ACADEMIC CALENDAR

GRADE 7

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.

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Director
Directorate Curriculum and Teacher Education
Abbottabad, Khyber Pakhtunkhwa

INSTRUCTIONS FOR TEACHERS

Respected Teachers

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

You are requested to:

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

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

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GRADE 7

Mathematics
Grade-VII

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
September (13 periods)						
1 **G7-M-01**	SETS	1.1 SETS 1.1.1 Methods of expressing a set a) Descriptive form b) Tabular form c) Set Builder form	1. Express a set in the descriptive form, set builder form, tabular form. 2. Define union, intersection and difference of two sets. 3. Find union of two or more sets, intersection of two or more sets, difference of two sets. 4. Define and identify disjoint and overlapping sets. 5. Define a universal set and complement of a set. 6. Verify different properties involving union of sets, intersection of sets, difference of sets and complement of a set, e.g., A ∩ A' =∅. 7. Represent sets through Venn diagram. 8. Perform operations of union, intersection, difference and complement on two sets A and B when A is subset of B, B is subset of A, A and B are disjoint sets, A and B are overlapping sets, through Venn diagram.	Exercise 1.1 (Q-1,2,3)	03	• Write the main topic "SETS" on the writing board and take example from daily life to clear the concept of set and its subtopics. • Explain and discuss different types of sets. • Solve examples and questions from exercise to clear and enhance understanding of the concept. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		1.2 Operations on Sets a) Union of two or more sets. b) Intersection of two or more sets. c) Difference of two sets.		Exercise 1.2 (Q-1,2,3)	02	
		1.3 Disjoint & overlapping sets a) Disjoint Sets b) Overlapping sets 1.2.1 Universal sets and complement of a set a) Universal set b) Complement of a set.		Exercise 1.3 (Q: 1,2,4,5,6)	02	
		1.3 Venn diagrams 1.3.1 Venn diagram of union, intersection, difference and complements of two sets		Exercise 1.4 (Q-1,2)	03	
				Review Exercise 1 (Q-1,2,3)	03	
October (25 periods)						
2	Rational Numbers	2.1 Rational Numbers 2.1.1 Definition Rational Numbers. 2.1.2 Representation of rational numbers on a number line.	1. Definition of rational numbers. 2. Representation of rational numbers on a number line. 3. Additional of two or more rational numbers.	Exercise 2.1 (Q-1,2)	03	• Write the main topic "Rational Numbers" on the writing board and take $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{2}{7}, \frac{2}{5}, \frac{2}{9}$ as examples of rational numbers, explain
		2.2 Operations on Rational Numbers.		Exercise 2.2 (Q-1,2)	02	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
G7-M-02		2.2.1 Additional of two or more than two rational numbers. 2.2.2 Subtraction of two rational numbers. 2.2.3 Additive Inverse Property	4. Subtraction of rational numbers from another. 5. Additive inverse of a rational numbers. 6. Multiplication of two or more rational numbers.			how the rational numbers can be written. • Explain the addition, subtraction, division, multiplicative inverse and reciprocal of rational numbers. • Verify commutative, associative properties with respect to addition and multiplication of rational numbers. • Solve examples and questions from the exercise to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		2.2.4 Multiplication of two or more than two rational numbers. 2.2.5 Division of a rational number by a non-zero rational number. 2.2.6 Reciprocal of a rational number	7. Division of a rational number by a non-zero rational number. 8. Multiplicative inverse of a rational number. 9. Reciprocal of rational number. 10. Verification of commutative property of rational numbers with respect to addition and multiplication.	Exercise 2.3 (Q-1,2)	02	
		2.2.7 Verification of commutative property of rational numbers 2.2.8 Verification of associative property of rational numbers 2.2.9 Verification of distributive property of rational numbers.	11. Verification of associative property of rational numbers with respect to addition and multiplication. 12. Verification of distributive property of rational numbers with respect to multiplication over addition/ subtraction.	Exercise 2.4 (Q-1,2)	03	
		2.2.10 Comparison of two rational numbers. 2.2.11 Arrangement of rational numbers in ascending or descending order.	13. Comparison of two rational numbers. 14. Arrangement of rational numbers in ascending or descending order.	Exercise 2.5 (Q-2,3)	03	
				Review Exercise 2 (Q-1,2)	03	
3 **G7-M-03**	Decimals	3.1 Terminating and non-Terminating Decimals	1. Convert decimals to rational numbers. 2. Define terminating decimals as decimals having a finite number of digits after the decimals point. 3. Define recurring decimals as non-terminating decimals in which a single digit or a block of digits repeats itself infinite number of times after the decimals point (e.g. $\frac{2}{7}$ = 0.285714285714285714…) 4. Use the following rule to find whether a given rational number is terminating or not. 5. Rule: if the denominator of a rational number in the standard form has no	Exercise 3.1 (Q-1,2,3,4)	04	• Write the main topic "Decimal" on the writing board and take examples of rational numbers with equal fractional form showing terminating and non-terminating decimal parts to differentiate and understand the concept. • Explain the rule that if the denominator of a rational number in the standard form has no prime factor other than 2,5 or 2 and 5, then and only then the rational
		3.2 Conversion of decimals to Rational Numbers		Exercise 3.2 (Q-1)	02	
				Review Exercise 3 (Q-1)	03	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			prime factor other than 2,5 or 2 and 5, then and only then the rational number is a terminating decimal. 6. Express a given rational number as a decimal and indicate whether it is terminating or recurring. 7. Get an approximate value of a number, called rounding off, to a desired number of decimal places.			number is a terminating decimal. • Solve examples and questions from the exercise to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
November (25 periods)						
4 **G7-M-04**	Exponents	4.1 Exponents/indices 4.1.1 Base, exponents and value 4.2 Laws of exponents/indices 4.2.1 Product Law	1. Identify base, exponent and value. 2. Use rational numbers to deduce laws of exponents. 3. Product law:	Exercise 4.1 (Q-1,2,3,4,5)	02	• Write the main topic "Exponent" on the writing board and take an example of exponent and clarify the position of exponent/indices, and base. • Explain the Laws of exponents/indices and concept of power of an integer. • Verify power laws and zero exponent. • Solve examples and questions from the exercise to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		4.2.2 Quotient Law	4. When bases are same but exponents are different: 5. $a^m \times a^n = a^{m+n}$	Exercise 4.2 (Q-1 i, iii, v, vii, 2, 3)	02	
		4.2.3 Power of a Power	6. When bases are different but exponents are same: 7. $a^m \times b^n = (ab)^2$	Exercise 4.3 (Q-1,2)	02	
		4.3 Concept of power of an integer	8. Quotient law: 9. When bases are same but exponents are different: 10. $a^m \div b^n = a^{m-n}$	Exercise 4.4 (Q-1)	02	
			11. When bases are different but exponents are same: 12. $a^m \div b^n \left[\frac{a}{b}\right]^2$ 13. Power law: $(a^m)^n = a^{mn}$ 14. For zero exponents: $a^0 = 1$ 15. For exponent as negative integer: $a^{-m} = \frac{1}{a^m}$ 16. Demonstrate the concept of power of integer that is $(-a)^n$ when n is even or odd integer.	Review Exercise 4 (Q-1,2,3,6)	03	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			17. Apply laws of exponents of evaluate expressions.			
5 **G7-M-05**	Square Root of Positive Number	5.1 Perfect Square 5.1.1 Definition 5.1.2 Testing whether a number is a perfect square or not. 5.1.3 Properties of a Perfect Square	1. The concept of a perfect square. 2. Test whether a number is a perfect square or not. 3. Properties of perfect square of a number. 4. The square of an even number is even. 5. The square of an odd number is odd. 6. The square of a proper fraction is less than itself. 7. The square of a decimal less than 1 is smaller than the decimal. 8. The concept of square root. 9. Finding square root, by division method and factorization method, of a natural number, fraction and decimal. 10. which are perfect squares. 11. Solving real life problems involving the square roots.	Exercise 5.1 (Q-1,2,3)	03	• Write the main topic "Square Root of Positive Number" on the writing board and take an example of perfect square like 36, which is perfect square of 6, to clarify the concept. • Explain the properties of perfect square and how the student can find square root of a number. • Solve examples and questions from the exercise to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		5.2 Square Root 5.2.1 Definition 5.2.2 Finding the Square root. (a) Division Method		Exercise 5.2 (Q- i, iii, iv, vi, viii, ix)	03	
		5.2.2 (b) Factorization Method		Exercise 5.3 (Q: i, ii, v, vi, vii, ix, x)	03	
		5.2.3 Solving the real-life problems involving square		Exercise 5.4 (Q-1,3,4)	03	
				Review Exercise (Q-1,2)	02	
December (25 periods)						
6 **G7-M-06**	Direct and Inverse Variation	6.1 Ratio 6.1.1 Continued Ratio 6.1.2 Direct Proportion 6.1.3 Inverse Proportion 6.1.4 Unitary method	1. Continued ratio and recall direct and inverse proportion. 2. Solve the real-life problems (involving direct and inverse proportion) using unitary method and proportion method. 3. Solve the real-life problems related to time and work using proportion. 4. Find a relation between time and distance. 5. Convert the units of speed (kilometer per hour into meter per second and vice versa).	Exercise 6.1 (Q-1,2,3,4,5,6,8)	04	• Write the main topic "Direct and Inverse Variation" on the writing board and take an example of two quantities like 2:3 and show relation between them. • Explain continued ratio, direct proportion and inverse proportion. • Differentiate between ratio and rate.
		6.2 Rate 6.3 Conversion of units of speed		Exercise 6.2 (Q-2,4,6,8)	05	
				Review Exercise 6 (Q-1,2,7)	04	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
			6. Solve variation related problems involving time and distance.			• Solve examples and questions from the exercise as given in column, to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
7 **G7-M-07**	Financial Arithmetic	7.1 Tax 7.1.1 Property Tax 7.1.2 Taxable Area and Tax Rates 7.2 General Sales Tax (G.S.T)	1. Explain property tax and general sales tax. 2. Solve tax-related problems. 3. Explain profit and markup. 4. Find the rate of profit per annum. 5. Solve the real-life problems involving profit/markup. 6. Define zakat and ushr. 7. Solve the problems related to zakat and ushr.	Exercise 7.1 (Q-1,2,3,4,5)	03	• Write the main topic "Financial Arithmetic" on the writing board and take an example of tax on different item from daily life. • Explain tax rate, sales tax, property tax and taxable area. • Differentiate between profit & markup also explain Zakat & Ushr. • Solve examples and questions from the exercise as given in column, to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		7.3 Profits and markup (a) Profit (b) Markup		Exercise 7.2 (Q-1,2,3,4,5,6,7)	03	
		7.4 Zakat 7.5 Ushr		Exercise 7.3 (Q-1,4,5)	03	
				Review Exercise 7 (Q-1,3)	03	

