Subset
		  ix. 9) Improper Subsets
			1. Define set. Recognize notations of a set and its objects/elements
			2. Describe tabular from of a set and demonstrate through examples
			3. Define
			  • Finite and infinite sets,
			  • Empty/void/null set,
			  • Singleton,
			  • Equal and equivalent sets,
			  • Subset and superset of a set,
			  • Proper and improper subsets of a set and demonstrate through examples.
				Exercise 1.1 (Q-1, 2,3)	02	• Write the main topic "SETS" on the writing board and take examples from daily life to clear the concept and address misconceptions.
						• Write different types of sets.
						• Solve examples and questions from exercise to clear the concept.
						• Ask students to come up to the board and demonstrate understanding
						• Create opportunities discussion
						• Create opportunities for peer review and feedback
						• Use worksheets to reinforce concepts where possible
						• Give students few questions for practice as home assignment.

				Exercise 1.2 (Q-1,3,4,5)	03	
				Review Exercise (Q-1,2,3,4)	02	

2
 	
G6-M-02
	WHOLE NUMBERS	2.1 Natural and Whole Numbers
		2.1.1 Represent the sum and difference of two or more given whole numbers on the number line
		
		2.2 Commutative Law of Whole numbers w.r.t Addition
		
		2.3 Multiplication and Division of Whole Numbers
		2.3.1 Multiplicative Identity Property
			1. Differentiate between natural and whole numbers.
			2. Identify natural and whole numbers, and their notations.
			3. Represent
			  i. a given list of whole numbers,
			  ii. whole numbers < (or >) a given whole number,
			  iii. whole numbers ≥ (or ≤) a given whole number,
			  iv. whole numbers > but < a given whole number,
			  v. whole numbers ≥ but ≤ a given whole number,
				Exercise 2.1 (Q: 1 - 6)	03	• Write the main topic "Whole Numbers" on the writing board and take example from daily life by counting objects as 1, 2, 3… to clear the concept of natural numbers, then include 0 in the set and name it whole number.
						• Write notations to differentiate between them.
						• Solve examples and questions from the exercise to clear the concept of all topics.

				Exercise 2.2 (Q: 1 - 3)	02	
				Exercise 2.3 (Q-1,2,3,4)	02	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		2.3.2 Distributive Laws of Whole Numbers 2.3.3 Distributive Law of Multiplication Over Subtraction	vi. sum of two or more given whole numbers, on the number line. 4. Add and subtract two given whole numbers.			• Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.
			5. Verify commutative and associative law (under addition) of whole numbers. 6. Recognize '0' as additive identity. 7. Multiply and divide two given whole numbers. 8. Verify commutative and associative law (under multiplication) of whole numbers. 9. Recognize '1' as multiplicative identity. 10. Verify distributive law of multiplication over addition. 11. Verify distributive law of multiplication over subtraction (with positive difference).	Review Exercise 2 (Q-1,2,3,4,7,8)	02	
			October (21 periods)			
3 G6-M-03	FACTORS AND MULTIPLES	3.1 Factors 3.1.1 Definition of Factors 3.1.2 Prime Number 3.1.3 Multiples 3.1.4 Even Numbers 3.1.5 Odd Numbers	1. Define a factor as a number which divides the dividend completely leaving no remainder. 2. Define a multiple as a dividend into which a factor can divide. 3. Define even number as the numbers which are multiples of 2.	Exercise 3.1 (Q. 1 – 7)	02	• Write the main topic "Factors and Multiples" on the writing board and take examples from daily life, if possible, to clear the concept. • Write multiples of 2 as 2,4,6… just like table of 2.
		3.2 Divisibility Rules		Exercise 3.2 (Q-1,2,3)	03	• Use the same practice for other numbers to clarify the

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			4. Define odd numbers as the numbers which are not multiples of 2.			concept of multiples and factors.

		3.3 Prime Factorization
		  3.3.1 Definition of Prime Factorization
		  3.3.2 Index Notation
			5. Define prime numbers as numbers which have only two factors (i.e., I add itself).	Exercise 3.3 (Q-1,2)	02	• Ask students to come up to the board and demonstrate understanding

			6. Define composite numbers as number which have more than two factors.			• Create opportunities for peer / group discussion
		3.4 Highest common factor (HCF) 3.4.1 Finding HCF by Prime Factorization	7. Know that 1 is neither prime nor composite as it has only one factor which is 1 itself. 8. Know that 1 is a factor of every number.	Exercise 3.4 (Q-1,2)	02	• Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Solve examples and questions from the exercise to clear the concept.
		3.4.2 Finding HCF by Division Method	9. Know that 2 is the only even prime number whereas all other prime numbers are odd.	Exercise 3.5 (Q-1)	02	• Give students few questions for practice as home assignment.

		3.5 Least Common Multiple (LCM)
		  3.5.1 To find L.C.M by Prime Factorization
		  3.5.2 To find LCM by Division Method
			10. Test by inspection whether the numbers 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 15 and 25 can divide a given number.
			11. Define prime factorization as the process of factorizing a number into its prime factors.
			12. Recognize index notations.
			13. Factorize a given number and express its factors in the index notations.
				Exercise 3.6 (Q-1)	02	

				Exercise 3.7 (Q-1)	02	

		3.6 Real Life Problems Related to HCF and LCM	14. Define HCF as the greatest number which is a common factor of two or more numbers.
			15. Find HCF of two or more than two numbers by:
			  i. Prime factorization.
			  ii. Long division method.
			16. Define LCM as the smallest number which is a common multiple of two or more number by
				Exercise 3.8 (Q-1,3,4)	02	

				Review Exercise 3 All Questions	04	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers

			17. Find LCM of two or more numbers by
			  i. Prime Factorization.
			  ii. Division method
			18. Solve real life problems related HCF and LCM.			

November (25 periods)

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers

4
 	
G6-M-04
	INTEGERS	4.1 Integers
		4.1.1 Positive Integers
		4.1.2 Representation of Integers on number line
		4.2 Comparing and Ordering Integers
		4.2.1 Comparing of a Negative Integer with a Positive Integer
			1. Know that
			  i. The natural numbers 1, 2, 3, 4…, are also called positive integers and the corresponding negative numbers -1, -2, -3, 4…, are called negative integers.
			  ii. '0' is an integer which is neither positive nor negative.
				Exercise 4.1 (Q-1,2,3)	04	• Write the main topic "Integers" on the writing board and take example from daily life, if possible, to clear the concept.
						• Write positive and negative integers on number line showing 0 in the middle.
						• Compare positive and negative numbers to clarify the concept.
						• Solve examples and questions from the exercise to clear the concept.
						• Ask students to come up to the board and demonstrate understanding
						• Create opportunities for peer / group discussion
						• Create opportunities for peer review and feedback
						• Use worksheets to reinforce concepts where possible
						• Give students few questions for practice as home assignment.

		4.3 Absolute or numerical value of an integer 4.3.1 Display Sum of Two Integers 4.3.2 Display Sum of Two Negative Integers 4.3.3 Display Difference of Two Positive Integers 4.3.4 Addition of two positive or two negative integers in three Steps: 4.3.5 Addition of a positive and a negative integer in three Steps:	2. Recognize integers: 3. Represent integers on number line. 1. Know that on the number line any number lying • To the right of zero is positive. • To the left of zero is negative. • To the right of another number is greater. • To the left of another number is smaller. 2. Know that every positive integer is greater than a negative integer. 3. Know that every negative integer is less than a positive integer. 4. Arrange a given list of integers in ascending and descending order. 5. Define absolute or numerical value of a number as its distance from zero on the number line and is always positive.	Exercise 4.2 (Q-1-5)	03	
		4.3.6 Subtraction of Integers 4.3.7 Multiplication of Integers 4.3.8 Division of Integers		Exercise 4.3 (Q-1,2,3)	03	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			6. Arrange the absolute or numerical values of the given integers an ascending and descending order. 7. Use number line to display: • Sum of two or more given negative integers • Difference of two given positive integers • Sum of two given integers. 8. Add two integers (with like signs) in the following three steps: • Take absolute values of given integers, • Add the absolute values, • Give the result the common sign. 9. Add two integers (with unlike signs) in the following three steps: • Take absolute values of given integers, • Subtract the smaller absolute value from the larger, • Give the result the sign of the integer with the larger absolute value. 10. Recognize subtraction as the inverse process of addition. 11. Subtract one integer from the other by changing the sign of the integer being subtract and adding according to the rules for addition of integers. 12. Recognize that: • The product of two integers of like signs is a positive integer. • The product of two integers of unlike signs is a negative integer. 13. Recognize that division in the inverse process of multiplication.	Review Exercise 4 (Q-1,2,3)	04	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			14. Recognize that on dividing one integer by another • If both the integers have like signs the quotient is positive. • If both the integers have unlike signs the quotient is negative. 15. Know that division of an integer by '0' is not possible.			
5 G6-M-05	SIMPLIFICATIONS	5.1 Brackets or Grouping Symbols 5.1.1 Brackets 5.1.2 Order of Brackets 5.1.3 BODMAS Rule 5.1.4 Use of Brackets in Common Fractions	1. Know that the following four kinds of brackets: • -- vinculum. • ( ) parentheses or curved brackets or round brackets, • { } braces or curly brackets.	Exercise 5.1 (Q-1,2,4,7,8)	03	• Write the main topic "simplifications" on the writing board and take example from daily life, if possible, to clarify the concept. • Write symbols of all brackets with names. • Explain BODMAS rule. • Solve examples and questions from the exercise to clear the concept. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.
		5.2 Solution of expressions involving Decimal Fractions and brackets.	• [ ] square brackets or box brackets are used to group two or more numbers together with operations.	Exercise 5.2 (Q-1, 4, 5)	03	
		5.3 Word Problems involving Common Fraction and Decimals.	2. Know the order of preference as, --, ( ), { } and [ ] to remove (simplify) them from an expression.	Exercise 5.3 (Q-1,3,4,5,6,7,8,9)	02	
			3. Recognize BODMAS rule to follow the order in which the operations, to simplify mathematical expression, are performed. 4. Simplify mathematical expression involving fractions and decimals grouped with brackets using BODMAS rule. 5. Solve real lie problems involving fractions and decimals.	Review Exercise 5 (Q-1) Q-2 iii, iv	03	

December (25 periods)

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
6 G6-M-06	Ratio and Proportion	6.1 Ratio 6.1.1 Definition of Ratio. 6.1.2 Reduction of ratio to its lowest form	1. Define ratio as a relation which one quantity bears to another of the same kind with regard to their magnitude. 2. Know that of the two quantities forming a ratio, the first one is called antecedent and the second one consequent. 3. Know that a ratio has no units. 4. Calculate ratio of two numbers. 5. Reduce given ratio into lowest (equivalent) form. 6. Describe the relationship between ratio and fractions. 7. Know that an equality of two ratios constitutes a proportion, e.g., a:b :: c:d, where a, d are known as extremes and b,c are called the means. 8. Find proportion (direct and inverse). 9. Solve real life problems involving direct and inverse proportion.	Exercise 6.1 (Q-1,4,5,8)	03	• Write the main topic "Ratio and Proportion" on the writing board and take example from daily life, if possible, to clear the concept. • Write two quantities in form of ratio. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Clarify the concept of ratio and proportion and differentiate between direct and inverse proportion. • Solve examples and questions from the exercise to clear the concept. • Give students few questions for practice as home assignment.
		6.2 Proportion 6.3 Direct Proportion 6.4 Inverse Proportion		Exercise 6.2 (Q-1,2,3,4,5,7,8)	02	
				Review Exercise 6 (Q-1 (all parts) Q-5)	02	
7 G6-M-07	Financial Arithmetic	7.1 Percentage 7.1.1 Conversion of Percentage into fraction 7.1.2 Conversion of Fraction into Percentage 7.1.3 Conversion of a Percentage into a Decimal Fraction	1. Recognize percentage as a fraction with denominator of 100. 2. Convert a percentage to a fraction by expressing it as a fraction with denominator 100 and then simplify.	Exercise 7.1 (Q-1,2,3,4)	02	• Write the main topic "Financial Arithmetic" on the writing board and take example from daily life, if possible, to clear the concept. • Explain percentage by example from daily life and

