



**Academic Plan: English , Science , Mathematics & Sindhi (OUP)
Grade: 07**

Scheme of Studies

This document is based on Academic Planning for the year 2020-2021, specially designed for post pandemic conditions in a condensed manner. We hope this document will provide maximum support to teachers in effective teaching and learning.

Prepared by: Training Unit – Sindh Education Foundation

Period Time: 40 minutes

***Keys: -
Learning Level: L. L
Understanding: U
Remembering: R
Application: A***

Schedule Details & Time Table

- The Condensed Scheme of Studies/Academic plan as designed for alternate days keeping in view the students' groups (A & B).
- The Condensed Scheme of Studies/Academic plan is being provided **from 11th January till Mid of April, 2021** as the final section of the Academic plan in the 2nd phase.
- Referring to the alternative schedule decided for the academic year, Group A will attend school on Monday, Wednesday and Friday, whereas Group B will be continuing on Tuesday, Thursday and Saturday respectively.
- Homework to both of the groups will be assigned by the teacher in such a way that one group will be doing their homework on the alternate off day and vice versa for the second group with respect to the school attending days as mentioned above.

Elementary (Grade VII)

Time	Monday Group A	Tuesday Group B	Wednesday Group A	Thursday Group B	Friday Group A	Saturday Group B
08:30 – 09:10	English	English	Mathematics	Mathematics	Science	Science
09:10 – 09:50	English	English	Mathematics	Mathematics	Science	Science
09:50 – 10:30	Science	Science	Social Studies	Social Studies	English	English
10:30 – 11:00	Break					
11:00 -11:40	Mathematics	Mathematics	Science	Science	Social Studies	Social Studies
11:40 – 12:20	Islamiat	Islamiat	English	English	Mathematics	Mathematics
12:20 – 01: 00	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu	Sindhi/Urdu

**First Day of School Re-Opening
Foundation Assisted Schools (OUP)**

Sindh Education Foundation

As the schools are being opened after a gap of few months and with alternate days for children therefore, proper planning and implementation with respect to the **Standard Operating Procedures (SOPs) as prescribed by the Government of Sindh** needs to be executed in letter and spirit.

Our Children are returning back to schools after almost half a year, thus being far away from schools for a longer period of time, it is expected that the pupils might have missed school a lot and so their routine habits have transformed in one way or the other. In this scenario, there is an exceptional need for the school management to welcome them back in a colorful manner to make them feel that even the school missed them a lot during these days and all of the staff is very glad to have them back. This initiative is imperative to restore the school resuming the execution of teaching-learning process concurrent to the precautionary measures respective to the pandemic.

Mentioned below are the activities to be performed in all of the classrooms separately on the first day of the school to be executed by the class teachers, ensuring the remembrance of each of the protocols in children;

- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Health and Safety**

How to;

- *maintain social distancing within the school and classrooms while seating*
- *properly wear and remove face masks*
- *properly hand wash with soap (includes process) after every 03 hours*
- *properly sneeze into your elbow, or using a handkerchief (while not wearing a mask)*
- *keep oneself protected and away from others while coming to school and going back home*

Strictly;

- *no close contacts including Handshakes, Hugging and group play*
- *no touching of face, eyes, ears etc.*
- *no recess; only lunch break will be held inside the classroom*
- *no sharing of stationary or food items*
- *not to use each other glass of water or water bottles*
- Any of the student(s) has to inform the teacher/parents immediately if she/he is not feeling well whether may it be school or home
- Orientation to Sindh Govt. SOPs for the re-opening of schools: **Academics**
 - Children will be informed that each grade/class has been divided into groups and which group will be attending the school on alternate days.
 - School Time table will be shared properly with the students to make them aware of the subjects to be taught in the current academic year

- Group wise students will be assigned homework for their off days which is mandatory to be completed and submitted regularly as it links up with their everyday academic progress
- SOPs must be assured by the teacher during classroom activities like;
 - Poster making to be executed and displayed in the vicinity of school premises with different important messages for protection and cure from the disease
 - Role plays in native languages reflecting the ways to practice precautionary measures
 - Children from primary grades will demonstrate the message of health and safety through their drawings and creative work
 - Face mask making activity to be carried out in each grade using cloth and threads
 - Individual demonstration by the students in order to showcase the practical application of health safety activities including; hand washing, proper way of coughing and sneezing, wearing and removing of mask properly, maintaining social distance between each other – This will ultimately enable the teacher to know what messages have been learnt by the children so far.