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January (27 periods)						
8 **G7-M-08**	Algebraic Expressions	8.1 Algebraic Expressions 8.1.1 Constant 8.1.2 Variable 8.1.3 Literals 8.1.4 Algebraic expression 8.1.5 Polynomials 8.1.6 Kinds of polynomial according to number of terms.	1. Define a constant as a symbol having a fixed numerical value. 2. Recall variable as a quantity which can take various numerical values. 3. Recall literal as an unknown number represented by an alphabet. 4. Recall algebraic expression as a combination of constants and variables connected by the signs of fundamental operations. 5. Define polynomial as an algebraic expression in which the powers of variables are all whole numbers. 6. Identify a monomial, a binomial and a trinomial as a polynomial having one term, two terms and three terms respectively. 7. Add two or more polynomials. 8. Subtract a polynomial from another polynomial. 9. Find the product of 10. Monomial with monomial. 11. Monomial with binomial/trinomial. 12. Binomial with binomial/trinomial. 13. Simplify algebraic expressions involving addition, subtraction and multiplication. 14. Recognize and verify the algebraic identities. • $(x+a)(x+b)=x^2+(a+b)\,x+ab$, • $(a+b)^2=(a+b)(a+b)=a^2+2ab+b^2$, • $(a-b)^2=(a-b)(a-b)=a^2-2ab+b^2$ • $a^2-b^2=(a-b)(a+b)$ 15. Factorize an algebraic expression (using algebraic identities). 16. Factorize an algebraic expression (making groups)	Exercise 8.1 (Q-1,2,3,4)	02	• Write the main topic "Algebraic Expression" on the writing board and take an example of expression consisting variable, constant etc., to show them its position in the expression. • Explain polynomial its types, operation and simplification of polynomial. • Clarify various term s used in the expression. • Solve examples and questions from the exercise as given in column, to clear the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		8.2 Operations of Polynomials 8.2.1 Addition of two or more polynomials 8.2.2 Subtraction of a polynomial from another polynomial		Exercise 8.2 (Q-1,2)	02	
		8.2.3 Product of Polynomials (a) Product of monomials with monomials. (b) Product of monomial with a binomial/trinomial (c) Product of a binomial with a binomial/trinomial		Exercise 8.3 (Q-ii, iii, iv, v, viii)	02	
		8.2.4 Simplification of algebraic expressions involving addition, subtraction and multiplication of polynomials		Exercise 8.4 (Q-i, iii, iv, v, vii)	03	
		8.3 Algebraic Identities		Exercise 8.5 (Q-1,2,3)	03	
		8.4 Factorization of Algebraic Expression 8.4.1 Factorization of the type $a^2\pm2ab+b^2$ and a^2-b^2		Exercise 8.6 (Q-i, ii, iv, v, vi, ix, x)	02	
		8.4.2 Factorization of an algebraic expression (making groups)		Exercise 8.7 (Q-i, iii, iv, v, vi, vii)	03	
				Review Exercise 8 (Q-1,2,3)	02	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
9 **G7-M-09**	Linear Equations	9.1 Equations 9.1.1 Linear Equations 9.2 Solution of Linear Equations 9.2.1 Different techniques to solve linear equations 9.2.2 Solving linear equations of the type	1. Define a linear equation in one variable. 2. Demonstrate different techniques to solve linear equations. 3. Solve linear equations of the type • ax+ b =c • $\frac{ax+b}{cx+d}=\frac{m}{n}$ 4. Solve the real-life problems involving linear equations.	Exercise 9.1 (Q-I, iii, iv, v, vii, ix, xi)	03	• Write the main topic "Linear Equation" on the writing board and take an example of linear equation. • Explain different techniques for solving linear equations. • Clarify the concept by giving them an example of real-life problem. • Solve examples and questions from the exercise as given in column, to enhance the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		9.2.3 Real life problems		Exercise 9.2 (Q-1,2,3,4,5,6)	02	
				Review Exercise 9 (Q: 1,2,3)	02	
February (24 periods)						
10 **G7-M-10**	Fundamental of Geometry	10.1 Adjacent Angles 10.2 Complementary Angles 10.3 Supplementary Angles 110.4 Vertically Opposite Angles 10.5 Calculate the measure of unknown angles involving adjacent, complementary, supplementary and vertical angles. 10.6 Calculate the Measure of Unknown Angles of a Triangle	1. Define adjacent angles, complementary and supplementary angles, 2. Define vertically opposite angles, 3. Calculate unknown angles involving adjacent angles, complementary angles supplementary angles and vertically opposite angles. 4. Calculate unknown angles of a triangle. 5. Identify congruent and similar figures. 6. Recognize the symbol of congruency. 7. Apply the properties for two figures to be congruent or similar. 8. Apply the following properties for two figures to be congruent or similar SSS ≅ SSS SAS ≅ SAS ASA ≅ *ASA* HS ≅ HS	Exercise 10.1 (Q: 4,5,6,7)	03	• Write the main topic "Fundamental of Geometry" on the writing board and take an example of an angle and make it on the board. • Explain adjacent, complementary, supplementary, vertical and opposite angles with the help of figures. • Clarify the concept by drawing and calculating different angles. • Explain congruent and similar figures.
		10.6.1 Congruent Figures		Exercise 10.2 (Q-1,2,3)	02	
		10.7 Application of the following properties for two figures to be congruent or similar 10.8 Circle. 10.8.1 Definition 10.8.2 Definition of Radius 10.8.3 Definition of Diameter.		Exercise 10.3 (1,2,3,4,5,6,7,8,9)	05	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		10.8.4 Definition of Chord 10.8.5 Arc of a Circle 10.8.6 Angle in a Semi-Circle 10.8.7 Segments of a Circle 10.8.8 The angles in the same segment of circle are equal	9. Describe a circle and its center, radius, diameter, chord, arc, major arc, minor arcs, semicircle and segment of a circle. 10. Draw a semicircle and demonstrate the property; the angel in the semicircle is a right angle. 11. Draw a segment of a circle and demonstrate the property; the angles in the same segment of circle are equal. 12. Describe a circle and its center, radius, diameter, chord, arc, major arc and minor arcs, semicircle and segment of a circle.			• Show figure of circle and its radius, diameter, arc and segments etc. • Solve examples and questions from the exercise as given in column, to enhance the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
				Review Exercise 10 (Q-1,2,3,4)	02	
11 **G7-M-11**	Practical Geometry	11.1 Dividing a line segment into the given number of equal segments 11.2 Division of a line segment internally in the given into. 11.3 Construction of a triangle when its perimeter and the ratio among the lengths of its sides are given. 11.3.1 Constructing an equilateral triangle when the base is given. 11.3.2 constructing an equilateral triangle when its altitude is given. 11.4 Constructing an isosceles triangle. 11.4.1 Constructing an isosceles triangle when the measure of its base and base angles is given. 11.4.2 Constructing an isosceles triangle when the vertical angle and altitude are given. 11.4.3 Constructing an isosceles triangle when the altitude and a base angle are given.	1. Divide a line segment into the given number of equal segments. 2. Divide a line segment internally in the given ratio. 3. Construct a triangle when its perimeter and the ratio among the lengths of its sides are given. 4. Construct an equilateral triangle. • Base is given • Altitude is given. 5. Construct an isosceles triangle when. • Base and the base angle are given. • Vertical angle and the altitude are given. • Altitude and base angle are given. 6. Construct a parallelogram when. • Two adjacent sides and their included angle are given. • Two adjacent sides and a diagonal are given. 7. Verify practically that the sum of. • Measures of the angles of a triangle is 180^0. • Measures of angles of a quadrilateral is 360^0.	Exercise 11.1 (Q-1,2,3)	05	• Write the main topic "Practical Geometry" on the writing board and demonstrate division of line segment using compass before the classroom. • Demonstrate construction of different triangles. • Clarify the concept of geometrical shapes by drawing parallelogram, quadrilateral etc. • Solve examples and questions from the exercise as given in column, to enhance the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		11.5 Parallelogram 11.5.1 Constructing a parallelogram when the measure of two adjacent		Exercise 11.2 (Q-1,2,3)	05	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
		sides and their included angle are given. 11.5.2 Constructing a parallelogram when the measure of two adjacent sides and a diagonal are given. 11.6 Practical Verification of the sum of all the angles of a triangle and of a quadrilateral. 11.6.1 A triangle no matter what be the length of its three sides sum of its three angles is always 180^0		Review Exercise 11 (Q-1,2)	02	
March (13 periods)						
12 **G7-M-12**	Circumference, Area and Volume	12.1 Pi (π) 12.2 Circumference of Circle	1. Express the ratio between the circumference and diameter of a circle. 2. Find the circumference of a circle using formula. 3. Find the area of a circle region using formula. 4. Find the surface area of a cylinder using formula. 5. Find the volume of cylindrical region using formula. 6. Solve the real-life problems involving the circumference and area of a circle, surface area of volume of a cylinder.	Exercise 12.1 (Q-2,3,4)	02	• Write the main topic "Circumference, Area and Volume" on the writing board and show circumference and its length in a circle. • Explain relation of circumference with diameter of a circle • Use and explain formula for finding area of a circle. • Use formula to find the surface area and volume of a cylinder. • Solve examples and questions from the exercise as given in column, to enhance the concept of all topics. • Create opportunity for feedback and review. • Use worksheets to reinforce concepts where possible. • Give them few questions for practice as home assignment.
		12.3 Area of a Circle 12.4 Surface area of a cylinder.		Exercise 12.2 (Q-1, 2, 3, 4, 5, 6, 7, 8, 9)	03	
				Review Exercise 12 (Q-1,2,3,4,5,6)	03	

Unit No.	Theme	Topics/Sub Topics	Student Learning Outcomes (SLOs)	Selected Course Contents	No. of Periods	Guideline for Teachers
13 **G7-M-13**	Information Handling	13.1 Frequency Distribution 13.1.1 Data 13.1.2 Presentation of Data 13.2 Frequency	1. Demonstrate data presentation. 2. Define Frequency distribution (i.e. frequency, lower class limit, upper-class limit, class interval). 3. Interpret and draw a pie graph.	Exercise 13.1 (Q-1,2)	02	• Write the main topic "Information Handling" on the writing board and write few numbers to demonstrate data. • Explain frequency distribution, upper class limit, lower class limit, class interval. • Draw pie graph and interpret. • Solve examples and questions from the exercise as given in column, to enhance the concept of all topics. • Give them few questions for practice as home assignment.
		13.3 Interpret and Draw Pie Graph		Exercise 13.2 (Q-1,2,3)	02	
				Review Exercise 13 (Q-1,2)	01	