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		7.1.4 Conversion of a Decimal Fraction into Percentage.	3. Convert a fraction to a percentage by multiplying it with 100%. 4. Convert a percentage to a decimal by expressing it as a fraction with demonstration 5. Convert a decimal to a percentage by expressing it as a fraction with denominator 100 then as a percentage. 6. Solve real life problems involving percentage. 7. Define: • selling price and cost price. • Profit, loss and discount, • profit percentage and loss percentage. 8. Solve real life problems involving profit, loss and discount.			then convert it into fraction and vice versa. • Clarify the concept of percentage, decimal and fraction by differentiating between them. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Solve examples and questions from the exercise to clear the concept. • Give students few questions for practice as home assignment.
		7.1.5 Word Problems involving Percentage.		Exercise 7.2 (Q-1,3,4,5)	02	
		7.2.1 Cost Price and selling Price. 7.2.2 Profit and loss 7.2.3 Profit and loss Percent.		Exercise 7.3 (Q-1,2,3,4,7,8)	02	
				Review Exercise 7 (Q-1,2,3)	02	
8 G6-M-08	Introduction to Algebra	8.1 The concepts of constant and variable 8.1.1 Definitions 8.1.2 Algebra Expressions 8.1.3 Coefficients and exponents. 8.1.4 Algebraic Sentences 8.1.5 Statements 8.1.6 Open statements	1. Explain the term algebra as an extension of arithmetic in which letters replace the numbers. 2. Know that: • a sentence is a set of words making a complete grammatical structure and conveying full meaning. • sentences that are either true or false are known as statements. • a statement must be either true or false but not both. • a sentence that does not include enough information required to decide whether it is	Exercise 8.1 (Q-1,2,3,4,5)	02	• Write the main topic "Introduction to Algebra" on the writing board and take example from daily life, if possible, to clear the concept. • Differentiate among constant, variable, coefficient, statement, algebraic expression, etc. by solving an example. • Solve examples and questions from the exercise to clear the concept. • Ask students to come up to the board and demonstrate understanding
		8.2 Terms of Algebraic Expression		Exercise 8.2 (Q-1,2,3,4,5)	02	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			true or false is known as open statement (e.g., $\Delta + 2 = 9$).			• Create opportunities for peer / group discussion
		8.3 Addition and subtraction of Algebraic Expressions.	• a number that makes an open statement true is said to satisfy the statement (e.g. $\Delta = 7$ makes the statement $\Delta + 2 = 9$ true). • use English alphabet x in the open statement $\Delta + 2 = 9$ to modify it to $x + 2 = 9$	Exercise 8.3 (Q-1-4) Parts i and ii from each question	02	• Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.
		8.4 Evaluation and simplification of an algebraic expression with values of the variable involved.	3. Define variables as letters used to denote numbers in algebra. 4. Know that any numeral, variable or combination of numerals and variables connected by one or more of the symbols '+ ' and '–' is known as an algebraic expression (e.g., $x + 2y$).	Exercise 8.4 (Q-1,3,5)	02	
			5. Know that x, 2y and 5 are called the terms of the expression x + 2y + 5. 6. Know that the symbol or number appearing as multiple of a variable used in algebraic term is called its coefficient (e.g. in 2y, 2 is the coefficient of y). 7. Know that the number, appearing in algebraic expression, independent of a variable is called a constant term (e.g. in x + 2y + 5, number 5 is a constant term) 8. Differentiate between like and unlike terms. 9. Know that • like terms can be combined to give a single term, • addition or subtraction cannot be performed with unlike terms.	Review Exercise 8 (Q-1,2,3,4)	02	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			10. Add and subtract given algebraic expressions. 11. Simplify algebraic expressions grouped with brackets. 12. Evaluate and simplify an algebraic expression when the values of variables involved are given.			
January (26 periods)						
9 **G6-M-09**	Linear Equations	9.1 Algebraic Equation 9.1.1 Difference between an Equation and An Expression 9.1.2 Linear Equation 9.2 Rules to Simplify an Equation. 9.3 Problem on Equations.	1. Define an algebraic equation. 2. Differentiate between equation and an expression. • Define linear equation in one variable. • Construct linear expression and linear equation in one variable. • Solve simple linear equations involving fractional and decimal coefficients like 3. Solve real life problems involving linear equations.	Exercise 9.1 (Q-1,3)	02	• Write the main topic "Linear Equations" on the writing board and take example from daily life, if possible, to clear the concept. • Differentiate between equation and expression by solving an example. • Solve examples and questions as mentioned to clear the concept. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.
				Exercise 9.2 (Q-1,2,3,5,6,8,9)	04	
				Review Exercise 9 (Q-5, 11)	03	
10	Geometry	10.1 Add Measures of two or more-line segments. 10.1.1 Subtract Measure of a line Segment from a Longer one.	1. Add measures of two or more-line segments. 2. Subtract measure of a line segment from a longer one.	Exercise 10.1 (Q-1,4,5,6,7,8,9)	03	• Write the main topic "Geometry" on the writing board and take example from daily life, if needed, to clear the concept of geometry.

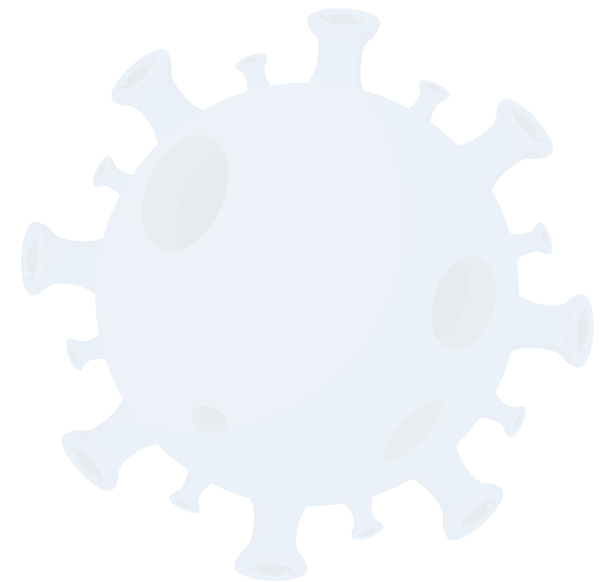| Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers

G6-M-10		10.1.2 Draw right bisector of a given line segment by using compass.
		10.1.3 Draw a perpendicular to a given line from a point it using compasses.
		10.1.4 Draw a perpendicular to a given line, from a point outside the line, using Compasses.
			3. Draw a right bisector of a given line segment using compasses.
			4. Draw a perpendicular to a given line from a point on it using compasses.
			5. Draw a perpendicular to a given line, from a point outside the line, using compasses.
			6. Use compasses to:
			  • construct an angle equal in measure of a given angle,
			  • construct an angle twice in measure of a given angle,
			  • bisect a given angle,
			  • divide a given angle into four equal angles,
			  • construct the following angles:
			  • $60°, 30°, 15°, 90°, 45°, 75°, 120°, 150°, 165°, 135°, 105°$
			7. Construct a triangle when three sides (SSS) are given.
			Caution: Sum of two sides should be greater than the third side.
			8. Construct a triangle when two sides and their included angle (SAS) are given.
			9. Construct a triangle when two angles and the included side (ASA) are given.
			10. Construct a triangle when hypotenuse and one side (RHS) for a right-angled triangle are given.
						• Use compass to draw right bisector, perpendicular and construct an angle practically by giving an example.
						• Solve examples and questions as mentioned to clear the concept.
						• Ask students to come up to the board and demonstrate understanding
						• Create opportunities for peer / group discussion
						• Create opportunities for peer review and feedback
						• Use worksheets to reinforce concepts where possible
						• Give students few questions for practice as home assignment.

		10.2 Construct an angle equal in measure of a given angle by using compass. 10.2.1 Construct an angle twice in measure of a given angle by using compasses. 10.2.2 Bisect a given angle by using compasses. 10.2.3 Divide a given angle into four equal angles by using compasses. 10.2.4 to construct angles with the help of compasses.		Exercise 10.2 (Q-1,2,3,4,5)	07	
		10.3 Construction of a triangle when measures of all the three sides (SSS) are given. 10.3.1 Construction of a triangle when measure of its two sides and their included angle (SAS) are given. 10.3.2 Construction of a triangle when measured of two of its angles and the		Exercise 10.3 (Q-1,2,3,4)	07	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		included side (ASA) are given. 10.3.3 Construction of a right-angled triangle when the measures of its hypotenuse and one of its sides (RHS) are given.				
				Review Exercise 10 (Skip All Question)	-	
February (26 periods)							

11 G6-M-11	Perimeter and Area	11.1 Perimeter of a Rectangle 11.2 Perimeter of a square	1. Find perimeter and area of a square and a rectangle. 2. Find area of path (inside or outside) of a rectangle or square. 3. Solve real life problems related to perimeter and area of a square and rectangle. 4. Recognize altitude of a geometric figure as the measure of the shortest distance between the base and its top. 5. Find area of a parallelogram when altitude and base are given. 6. Define trapezium and find its area when altitude and measures of the parallel sides are given. 7. Find area of a triangle when measures of the altitude and base are given.	Exercise 11.1 (Q-1,2,4,5,7,8)	04	**Teacher guidelines**: • Write the main topic "Perimeter and Area" on the writing board and take example from daily life, if possible, to clear the concept of calculating the area as perimeter. • Make figures of rectangle, triangle, parallelogram and trapezium, etc. one by one and find their area and perimeter. • Solve examples and questions as mentioned to clear the concept. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible
		11.3 Area of Path		Exercise 11.2 (Q-1,3,5,6,7)	04	
		11.4 Altitude of a geometry figure. 11.4.1 To find the area of a parallelogram when altitude and base are given. 11.4.2 To find the area of a triangle when measures of the altitude and base are given.		Exercise 11.3 (Q-3,4,5,6,7,8)	04	
				Review Exercise 11 (Q-1,5)	03	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		11.4.3 To find the area of a trapezium when altitude and measures of its parallel sides are given.				• Give students few questions for practice as home assignment.
12 G6-M-12	Three Dimensional Solids	12.1 3-Demensional Solids 12.2 Surface Areas and volumes 12.3 Surface Area and volume of cube and cuboid	1. Identify 3D figure (cube, cuboid, sphere, cylinder and cone) with respect to their faces, edges and vertices. 2. Define and recognize units of surface area and volume. 4. Find surface area and volume of cube and cuboid. 5. Solve real life problems involving volume and surface area.	Exercise 12 (All Questions)	09	**Teacher guidelines**: • Write the main topic "Three dimensional solids" on the writing board and take example from daily life, if possible, to clear the concept of calculating the surface area and volume of cube and cuboid. • Make figures of cube and cuboid to differentiate from each other. • Solve examples and questions as mentioned to clear the concept. • Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.
				Review Exercise 12 (All Questions)	02	
March (13 periods)						
13	Information Handling	13.1 Data 13.1.1 Definition of Data 13.1.2 Data Collection.	6. Define data and data collection. 7. Distinguish between grouped and ungrouped data.	Exercise 13.1 (Q-1,2,3,4)	03	• Write the main topic "Information Handling" on the writing board and take

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
G6-M-13		13.1.3 Types of Data	8. Draw horizontal and vertical bar graphs. 9. Read a pie graph.			example from daily life, if possible, to clear the concept of collecting data, types of data and various graphs of the data.
		13.2 Bar Graph		Exercise 13.2 (Q-2,4)	03	• Using graph paper, make bar and pie graphs of the given data to clear the concept of analyzing the data through graphs.
		13.3 Pie Graph		Exercise 13.3 (Q-2)	04	• Solve examples and questions as mentioned to clear the concept.
				Review Exercise 13 (Q-1,2)	03	• Ask students to come up to the board and demonstrate understanding • Create opportunities for peer / group discussion • Create opportunities for peer review and feedback • Use worksheets to reinforce concepts where possible • Give students few questions for practice as home assignment.