Scheme of Studies - English Grade-7

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
14 th Week	Revision		<ul style="list-style-type: none"> Multiple SLOs 	<ul style="list-style-type: none"> Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student. Conduct a "Needs Assessment" test to help you determine which SLO's students need revision for Discuss the test with the students, focusing on what they found easy and difficult After the lesson: On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets) Plan lessons for the remaining week to review the topics that students are struggling with 	<ul style="list-style-type: none"> Resources to be used as per topic requirement Worksheets of selected topics This test paper will be developed by the teacher (objective and subjective) based on the grammar topics
15 th Week	Unit# 4 Health is wealth Topic:1 Good health Period:1	Listening Speaking Writing	Predict the content of a topic by using prior knowledge, and asking questions <i>L.L.: R</i>	<ul style="list-style-type: none"> Share a personal memorable time when you were sick then ask the pre-reading questions, p. 23 Align the objects you have brought with students' responses and demonstrate how we can use those objects to improve our personal hygiene Read aloud the passage slowly and while asking several questions; focus on the meanings of new words 	Bring some objects from home/around the school that we use to keep clean and healthy: example: soap, nail cutter, tooth brush

				<ul style="list-style-type: none"> • Students make sentences with the new words 	
	Topic 1 Period :2	Reading	Skim text to have a general idea of the text <i>L.L.: U</i> Scan to answer short questions <i>L.L.: A</i>	<ul style="list-style-type: none"> • Students read the passage in pairs and discuss it; roam around to ensure maximum use of English • Students independently complete Ex. 1, 2, 3, 4, and 5 	--
	Topic 1 Period :3	Speaking Writing	--	<ul style="list-style-type: none"> • Share and discuss A/V content regarding health through your phone or INSTAL • Discuss the answers to the previous day's exercises; give students time to correct their work • Students complete Worksheet 1 	--
	Topic 1 Period :4	Speaking	Use similes in writing <i>L.L.: U</i>	<ul style="list-style-type: none"> • Use a simile in Sindhi: eg "Rania is as beautiful as a flower", and discuss its meaning; the discussion should be in English • Explain the concept of a simile; referring to the examples on p. 25; students can suggest new similes. As long as their similes make sense, appreciate their creativity. If their similes do not make sense (eg: as small as an elephant), discuss how they can change it to make sense • In pairs, students complete Ex. 6, p. 26 • Discuss the answers and the meanings of all the similes 	--
16th Week	Topic 1 Period 1	Writing	Use similes in writing <i>L.L.: A</i>	<ul style="list-style-type: none"> • Recap the concept of similes • Put up the chart with sentences with similes. Students first identify the simile, then as a class you discuss the meaning of the simile, the meaning of the sentence, and figure out what is being compared. For example: Shazia is as busy as a bee. Here, Shazia is being compared to a bee 	Chart with prepared sentences using common similes

				<ul style="list-style-type: none"> Discuss the example on Worksheet 2. Students complete the worksheet 2 and 3 independently 	
	Unit 4 Topic 2 Good Health 2 Period :2	Speaking Reading	Predict the content of a topic by using prior knowledge, and asking questions (L.L - R)	<ul style="list-style-type: none"> Bring a picture of unhealthy environment; discuss the issues that the children see and discuss solutions to those issues; give students plenty of chances to participate After this, students independently read the passage on p. 26,27 and then discuss it in groups of 4 while underlining new words and trying to guess their meanings from context or find them using dictionaries Briefly discuss as a whole class 	Picture of an unhealthy environment Dictionaries
	Topic 2 Period: 3	Reading	Skim text to have a general idea of the text (L.L:U)	<ul style="list-style-type: none"> Briefly recap the previous day's reading Students complete Ex. 7, 8, 9, p. 27 ; roam around to guide as needed 	--
	Topic 2 Period: 4	Reading Writing	Practice of worksheet (L.L:A)	<ul style="list-style-type: none"> Students read the text on Worksheet 1: "Two Cities" Discuss the main ideas. Also discuss the format i.e. the comparative format Students independently complete the Worksheet Discuss answers 	--
17th Week	Topic 2 Period: 1	Listening, Speaking Writing	Make simple inferences using context of the text and prior knowledge (L.L: A) Use various functions of oral communication L.L: A	Presentations <ul style="list-style-type: none"> Divide the class into 4 groups Each group has the name of province name i.e. Group 1: Sindh, Group 2: Punjab, Group 3: KPK and Group 4: Balochistan Ask groups to draw something special about their respective province in group and write few sentences about it: 15 mins Groups present their work with the partners in front of the class, while taking care to manage their time 	Charts Markers