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-VII

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
September (7 periods)					
01 **G7-E-01**	Analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.	Activity "B" given on page # 8 of the KP textbook.	The last Prophet of Hazrat Muhammad ﷺ	07	
	Offer and respond to greetings etc	Listening & Speaking activity given on page # 14 of the KP textbook.			• Ask students to practice the given dialogue at home with their siblings
	Use summary skills to extract salient points and develop a mind map to summarize a text.	Activity "A" given on page # 8 of the KP textbook.			
	Choose appropriate words definition and identify part of speech of a word through abbreviation used.	Activity "A" given on page # 6 of the textbook.			• Home Assignment
	Locate synonyms in children's thesaurus.	Activity "B" given on page # 6 of the textbook.			• Home Assignment
	Demonstrate use of common and proper, collective, countable and uncountable nouns.	Read the text on page # 4 of the KP textbook and identify common and proper, collective, countable and uncountable nouns.			• Begin the activity by reinforcing the concept given in Teacher's Guidelines. • Assign grammar activity on page # 09 as homework.
	Change the number of some foreign words e.g. basis-bases.	Page # 10 of the KP textbook.			• Ask students to look for few more examples
	Apply rules of 'a,' 'an' and 'the' wherever applicable in speech and writing.	Page # 13 of the textbook.			• Revise with students, rules for inserting articles.
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given on page # 6 of the textbook.			• Allocate sufficient time/period(s) for reading text given in the Unit.
Rationale: • SLO # 7 and 8 mentioned in this Unit are sufficiently practiced in the earlier grades.					
September / October (8 periods)					
02 **G7-E-02**	Use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.	Activity given on page # 16 of the KP textbook.	The Khyber Pass	08	Other pictures can also be used for carrying out the pre-reading activity
	Recognize that other sentences in the paragraph support the topic sentence. A paragraph provides relevant, specific and substantial supporting detail for the main idea.	Activity given on page # 22 of the KP textbook.			
	Generate questions to understand text.	Activity given on page # 23 of the KP textbook.			Home Assignment

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
02 G7-E-02	Use a variety of pre-writing strategies like brainstorming.	Activity "B" given on page # 23 of the textbook.	The Khyber Pass		Ask students to develop mind maps with different topics.
	Use dictionary to identify pronunciation of a word with the help of pronunciations key.	Activity "A" given on page # 21 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 on page # 20 of the KP textbook.			Allocate sufficient time / period for the reading of this Unit text.
Rationale: • SLOs # 6, 7 and 8 mentioned in this Unit are sufficiently practiced in the earlier grades.					
October (7 periods)					
03 G7-E-03	Identify line and stanza.	Page # 29 of the KP textbook (Teacher's Guidelines)	It's Spring	07	
	Read a poem and give orally or in writing summary through gapped summary exercise.	Activity "D" given on page # 31 of the KP textbook.			
	Deduce meaning of difficult words from context.	Page # 29 of the KP textbook.			
	Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns	Activity "A" given on page # 34 and 35 of the KP textbook.			
	Demonstrate use of question words	Activity given on page # 36 of the KP textbook.			Home Assignment
	Use few indefinite pronoun	Activity given on page # 36 of the KP textbook.			Home assignment
	Demonstrate use of pronoun – antecedent agreement recognizing their relationship.	Activity given on page # 37 of the KP textbook.			
	Recognize literary personification	Comprehension questions activity "A" given on page # 30 of the KP textbook.			• Introduce the concept of 'personification' with examples from real life such as: when you move a heavy table, the earth below it screams in pain or when writing with a chalk, the writing board giggles, as it is ticklish. • Assign more activities on page # 32-33 as homework.
Rationale: • SLO # 2 and 4 are already covered at the end of this Unit. • Allocate sufficient time / period for the reading of this Unit text.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
October (7 periods)					
04 **G7-E-04**	Write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communication purpose and context.	Activity given on page # 44 of the KP textbook.	Let's Respect Public Property	07	Group activity should be done in pairs due to SOPs for COVID-19.
	Identify and pronounce minimal pairs common problem consonants	Grammar activity 'A' given on page # 45 and 46 of the textbook.			Home assignment
	• Apply critical thinking to interact with text and use intensive reading strategies (while reading) to: Scan to answer short questions. • Read silently with comprehension and extract main idea and supporting detail	Comprehension question activity "A" given on page # 43 of the textbook.			Allocate sufficient time / period(s) for the reading of the text in this Unit.
Rationale: SLO # 1 and 2 are sufficiently practiced in earlier grades.					
October (14 periods)					
05 **G7-E-05**	Use summary skills to transfer the written text to a close paragraph.	Activity 'B" on page 51 of the KP textbook.	Health is Wealth	07	Home assignment
	Recognize and demonstrate function of could, might, shall, must and ought in affirmative, negative and interrogative sentences	Activity 'C" on page 55 of the KP textbook.			
	• Analyze and compare various informal dialogue to write short informal dialogue. • Identify characters and their relationship • Identify context • Identify vocabulary tone and style appropriate to context and • Relationship between address and addressee. • Recognize language forms depicting features of oral speech.	Page # 53 of the KP textbook.			Share information given in teacher's guidelines and practice dialogue in pairs taking care of social distance.
	• Apply critical thinking to interact with text and use intensive reading strategies (while reading) to: • Scan to answer short questions. • Read silently with comprehension and extract main idea and supporting detail	Comprehension question activities given on page # 50-51 of the textbook.		07	Make students comprehension questions will enhance students' critical thinking about the text.
Rationale: SLO # 1, 4, 5 and 7 are sufficiently practiced in earlier grades.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
November (16 periods)					
06 **G7-E-06**	Give summary of the poem through gapped summary exercise.	Activity 'B" on page # 63 of the KP textbook.	A Green Cornfield	08	Ask students to read the poem on page # 61 and find answers to the comprehension questions at home.
	Recognize literary technique such as alliteration.	Activity "A" on page # 60 & 65 of the KP textbook.			
	Classify adjectives into different types. Change and use degrees of adjectives with reference to than and locate the varying position of adjectives in sentences.	Activity given on page # 66 – 68 of the textbook.			
	Form adjectives from nouns.	Page # 69 of the textbook.			
	Recognize and use absolute adjectives.	Page # 68 of the textbook.			
	Apply critical thinking to interact with text and use intensive reading strategies (while reading) to: Scan to answer short questions. Deduce meaning of difficult words from context	Page 61 of the KP textbook for deducing meaning of difficult words. Comprehension question activity "A" given on page # 62 & 63 of the textbook.			Allocate sufficient time /period (s) for the reading of text in this unit.
Rationale: • SLO # 1 and 3 are already covered in the last SLO of this Unit. • SLO # 4 and 9 are sufficiently practiced in earlier grades.					
07 **G7-E-07**	Analyze paragraphs to identify sentences that support the main idea through: definition, example, avoidance illustration, cause and effect.	Page 76 of the KP textbook.	Whose Pleasure Shall We Seek	08	
	Classify and use different kinds of adverbs learnt earlier.	Page 77 of the KP textbook.			
	Recognize varying positions of adverbs in sentences according to their kinds and importance.	Page 78 of the KP textbook.			
	Use critical thinking to respond to the text (post-reading): Apply world knowledge and own feelings / opinion to the text read	Comprehension question activity "A" given on page # 74 of the KP textbook.			Allocate sufficient time/periods for reading the text on page # 71-72.
Rationale: • SLO # 1 and 4 are sufficiently practiced in earlier grades.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
November (9 periods)					
08 **G7-E-08**	Use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.	Activity is from page 82 of the KP textbook.	Encouraging Reading Habits	09	Pre-reading activity can be done by referring to the pictures on pages # 81-82 of KP textbook.
	Write short informal letters to people in extended social and academic environment for various purposes. Use correct conventions, appropriate vocabulary, tone and style.	Page 89 of the textbook.			Share layouts of formal and informal letters with students and help them identify the difference between the two formats.
	Comprehends and apply in speech the word stress rule, for example stress shift for emphasis and change in meaning parts of speech.	Page # 85 of the textbook.			
	Illustrate use of preposition of position, time, movement and direction.	Page # 87 and 88 of the textbook.			Home Assignment
	Illustrate use of compound prepositions.	Page # 88 of the textbook.			
	Illustrate use of since and for.	Page # 87 of the textbook.			Revise with students, rules for the use of 'since' and 'for'
	Apply critical thinking to interact with text and use intensive reading strategies (while reading) to: Scan to answer short questions.	Activity "A" is given on page # 84 of the textbook.			
December (16 periods)					
09 **G7-E-09**	Use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.	Look at the pictures given on pages # 90 – 92 of the KP textbook.	The Golden Age of Islam	08	Ask students to use clues in the pictures to answer questions.
	Illustrate use of tenses learnt earlier.	Page # 97 of the textbook.			Home Assignment
	Recognize the form and various functions; and illustrate use of present perfect tense.	Page 97 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 on page # 94 of the textbook.			Allocate sufficient time / period(s) for the reading of the text in this Unit.

Rationale:

- SLO # 2 and 3are sufficiently practiced in earlier grades.