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

English
Grade-VI

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
	September (6 periods)				
01 G6-E-01	Write a clear topic sentence using specific words, vivid verbs, modifiers etc.	Writing section given at Page # 7 of the textbook	The Last Prophet Hazrat Muhammad ﷺ - The Prophet of Mercy	06	Explain the concept of topic sentence in depth by exploring vivid verbs, modifiers and specific words
	Choose appropriate word definition and identify part of speech of a word through abbreviation used.	Activity "A" at Page # 06 of the textbook.			Home Assignment
	Use summary skills to extract salient points and develop a mind map to summarize a text.	Writing summary with the help of mind map given at Page # 7 "A" of the textbook			
	Locate synonyms in children's thesaurus.	Activity "B" at Page # 06 of the textbook.			Home Assignment
	Change the number of regular and irregular nouns, and nouns with no change in number.	Activity "D" and "F" at page # 09 and 10 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 05 of the textbook.			

Rationale:
- Remaining SLOs # 7, 9, 10, 11 and 12 mentioned in this unit are sufficiently practiced in the earlier grades.
- Allocate sufficient time / period for the reading of the text in this unit.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
	September (6 periods)				
02 G6-E-02	Use pre-reading strategies to predict the content of a text	Ask pre-reading questions Activity given at page # 14 of the textbook.	New Boy in Class	06	Pre-reading questions at page # 14 can be asked about the pictures given at page # 13 and 14.
	Recognize that other sentences in the paragraph support the topic sentence.	Make students understand paragraph writing. Activity given at page # 17 of the textbook.			Reinforce the first two SLOs given in Unit # 01 before paragraph writing
	Use a variety of pre- writing strategies like brainstorming, mind mapping outlining etc.	Brainstorm students by telling the story with a moral "A friend in need is a friend indeed" and ask students to write a simple and unified paragraph on "Friendship" mentioned at page # 17 of the textbook activity "A".			
	Use dictionary to identify pronunciation of a word with the help of pronunciation key	Activity given at page # 18 of the textbook.			Make use of any available electronic device (cell phone, laptop etc) and oxford junior dictionary for better understanding of the pronunciation

20

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
02	Differentiate between and demonstrate use of possessive forms of animate and inanimate nouns.	Activity "A" given at page # 20 of the textbook.	New Boy in Class		
G6-E-02	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 16 of the textbook.			

Rationale:
- Remaining SLOs # 5 and 7 mentioned in this unit are sufficiently practiced in the earlier grades.
- Allocate sufficient time / period for the reading of this unit text.

		October (5 periods)			
	Read a poem and give orally or in written summary (through gapped summary exercise)	Writing gapped summary exercise given at page # 24 activity "B" of the textbook.			First ask students to read the poem silently, then perform activities.
	Read a poem and give orally or in written main idea	Ask students to give orally or in writing answers to the comprehension questions given at page # 24 of the textbook.			
	Identify line and stanza	Pre-reading activity at page # 23 of the textbook.			Make students first differentiate between prose and poetry.
03	Deduce meaning of different words from the text.	Activity given at page # 23 of the textbook.			Teacher will guide students how to deduce meanings.
G6-E-03	Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns	Activity given at page # 27, 28, and 29 of the textbook.	A Nation's Strength	05	
	Demonstrate use of question words	Activity given at page # 30 of the textbook.			Homework
	Use few indefinite pronoun	Activity given at page # 31 of the textbook.			Home assignment
	Demonstrate use of pronoun – antecedent agreement recognizing their relationship.	Activity given at page # 31 – 32 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 38 of the textbook.			

Rationale:
- SLO # 5 cannot be executed due to SOP's for COVID-19.
- SLO # 10 may be skipped as it is sufficiently practiced in earlier grades.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
October (7 periods)					
04 **G6-E-04**	Use dictionary to locate guide words and entry words	Guide words and entry words in the dictionary. This activity is at page # 39 of the textbook.	Earthquake Awareness and Preparedness	07	Follow teacher's guidelines and help students to understand use of dictionary skills.
	Use dictionary to choose appropriate word definition	Teacher can point out some naming words from text for the purpose.			Home assignment
	Use dictionary to identify correct spelling	Activity 'B" at page 39 of the textbook.			Home assignment
	Write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communication purpose and context.	Activity is at page # 40 of the textbook.			
	Identify and pronounce minimal pairs common problem consonants	Activity is at page # 41 of the textbook.			
	Articulate complex tongue twisters	Activity is at page # 42 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 38 of the textbook.			Help students attempt comprehension questions to enhance their critical thinking about the text.
Rationale: • SLO # 5 cannot be executed due to SOP's for COVID-19.					
October (8 periods)					
05 **G6-E-05**	Use context to infer missing words.	Activity 'B" at page 47 of the textbook.	Democracy	08	Home assignment
	Read silently and with comprehension and extract main idea and supporting detail.	Activity 'C" at page 47 of the textbook.			Student must read the text of the unit aloud in the class
	Utilize comparison clues, synonyms to deduce the meaning of underlined words	Page 48 of the textbook.			Ask students to write the clues that lead them to the meaning.
	Demonstrate use of be, have, do and need as main or helping verbs in sentence.	Page # 52 of the textbook.			
	Recognize and demonstrate function and use of modals verbs can / cannot, may / may not and should / should not to express ability in ability, permission, prohibition, doubt and obligation etc.	Page # 54 of the textbook.			

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
05 **G6-E-05**	Demonstrate and recognize use of linking verbs	Page # 53 of the textbook.	Democracy		
	Recognize and demonstrate function of could, might, shall, must and ought in affirmative, negative and interrogative sentences	Page # 55 of the textbook.			
	Illustrate use of transitive and intransitive verbs	Page # 57 of the textbook.			Home assignment
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 47 of the textbook.			

Rationale: SLO # 4 cannot be executed due to SOP's for COVID-19.
- Allocate sufficient time / period for the reading of the text in this unit.

October (5 periods)

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
06 **G6-E-06**	Read a poem and give orally or in writing the summary. (through gapped summary exercise)	Activity 'C" at page 63 of the textbook.	Little things	05	Home assignment
	Deduce meaning of difficult words from the context.	Look at page 61 of the textbook.			Help students to deduce meaning of difficult words.
	Identify syllable division and stress pattern.	Activity "A" at page 63 of the textbook.			
	Classify adjectives of quantity, quality, size, shape, colour and origin.	Page # 64 of the textbook. (A, B, C)			
	Change and use degrees of regular and irregular adjectives	Page # 65 of the textbook.			
	Recognize and use absolute adjectives.	Page # 64 of the textbook.			
	Physical description and characteristics of an object / place moving from general to specific.	Writing activity for describing picture given at page # 66 of the textbook.			Take help from the picture.
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 62 of the textbook.			

Rationale:
- SLO # 4 cannot be executed due to SOP's for COVID-19.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
	November (6 periods)				
07 G6-E-07	Use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.	Look at page 70 of the textbook.	A letter of invitation to a friend to attend your birthday party.	06	Teacher can ask few pre-reading questions about parts of letters making use of picture given on page #71.
	• Analyse and compare various informal letters to write short letters to people in immediate social and academic environment. • Identify parts of a letter. • Follow conventions of informal letter with respect to layout, salutations etc. • Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters. • Write the address on the envelope clearly and proper format.	Page 71 of the textbook.			Share layout of informal letter with the class.
	Comprehend and apply in speech the word stress rule, for example stress shift for emphasis and change in meaning in parts of speech.	Page 73 of the textbook.			
	Illustrate use of preposition of position, time, movement and direction	Page # 75 – 77 of the textbook.			
	Use compound prepositions.	Page # 79 of the textbook.			
	Use in speech and writing transitional devices of addition, alternative, comparison contrast, illustrations, sequence, conclusion, cause and effect.	Page # 74 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 72 of the textbook.			

Rationale:
- SLO # 7 cannot be executed due to SOP's for COVID-19.
- Allocate sufficient time / period for the reading of the text in this unit.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
November (7 periods)					
08 G6-E-08	Use adverbs of manner, time, place frequency, degree and reason.	Activity is from page 86 - 90 of the textbook.	Taxila an Ancient City of Pakistan	07	Home assignment
	Distinguish fact from opinion.	Page 83 of the textbook.			After definition with example activity "B" could be assign as home assignment.
	Recognize and pronounce silent letters in words.	Page # 85 of the textbook.			Home assignment
	Analyze paragraphs to identify sentences that support the main idea though.	Page # 84 of the textbook.			
	Write a short narrative in the first person which describes events: • Use sequential order. • Use specific adjectives and adverbs.	Orally describe an event (a visit to some place, unforgettable event etc) and ask students describe the event in writing.			Make students practice writing short paragraphs of their own

Rationale:
- SLO # 2 cannot be executed due to SOP's for COVID-19.
- SLO # 3, 4, and 5 are sufficiently practiced in earlier grades.
- Allocate sufficient time / period for the reading of the text in this unit

	November (8 periods)				
09 G6-E-09	Use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.	Page 92 of the textbook.	A letter about the choice of profession	06	Ask questions from the students for the targeted purposes.
	Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.	Page 92 of the textbook. (From body paragraph of the letter).			
	Use various functions to seek and respond to permission.	Page 94 of the textbook.			
	Recognize the form and various functions; and illustrate use of simple present and present continuous.	Page # 96 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 93 of the textbook.			

Rationale:
- SLO # 2 is already covered in unit # 7 of the textbook.
- SLO # 4 and 5 are sufficiently practiced in earlier grades.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
10 G6-E-10	Identify and correctly pronounce diphthongs and triphthongs in words	Page 107 of the textbook.	An Application for Admission in a School	06	
	Identify phrases through key words.	Page 103 of the textbook.			Home assignment
	Write composition of three or more paragraphs following conventions of essay writing.	Page 104 of the textbook.			Home assignment
	Use in their own writing sequential order of ideas and appropriate sequence makers e.g. first, next, then etc.	Page # 104 of the textbook.			
	Illustrate use of regular and irregular verbs in speech and writing.	Activity "A" is given at page # 106 of the textbook.			
	Recognize the form and various functions; and illustrate use of simple past and post continuous tenses.	Page # 105 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 102 of the textbook.			

Rationale:
- SLO # 2 is already covered in unit # 7 of the textbook.