	<p>Topic 2 Period: 2</p>	<p>Listening Speaking Writing</p>	<p>Apply rules of a,an and the wherever applicable in speech and writing (L.L: A)</p>	<ul style="list-style-type: none"> Recap the concept of articles. Stress that they come before nouns, and explain that we use “the” when the reader knows what is being talked about and we use “a/an” for singular and general nouns Display a chart on the board with sentences that have articles in them. Ask students to identify the articles and the nouns that they refer to. Then ask students to explain why the particular article was used. For example, if the sentence is “The Sun was shining very brightly,” students should identify “the” as the “article”, “sun” as the noun. The reason that “the” is used is because we all know that there is only one sun and we know what the writer is talking about. Students to complete Ex. 10, 11, 12 from book (p.28) Explain Worksheet: 2. Students to complete it at home. 	
	<p>Topic 2 Period :3</p>	<p>Reading</p>	<p>Reading books for the development of reading habits. <i>L.L: U</i></p>	<ul style="list-style-type: none"> Recap the higher-level vocabulary that the students remember; write it on the board Appreciate vocabulary that is more advanced and discuss the meanings of all the words As a class, write sentences on the board with 2-3 words Students write sentences with the remaining words Peers to cross-check each other’s work 	<p>Different story books</p>
	<p>Period 4 Unit :4 Toipc:3 Nursing</p>	<p>Speaking Reading</p>	<p>Predict the content of a topic by using prior knowledge, and asking questions (L.L - R)</p>	<ul style="list-style-type: none"> Refer to picture illustration on p.29 and ask them who is she and what she is doing. After taking responses, ask following question: 	

			Skim text to have a general idea. (L.L: U)	<p>-what do you call a person who looks after a sick person? -Why are nurses so important for sick people?</p> <ul style="list-style-type: none"> • After this, students independently read the passage on p. 29 and then discuss it in groups of 4 while underlining new words and trying to guess their meanings from context or find them using dictionaries • Briefly discuss as a whole class • Students to solve Ex. 15,16 from book (p.30) in their notebooks. 	
18th Week	Period 1 Unit :4 Toipc:3 Nursing	Speaking Writing	<ul style="list-style-type: none"> • Skim text to have a general idea of the text. • Scan to answer short questions. (L.L: U) 	<ul style="list-style-type: none"> • Let students re-read the text given on p. 29. • Recap yesterday's lesson and ask questions to check understanding. • Students to solve Ex: 13, 14 in their notebook. • Explain worksheet 1, lesson 3. Give it as a home task. 	
	Period 2 Unit :4 Toipc:3 Nursing	Writing	<ul style="list-style-type: none"> • Recognize and use appropriate transitional words for better coherence and cohesion. • Use conjunctions in sentences. (L.L: U & A) 	<ul style="list-style-type: none"> • Briefly explain conjunctions with the help of the example on pg 31, highlighting the definition. • Teacher will make flash cards of respective conjunctions and explain the concept giving real life examples. • Ask entire class for the most suitable conjunction for each sentence. Discuss the reason for answers. • Students to complete Ex. 17 (p.31) • Explain worksheet 2, lesson 3. Give it as a home task. 	
	Period :3 Unit :4	Listening Speaking	Illustrate use of punctuation marks	<ul style="list-style-type: none"> • Recap the fact that different punctuation marks affect the way we read and speak 	Chits with sentences that

Toipc:3 Nursing			<p>learnt earlier Recognize & use appropriate transitional words for better coherence and cohesion (L.L: U & A)</p>	<ul style="list-style-type: none"> • Activity: <ul style="list-style-type: none"> ○ Divide the class in two groups. In one group, give each student a chit with a correctly punctuated sentence on it; in the other group give each student a chit with the unpunctuated sentences ○ Each student from the first group comes up and reads their sentence slowly and clearly, making sure to pause and stop and change their tone according to the punctuation ○ The student with the matching unpunctuated sentence has to listen carefully and punctuate the sentence based on what they hear • Do an example before beginning the activity • Students to complete Ex. 18 (p. 31) from book. Roam around and guide students as needed. 	<p>use several punctuation marks. Each sentence is written on two chits. On one chit, it is written with complete and proper punctuation. On the other, it is written without punctuation. Eg “I am going to study Biology, Chemistry, and Maths in Grade 9.” And “I am going to study Biology Chemistry and Maths in Grade 9 ” The correct and incorrect ones should be on different colour paper</p>
Unit :4 Toipc:3 Nursing Period :4		<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Write a short narrative in first person describes events: <ul style="list-style-type: none"> -use sequential order. -use specific 	<ul style="list-style-type: none"> • Students to be divided in groups of four. Ask them to read the paragraph given on p.32. • After reading, ask text related questions and what tense was used in it. • Ask them to underline adjectives and adverbs. Then explain the concept of writing a short narrative. 	