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
10 G7-E-10	Use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.	Page 99 to 101 of the textbook.	The Happiness and Prosperity of the Home	08	
	Write composition of three or more paragraphs following conventions of essay writing.	Page 103 of the textbook.			Brainstorm by developing a mind map and asking them to use points raised in the brainstorming activity to write an essay on the given topic
	Illustrate use of regular and irregular verbs in speech and writing.	Page 104 of the KP textbook.			Home assignment
	Use critical thinking to respond to the text (post-reading): Apply world knowledge and own opinion to the text read	Comprehension question activity "A" given on page # 102 of the KP textbook.			
Rationale: • SLO # 2, 5, 6, 7 and 8 are sufficiently practiced in earlier grades.					
December (9 periods)					
11 G7-E-11	Identify part of speech of a word.	Page 115 of the KP textbook.	The King and the Tamarind Drum A folktale from Sub-Continent	09	Home Assignment
	Recognize the author's purpose.	After reading the text teacher will help students to recognize themes.			
	Write two paragraphs of comparison between persons. Use appropriate smiles for comparison Use correct connectors of comparison	Activity "A" on page # 116 of the KP textbook.			Revise with students, similes and transitional words before the given writing activity
	Use capitalization, full stop, questions mark, comma and exclamation mark wherever applicable.	Page # 117 of the KP textbook.			Look at the Teacher's Guidelines
	Identify function of direct and indirect speech in texts	Page # 117&118 of the KP textbook.			Revise with students, rules for changing the narration
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Distinguish between what is clearly stated and what is implied.	Comprehension question activity "A" given on page # 113 of the textbook. Page 112 of the KP textbook.			Allocate sufficient time / period(s) for the reading of the text in this Unit.
Rationale: • SLO # 1 is sufficiently practiced in earlier grades.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
January (16 periods)					
12	Give summary of the poem.	Activity "B" on page 122 of the KP textbook.	Beautiful Hands	07	
	Recognize genres of literature e.g. fiction and poetry.	Page # 121 of the KP textbook.			
	Analyze information to know the structure of sentences.	Page # 124 of the KP textbook.			
	Distinguish between direct and indirect object.	Activity "B" on page # 125 of the KP textbook.			
G7-E-12	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions. • Deduce meaning of difficult words from context.	• Comprehension question activity "A" given on page # 121-122 of the KP textbook. • Page 120 of the KP textbook.			Read aloud the text, paying attention to rhyme and rhythm so that students enjoy and understand stress and intonation patterns.
Rationale: • SLO # 6 is sufficiently practiced in earlier grades. • SLO # 1&3 are covered at the end of this Unit.					
13	• Analyze written texts to use in their own writing features of a simple expository composition showing cause and effect of an event or an action. • Logical order of events or action. • Appropriate connectives of cause and effect.	Activity "A" on page 131 of the textbook.	Allama Iqbal	09	• Explain how events occur in a logical order. • E.g. The clouds covered the sky and it began to rain heavily.
	Classify, use and make declarative, interrogative, exclamatory and imperative sentences.	Page 132 and 133 Activity 'A"B' of the KP textbook.			
G7-E-13	Recognize and use comma for series of items, before a short quotation.	Page 134 of the textbook.			Home Assignment
	Recognize and use colon to introduce a list of items.	Page 134 of the textbook.			Home Assignment
	Recognize and use dash as separator to indicate that a sentence has broken.	Page 135 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 on page # 130 of the textbook.			Allocate sufficient time / period(s) for reading the text in this Unit.
Rationale: • SLO # 1 and 2 are sufficiently practiced in earlier grades.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
January (9 periods)					
14 **G7-E-14**	Make predictions about storyline / content, characters, using contextual.	Teacher should ask questions for predicting the story text.	Myth of Why the Sea is Salty	09	Point out contextual clues given in the illustration of the story. Use pictures as a stimulus to ask questions
	Analyze to use in their own writing, the elements of story.	Activity "B" on page 144 of the textbook.			Revise with students the elements of story writing i.e. setting, characters, plot, conflict, theme
	Give sequential order of ideas.	Activity "C" on page 142 of the textbook.			Tell students to make use of contextual clues while sequencing their ideas
	Recognize and use varying intonation patterns to show attitude and emotions.	Page 139 of the textbook. (Teacher's Guidelines)			
	Describe characters orally and in writing.	Activity "A" is on page 144 of the textbook.			Help students in framing mind map for both the characters
	Analyze analogies; complete analogies correctly.	Page 143 of the textbook.			Home Assignment
	• Apply critical thinking to interact with text and use intensive reading strategies (while reading) to: » Scan to answer short questions.	Comprehension question activity "A" given on page # 141 of the textbook.			Help students to attempt comprehension questions to enhance students' critical thinking about the text.
Rationale: • SLO # 2, 3, 4, 9, 11, 12 and 13 are sufficiently practiced in earlier grades.					
February (29 periods)					
15 **G7-E-15**	Recognize and use passive voice to write sentences in which action is more important than the doer of the action.	Page 151 and 152 of the textbook.	Woman and Sports Field	07	Revise change in 'voice' with students
	Identify active and passive voice in simple sentences.	Page 153 of the textbook.			
	• Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation. • Make polite introductions • Ask someone to say something again • Check understanding of message. • Take and leave a message. • Infer and draw conclusion about meaning, intention and feeling communicated by the speaker. • Recognize and respond to moods showing appreciation, pleasure, displeasure, surprise and disappointments. • Make and respond to inquiries. • Make and respond to requests.	• Page 150 of the textbook.			Ask a few students to roleplay the given dialogue in the class

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
15 **G7-E-15**	• Apply critical thinking to interact with text and use intensive reading strategies while reading. • Scan to answer short questions.	• Comprehension question activity "A" given on page # 147 of the textbook.	Woman and Sports Field	07	• Allocate sufficient time/period for reading the text on page # 146. • Get students to attempt comprehension questions to enhance their critical thinking about the text.
16 **G7-E-16**	• Use pre-reading strategies to predict the content of a text through picture, title etc. by using prior knowledge, asking questions and contextual clues.	• Activity given on page 157 and 158 of the textbook.	Sand and Stone	07	Ask more pre-reading questions.
	• Identify and pronounce consonant clusters with developing accuracy in initial and final positions.	• Activity given on page 163 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 on page # 160 of the textbook.			Help students to attempt comprehension questions to enhance their critical thinking about the text.
Rationale: • SLO # 1 is sufficiently practiced in earlier grades.					
17 **G7-E-17**	Encourage them to fill in correctly and legibly simple forms requiring personal information	Activity given on page# 171 of the textbook.	Child Labour in Pakistan	08	Use other simple forms requiring personal information
	Interpret vocabulary and structures given in a mind map to write short description of a person using basic connectors.	Activity "A" given on page# 171 of the textbook.			Refer to the child's picture working in a workshop on page # 169 of KP textbook to explain the concept further.
	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 on page# 170 of the textbook.			
	Use different determiners learnt earlier.	Activity "D" given on page # 168 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 on page # 167 of the textbook.			Allocate sufficient time / period(s) for reading the text in this unit
Rationale: • SLO # 2 has been practiced sufficiently in earlier grades.					

Unit No	Student Learning Outcomes (SLOs)	Recommended Activities	Topic	No. of Periods	Guidelines for Teachers
February / March (7 periods)					
18 **G7-E-18**	Recognize, find out, create and use more rhyming words.	Activity "A" given on page # 174 of the textbook.	Sow Sow Sow	07	First, ask student to answer comprehension questions then ask for main idea of the poem.
	Deduce meaning of difficult words from context	Activity given on page # 173 of the textbook.			Allocate sufficient time for reading of the text.
	Use similes	Activity on page # 177 of the textbook.			Share a few common rules with students for changing adjectives into adverbs.
	Apply critical thinking to interact with text and use intensive reading strategies while reading. Scan to answer short questions.	Comprehension question activity "A" given on page # 175 of the textbook.			Help students to attempt comprehension questions to enhance their critical thinking about the text.
Rationale: • SLO # 4 is sufficiently practiced in earlier grades. • SLO # 2, 5 and 7 are covered at the end of this Unit.					
March (8 periods)					
19 **G7-E-19**	Use pre-reading strategies to predict the content of a text from the topic by using prior knowledge and contextual clues.	Activity on page # 179 of the textbook	A Camping Holiday	08	
	Recognize division of syllable in oral and written text.	Activity "C" on page # 183 of the textbook.			
	Demarcate words into syllables with the help of dictionary.	Teacher must make students understand the demarcation of words into syllables			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 on page # 182 of the textbook.			Help students to attempt comprehension questions to enhance their critical thinking about the text.
Rationale: • SLO # 2, 3 and 4 are sufficiently practiced in earlier grades.					

General Science
Grade-VII

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
September (8 periods)						
01 **G7-S-01**	Human Organ System	• Describe various components of human digestive system.	• Human digestive system. • (Mechanical digestion, chemical digestion)	KP Textbook Page 1- 14	02	• Use prepared charts of digestive system for explaining. • Plan and conduct role play (students) to present functions of different organs of digestive system.
		• Describe how digestive system helps in the digestion of various kinds of foods • Describe digestion and its importance.	• Digestive glands. • Importance of digestion 1.1.4 page 6		01	• Draw Table 1.1 on writing board and explain list of secretion, their organ and functions.
		• Identify common disorders of the digestive system. • List the factors that lead to constipation and diarrhea and the measures that can be taken to prevent them.	• Disorders of the digestive system • (diarrhea, constipation)		01	• Use mini lecture to help students understand disorders with cause and prevention
		• Describe the mechanism of respiration in human beings.	• Respiratory system. • (external respiration or breathing) • Mechanism of breathing		02	• Use mini lecture and prepared chart of respiratory system to explain organs of respiratory system. • Conduct group activities to explain inhalation and exhalation (Fig 1.6 page 10)
		• Differentiate between breathing and burning processes.	• Internal respiration or cellular respiration • Difference between breathing and burning processes		01	• Discuss with students difference between burning and breathing process. • Draw Table 1.2 on writing board to show differences between burning process and breathing process.
		• Identify the common diseases of respiratory system and discuss their causes and preventive measures.	• Common diseases of the respiratory system » Tuberculosis (TB) » Pneumonia » Key points » Exercise A, B, C		01	• Help students to identify tuberculosis and pneumonia symptoms • Discuss and demonstrate prevention measures with the help of students • Summarize with the given Key Points • Ask students to complete the exercise in their notebooks

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
October (10 periods)						
02 **G7-S-02**	Transport in Human and Plants	• Explain the transport system in humans.	• Human transport System.	Page 15 -27	01	• Use prepared charts of blood circulatory system for explanation.
		• Describe the structure and function of heart.	• Heart		01	• Use model or chart of heart to teach human heart • Ask students to draw the structure of heart as given in the book Fig 2.2 page 17
		• Describe the structure and function of heart and blood vessels.	• Blood vessels and their functions • Functions of heart.		02	• Help students to differentiate between arteries, capillaries and veins. • Explain function of heart with the help of prepared chart of heart
		• Explain the working of the circulatory system.	• Working of circulatory system		01	• Use mini lecture to explain how the blood travels in the body. • Draw Fig 2.5 on writing board and explain working of circulatory system.
		• Find out that some disorders in human transport system can be affected by diet.	• Disorders of the human transport system effected by diet (diabetes, asthma, heart problems)		02	• Divide the class in two groups and let one group work on asthma and the other group on diabetes. The groups then share their information. • Explain causes and treatment of diabetes and asthma.
		• Identify scientific developments that provide alternatives for dysfunctional body parts such as artificial tissues and organs and their transplantation.	• Scientific developments for treating problems with transport system.		01	• Ask the students if anyone has seen an x-ray machine or CT scan machine • Show process of CT scan through a video if possible.
		• Describe the absorption of water in plants through roots.	• Transport in plants • (xylem tissues, phloem tissues) • Absorption of water by the roots		01	• Use writing board to explain xylem and phloem. • Ask students to draw Fig 2.7 and label it.