December (8 periods)					
11 G6-E-11	Make predictions about storyline / content, characters, using contextual clues and prior knowledge.	Page 112 of the textbook.	The Wolf Cub	08	
	Recognize and describe story elements. (Characters, events, setting, plot, theme).	Page 112 of the textbook.			
	Analyze to use in their own writing, the elements of a story.	Activity "B" at page 116 of the textbook.			Home assignment
	Express preferences about character giving reasons.	Page # 115 of the textbook.			
	Recognize the form and various functions; and illustrate use of simple future tenses.	Page # 118 of the textbook.			
	Analyse written texts to use in their own wiring features of a simple descriptive composition about people, objects and places.	Activity is from at page # 113 – 114 of the textbook.			Home assignment

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
11 G6-E-11	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 115 of the textbook.	The Wolf Cub		

Rationale:
- SLO # 2, 3, 6, 11 and 12 are sufficiently practiced in earlier grades.
- Hence, for SLO s # 3, 6, 11 and 12 no activities are given in this unit of the textbook.
- SLO # 7 is covered in the last SLO of this unit.

	December (8 periods)				
12 G6-E-12	Make predictions about storyline / content, characters, using contextual clues and prior knowledge.	Page 120 of the textbook.	The Cat and the Fox	08	
	Classify use and make declarative, interrogative, exclamatory and imperative sentences.	Page 124 of the textbook.			
	Recognize and use comma for series of items, before a short quotation.	Page 125 of the textbook.			
	Recognize and use colon to introduce a list of items.	Page # 125 of the textbook.			
	Recognize and use hyphen to join a single letter to another word.	Page # 125 of the textbook.			
	Recognize and use dash as separator to indicate that a sentence has broken.	Page # 126 of the textbook.			
	Comprehend the role of compound words in vocabulary building and create compound word.	Page # 126 of the textbook.			Home assignment
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 122 of the textbook.			

Rationale:
- SLO # 2, 3 and 4 are sufficiently practiced in earlier grades.
- SLO # 8 is covered in the last SLO of this unit.

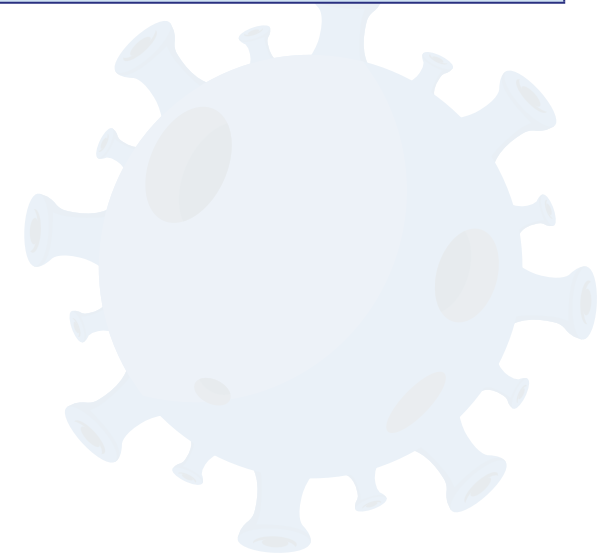| Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
December (8 periods)					
13 G6-E-13	Use pre-reading strategies to predict the content of a text through picture, title etc. by using prior knowledge, asking questions and contextual clues.	Page 128 of the textbook.	Electricity	8	
	Identify and pronounce consonant clusters with developing accuracy in initial and final positions.	Page 134 of the textbook.			
	Recognize and use quotation marks to enclose a direct sentence	Page 135 of the textbook.			
	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions.	Comprehension question activity "A" given at page # 131 of the textbook.			
	Use pre-reading strategies to predict the content of a text through picture, title etc. by using prior knowledge, asking questions and contextual clues.	Page 128 of the textbook.			

Rationale:
- SLO # 4 is already practiced in the unit # 10 of the textbook.
- The activity on page 133 (listening speaking) can be practiced at home with parents and siblings on how to save electricity

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
January (8 periods)					
14 G6-E-14	Recognize, find out, create and use more rhyming words.	Activity "A" is at page 139 of the textbook.	The stream where I played	08	
	Give summary of poem through gapped summary exercises.	Activity "A" at page 138 of the textbook. (Teacher's Guideline)			
	Recognize genres of literature e.g. fiction and poetry	Page 138 of the textbook.			
	Analyze information in a flow chart to describe a process through guided writing tasks	Activity "B" is at page 140 of the textbook.			
	Understand how a writer/poet use language to appeal to the senses through use of figurative language including similes	Activity "A" is at page 140 of the textbook.			
	Use simple SVO pattern sentences with direct and indirect object	Look at page 141 of the textbook.			

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
14 G6-E-14	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions.	Comprehension question activity "A" given at page # 138 of the textbook.	The stream where I played		

Rationale:
- SLO # 4 is sufficiently practiced in earlier grades.
- SLO # 2 and 5 are covered in the last SLO of this unit.

February (13 periods)					
15 G6-E-15	Use pre-reading strategies to predict the content of a text from topic by using prior knowledge and contextual clues	Page 143 of the textbook.	The Man and his Camel	13	
	Distinguish between what is clearly stated and what is implied	Page 145 of the textbook.			
	Identify function of direct and indirect speech in simple texts.	Page 148 of the textbook.			
	Recognize the rules of, and change the narration of simple statement	Page 148 of the textbook.			Page # 147 can be given as homework for more practice.
	Recognize and respond to moods showing appreciation, pleasure, displeasure disappointment	Page 149 (Listening and speaking) of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given at page # 146 of the textbook.			Ask students few more questions requiring personal response: • e.g. Should we help people in trouble? Give reasons for agreement or disagreement.

Rationale:
- SLO # 2, 3 and 9 are already covered in earlier grades of the textbook
- SLO # 5, 6 and 7 are covered in the last SLO of this unit.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
16 G6-E-16	Identify active and passive voice in simple sentences	Activity given at page 156 of the textbook.	Hazards of Smoking	13	
	Recognize and use active passive voice to write short notices and instructions.	Activity given at page 159 of the textbook.			
	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions.	Comprehension question activity "A" given at page # 155 of the textbook.			

Rationale:
- SLO # 1 is attempted in unit 4 of the textbook
- SLO # 2 and 3 are already attempted in unit 7 of the textbook
- SLO # 4 is sufficiently practiced in earlier grades.

			February (10 periods)		
17 G6-E-17	Encourage them to fill in correctly and legibly simple forms requiring personal information	Activity given at page 166 of the textbook.	The Qissa Khwani Bazaar	10	
	Parenthesis can be used to: • Enclose numbers or letters in enumeration in the text • Express an amount in numbers previously expressed in words	Activity given at page 167 of the textbook.			
	Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places	Unit text given at pages # 161-164			Ask students to write a short descriptive paragraph describing a market place from their local context
	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions.	Comprehension question activity "A" given at page # 165 of the textbook.			

Rationale:
- SLO # 1 is attempted in unit 4 of the textbook
- SLO # 6 is attempted in unit 16 of the textbook.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
February (6 periods)					
18 G6-E-18	Give main idea of the poem	Comprehension questions given at page # 172 of the textbook. Also "True/False" activity at Page # 173 attempt.	The Mountain and the Squirrel	06	First, ask student to answer the comprehension question then ask for main idea of the poem.
	Give summary of the poem through gapped summary exercise.	Writing activity given at Page 172 of the textbook			
	• Apply critical thinking to interact and intensive reading strategies (while reading). • To deduce meaning of difficult words. • To distinguish between what is clearly stated and what is implied.	• Vocabulary building activity at Page # 171 of the textbook • Compression questions given at page # 172 of the textbook.			Allocate sufficient time to reading text.
	Change parts of speech (Adjective to adverb)	Activity "C" at page # 172 of the textbook.			Share few common rules for changing adjectives into adverbs with students.
	Understand how the poet uses including similes.	Revise "Listening and Speaking" activity given at page # 140 of the textbook.			
	Read a story to retell it sequentially	"Listening and Speaking" activity at Page # 173 of the textbook.			

Rationale:
- Sufficient practice has been done to address SLO # 01 regarding rhyming words.
- SLO # 5 may be covered while attempting comprehension questions.
- SLO # 1 and 5 have already been taught through previous activity.

		March (7 periods)			
19 G6-E-19	Use pre-reading strategies to predict the content of a text from the topic by using prior knowledge and contextual clues.	Pre-reading questions like one at page # 176 of the textbook	The King and the Farmer	07	Ask few more questions for brainstorming
	Use a dictionary to choose the appropriate word definitions.	Vocabulary building activity at page # 178 of the textbook.			Homework
	Recognize and use quotation marks to enclose direct speech.	Re- read the given story and identify sentences enclosed in quotation marks page # 178 of the textbook.			Homework
	Transfer written text to a diagram flow chart or a cloze paragraph.	Write a cloze paragraph to summarize the given story at page # 177 of the textbook. Also attempt questions at Page # 177			Share information given in the textbook at Page # 177.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
19 G6-E-19	Use first conditional sentences.	Grammar activity given at page # 179 of the textbook.	The King and the Farmer		Share more examples from classroom situation.
	Recognize and say various intonation patterns to show attitude	Listening and speaking activity at page # 178 of the textbook.			

Rationale:
- SLO # 3 has already been covered in SLO # 2.

March (7 periods)					
20 G6-E-20	Illustrate the use of dictionary for finding appropriate meaning and correct spelling.	Vocabulary building activity at page # 182 of the textbook	Over Crowding in the Cities	07	Home Assignment
	Use various functions to express ability to do something.	Listening and speaking activity at page # 183 of the textbook.			
	Recognize and rectify faulty punctuation in given passages.	Punctuate a paragraph given at page # 184 of the textbook.			
	Apply critical thinking and intensive reading strategies (while reading) To scan answers to the short question.	Attempt comprehension questions given at page # 182 of the textbook.			

Rationale:
- SLO # 3 cannot be executed SOPs for COVID – 19.
- Exercises C and D given on page 186 to practice punctuation and conditionals can be given as reinforcement for Homework.

General Science Grade-VI

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
			September (8 periods)			
01 G6-S-01	Cellular Organization of Plants and Animals	• Describe the different parts of a light microscope and its working. • Define a cell.	• Microscope and working of microscope • Cell introduction	Page 1-15	02	• Describe different parts of microscope and their function • Use of writing board / chart. • Explain what is a cell? • Homework: Students to label a given diagram of microscope.