			<p>adjectives and adverbs. -use appropriate tense. (L.L: A)</p>	<ul style="list-style-type: none"> • Explain Ex: 19. Students to write it in pairs/individually. Guide as needed. 	
19 th Week	<p>Unit 5 The Junipers of Baluchistan Period 1</p>	<p>Speaking Reading</p>	<p>Predict the content of a topic by using prior knowledge and asking question <i>L.L: U</i></p>	<ul style="list-style-type: none"> • Imagination exercise: <ul style="list-style-type: none"> ○ Ask the students to close their eyes and give them a fantastical scenario to imagine. For example: you are lost in the jungle and encounter a lion, or you are standing in beautiful garden etc ○ After 2 minutes, they open their eyes; ask different questions about what they were imagining • Ask pre-reading questions • Students read the passage independently • Discuss what they have understood, helping understand new words from context 	--
	<p>Topic:1 The Junipers of Baluchistan Period:2</p>	<p>Reading</p>	<p>Skim text to have a general idea for the text <i>L.L: U</i></p>	<ul style="list-style-type: none"> • Recap the previous day's discussion • Students complete Ex. 1, 2, and 3 	--
	<p>Topic:1 Period 3</p>	<p>Writing</p>	<p>Write simple sentences <i>L.L.: A</i></p>	<ul style="list-style-type: none"> • Word chain and sentence game: <ul style="list-style-type: none"> ○ Divide the students into pairs ○ Write one word on the board and ask students to write it on a piece of paper and write one sentence with the word (eg: coastal) ○ After 2 minutes, tell them to write another word that <i>begins with the last letter of the first word</i>. (Since the example is "coastal", the last letter is "l" and the students need to think of a word 	Small candies / chocolates

				<p>that starts with “I” and write a sentence with it</p> <ul style="list-style-type: none"> ○ Continue on until they have covered 5 words. Roam around and hand candies to pairs that did a good job ● Share some of the most advanced vocabulary that students thought of and the best sentences 	
	Topic:1 Period 4	Listening Speaking	<p>Apply critical thinking to interact with text</p> <p><i>L.L.: A</i></p>	<ul style="list-style-type: none"> ● Revise the previous lesson to build connectivity with this lesson ● Model making: <ul style="list-style-type: none"> ○ Divide students into 4-5 groups ○ Instruct students to use whatever materials they can to make models of an artificial forest ○ Assist them as needed; ensure that maximum discussion in groups is in English ○ Students to complete worksheet 1. Help where needed. 	Scrap materials: cloth, cardboard, glue, ribbons, markers, etc.
20 th Week	Topic:1 Period: 1	Listening Speaking	<p>Apply critical thinking to interact with text</p> <p><i>L.L.: A</i></p>	<ul style="list-style-type: none"> ● Each group will present their models and describe them in detail; they will discuss the preparation process and also what the model shows ● Other groups ask questions about models ● Students to complete Ex. 4 & 5 (34) 	--
	Period:2 Topic:2 A guardian of trees	Reading Speaking	<p>Predict the content of a topic by using prior knowledge and asking questions</p> <p><i>L.L.: U</i></p>	<ul style="list-style-type: none"> ● Ask about different kinds of trees, discuss how we look after trees ● Students read p. 35 independently then discuss it in pairs ● Students independently complete 6,7 (p. 35) ● Discuss all answers 	--
	Period:3 Topic:2	Listening, Speaking	<p>Skim text to have a general idea for the text</p>	<ul style="list-style-type: none"> ● Recap the main idea of the text; talk about the concept of activism i.e. how people can 	--