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
02 **G7-S-02**	Transport in Human and Plants	• Explain how the structure of root, stem and leaves of plant permit the movement of food, water and gases.	• Movement of food, water and gases through the plants. • (flow of water, transport of food in plants, gaseous exchange in leaves) • Key Points • Exercise A, B, and C		01	• Explain each concept with the help of writing board and diagrams where necessary. • Draw Fig. 2.8, 2.9 and 2.10 on writing board and explain. • Summarize with the given Key Points • Ask students to solve exercise in their notebooks
October (6 periods)						
03 **G7-S-03**	Reproduction in Plants	• Differentiate between sexual and asexual reproduction.	• Introduction • Asexual reproduction in plants • (cutting, grafting, layering, runners, tubers)	Page 28 -37	02	• Talk about different ways of plants 'reproduction. • Conduct practical to explain cutting, grafting, layering, runners, tubers with the help of available plants stem, roots, and leaf in your schools.
		• Differentiate between sexual and asexual reproduction.	• Sexual Reproduction (Flower)		01	• Explain saturated flower with the help of available flower.
		• Define pollination. • Compare self and cross pollinations in plants. • List various factors involved in cross pollination. • Investigate plants which are cross pollinated.	• Pollination • (self-Pollination , cross-pollination) • Agents of pollination • (pollination by insect, pollination by birds, pollination by wind, pollination by water)		02	• Use mini lecture to help students differentiate between self-pollination and cross-pollination. • Explain agent of pollination with the help of Fig 3.9,3.10,3.11,3.12.
		• Describe fertilization. • Describe seed and fruit formation.	• Fertilization • Seeds and fruit formation • Key Points • Exercise A,B and C		01	• Draw Fig 3.13 on writing board and explain fertilization. • Summarize with the given Key Points • Ask students to solve exercise in their notebooks

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
November (10 periods)						
04 **G7-S-04**	Environment and Feeding Relationship	• Explain the ecosystem. • Investigate the various features that allow animals and plants to live in a particular habitat.	• Ecosystem (producers, consumers, herbivores, carnivores, omnivores, decomposers)	Page 38-53	01	• Explain ecosystem and biotic components with the help of writing board. • Use question answer technique to discuss. • Ask students to share their examples related to biotic components.
		• Define the term habitat. • Compare the different kinds of habitats.	• Habitat • Types of habitat • Water/wet land • Forest		01	• Explain habitat and types of habitat with the help of students group activities
		• Compare the different kinds of habitats.	• Desert • Grass land • Tundra		01	• Explain habitat and types of habitat with the help of students group activities.
		• Identify the factors that cause daily and yearly changes in a habitat. • Explain how living things adapt to daily and yearly changes in their habitat.	• Adaptations of living things to changing environment (Daily adaptation)		01	• Use mini lecture to explain the concept.
		• Explain the ways in which living things respond to changes in daily environmental conditions, such as light intensity, temperature and rainfall- behavioral adaptations.	• Behavioral adaptations • Migration • Hibernation		01	• Use mini lecture to discuss migration and hibernation • Home assignment –Students will define the above terms in their notebooks
		• Explain the ways in which living things respond to changes in daily environmental conditions, such as light intensity, temperature and rainfall- behavioral adaptations	• Aestivation • Camouflage • Dormancy		01	• Use mini lecture to define aestivation, camouflage and dormancy
		• Explain the ways in which living things respond to changes in daily environmental conditions, such as light intensity, temperature and rainfall.- Physical adaptations	• Physical Adaptations		01	• Use mini lecture to explain with examples physical adaptations • Ask students to make a list of animals and their physical adaptation with the help of their textbook.

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
04	Environment and Feeding Relationship	• Explain why food chains always begin with a producer. • Illustrate the relationship between producers and consumers.	• Interdependence of living things (Food, Shelter, Water)	Page 38-53	01	• Use mini lecture to help students understand and identify interdependence and give example. • Draw Fig 4.15 on writing board and explain it
		• Describe two food chains in the environment around them • Explain a food web.	• Food chains always begin with a producer • Food chain • Food webs • Key points • Exercise A,B and C		02	• Explain concept of food chain and food web with the help of writing board. • Use flash cards to conduct role play on food chain • Summarize with the given Key Points • Ask students to solve exercise in their notebooks
November (6 periods)						
05 **G7-S-05**	Water	• Describe the ways in which clean water is vital for meeting the needs of humans and other living things. • Identify the sources of water	• Clean water and life • Sources of water	Page 54 -64	01	• Brainstorm with students the importance of clean water. • Explain different sources of water with the help of Fig 5.2.
		• Recognize the substances present in water that make the water impure.	• Impurities in water • (domestic waste, agriculture waste, industrial waste, acid rain)		01	• Encourage the students to identify different types of impurities in water. • Discuss Acid rain • Ask students to make a list of major sources of water pollution.
		• Suggest different ways to clean the impure water	• Cleaning of water (distillation)		01	• Explain distillation with the help of mini lecture and a diagram • If water distillation apparatus is available in science lab show in classroom.
		• Suggest different ways to clean the impure water.	• Water treatment plant » Step 1 (screening) » Step 2 (coagulation and flocculation) » Step 3 (sedimentation) » Step 4(Filtration), » Step 5 (disinfection))		01	• Explain step by step the water treatment plant on writing board with the help of charts. • Take students response on each steps of water treatment plant. • Ask students to write each step in their notebooks

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
05 **G7-S-05**	Water	• Describe the various uses of water in our country.	• Uses of water	Page 54 -64	01	• Conduct group activities among students to identify various uses of water. • Present group work one by one.
		• Investigate the consumption of water in our daily life and suggest the ways to reduce wastage of water.	• Prevention of water wastage. • Water conservation tips • Key points • Exercise A,B and C		01	• Conduct group work to explore and list ways to save water. • Present group work one by one. • Summarize with the given Key Points • Ask students to solve exercise in their notebooks
December (8 periods)						
06 **G7-S-06**	Structure of Atom	• Describe the structure of an atom. • Draw diagram of the atomic structure of the first 18 elements in the periodic table	• Structure of atom • Arrangement of electrons	Page 65-75	01	• Explain structure of atom with the help of atomic model if available in science lab or use low cost no cost model to make atomic model with the help of students.
		• Differentiate between atomic number and mass number.	• Atomic number • Mass number or atomic mass		02	• Explain each concept with the help of writing board. • Give students practice of writing atomic number of different elements. Activity 6.1
		• Define Valency. • Explain formation of ions.	• Valency and Ions • (valency, ion, cation, anion)		01	• Explain concept of valency with examples.
		• Differentiate between cations and anions • Make chemical formulae from list of anions and cations. • Identify the types and number of elements present in simple molecules and compounds.	• Chemical formula		01	• Explain and give example of chemical formula. • Take help from activity 6.3 and 6.4
		• Describe isotopes and their uses in medicines and agriculture.	• Isotopes • (Hydrogen has three isotopes) • (protium, deuterium, tritium) • Uses of isotopes		02	• Draw the structure of protium, deuterium and tritium on writing board and explain each concept. • Invite students to draw these structure on writing board.

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
06 **G7-S-06**	Structure of Atom	• State the law of constant composition and give examples.	• Law of constant composition • Key Points • Exercise A, B and C		01	• Explain and discuss law of constant composition • Summarize with the given Key Points • Ask students to solve exercise in their notebooks
December (8 periods)						
07 **G7-S-07**	Physical and chemical changes and processes	• Differentiate between physical and chemical changes. • Distinguish between reversible and non-reversible changes in materials. • Identify a variety of reversible and nor-reversible changes in materials in their surroundings.	• Properties and changes in matter (physical properties, chemical properties, reversible changes, irreversible changes)	Page 76 - 86	01	• Give examples of changes and let the students identify physical and chemical change. • Conduct reversible change activity as given in Fig.7.1 in the classroom and discuss each step of activity.
		• Identify the physical and chemical changes taking place in their environment.	• Types of changes. • Physical changes • (examples of physical changes)		01	• Use mini lecture to reinforce the concept. • Perform boiling of water and melting of wax experiment in classroom if possible or use science lab.
		• Identify the physical and chemical changes taking place in their environment. • Distinguish between reversible and non-reversible changes in materials. • Identify a variety of reversible and nor-reversible changes in materials in their surroundings	• Chemical changes • (Example of chemical changes)		01	• Ask the students to identify changes in the environment, differentiate between physical and chemical changes. • Show burning process with the burning of wood as example if possible.
		• Explain the use of hydrocarbons as fuels.	• Hydrocarbons • (Uses of hydrocarbons as fuel)		01	• Explain hydrocarbons and its uses
		• Explain the physical and chemical properties of fertilizers, which make them useful in agriculture. • Discuss the harmful effects of improper use of fertilizers.	• Fertilizer • Physical and chemical properties of fertilizers • Harmful effects of chemical fertilizers		02	• Use mini lecture to explain what fertilizers are. • Discuss physical and chemical properties of fertilizer • Identify harmful effects of fertilizers