		• Identify different kinds of cells using a microscope.
		• Draw, label and describe the basic structure of an animal cell and a plant cell.
		• Compare and contrast an animal cell with a plant cell.
		• State the function of each part of the cell to indicate how the cell supports life.
			• Cell (building block of life)
			• Animal and Plant Cell
			• Important parts of a cell
			• Exercise part A and C
					02	• Group activities
						• Use mini lecture using charts of animal and plant cells
						• Ask students to:
						  » Draw and label animal and plant cell
						  » Prepare a table with animal cell parts and functions

		• Differentiate between unicellular and multicellular organisms. • Distinguish between tissues and organs. • Recognize root and shoot systems in plants.	• Unicellular and multicellular organisms • Organisms from cell to system • Exercise part B		01	• Use mini Lecture to explain the concept • Use of writing board to explain cell to system
		• State the functions of the major systems of the human body. • Describe the cellular hierarchy from cell to organ systems in animals and plants.	• Major system in human being • Plant system • Organization of multicellular Organisms		02	• Explain with the help of prepared charts of respiratory system, digestive system, excretory system, nervous system, circulatory system. • Draw and label different systems of human body in notebook.
			• Exercise part D and E • Revision of Key points page 13 of textbook.		01	• Home Assignment Exercise part D and E on Notebooks

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
October (6 periods)						
02 **G6-S-02**	Sense Organs	• Explain the structure and function of nose, tongue, ear, eye and skin.	• Sense Organs: Eye • How the eye functions • Activity 2.1	Page 16 - 24	01	• Demonstrate the structure of eye and its function by using chart / writing board • Home assignment: Draw and label Fig 2.1 in the notebooks.
		• Explain the structure and function of ear.	• Sense Organs: Ear (outer ear, middle ear, inner ear) • How the ear functions • Activity 2.2		01	• Demonstrate the structure of ear and its function by using chart / writing board • Ask students to list different sounds in your environment with your sense of hearing. • Homework: Draw and label the diagram of an ear in your notebook.
		• Explain the structure and function of skin.	• Sense Organs: Skin • How the skin functions		01	• Use mini lecture to discuss the structure and functions of skin • Homework; write the functions of skin
		• Explain the structure and function of nose.	• Sense Organs: Nose • How the nose functions • Activity 2.4		01	• Use mini lecture to discuss the structure and functions of nose • Ask students to: • Make a diagram of nose on a chart paper or in their notebooks • Do questions answers
		• Explain the structure and function of tongue	• Sense Organs: Tongue • How do we teste? • Exercise part A, B, C, D and E page 24 •		02	• Explain the structure and function of tongue with the help of figure 2.5 • Summarize the topic with Key Points • Discuss key points and exercise questions in class • Homework: write functions of the tongue in the notebooks

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
October (9 periods)						
03 **G6-S-03**	Photosynthesis and Respiration in Plants	• Describe the internal structure of leaf. • Prove with the help of an experiment that photosynthesis takes place in a leaf.	• Internal Structure of leaf • Epidermis mesophyll and conducting tissues	Page 25-33	02	• Use mini lecture with a diagram on board • Homework: Draw and label the internal structure of leaf.(fig 3.1)
		• Define photosynthesis. • Explain the importance of photosynthesis in plants. • Explain that the structure of leaves facilitates photosynthesis.	• Photosynthesis • How leaf structure help in photosynthesis? (Role of leaf in Photosynthesis)		02	• Use mini lecture and discussion • Draw fig 3.3 on writing board and explain role of leaf in photosynthesis. • Homework: Draw and label the structure of leaf. Activity 3.2
		• Describe the effects of different factors on the process of photosynthesis.	• Factors necessary for photosynthesis		02	• Conduct discussion on factors with reference to fig 3.2 • Home Assignment: Exercise Part A
		• Explain the importance and process of respiration in plants.	• Respiration in plants		02	• Group Activities: Ask students to study the diagram fig 3.6 and identify the difference between photosynthesis and respiration. • Presentation: Make groups presentation to share their findings.
		• Compare and contrast the processes of photosynthesis and respiration in plants.	• Comparison between photosynthesis and respiration. • Exercise		01	• Draw Table 3.1 on writing board and explain the comparison between photosynthesis and respiration. • Classwork: Discuss Key points • Homework: Complete exercise part B and C
November (8 periods)						
04 **G6-S-04**	Environment and Interaction	• Identity the components of environment.	• Components of environment (Biotic components) • Producers • Consumers • Decomposers	Page 34 - 42	02	• Use mini lecture to explain environment and biotic components with examples • Group Activities: Activity 4.1 and 4.2 to be done in groups and present observations and findings. • Home Assignment to collect name of producers, consumers and decomposers from your home / surrounding

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
04 G6-S-04	Environment and Interaction	• Describe the relationship between biotic and abiotic components of the environment. • Explain how abiotic factors affect the ability of plants to create their own food.	• Abiotic components • Interdependence of Biotic and Abiotic components	Page 34 - 42	02	• Use mini lecture to explain abiotic components of the environment. • Students' reflection on relationship of biotic and abiotic components of the environment.
		• Describe that living things depend on one another for food, shelter and protection.	• Dependence of living things on one another.		01	• Use mini lecture to identify dependence of living things on one another. • Group activity: Students identify interdependence of biotic and abiotic components of the environment.
		• Compare the physical factors, which make up the environment of a desert and a rain forest.	• Comparisons between a desert and rain forest environments		01	• Compare desert and rain forest environment with the help of table given on page-39 on writing board.
		• Explain the different relationships between organisms. • Give examples of how organisms interact with each other and with nonliving parts of their environments.	• Relationship amongst organisms • (Predation, Parasitism's mutualisms)		02	• Use mini lecture to explain the concept. • Conduct group activities and group presentation on (predation parasitism's and mutualism)
			• Summarize with Key Points • Exercise		08	• Discuss the Key Points on page 41. • Classwork: Answer the questions in part A, B and D
November (8 periods)						
05 G6-S-05	Atoms, Molecules, Mixtures and Compounds	• Differentiate between an atom and molecule.	• Atoms and molecules	Page 43- 64	01	• Use mini lecture to explain the concept. • Use low cost, no cost material to clear the concept of atom and molecule.
		• Recognize the symbols of some common elements.	• Common elements and their symbols		01	• Use chart / writing board
		• Classify elements into metals and non-metals relate the physical properties of elements to their uses.	• Classification of elements (Metals, Non-metals) • Uses of Metals and Non-metals • (Gold and Silver, Copper and Aluminum, Iron) • Uses of Non-metals (Carbon (diamond), Carbon (Graphite, Phosphorus, Silicon)		02	• Use mini lecture to introduce Periodic table, display the chart of periodic table for familiarization. • Ask students to write example of metals and non-metals on their notebooks with their symbols.

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
05 G6-S-05	Atoms, Molecules, Mixtures and Compounds	• Differentiate between elements and compounds and compounds and mixtures.	• Compounds and Mixtures • Difference between elements and compounds • Difference between compounds and Mixtures	Page 43- 64	01	• Explain table 5.2 and 5.3 with the help of mini lecture • Conduct discussion on table 5.5 and use question answer technique • Take examples from students
		• Identify examples of compounds and mixtures from their surroundings. • Explain uses of common mixture of gases. • Explain uses of common mixtures in daily life. Explain why air is considered as a mixture of gases. • Identify the sources of carbon dioxide and how its level can be maintained in nature. • Separate mixtures using a variety of techniques	• Mixture (some common uses of mixture) • Air is a mixture of gases • Sources of carbon dioxide (Maintenance of carbon dioxide level in nature) • Separation of components of a mixture (Filtration, sublimation, Distillation)		02	• Clarify the concept of mixture and separation of components of a mixture through mini lecture and discussion. • Ask students to write sources of carbon dioxide on their notebooks. • Draw Table no 5.4 on writing board and explain.
		• Choose a technique to separate and identify different components in dyes. • Demonstrate with an experiment to separate soluble solids from mixtures. • Use safety measures to conduct science experiments.	• Chromatography • Safety measure to conduct science experiments. • Summarize with Key Points • Exercise part A and B		01	• Use prepared charts of safety measure to conduct experiment in science lab safely. • Homework: Students to complete exercise A and B in notebooks.
December (07 periods)						
06 G6-S-06	Air	• Recognize the importance of air. • Identify the composition of air.	• The Air • Importance of Air • Composition of Air	Page 65 -76	02	• Clarify the concept through Mini Lecture • Draw and explain Fig 6.2 on writing board and explain the composition of air. • Homework: students to list down the importance of air.

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
06 **G6-S-06**	Air	• Relate the properties and uses of gases in air with the composition of air.	• Properties and uses of Gases in air • Nitrogen (Uses of Nitrogen) • Oxygen (Uses of Oxygen) • Activity 6.1 to be conducted in class	Page 65 -76	02	• Use mini lecture to explain the concept • Discuss the uses of Nitrogen and Oxygen and explain one by one. • Homework: students to write the importance and uses of Oxygen in their in their notebooks.
		• Relate the properties and uses of gases in air with the composition of air.	• Carbon dioxide (Uses of carbon dioxide)		01	• Use mini lecture to explain the exchange of carbon dioxide in plants and humans. • Conduct discussion on uses of carbon dioxide
		• Relate the properties and uses of gases in air with the composition of air.	• Rare gases (inert gases) • Uses of inert gases • Water vapors in air • Exercise Part A, B, C • Summarize the topic with Key Points		02	• Use mini lecture to discuss the uses of rare gases and water vapors in the air. • Students to write answers for exercise part C..
December (9 periods)						
07 **G6-S-07**	Solution and Suspension	• Differentiate between solute, solvent and solution • Identify solute and solvent in a solution.	• Solution (gas, liquid, solid, solute, solvent)	Page 77- 89	01	• Demonstrate solute, solvent and solution in class. • Give examples for students to identify solute and solvent. • Define each concept and write important point on writing board.
		• Distinguish between aqueous dilute and concentrated solutions.	• Aqueous solution • Suspension • Activity 7.1 to be conducted in class		01	• Define each concept and write important point on writing board. • Ask students to write their observations of the activity.
		• Differentiate between solution and suspensions. • Identify uses of solutions and suspensions.	• Uses of solution and suspension in our daily life		01	• After Mini Lecture ask students to write uses of solution and suspension in their notebooks consult table 7.1 on page 81.
		• Explain the formation of solution by the particle model.	• Particle model of solution		01	• Make particle model of solution with the help of fig 7.5

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
07 **G6-S-07**	Solution and Suspension	• Demonstrate the use of water as universal solvent.	• Water as a universal solvent	Page 77- 89	01	• Explain how the structure of water helps it to acts as a universal solvent. • Discussion: Students to give example
		• Prepare saturated and unsaturated solutions.	• Dilution of solution • Dilute solution • Concentrated solution		01	• Explain the concepts through writing board and question answer technique. • Simple experiment of dilute and concentrated solution with the help of fig 7.7
		• Prepare saturated and unsaturated solutions.	• Saturated solution • Un-saturated solution • Activity 7.3 (saturated and unsaturated solution)		01	• Explain the concept of saturated and unsaturated solutions with the help of Activity 7.3. • Observations of the activity to be written by students.
		• Define solubility. • Investigate the effect of temperature on solubility using a variety of compounds.	• Solubility and effect of the Temperature on solubility • Solubility • Effect of temperature on solubility • Summarize the learning with Key Points. • Exercise Part A, B and C		02	• Explain solubility and effect of heat on solubility of solids and gasses. • Ask students to write effect of temperature on solubility in their notebooks. • Discuss the exercise in class as classwork and assignment based on exercise questions.
January (9 periods)						
08 **G6-S-08**	Energy and its Forms	• Explain that energy provides the ability to do work and can exist in different forms.	• Energy • Potential energy • Activity 8.1	Page 90 - 101	01	• Demonstrate activity8.1 • Observations of students to be written on board • Give an overview of two categories of energy and forms of energy.
		• Differentiate between kinetic and potential energy.	• Kinetic energy • Heat energy • Activity 8.2		01	• Use mini lecture to explain and writing board to explain the concept.
		• Identify different forms of energy with examples.	• Light energy • Electrical energy		01	• Use mini lecture to explain sources of light and electrical energy and their uses
		• Demonstrate how one form of energy is converted into other form of energy?	• Sound energy • Conversion of different forms of energy		01	• Use mini lecture to explain source of sound energy and its application

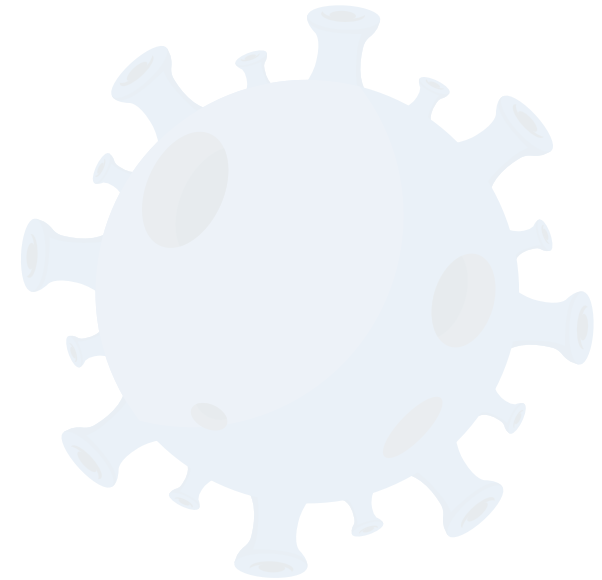| Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
08 G6-S-08	Energy and its Forms	• Explain that energy is conserved during conversion of different forms of energy. • Identify that energy is dissipated in atmosphere.	• Law of conservation of energy • Activity 8.3	Page 90 - 101	01	• Explain the law through the activity 8.3 given in the book, ask questions during the activity.
		• Identify energy converters in their surroundings. • Illustrate energy conversion to other forms using an energy converter.	• Energy convertors • (radio, television, lamp, drill, washing machine, calculator)		01	• Ask students to make a list of energy converters available in their home in their notebooks.
		• Explain the advantages of using renewable energy sources. • Describes the advantages of renewable energy sources.	• Renewable energy sources • (windmill)		01	• Discuss renewable energy and natural sources of energy and its benefits.
		• Describe the form of energy stored in the human body. • Identify energy transfer in an environment. • Explain the importance of energy in improving the quality of life.	• Energy in our lives • Energy Transfer in an environment. • Exercise parts A, B and C		02	• Use mini lecture with questions to explain the topic. • Summarize with Key Points
January (08 periods)						
09 G6-S-09	Force and Machines	• Recognize wheel and axle and identify their uses.	• Wheel and axle • Examples of wheel and axle	Page 102 - 114	01	• Using the examples given in the book explain wheel and axle. There function in different machines. Bicycle if available may be brought to the class.
		• Describe pulleys and their kinds. • Find out how the action of a pulley system is altered by changing the tension of the band connecting two pulleys.	• Pulley • Types of pulley • (Fixed pulley, moveable pulley, pulley system)		01	• Explain the concept of pulley and types of pulleys based on their usage. Use diagrams to illustrate. • Demonstrate with the help of types of pulleys if available in science lab.
		• Identify and make modifications to their own pulley and gear system to improve the way they move a load.	• Designing a system of pulleys for lifting heavy loads. • Changing the tension in the band connecting two pulleys.		01	• Make model or design of pulley with the help of low cost no cost material as given in Fig 9.6

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
09 G6-S-09	Force and Machines	• Identify the uses of pulleys in daily life.	• Use of pulley in daily life	Page 102 - 114	01	• Discuss the uses of Pulleys in daily life activity 9.2 Page 81 • Ask students to make list of uses of pulley from their surrounding environment.
		• Describe the function of pulley systems and gear systems. • Describe how motion in a system of pulleys of different size is transferred to motion in another system of various gears the same structure. • Investigate with the help of an experiment the effort required by different gear system to lift the same load.	• Gear and gear system • Characteristics of gears; Fig 9.11		01	• Use mini lecture to explain gear and gear system with a model if available or a diagram on the writing board. • Discuss the characteristics of gears with input from students. • Question and answer technique
		• Describe how a bicycle function. • Identify common devices and systems that incorporate pulleys and/or gears • Design and make a system of pulleys and / or gears for a structure that moves in prescribed and controlled way and performs a specific function.	• Transfer of motion between pulley and gear system • (cranes, bicycle, hand drill windup clocks) • Summarize with Key Points. • Exercise part A, B and C		02	• Discuss the working of Crane, Bicycle, hand drill and wind up clock in the usage of gears and wheel and axle. • Ask students to draw picture of crane, bicycle, hand drill and wind up clock in their notebook.
February (10 periods)						
10 G6-S-10	Properties of Light	• Differentiate between transmissions, absorption, and reflection of light.	• Transmission absorption and reflection of light. (Transmission, absorption, reflection). • How reflection occurs.	Page 115 - 133	02	• Explain with demonstration the three processes in class • Group activities – Fig 10.1
		• Demonstrate the law of reflection • Draw ray diagrams for light reflected from a plane mirror at different angles of incidence • Compare the regular and diffused reflection.	• Laws of reflection • Types of reflection • (Regular reflection, diffused reflection		01	• Use mini lecture and group activities • Conduct Activity 10.2 Reflection • Diffused Reflection activity 10.4

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
10 **G6-S-10**	Properties of Light	• Demonstrate the difference between smooth, shiny and rough surface.	• Types of Reflecting Surfaces • (Smooth surfaces, rough surfaces) • Everyday life application of regular and diffused reflection This can be added to the previous topic on surfaces	Page 115 - 133	01	• Explain concept of smooth and rough surface with the help of picture and also use writing board. • Take example of application of regular and diffused reflection from their daily life.
		• Describe image formation by a plain mirror. • Explain types of mirror and their uses in our daily life.	• Image formation by a plane mirror. • Types of mirror • (plane mirror, curved mirror)		01	• Draw fig 10.6 on writing board /chart and explain and clear image information by a plane mirror. • Use chart /writing board
		• Compare characteristics of the images and a pinhole camera	• Pinhole camera • Features of an image formed by pinhole camera.		01	• Make a model of pinhole camera • Demonstrate / Use writing board to explain image formation by pinhole camera with the help of Fig 10.8
		• Explain the use of reflecting surfaces in different devices. • Design an experiment to make an optical instrument using mirror	• Uses of reflecting surfaces • (Periscope, telescope, microscope)		01	• Use mini lecture to explain with a diagram and pictures • Homework: draw diagram to show working of periscope.
		• Explain the principle of reflection in a kaleidoscope • Describe the relationship of angles between two mirrors and the number of images they can see in a kaleidoscope.	• Multiple reflection • Kaleidoscope		01	• Define and explain kaleidoscope with the help of mini lecture. • Ask students to draw the fig 10.13 in their notebooks.
		• Investigate the image formation by concave mirror	• Concave mirror • Image formation in concave mirror and its uses		01	• Draw diagram of concave mirror on writing board to explain • Ask students also to draw diagram of concave mirror on their notebook.

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
10 **G6-S-10**	Properties of Light	• 14. Investigate the image formation by convex.	• Convex mirror • Image formation in convex mirror and its uses • Key Points • Exercise Part A, B, C and D	Page 115 - 133	01	• Use writing board and draw diagram of convex mirror • Ask students to draw diagram of convex mirror on their notebook. • Summarize the topic with Key Points • Homework: written work on exercise A, B, C and D
February (4 periods)						
11 **G6-S-11**	Investigating Sound	• Describe sound as a form of energy.	Sound Production of sound Activity 11.1	Page 134 - 142	01	Follow each step of activity 11.1 one by one Arrange material needed for activity and facilitate students.
		• Identify a variety of materials through which sound can travel • Compare the speed of sound in solids, liquids and gaseous mediums	Medium for travelling of sound Activity 11.3		01	Demonstrate and discuss different mediums through which sound travels. Give examples of medium for travelling of sound.
		• Explain that how does a human ear receive sound waves.	Receiving device (Ear)		01	Explain with the help of fig 11.4. Correlate the previous knowledge of ear studied earlier.
		• Explain that how does a human ear receive sound waves and safety measures.	Safety Measures Exercise Part A, B, C and D		01	Ask students to write safety measure of receiving device (Ear) in their notebook. Summarize the topic with Key Points and discuss exercise in class. Complete written exercise as home assignments.

44

Unit	Topic/Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
March (07 periods)						
12 **G6-S-12**	Space and Satellites	• Define the term satellite	• Satellites • (Natural satellites, artificial Satellites)	Page 143 - 154	01	• Use mini lecture to introduce the topic of solar system with reference to previous knowledge. • Discuss satellites • Show pictures of different types of satellites with the help of computer lab (If possible)
		• Compare the physical characteristics of comets asteroids and meteors.	• Other bodies in solar system • Asteroids • Comets		01	• Clarify the concept of solar system asteroids and comets with the help of chart / writing board. • Compare the asteroids and comets using fig 12.1
		• Describe different kind of meteors. • Inquire into the sighting of Halley's Comet; describe what would they feel if they saw it.	• Meteors • Kind of meteors • Brilliant meteors bolides. fainter meteors		01	• Explain different types of meteors with the help of writing board • Write features of kind of different meteors in their notebook.
		• Explain the key milestones in space technology.	• Space Travel		01	• Explain space travel with the help of first landing in space, use mini lecture and writing board.
		• Define the terms artificial satellites and geostationary.	• Artificial Satellite • (Sputnik, Geostationary) • Satellites, land sat satellite communication satellite, polar satellite, globe positioning system (GPS) navigation satellite)		02	• Explain different artificial satellite • Draw following table of satellites and write their purpose in space and complete it. | Artificial Satellite	Purpose in Space | |---|---| | | | | | | | | |
		• Describe the uses of various satellites in space. • Investigate how artificial satellite have improved our knowledge about space and are used for space research. • Explain that how do satellites tell us where we are.	• Uses of satellite • Summarize the topic with the Key Points • Exercise A, B and C		01	• Explain uses of satellite with the help of writing board. • Ask students write uses of satellite in their notebook, page no 150 and 151.