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
07 **G7-S-07**	Physical and chemical changes and processes	• Describe the simple process for the manufacture of plastics	• Plastic (manufacturing of plastic)	Page 76 - 86	01	• Ask the students to name things made of plastic and are available in school. (Bring some plastic things in class) • Explain how plastic is made.
		• Describe the chemical process in which vegetable oil changes into fat.	• Conversion of vegetable oil into fat • Key Points • Exercise A, B and C		01	• Use mini lecture to help students understand how to differentiate between oil and fat • Summarize with the given Key Points • Help students solve exercise in their notebooks.
January (8 periods)						
08 **G7-S-08**	Transmission of Heat	• Explain the flow of heat from hot body to cold body • Recognize three modes of transfer of heat from environment. • Identify examples of appliance that make use of different modes of transfer of heat.	• Transfer of heat • Conduction of heat	Page 87 - 96	02	• Use mini lecture to explain flow of heat and modes of heat transfer.
		• List heat conducting materials in their surroundings.	• Good and bad conductor • Everyday Application of conductor.		02	• Compare bad and good conductor with different examples • Explain example of good and bad conductors with the help of Table 8.1
		• Explain conduction convection and radiation through experimentation. • Suggest how birds can glide in the air for hours.	• Convection of heat • (Ocean currents and winds, application of convection current)		01	• Conduct mini lecture on convection of currents with diagrams. • Conduct Activity 8.2
		• Explain conduction, convection and radiation through experimentation.	• Radiation of heat • (Everyday application of radiation)		02	• Use mini lecture to explain the concept • Conduct activity 8.4 (Good absorption of heat)
		• Describe the working and principle of vacuum flask. • Explain how a vacuum flask reduces the transfer of heat.	• Vacuum flask • Key Points • Exercise A, B and C		01	• Explain vacuum flask with the help of real thermos Flask. • Draw a thermos flask fig 8.5 • Summarize with the given Key Points • Discuss exercise with students and ask them to write answers in their notebooks

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
January (8 periods)						
09 **G7-S-09**	Dispersion of Light	• Explain refraction of light and its causes. • Identify different uses of lights of different colours at home, school and country and explain the relationship of choice of colours to their purpose.	• Refraction of light	Page 97 - 109	01	• Teach concept with the help of refraction of light apparatus (if available)
		• Discuss the effects of refraction with examples.	• Effects of refraction • Laws of refraction and refractive index • Critical angle		02	• Use mini lecture to explain concept of refraction with its laws and critical angle. • Explain with the help of Fig 9.4 • Clarify the concept of critical angle with the help of Fig 9.5 on writing board.
		• List the colours of light using a prism. • Describe the dispersion of light by a prism.	• Total internal reflection • Applications of total internal reflection • (reflecting prism, periscope) • Mirage, fisheye view		02	• Ask students to draw figs 9.8, 9.9 and 9.10 in their notebooks.
		• Define spectrum of light.	• Dispersion of light • The rainbow formation • Colours of light • (primary colours of light, secondary colours of light)		02	• Show dispersion of light with the help of prism. • Take students view on rainbow and explain them scientific phenomenon of rainbow. • Activity 9.2
		• Identify primary colours and show how they are combined to form secondary colours. • Identify a device in their surroundings that uses different combinations of colours. • Demonstrate how spinning of a rainbow results in the appearance of white disc. • Explain why an opaque or non- luminous object appears to be of certain colours.	• Newton colours disc • Coloured objects • Key Points • Exercise A, B and C		01	• Differentiate between primary and secondary colours. • Summarize with the given Key Points • Ask students to solve exercise in their notebooks.

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
February (6 periods)						
10 **G7-S-10**	Sound Waves	• State factors on which sound depends.	• Sound waves • Longitudinal waves • (rarefactions, compression) • Transverse waves • (crest and trough)	Page 110 - 122	03	• Use mini lecture to introduce the topic with reference to previous knowledge on sound. • Explain concept of compression and rarefaction with the help of tuning folk.
		• Explain the wavelength, frequency and amplitude of sound and give their units	• Characteristic of waves • (wavelength, amplitude, time period, frequency, velocity of wave)		01	• Use mini lecture to explain the topic, waves.
		• Compare audible frequency range of humans and different animals.	• Pitch • Loudness of sound • Audible frequency range		01	• Use mini lecture to explain the topic sound
		• Identify the applications of different sounds in daily life. • Investigate objects in home and surroundings that are designed and made to produce different sounds. • Design a musical instrument to explain the relation between its sound and shape.	• Application of different sounds in our daily life. • Key Points • Exercise A,B,C and D		01	• Discuss the exercises with students and ask them to solve in their notebooks • Summarize with the given Key Points
February (10 periods)						
11 **G7-S-11**	Circuits and Electric Current	• Define current. • Make Parallel and series circuits. • Identify a disadvantage of a series circuit.	• Electric current • Electric circuit	Page 123 - 137	01	• Explain the concept of how current is produced with the help of writing board. • Discuss open circuit and closed circuit • Show simple circuit model (if available) in science lab.
		• Investigate about types of circuit used for different purposes	• Types of electric circuits • (Services circuit, parallel circuit)		01	• Explain Fig 11.2 and 11.3 on writing board

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
11 **G7-S-11**	Circuits and Electric Current	• Differentiate between current and energy	• Current and energy • Effects of an electric circuit. • (Magnetic effect, chemical effects, heating effect)	Page 123 - 137	02	• Define and explain current and energy • Ask students make a list of electric applicants they use in their daily life
		• Describe voltage. • Explain the resistance as an opposition to the flow of current. • Describe the relationship between voltage and resistance.	• Voltage and resistance • (resistance) • Relationship between voltage and resistance.		02	• Explain voltage and resistance • Establish relationship between voltage and resistance • Show the usage of voltmeter in classroom
		• Measure current by using different devices.	• Measure current by using different devices (kilowatt hour, paying the price)		01	• Discuss how current is measured and bills are made for electricity • Conduct experiment in classroom with ammeter, voltmeter and meter and explain uses of these appliances.
		• Explain the effects of electric current in daily used appliances.	• Safe use of electric at home. • House wiring, earthing of electrical appliances fuse, three pin plugs • MCB (Miniature circuit breaker) • ELCB (Earth leakage circuit breaker)		02	• Use mini lecture to explain house wiring and earthing of electrical appliances • Explain the role of fuse, pin and plugs in electricity.
		• Describe why electricity is dangerous to humans.	• Precautionary measures to ensure the safe use of electricity at home • Why electricity is dangerous to human? • Exercise C and D (exercise A and B is not given in the book)		01	• Explain to students how to make precautionary test of safe case of electricity in their home. • Summarize with the given Key Points • Ask students to complete the exercise in their notebooks

Unit	Topic/ Sub Topic	Student Learning Outcomes (SLOs)	Contents	Recommended Activities	No. of Periods	Guidelines for Teachers
March (8 periods)						
12 **G7-S-12**	Investigating the space	• Explain the Big Bang Theory of the origin of the universe. • Evaluate the evidence that support scientific theories of the origin of the universe.	• What is beyond our solar system? • Big-Bang theory	Page 138 -149	01	• Explain the concept with the help of charts and white board. • Conduct activity 12.1
		• Identify bodies in space that emit and reflect light. • Suggest safety methods to use when observing the sun.	• Bodies that emit and reflect light in space • Safety tips for observing the sun		01	• Explain the concept with the help of whiteboard. • Help student to understand how to differentiate between bodies that emit light and the ones which reflect light
		• Describe a star using properties such as brightness and color.	• A star (colours of stars, Brightness of stars, star distance).		01	• Use mini lecture to identify the effect of properties of brightness and distance of stars on classification of stars. • Conduct students group activity
		• Define the terms star, galaxy, Milky Way and the black holes. • Explain the types of galaxies.	• Constellations • Galaxies • (The Milky Way, Andromeda Galaxy)		01	• Explain Fig 12.4 on writing board or charts. • Use videos if possible, to show these concepts
		• Identify major constellations visible at night in the sky. • Explain the working of a telescope.	• Types of galaxies • (Spiral galaxies , elliptical galaxies and irregular galaxies		01	• Discuss the differences in types of Galaxies • Students to draw diagrams of these galaxies.
		• Explain the birth and death of our sun	• Formation and Death of a star		01	• Explain the concept with the help of Fig 12.11
		• Describe the formation of black holes	• Black Holes • Key Points • Exercise part A, B and C		02	• Summarize with the given Key Points • Ask students to do the exercises in their notebooks.

اُردُو
جماعت ہفتم

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
ستمبر					
۱ G7-U-01	حمد (نظم)	۱ تا ۴	• حمد کی تعریف کر سکیں۔ • اللہ تعالیٰ کی عبادت کی اہمیت جان سکیں۔ • قوافی کی پہچان کر سکیں۔	۰۴	۱. دوران تدریس طلبہ کو بتائیں کہ قوافی قافیہ کی جمع ہے۔وہ ہم وزن اور ہم آواز الفاظ جو اشعار کے آخر میں لیکن ردیف سے پہلے آتے ہیں قافیہ کہلاتے ہیں ۔یعنی ان کا وزن اور آواز بھی ایک جیسی ہو مثلاً آنا، جانا، کھانا: سورج بنا کر تونے با رونق جہاں بنایا رہنے کو یہ ہمارے اچھا مکاں بنایا اس میں جہاں اور مکاں ہم قافیہ ہیں۔ ۲. طلبہ سے سوالات کے جوابات اور مرکزی خیال اخذ کروائیں اور لکھوائیں نیز نظم میں سے ہم قافیہ الفاظ کی نشاندہی کروائیں۔
۲ G7-U-02	نعت (نظم)	۵ تا ۷	• نظم کا مفہوم اپنے الفاظ میں بیان کر سکیں۔ • روزمرّہ اور محاورے میں امتیاز کر سکیں۔ • حمد اور نعت کا فرق بیان کر سکیں۔	۰۴	۱. مشق کی سرگرمی میں طلبہ کو بتائیں کہ دو یا دو سے زیادہ الفاظ کا مجموعہ جو اہل زبان کی بول چال کے مطابق حقیقی معنوں میں استعمال ہوا ہو جیسے ”وہ آئے دن سکول سے غیر حاضر رہتا ہے۔“ اس جملے میں ”آئے دن“روزمرہ ہے۔ ۲. دو یا دو سے زیادہ الفاظ کا مجموعہ جو اہل زبان کی بول چال کے مطابق حقیقی معنوں کے بجائے مجازی معنوں میں استعمال ہوا ہو جیسے ”سر پر چڑھنا“کے حقیقی معنی سر کے اوپر چڑھنا ہیں جبکہ مجازی معنی گستاخ ہیں۔ طلبہ کو ان دونوں کا فرق مزید مثالوں کے زریعے سمجھائیں۔ ۳. طلبہ سے سوالات کے جوابات ، محاورات کی نشاندہی اور روزمرہ کی جملے درست کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
۳ G7-U-03	غازی علم الدّین شہیدؒ	۸ تا ۱۳	• کسی بھی چیز کو مخصوص تلّفظ، لہجے کے ساتھ ادا کر سکیں۔ • مصّنف کے مقصود کو اپنے لفظوں میں بیان کر سکیں۔ • خاتم النبیین حضور ﷺ سے اپنی محبت کا اظہار کر سکیں۔	۰۴	۱. طلبہ کے سامنے اس سبق کی بلند خوانی کریں تاکہ وہ الفاظ کو ادا کرنے کے لیے درست تلّفظ اور لہجہ سیکھ سکیں۔ ۲. طلبہ کو مصّنف کے مقصد تک پہنچنے کے لیے سبق کا مرکزی خیال سمجھایا جائے۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
کل پیریڈز برائے ستمبر				۱۲	
اکتوبر					
۴ G7-U-04	پیکرِ شجاعت	۱۴ تا ۱۹	• عبارت کو درست تلفظ اور لب و لہجے سے ادا کر سکیں۔ • الفاظ کے معنی لغت میں تلاش کر سکیں۔	۰۶	۱. طلبہ کے سامنے اس سبق کی بلند خوانی کریں تاکہ وہ الفاظ کو ادا کرنے کے لیے درست تلّفظ اور لہجہ سیکھ سکیں۔ ۲. طلبہ کو لغت کا استعمال الف بائی ترتیب سے سیکھاتے ہوئے ان سے نئے الفاظ کے معانی لغت میں تلاش کروائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
۵ G7-U-05	خیبر پختونخوا	۲۰ تا ۲۵	• رموزِ واو قاف کی پہچان اور ان کا استعمال کر سکیں۔ • حروفِ فجائیہ اور حروف استفہامیہ کا استعمال کر سکیں۔	۰۶	۱. مشق کے تدریس کے دوران طلبہ کو حروفِ فجائیہ اور حروفِ استفہامیہ مثالوں کے ذریعے سمجھا کر انھیں جملوں میں استعمال کرنے کا طریقہ بتائیں۔ وضاحت: • حروف فجائیہ وہ حروف ہوتے ہیں جو خوشی، غم یا حیرت کے لیے استعمال کیے جاتے ہیں۔ مثلاً: سبحان اللہ، ماشاءاللہ، آہ وغیرہ۔ ان الفاظ کے فوراً بعد ”!“ کی علامت لگائی جاتی ہے۔ • حروف استفہامیہ: وہ حروف ہیں جو کچھ پوچھنے یا معلوم کرنے کے لیے استعمال کیے جاتے ہیں۔ جیسے کیا، کہاں، کون، کب، کیسے وغیرہ۔ ایسے جملوں کے آخر میں ”؟“ کی علامت لگائی جاتی ہے۔ ۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
۶ G7-U-06	دَھنک	۲۶ تا ۲۹	• نظم کو درست آہنگ اور لب و لہجے کے ساتھ پڑھ سکیں۔ • مترادف اور متلازم الفاظ کے بارے میں جان سکیں اور ان کا استعمال کر سکیں۔ • نظم کا خلاصہ اپنے الفاظ میں تحریر کر سکیں۔	۰۶	۱. طلبہ کو مترادف اور متضاد سمجھاتے ہوئے متلازم الفاظ بھی سمجھائیں۔ • متلازم الفاظ : ایسے الفاظ جو ایک دوسرے کے لیے لازم و ملزوم ہوتے ہیں متلازم الفاظ کہلاتے ہیں مثلاً جب ہم گرمی کا ذکر کرتے ہیں تو گرمی کے حوالے سے پیاس، گرم ہوا، پسینہ وغیرہ جیسے الفاظ بھی ذہن میں آتے ہیں۔ ۲. طلبہ کو مرکزی خیال سمجھاتے ہوئے نظم کا خلاصہ لکھوائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۷ G7-U-07	فطرت کے خلاف بغاوت	۳۰ تا ۳۹	• سبق سے اخذ شدہ سوالات کے جوابات تحریر کر سکیں۔ • عبارت کو روانی، زیر و بم، لہجے ، شدت اور رفتار کے ساتھ مسلسل پڑھ سکیں۔	۰۷	۱. متن کی تدریس میں نمونے کے طور پر عبارت کو روانی، زیر وبم لہجےاور شد و مد کے ساتھ پڑھیں اور طلبہ سے پڑھوائیں۔ ۲. پڑھے جانے والے متن سے سوالات پوچھ کر جواب اخذ کروائیں۔
کل پیریڈز برائے اکتوبر				۲۵	