اُردُو

جماعت ششم

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
			ستمبر		
۱ G6-U-01	حمد (نظم)	۱ تا ۲	• نظم کا مرکزی خیال بیان کر سکیں۔ • کسی بھی چیز کو تلّفظ، آہنگ، لے اور ادائیگی کے ساتھ دہرا سکیں۔ • اللہ تعالیٰ کی بنائی ہوئی اشیا کا مشاہدہ اور تعریف کر سکیں۔	۴۰	۱۔ نظم کو نمونے کے طور پر خود لے اور آہنگ سے پڑھیں اور کورس کی صورت میں طلبہ سے پڑھائیں۔ ۲۔ دوران تدریس طلبہ کو عنوان اور سب سے اہم نکتے کی طرف بار بار توجہ دلوائی جائے، اور طلبہ کو درسی کتاب میں صفحہ نمبر ۲ پر دی گئی مرکزی خیال کی تعریف پڑھنے اور سمجھنے کا موقع دیں۔ ۳۔ طلبہ سے اللہ تعالیٰ کی بنائی ہوئی اشیا پر بات چیت کریں۔
۲ G6-U-02	نعت (نظم)	۳ تا ۴	• نعت کے مفہوم سے آگاہ ہو سکیں۔ • نظم کا مرکزی خیال بیان کر سکیں۔ • کسی بھی چیز کو تلّفظ، آہنگ، لے اور ادائیگی کے ساتھ، دہرا سکیں۔ • خاتم النبیین رسول اللہ ﷺ کی عظمت، محبت اور تعلیمات سے روشناس ہو سکیں۔	۵۰	۱۔ طلبہ کو نعت کی تعریف کرکے اس کا مفہوم سمجھایا جائے۔ مرکزی خیال کے لئے عام نکتے پر بار بار توجہ دلائیں۔ ۲۔ طلبہ گزشتہ جماعتوں میں نعت پڑھ چکے ہیں۔ طلبہ کی حوصلہ افزائی کریں کہ وہ کوئی نعت آہنگ اور لے کے ساتھ سنائیں۔ ۳۔ طلبہ کے دلوں میں خاتم النبیین حضور ﷺ کی عظمت اور محبت اجاگر کرنے کے لیے سیرت طیبہ ﷺ کے واقعات بیان کریں۔
۳ G6-U-03	اُمّ المؤمنین حضرت خدیجۃ الکبریٰ رضی اللہ تعالیٰ عنہا	۵ تا ۹	• حضرت خدیجۃ رضی اللہ تعالیٰ عنہا کے حالات زندگی سے آگاہ ہو سکیں۔	۳۰	۱۔ طلبہ کی حوصلہ افزائی کریں کہ وہ از خود متن پڑھنے کی کوشش کریں اور پڑھنے کے دوران مشکل الفاظ خط کشیدہ کریں اور درسی کتاب کے آخر میں دی گئی فرہنگ سے ان کے معنی تلاش کریں۔ ۲۔ اساتذہ طلبہ کو سبق کے شروع میں دیے گئے نئے الفاظ اور معانی سبق کے آغاز میں ہی متعارف کروائیں تاکہ بہتر تفہیم ہوسکے۔ ۳۔ دوران تدریس سبق کے ہر پیراگراف کے اہم نکات طلبہ سے نوٹ کروائیں، تاکہ وہ حضرت خدیجہ رضی اللہ تعالیٰ عنہا کے حالات زندگی سے واقف ہوں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
			کل پیریڈز برائے ستمبر	۱۲	
					اکتوبر
	اُمّ المؤمنین حضرت خدیجۃ الکبریٰ رضی اللہ تعالیٰ عنہا	۹ تا ۱۱	• سبق پڑھ کر سوالات کا یک سطری جواب لکھ سکیں۔	۰۴	طلبہ کو سوال میں موجود خاص الفاظ جو مواد کی نوعیت اور مقدار کے متعلق ہوں انھیں سمجھا کر مختصر جواب لکھنے کا طریقہ بتائیں۔
۴ G6-U-04	شیخ سعدیؒ شیرازی کی حکایتیں	۱۲ تا ۱۸	• شیخ سعدیؒ کی حکایات سے اخلاقیات کے مختلف پہلو اور حکمت کی باتیں سیکھ سکیں۔ • مترادف الفاظ کا بر محل استعمال، اُردو کے بنیادی الفاظ کے حوالے سے کر سکیں۔	۰۶	۱۔ دوران تدریس طلبہ کو عبارت میں پوشیدہ حکمت اور پیغام (مسطور) کو سمجھائیں۔ ۲۔ طلبہ کو متلازم الفاظ لکھوا کر ان سے ہم معنی الفاظ (مترادف) الگ کرکے سمجھائیں۔ ۳۔ مشق میں دیے گئے جملے، اسم عام، مذکر و مونث، ختمہ، فجائیہ بھی طلبہ سے مکمل کروائیں۔
۵ G6-U-05	ہماری زراعت اور گھریلو صنعتیں	۱۹ تا ۲۴	• ملکی ترقی میں زراعت کی اہمیت سمجھ سکیں۔ • مختصر سماجی اور پیشہ ورانہ ضروریات کی تحریر پڑھ سکیں۔	۰۶	۱۔ دوران تدریس طلبہ کو سبق کی مقصدیت / مرکزی نقطہ کی طرف توجہ دلا کر سمجھائیں، اور ان کے متعلق طلبہ کے ذاتی تجربات بھی اخذ کروائیں۔ ۲۔ مشق میں دیے گئے الفاظ معانی، واحد جمع، جملے اور سرگرمی بھی طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۶ G6-U-06	بہادر کسان (نظم)	۲۵ تا ۲۷	• کتابوں اور رسالوں کی مدد سے کسی موضوع پر مختصر مضمون لکھ سکیں۔ • وقت کی پابندی کی عادت اپنا سکیں۔ • محنت کی عظمت کو سمجھ سکیں۔	۰۴	۱۔ مشق میں دیے گئے ہم قافیہ الفاظ، اعراب لگانا اور خالی جگہیں پر کرنا طلبہ سے مکمل کروائیں، طلبہ کو تحقیقی مضمون کا ایسا مواد اکٹھا کرنے کا طریقہ سمجھائیں، جس میں وقت کی پابندی اور محنت کی عظمت کا ذکر موجود ہو طلبہ سے جوڑوں میں ان پر مضمون لکھوائیں۔ ۲۔ مضمون لکھنے کے بعد طلبہ کی حوصلہ افزائی کریں کہ اہم باتیں اپنے باقی سب ساتھیوں کو بھی بتائیں۔ چار سے پانچ جوڑوں کو موقع دیں۔
۷ G6-U-07	صحت و صفائی	۲۸ تا ۳۴	طلبہ : • اسلام میں صفائی کی اہمیت کو جان سکیں۔ • اپنی ذات اور ماحول سے متعلق مسائل و اُمور پر خط تحریر کر سکیں۔	۰۵	۱۔ دوران تدریس متن میں موجود صفائی سے متعلق اہم نکات پر طلبہ سے بات چیت کریں اور ان میں صفائی کی اہمیت کا احساس پیدا کریں۔ ۲۔ مشق میں دیے گئے درست جواب ،خالی جگہ ، الفاظ معانی ، جملے اور سرگرمیاں طلبہ سے مکمل کروائیں ۔ ۳۔ طلبہ کو خط لکھنے کا نمونہ تختہ تحریر پر لکھ کر سکھائیں اور ان سے اس نمونے کے مطابق خط لکھوائیں۔
	کل پیریڈز برائے اکتوبر			۲۵	
نومبر					
۸ G6-U-08	علاقائی کھیل	۳۵ تا ۴۲	• مختلف علاقائی کھیلوں کو پہچان سکیں۔ • جسمانی اور ذہنی صحت کے لئے کھیلوں کی اہمیت سے آگاہ ہو سکیں۔ • غلط فقرات درست کر سکیں۔	۰۷	۱۔ سبق کی تدریس کے دوران طلبہ سے کھیلوں کی اہمیت پر بات چیت کریں، اور گروہی سرگرمی کروائیں۔ طلبہ کو پانچ گروپوں میں تقسیم کرتے ہوئے مختلف کھیلوں کے متعلق مواد فراہم کریں، اور ایک کھیل کے بارے میں تفصیل سے پڑھنے کا کہیں اور پندرہ منٹ بعد ہر گروپ کو موقع دیں تاکہ وہ اپنے کھیل کا نام اور کھیلنے کا طریقہ کار باقی ساتھیوں کو بتائیں ۔ ۲۔ مشق میں طلبہ سے املا، قواعد، رموزِ اوقاف ، واحد جمع، مؤنث مذکر اور فعل ناقص کا خیال رکھتے ہوئے جملے درست کروائیں۔

49

معاون ہدایات برائے اساتذہ	کل پیریڈز	حاصلاتِ تعلّم	درسی کتاب کا صفحہ نمبر	عنوان	نمبر شمار
۱۔ نظم کو ایسے پڑھیں کہ اس میں موجود مزاح سے طلبہ لطف اندوز ہوں ۔ ۲۔ مشق میں دیے گئے واحد جمع ، الفاظ معانی اور مصرعے طلبہ سے مکمل کروائیں۔ ۳۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔	۰۵	• اپنی معلومات کو بیان کر سکیں۔ • مزاح سے لطف اندوز ہونے کی صلاحیت حاصل کر سکیں۔	۴۳ تا ۴۵	پرائیویٹ بس (نظم)	۹ G6-U-09
۱۔ قرآن و حدیث کی روشنی میں طلبہ کو والدین کے حقوق بتائیں اور ان کو اہم نکات لکھنے کا کہیں۔ ۲۔ اس کہانی پر طلبہ سے رول پلے تیار کرکے پیش کروائیں ، اس کے علاوہ مختلف کہانیوں کے عنوانات بتا کر طلبہ سے ان کہانیوں میں موجود اخلاقی سبق کے بارے میں پوچھیں۔ ۳۔ مشق میں دیے گئے درست جملے،الفاظ معانی ،الفاظ وتراکیب کو جملوں میں استعمال کرنا اور متشابہ الفاظ کو جملوں میں استعمال کرنے کی سرگرمی طلبہ سے مکمل کروائیں ۔ ۴۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔	۰۷	• اخلاقی کہانیاں (پڑھنے کا شوق پیدا کرنا) شوق سے پڑھیں۔ • اسلام میں والدین کے بارے میں دیے گئے احکامات سے آگاہ ہو سکیں۔ • کسی بھی گفتگو یا تحریر میں موجود کوئی سقم یا کمی بیان کر سکیں۔	۴۶ تا ۵۰	آدھا کمبل	۱۰ G6-U-10
۱۔ دوران تدریس طلبہ سے مختلف پیشوں کے نام اور ان سے متعلق کام کی نوعیت اخذ کروائیں اور ان پیشوں کے کام کو محنت کی عظمت اور برکت کے ساتھ جوڑتے ہوئے بحث کریں تاکہ طلبہ خود سے جوڑوں میں مضمون لکھیں ۔ ۲۔ مشق میں دیے گئے واحد جمع، تذکیر و تانیث، خالی جگہیں پر کرنا،اعراب لگانا اور سرگرمی طلبہ سے مکمل کروائیں ۔	۰۶	• مسلسل محنت کی عادت پیدا کر سکیں۔ • محنت کی عظمت سے آگاہ ہو سکیں۔ • اسماء کی تذکیر و تانیث اور ضمائر کی تذکیر و تانیث کو سمجھ سکیں۔	۵۱ تا ۵۴	محنت کی عظمت	۱۱ G6-U-11
	۲۵	کل پیریڈز برائے نومبر			