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
نومبر					
۸ G7-U-08	بارش کا پہلا قطرہ (نظم)	۴۰ تا ۴۳	• نظم اور نثر میں فرق کر سکیں۔ • نظم کا مرکزی خیال تحریر کر سکیں۔ • الفاظ کو جُملوں میں استعمال کر سکیں۔	۰۶	۱. نظم کو اس کے مخصوص لب و لہجے سے پڑھتے ہوئے نظم اور نثر کا فرق سمجھایا جائے۔ • شعری صورت: نظم میں شاعر ایک خیال اور تصور کو اشعار میں مسلسل بیان کرتا ہے۔ایک شعر کا دوسرے شعر سے ربط ہوتا ہے۔ جیسے؛ کیا کھیت کی میں بجھاؤں گا پیاس اپنا ہی کروں گا ستیاناس • نثری صورت: نثر میں خیال کا اظہار مکمل جملے کی صورت میں کیا جاتا ہے یعنی عام بات چیت کے انداز میں خیال یا بات کو بیان کرتے ہیں۔جیسے: میں کھیت کی پیاس کیا بجھاؤں گا، اپنی ہی ستیاناس کروں گا۔ ۲. طلبہ کو اشعار کا مفہوم بتائیں تاکہ وہ مرکزی خیال لکھ سکیں۔
۹ G7-U-09	طبیعات	۴۴ تا ۵۳	• فعل معروف اور فعل مجہول کی تعریف بیان کر سکیں۔ • فعل معروف کو فعل مجہول میں تبدیل کر سکیں۔ • روزمرّہ زندگی میں طبیعات کی اہمیت بیان کر سکیں۔	۰۷	۱. فاعل کے ذریعے فعل معروف اور فعل مجہول کا فرق مثالوں سے سمجھائیں۔ • فعل معروف: وہ فعل جس کا فاعل معلوم ہو فعل معروف کہلاتا ہے جیسے احمد کہانی پڑھتا ہے، ایمن نے آم کھایا۔ • فعل مجہول: وہ فعل جس کا فاعل معلوم نہ ہو فعل مجہول کہلاتا ہے جیسے کہانی پڑھی جاتی ہے، آم کھایا گیا۔ ۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
۱۰ G7-U-10	تحریک پاکستان میں خواتین کا کردار	۵۴ تا ۶۰	• جماعت کی حد تک مباحثوں میں اپنے نقطۂ نظر کو مخصوص انداز اور آداب کے ساتھ پیش کر سکیں۔ • سبق کے اہم نکات خلاصے کی صورت میں تحریر کر سکیں۔ • الفاظ پر اعراب لگا کر ان کو درست املاء کے ساتھ تحریر کر سکیں۔	۰۶	۱. متن کی تدریس میں طلبہ کے مختلف گروپ بنا کر سبق کے پیراگراف طلبہ میں تقسیم کریں اور ان کو پیراگراف پڑھنے اور اس سے اہم نکات اخذ کرنے کا کہیں۔ ہر گروپ سے کہیں کہ اپنے نکات باقی گروپوں کو بتائیں جہاں اصلاح کی ضرورت ہو وہاں اصلاح کریں اور طلبہ کاپی پر نوٹ کریں۔ ۲. طلبہ سے سوالات کے جوابات لکھوائیں اور دیے گئے الفاظ پر اعراب لگوائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
۱۱ G7-U-11	مُسدّس حالی (نظم)	۶۱ تا ۶۴	• نظم کے اشعار کو نثر میں بیان کر سکیں۔ • نظم کو درست تلّفظ، آہنگ اور لب و لہجے کے ساتھ ادا کر سکیں۔ • سیرت النبی ﷺ کے موضوع پر مضمون تحریر کر سکیں۔	۰۶	۱. نظم کے اشعار طلبہ کے گروپوں میں تقسیم کریں اور انھیں نثر بنانے کا کہیں۔ نثر بنانے کے بعد ہر گروپ اپنے دیے گئے اشعار درست تلّفظ، آہنگ اور لب و لہجے کے ساتھ ادا کرتے ہوئے اپنی بنائی ہوئی نثر باقی گروپوں کو بتائے اور طلبہ کاپیوں پر نوٹ کریں۔ ۲. مختلف طلبہ سے سیرت النبی ﷺ پر پیراگراف لکھوا کر ان کو مضمون کی شکل میں ترتیب دینا سکھائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
کل پیریڈز برائے نومبر				۲۵	
دسمبر					
۱۲ G7-U-12	مُثبت سوچ	۶۵ تا ۷۰	• الفاظ و محاورات کے معنی لغت سے تلاش کر کے انھیں جملوں میں استعمال کر سکیں۔ • اپنے کسی سفر کی رو داد تحریر کر سکیں۔	۰۷	۱. طلبہ سے الفاظ و محاورات کے معنی لغت سے تلاش کروا کر انھیں جملوں میں استعمال کروائیں۔ ۲. طلبہ سے ان کے کسی پسندیدہ سفر کے اہم نکات لکھوا کر انھیں ترتیب سے لکھوائیں۔ 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	تاثرات /معاون ہدایات برائے اساتذہ
۱۳ G7-U-13	فٹ بال	۷۱ تا ۷۶	• مضمون نگاری میں الفاظ کا موزوں اور بر محل استعمال کر سکیں۔ • لغت کا استعمال تفہیم عبارت میں سیکھ سکیں۔ • کھیلوں کی اہمیت اور افادیّت جان سکیں۔	۰۶	۱. طلبہ سے متن میں خاص اور اہم الفاظ کے معانی لغت سے تلاش کروائیں اور سمجھائیں۔ ان الفاظ کا مضمون نویسی میں استعمال سکھائیں۔ ۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
۱۴ G7-U-14	ملی نغمہ (نظم)	۷۷ تا ۷۹	• اس نغمے کو مخصوص آہنگ اور لے کے ساتھ ادا کر سکیں۔ • نغمے کا خلاصہ اپنے الفاظ میں تحریر کر سکیں۔ • اصطلاحاتِ شعر کی پہچان کر سکیں۔	۰۶	۱. یہ نغمہ ٹی وی پر نشر کیا گیا ہے طلبہ کو سنوائیں اور نغمے کی تدریس کے دوران استعمال ہونے والی درج ذیل اصطلاحات طلبہ کو سمجھائیں۔ عنوان ، مطلع ، مصرعِ، شعر، بند، قافیہ، ردیف، تخلص ، مقطع مطلع: نظم کا پہلا شعر جس کے دونوں مصرعے ہم قافیہ اور ہم ردیف ہوتے ہیں ۔جیسے اثر اس کو زرا نہیں ہوتا رنج راحت فزا نہیں ہوتا پہلے مصرعے میں ”زرا نہیں ہوتا “ اور دوسرے مصرعے میں ”راحت فزا نہیں ہوتا “آپس میں ہم قافیہ اور ہم ردیف ہیں۔ ردیف: مستقل کلمہ یا کلمات جواشعار کے آخر میں بار بار آتے ہیں ،جیسے : اثر اس کو زرا نہیں ہوتا رنج راحت فزا نہیں ہوتا دونوں مصروں میں ”نہیں ہوتا “ ہم ردیف ہے مقطع: شاعر آخری شعر میں اپنا تخلص بیان کرتا ہے ۔ اسی طرح باقی اصطلاحات بھی مثالوں کے ذریعے سمجھائیں۔ ۲. دوران تدریس طلبہ کو نظم کا مرکزی خیال سمجھاتے ہوئے حبّ الوطنی کے جذبے کو اجاگر کریں۔ 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	تاثرات /معاون ہدایات برائے اساتذہ
۱۵ G7-U-15	ابتدائی طبّی امداد	۸۰ تا ۸۷	• ابتدائی طبّی امداد کے اصولوں کو جان سکیں۔ • کسی واقعہ کی روداد تحریر کر سکیں۔ • معلومات کو بیان کرتے ہوئے اپنے ردِ عمل کو بھی شامل گفتگو کر سکیں۔	۰۶	۱. سبق میں ابتدائی طبّی امداد کے بارے میں معلومات پر طلبہ سے بات چیت کریں۔ ۲. طلبہ کو ایسی روداد اور واقعہ سنانے کا کہیں جس میں انھوں نے ابتدائی طبّی امداد فراہم کی ہو یا کسی کو کرتے ہوئے دیکھا ہو۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
کل پیریڈز برائے دسمبر				۲۵	
جنوری					
۱۶ G7-U-16	دو کنجوس	۸۸ تا ۹۱	• روزمرہ کے لحاظ سے درست جملے سیکھ سکیں۔ • کہانی کے عناصر ترتیب کے ساتھ لکھ سکیں۔	۰۶	۱. متن کی تدریس میں کہانی کے درج ذیل عناصر ترتیب سے سمجھائے جائیں۔ • عنوان • ابتدائیہ • نقطۂ عروج • کہانی میں موڑ • اختتامیہ • نتیجہ ۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۱۷ G7-U-17	میں روزے سے ہوں (نظم)	۹۲ تا ۹۴	طلبہ: • کسی بھی موضوع پر سامعین کے سامنے درست تلفظ کے ساتھ دومنٹ تک تقریر کر سکیں۔ • کیا، کب اور کیسے جیسے الفاظ کے جوابات تحریر کر سکیں۔ • نظم کا خلاصہ تحریر کر سکیں۔	۰۷	۱. طلبہ سے کہیں کہ وہ اپنے پسندیدہ موضوع پر دو منٹ کی تقریر کریں۔ تقریر کرنے پر ان کی حوصلہ افزائی کریں۔ ۲. طلبہ کو ''ک'' سے شروع ہونے والے سوالات اخذ کروا کر علامت استفہامیہ (؟) سمجھائیں۔ 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	تاثرات /معاون ہدایات برائے اساتذہ
۱۸ G7-U-18	قومی ادارے	۹۵ تا ۱۰۱	• سن کر معلومات اخذ کر سکیں اور ان کے جواب کے لئے خود کو ذہنی طور پر تیار کر سکیں۔ • اپنے خیالات اور مسائل کے حوالے سے خطوط میں اظہار کر سکیں۔ • عمومی نوعیت کی کتب اور معلوماتی مواد وغیرہ پڑھ سکیں۔	۰۷	۱. طلبہ کو اپنے مسائل اور خیالات کے اظہار کو خط کے مخصوص نمونے میں تحریر کروانا سکھائیں۔ ۲. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۱۹ G7-U-19	زراعت	۱۰۲ تا ۲۱۰	• زراعت کے بارے میں معلومات حاصل کر سکیں۔ • اُردو زبان میں سنجیدہ اور تحقیقی مضامین لکھنا سیکھ سکیں۔	۰۶	۱. طلبہ سے اپنے علاقے میں اگائی جانے والی فصلوں کے بارے میں بات چیت کریں۔ ۲. طلبہ سے کہیں کہ اپنے علاقے کی فصل کے بارے میں تفصیلی مضمون لکھیں اور ساتھیوں کو سنائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
کل پیریڈز برائے جنوری				۲۵	
فروری					
۲۰ G7-U-20	تجدیدِ عہد کا دن	۱۰۷ تا ۱۱۳	• مرکباتِ اضافی کی پہچان کرکے انھیں جملوں میں استعمال کر سکیں۔ • خطوط کے ذریعے اپنے خیالات کا اظہار کر سکیں۔ • کہانی کے اجزا کو ترتیب دے سکیں۔	۰۷	۱. طلبہ کو مرکب اضافی کی پہچان کروا کر جملوں میں استعمال سکھایا جائے اور جُملے کاپی پر لکھنے کو کہیں۔ مرکب اضافی : مرکب اضافی حروف اضافت کا، کی، کے اور اسم ضمیر سے مل کر بنتا ہے جیسے حنا کی کتاب، تمھارے دوست۔ ۲. تسلسل اور ترتیب کا خیال رکھتے ہوئے طلبہ سے کسی بھی کہانی کی ترتیب درست کروائیں۔ ۳. طلبہ سے دوست کو اپنے سکول کے تقسیمِ انعامات میں شرکت کے لیے خط لکھوائیں۔ ۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
۲۱ G7-U-21	ہوائی جہاز	۱۱۳ تا ۱۱۹	• اپنے خیالات کو ترتیب دے کر کسی موضوع کو تحریر کر سکیں۔ • مذکر مؤنث اور واحد جمع بنا سکیں۔	۰۶	۱. طلبہ سے کہیں کہ وہ اپنے پسندیدہ موضوع پر مضمون لکھیں ۔ مضمون لکھنے پر ان کی حوصلہ افزائی کریں۔ ۲. متن کی تدریس میں طلبہ کو واحد جمع ،مذکر مؤنث کے طریقے سمجھا کر کاپی پر لکھنے کو کہیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۲۲ G7-U-22	مفلسی (نظم)	۱۲۰ تا ۱۲۲	• شاعر کے مقصود کو اپنے الفاظ میں بیان کر سکیں۔ • مخمس کی تعریف بیان کر سکیں۔	۰۶	۱. مخمس ایسی نظم ہوتی ہے جس کے ہر بند میں پانچ مصرعے ہوتے ہیں یعنی پانچ پانچ کا سیٹ ہوتا ہے طلبہ سے گِنواکر استاد خود مخمس کی تعریف کریں۔
۲۳ G7-U-23	ہمارا پرچم	۱۲۳ تا ۱۳۰	• ضرب الامثال اور کہا دتوں کو فہم کے ساتھ پڑھ سکیں۔ • دو افراد کی گفتگو کو مکالمے کی صورت میں تحریر کر سکیں۔ • کسی تقریب کی روداد تحریر کر سکیں۔	۰۵	۲. طلبہ کو ضرب الامثال واقعے کی نسبت سے اور کہاوت کو کہانی کی نسبت سے سمجھائیں۔ جیسے کہاوت ''اتفاق میں برکت ہے'' سے کئی کہانیاں لکھوائی جاسکتی ہیں اسی طرح ضرب المثل ''ناچ نہ جانے آنگن ٹیڑھا'' ایک واقعہ ہے۔ • دوران تدریس طلبہ کو مکالمے میں استعمال ہونے والی علامات سمجھائی جائیں جیسے: ذیلیہ (:) جملہ معترضہ ( ) سوالیہ (؟) نقطہ دار لکیر (۔۔۔۔) ندائیہ (!) ختمہ (۔) ۳. طلبہ سے کاپیوں پر کسی بھی شادی کی تقریب کی روداد لکھوائیں۔ ۴. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
کل پیریڈز برائے فروری				۲۴	

نمبر شمار	عنوان	درسی کتاب کا صفحہ نمبر	حاصلاتِ تعلّم	کل پیریڈز	تاثرات /معاون ہدایات برائے اساتذہ
مارچ					
۲۴ G7-U-24	ملاقات	۱۳۱ تا ۱۳۶	• روزمرہ زندگی کے مسائل و واقعات کے بارے میں اپنے تجربات کی روشنی میں بات چیت میں حصہ لے سکیں۔ • دیہی و شہری زندگی کی خوبیوں اور خامیوں پر مضمون تحریر کر سکیں۔	۰۷	۱. دوران تدریس طلبہ سے رزمرّہ زندگی کے مسائل پر بات چیت کریں۔ ۲. کلاس کے نصف طلبہ کو دیہی زندگی کی خو بیوں اور خامیوں اور نصف طلبہ کو شہری زندگی کی خوبیوں اور خامیوں پر لکھنے کو کہیں ۔آخر میں دونوں گروپ کے کام کو مضمون کی شکل میں طلبہ سے لکھوائیں۔ ۳. درسی کتاب میں دی گئی تجویز کردہ سرگرمی طلبہ سے مکمل کروائیں۔
۲۵ G7-U-25	ہم وطن بھائیو! ہم وطن دوستو! (نظم)	۱۳۷ تا ۱۳۹	• قافیہ اور ردیف کی پہچان کر سکیں۔ • نظم کا مفہوم اپنے الفاظ میں تحریر کر سکیں۔ • اپنے اندر عمل کا جذبہ اُبھار سکیں۔	۰۶	۱. ردیف: مستقل کلمہ یا کلمات جواشعار کے آخر میں بار بار آتے ہیں جیسے: اثر اس کو زرا نہیں ہوتا رنج راحت فزا نہیں ہوتا اس میں نہیں ہوتا ردیف ہے ۔ ۲. دوران تدریس طلبہ کو نظم کامرکزی خیال سمجھاتے ہوئے حبّ الوطنی کے جذبے کو اجاگر کریں۔ 3. درسی کتاب میں دی گئی تجویز کردہ سرگرمیاں طلبہ سے مکمل کروائیں۔
			کل پیریڈز برائے مارچ	۱۳	
			کل پیریڈز برائے تعلیمی سال 2020-21	۱۵۰	
۱۷ تا ۳۱ مارچ سالانہ امتحان					

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