دسمبر

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۲ G6-U-12	بہت تھوڑا تھوڑا	۵۵ تا ۵۷	• سُن کر معلومات کا ادراک کریں اور ان کے جواب کے لئے خود کو ذہنی طور پر تیار کر سکیں۔ • ہم آواز الفاظ کی شناخت کر سکیں۔	۶۰	۱۔ طلبہ کو پہیلیاں بوجھنے اور بیان کرنے کا کہاجائے تاکہ وہ کسی بھی سنی ہوئی معلومات کے حوالے سے سوالوں کا جواب دینے کے لئے ذہنی طور پر تیار ہو جائیں۔ ۲۔ دوران تدریس طلبہ کو معانی کے لحاظ سے متشابہ الفاظ سمجھائیں جیسے صدا/سدا وغیرہ ۔ ۳۔ مشق میں دیے گئے اشعار کی نثر، واحد جمع، اعراب، خلاصہ اور سرگرمی طلبہ سے مکمل کروائیں ۔ ۴۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۱۳ G6-U-13	ماحول کی آلودگی	۵۸ تا ۶۴	• آلودگی کی تعریف، اقسام اور تدارک سے آگاہی حاصل کر سکیں۔ • اپنی ذات و ماحول سے متعلق مسائل و اُمور پر درخواست تحریر کر سکیں۔	۷۰	۱۔ سبق کے لیے طلبہ کو تین گروپ میں تقسیم کرکے انھیں زمینی آلودگی، آبی آلودگی اور فضائی آلودگی کے اسباب اور سدِ باب پر بحث کروائیں اور دوران گفتگو ان کی مناسب راہ نمائی کریں۔ ۲۔ یونین کونسل کے ناظم کو محلے کی صفائی کے بارے میں درخواست لکھنا سکھائیں۔ ۳۔ مشق میں دیے گئے درست جواب، جملے مکمل کرنا، واحد جمع، اعراب لگانا اور الفاظ کا جملوں میں استعمال طلبہ سے مکمل کروائیں ۔ 4۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
۱۴ G6-U-14	غازیوں اور شہیدوں کا دن	۶۵ تا ۷۱	• وطن سے محبت اور اس کی حفاظت کا جذبہ پیدا کر سکیں۔ • سادہ جُملوں کو مرکب جملوں میں بدل سکیں۔	۷۰	۱۔ دوران تدریس طلبہ سے وطن کی حفاظت اور محبت کے جذبے پر بات چیت کریں۔ ۲۔ طلبہ سے سادہ جملوں سے مرکب جملے بنوائیں اور ان کی راہ نمائی کریں۔ ۳۔ مشق میں دی گئی سرگرمیاں درست جواب کا انتخاب، سوالوں کا مختصر جواب دینا، الفاظ کا جُملوں میں استعمال کرنا ، واحد جمع اور سرگرمی طلبہ سے مکمل کروائیں ۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۵ G6-U-15	ہم ایک ہیں، ہم ایک ہیں (نظم)	۷۲ تا ۷۴	• وطن سے محبت کا جذبہ پیدا کر سکیں۔ • ہم آواز الفاظ کی شناخت کر سکیں۔ • متشابہ الفاظ اور تجنیسِ لفظی میں امتیاز کر سکیں۔	۵۰	۱۔ وطن کی محبت کے جذبے والا حاصل تعلّم کے حصول کے لیے سبق (غازیوں اور شہیدوں کا دن) میں سرگرمیاں مکمل کروا دی گئی ہیں۔ ۲۔ متشابہ الفاظ (آواز میں ایک جیسے اور املا میں مختلف ہوتے ہیں مثلا صدا (آواز) سدا (ہمیشہ) اور تجنیسِ لفظی (آواز اور املا دونوں میں ایک جیسے ہوتے ہیں مثلا شام (وقت) شام (ملک)) کا فرق کو سمجھائیں۔ ۳۔ مشق میں دیے گئے مختصر سوالوں کے جواب لکھنا، الفاظ کے مترادف لکھنااور جملے بنانا طلبہ سے مکمل کروائیں۔ اس ملی نغمے کو طلبہ سے زبانی یاد کروائیں۔
	کل پیریڈز برائے دسمبر			۲۵	
جنوری					
۱۶ G6-U-16	اسلامی ممالک کی تنظیم	۷۵ تا ۹۷	• اسلام کی عظمت کے لئے اتحاد کی اہمیت بیان کر سکیں۔ • سبق پڑھ کر سوالات کا اپنے الفاظ میں جواب لکھ سکیں۔	۷۰	۱۔ دوران تدریس اسلام کی عظمت اور اتحاد کی اہمیت پر بحث کریں۔ ۲۔ طلبہ کی مشق کے دوران مختصر سوالوں کے جواب لکھنے میں راہ نمائی کریں۔ ۳۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۱۷ G6-U-17	سائنسی کرشمے	۸۰ تا ۸۶	• سائنسی ایجادات کے بارے میں آگاہی حاصل کر سکیں۔ • اُردو میں ای میل وغیرہ پڑھ سکیں۔	۰۶	۱۔ مشق میں دیے گئے درست الفاظ، خالی جگہ، مختصر الفاظ، مترادف، مذکر مونث، واحد جمع، اور جملے طلبہ سے مکمل کروائیں۔ ۲۔ طلبہ کی (ای میل) پڑھنے میں گوگل پر سائنسی معلومات کو تلاش کرنے میں راہ نمائی کریں۔ ان کو کوئی ایک موضوع دیں تاکہ وہ اس کے حوالے سے معلومات اکٹھی کر سکیں۔ ۳۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۱۸ G6-U-18	برسات (نظم)	۸۴ تا ۸۹	• اشارات کی مدد سے اپنے مشاہدات، خیالات اور علم کے پیشِ نظر کسی فطری موضوع پر تین پیرے کا ایک مضمون لکھ سکیں۔ • مضمون نگاری میں کسی بھی طرزِ نگارش کے تحت الفاظ کا موزوں اور برمحل استعمال اور پیرا بندی کر سکیں۔	۰۶	۱۔ نظم کی تدریس کے دوران طلبہ سے اہم نکات نوٹ کروائیں اور ان نکات کو نثری صورت میں لکھوائیں۔ ۲۔ پھر ان پیراگراف کو مناسب ترتیب دے کر ذیلی سرخیوں کے ساتھ مضمون لکھوانے میں طلبہ کی راہ نمائی کریں۔ ۳۔ مشق میں دیے گئے اشعار کی نثر، مختصر سوالات کے جواب لکھنا، الفاظ معانی ،اسم عام ، اور جملے بنانے کی سرگرمیاں طلبہ سے مکمل کروائیں ۔
۱۹ G6-U-19	پھلوں اور پھولوں کی وادی	۹۰ تا ۹۵	• پاکستان کے صحت افزا مقامات کا تعارف کر سکیں۔ • لغت کا استعمال جملہ سازی میں سیکھ سکیں۔	۰۷	۱۔ دوران تدریس وادئ سوات کے ساتھ ساتھ خیبر پختونخواہ کے دیگر صحت افزا مقامات پر بحث کریں۔ ۲۔ دوران تدریس طلبہ سے مشکل الفاظ نوٹ کروا کر لغت میں ان کے معنی تلاش کروائیں اور انہی الفاظ کے جملے بنوائیں ۔ ۳۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
	کل پیریڈز برائے جنوری			۲۶	
	فروری				
۲۰ G6-U-20	لطائف	۹۶ تا ۹۹	• اسما کی تذکیر و تانیث کو سمجھ سکیں۔ • مزاح سے لطف اندوز ہونے کی صلاحیت پیدا کر سکیں۔	۰۷	۱۔ دورانِ تدریس طلبہ کو متن میں موجود حقیقی اور غیر حقیقی تذکیر و تانیث کی نشاندہی کرتے ہوئے ان کا فرق سمجھائیں۔ ۲۔ طلبہ کو لطائف، کہانیوں میں مزاحیہ کردار تحریف ادبی (پیروڈی) کروا کر اور پہیلیاں وغیرہ سنائیں تاکہ وہ لطف اندوز ہوں۔ ۳۔ مشق میں دیے گئے الفاظ کے جملے بنانا ، واحد جمع ، اور سادہ جملوں کو سوالیہ جملوں میں تبدیل کرنے والی سرگرمیاں طلبہ سے مکمل کروائیں ۔ ۴۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	معاون ہدایات برائے اساتذہ
۲۱ G6-U-21	صبح وطن (نظم)	۱۰۰ تا ۱۰۲	• کسی بھی فطری موضوع پر اپنے مافی الضمیر کو کلاس میں درست تلفظ، لب و لہجے کے ساتھ زبانی پیش کرسکیں۔ • مظاہرِ فطرت کا مشاہدہ کرنے کی اہلیت پیدا کر سکیں۔	۰۶	۱. مشق میں دیے گئے الفاظ کے مترادف لکھنا، اعراب لگانا اور ہم قافیہ الفاظ نظم میں تلاش کرنے کی سرگرمی طلبہ سے مکمل کروائیں ۔ ۲. طلبہ کی حوصلہ افزائی کریں کہ وہ آہنگ اور لے کے ساتھ نظم کی بلند خوانی کریں۔ ۳. طلبہ کو صبح اور شام کے مناظر میں فرق بیان کرنے کو کہیں، دوران بیان ان کے تلفظ اور لب و لہجے کی درستی کریں۔
۲۲ G6-U-22	علوم کی ماں ۔۔۔۔ ریاضی	۱۰۳ تا ۱۰۸	• عملی زندگی میں ریاضی کی اہمیت سے آگاہ ہو سکیں۔ • سکول کا داخلہ فارم پُر کر سکیں۔	۰۶	۱. سکول کے داخلہ فارم کی چند کاپیاں لیں اور طلبہ کو داخلہ فارم پُر کرنے کا طریقہ سمجھاتے ہوئے اپنی نگرانی میں اسے پُر کروائیں۔ ۲. داخلہ فارم میں موجود نام ، پتہ ، شناختی کارڈ نمبر، تاریخ پیدائش، والد کی آمدن، داخلے کی تاریخ کی جگہ پُر کرواتے ہوئے خصوصی توجہ دیں اور ریاضی کے ساتھ اس کا تعلق جوڑ کر طلبہ کو بتائیں کہ عملی زندگی میں جگہ جگہ علم ریاضی کی ضرورت پڑتی ہے ۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۲۳ G6-U-23	وہ دیس ہمارا ہے (نظم)	۱۰۹ تا ۱۱۱	• وطن سے محبت کا جذبہ پیدا کر سکیں۔ • نظم کے اصل مقصد کو اپنے علم اور تجربے کی روشنی میں سمجھ سکیں۔	۰۵	۱. نظم کے اشعار کی تشریح اس انداز سے کریں کہ اس میں موجود حب الوطنی کا پیغام طلبہ تک پہنچ جائے اور ان کے اندر اپنے وطن سے محبت کا جذبہ پیدا ہو سکے۔ ۲. مشق میں دیے گئے سوالات کے درست جوابات لکھنا ، سوالات کے مختصر جواب لکھنا، واحد جمع، الفاظ معانی اور ہم آواز الفاظ کی سرگرمیاں طلبہ سے مکمل کروائیں ۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
	کل پیریڈز برائے فروری			۲۴	
	مارچ				

معاون ہدایات برائے اساتذہ	کل پیریڈز	حاصلاتِ تعلّم	درسی کتاب کا صفحہ نمبر	عنوان	نمبر شمار
۱۔ متن کی تدریس میں سبق کو روانی اور عمدہ رفتار سے پڑھنے کا عملی نمونہ پیش کریں اور طلبہ سے اسی نمونے کے مطابق باری باری پڑھوائیں۔ ۲۔ سیاق و سباق کے حوالے سے سبق کے مختلف پیراگراف میں دی گئی ترتیب کو یاد رکھنے کے لیے طلبہ سے پیراگراف سے پہلے اور بعد میں ہونے والی باتوں کو اخذ کروائیں۔ ۳۔ طلبہ کو دو پیراگراف بتائیں اور جوڑوں میں ایک دوسرے کو پڑھ کر سنانے کے لیے کہیں۔ پڑھنے کے بعد ایک دوسرے سے پیراگراف کے متعلق تفہیمی سوالات پوچھیں۔ ۴۔ مشق میں دیے گئے جملے، واحد جمع، اسم خاص و اسم عام، ضمائراور درست جواب کے انتخاب کی سرگرمی طلبہ سے مکمل کروائیں۔ ۵۔ درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔	۰۸	• عبارت کو روانی اور عمدہ رفتار سے پڑھ سکیں۔ • لہجے، تلفظ، ادائیگی اور روانی سے نفس مضمون کے سیاق و سباق کا اندازہ لگا سکیں۔ • عدل و مساوات کے معاملے میں مسلمانوں کی بے مثال روایت سے روشناس ہو سکیں۔	۱۱۲ تا ۱۱۶	عدل و مساوات	۲۴ G6-U-24
۱۔ نظم کی تدریس کے دوران طلبہ سے اہم نکات اخذ کروائیں اور ان نکات کی روشنی میں خلاصہ لکھنے میں ان کی راہ نمائی کریں۔ ۲۔ قیام پاکستان کے حوالے سے طلبہ کو قائدِاعظمؒ کی خدمات سے آگاہ کریں۔ ۳۔ مشق میں دیے گئے سوالات اور الفاظ معانی کی سرگرمی طلبہ سے مکمل کروائیں۔	۰۵	• قیام پاکستان میں قائدِاعظمؒ کی خدمات سے آگاہ ہو سکیں۔ • نظم پڑھ کر اس کا خلاصہ لکھ سکیں۔	۱۱۷ تا ۱۱۸	اپنا پرچم ایک، اپنا قائدِاعظمؒ ایک ہے (نظم)	۲۵ G6-U-25
کل پیریڈز برائے مارچ	۱۳				
کل پیریڈز برائے تعلیمی سال 2020-21	۱۵۰				
17 تا 31 مارچ سالانہ امتحان 2020-21					

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