	A guardian of trees	Writing	<i>L.L.: U</i>	<p>be brave in order to do the right thing. Discuss any local activists that the students know about</p> <ul style="list-style-type: none"> • Students to complete Ex; 8 and 9 (p.36) • Students to complete Worksheet 1 	
	Period:4 Topic:2	Listening Speaking	Scan to answer short questions <i>L.L.: U</i>	<ul style="list-style-type: none"> • First, share & discuss A/V content related to forest, trees, sea weeds etc. • Then, arrange a discussion about the benefits of forest/trees in group • Students use extra time for completion and correction of prior worksheets 	--
21st Week	Period:1 Unit 4 Topic: 3 Green Turtles	Reading	Predict the content of a topic by using prior knowledge and asking question	<ul style="list-style-type: none"> • Show flashcards of different marine animals. Discuss marine life through the flashcards • Ask pre-reading questions • Read the passage, p. 36; act out new words as much as you can; write other new words on the board for students to find in the dictionaries and discuss their meanings 	Pictorial flashcards of marine animals Dictionaries
	Period:2 Topic:3	Writing	Skim text to have a general idea for the text <i>L.L.: U</i> Scan to answer short questions <i>L.L.: U</i>	<ul style="list-style-type: none"> • Recap the previous day's activity • Instruct the students to underline the new words in the book and write their meaning with the pencil in the book. • Students complete Ex. 10, 11 and 12 • Discuss answers 	--
	Period:3 Topic:3	Listening, Speaking Writing	Scan to answer short questions <i>L.L.: U</i>	<ul style="list-style-type: none"> • First, share & discuss A/V content related to animal or wildlife conservation (INSTAL or self-arranged) • As the documentary/video is playing, note down some new words and the sentences they were used in • After the documentary/video is finished, remind the students of the new words and how they were used. Students try to guess 	--

				<p>the meaning, otherwise explain the meaning; students write down the word three times and its meaning</p> <ul style="list-style-type: none"> • Then arrange a discussion about the importance of conservation in groups • Complete Ex. 13 and 14, p. 38 • Discuss answers • Homework: Write sentences with the new words 	
	Period:4 Topic:3	Writing	<p>Use conditional sentences</p> <p>L.L.: A</p>	<ul style="list-style-type: none"> • Write the conditional sentences that you prepared on the board. Eg. "If I was the President, I would make sure that every place was clean." • Discuss the meanings of these sentences with students • <u>Ignore</u> the explanation in the book. Explain Worksheet 1 and students complete it • Students share their answers from Worksheet 1; appreciate the most creative ones 	Prepare some conditional sentences
22nd Week	Period:1 Topic:3	Writing	<p>Use conditional sentences.</p> <p>Illustrate use of Punctuation marks learnt earlier (L,L:A)</p>	<ul style="list-style-type: none"> • Briefly revise the previous lesson • Students complete Ex. 15, 16, 17, p. 39-40 • Students complete Worksheet 2 • Discuss answers 	--
	Period:2 Topic:3	Reading	<p>Read books for enjoyment</p> <p>L.L.: A</p>	<ul style="list-style-type: none"> • Each student independently and silently chooses a resource from the library to read • Remain available for students to ask questions and for them to discuss what they are reading • In the last 5 minutes, ask a few random students about what they read, what they liked, etc. 	--
	Period:3	Writing	Write a short story with	<ul style="list-style-type: none"> • Briefly recap conditionals 	--

	Topic:3		the uses of conditional sentences. Illustrate use of Punctuation marks learnt earlier <i>L.L.: A</i>	<ul style="list-style-type: none"> In pairs, students write a short and funny story on green turtles that is different from the one in the book. It can be informative or imaginative; they can illustrate the story if they have time Roam around to guide and do corrections as needed 	
	Period:4 Topic:3	Listening Speaking	Use conventions and dynamics of group discussion and interaction to: Identify a problem & propose a solution. Extend their ideas in the light of discussion <i>L.L.: A</i>	<ul style="list-style-type: none"> Divide the class into 3 equal groups and ask them to prepare 3 different topics for discussion; instruct them that it is a <i>discussion</i>. They do not need to read from the book, instead they need to discuss the topic and ideas and talk with their fellow students about their ideas etc. relating to the topic. The three topics are: <ol style="list-style-type: none"> The junipers of Baluchistan A guardian of trees Green turtles The groups host discussions one by one; assist them as needed 	--
23 rd Week	Period:1 Topic:3	Reading	Writing simple sentences <i>L.L.: A</i>	<ul style="list-style-type: none"> Share the prepared list of verbs with students and recap the meanings of each verb one by one Students make two columns in their copies. In one, they copy the verb from the board. In the other, they work in pairs to write the past tense form of each verb Pairs make sentences with at least 5 of the verbs given; they should write sentences using both the past and regular forms of the verbs 	Prepare a list of verbs that the students are already familiar with and new ones that they have learned recently
	Unit 6: Hobbies Period 02: Topic 01:	Reading	Predict the content of a topic by using prior knowledge, and asking	<ul style="list-style-type: none"> Share your personal likes and dislikes, then ask the pre-reading question, p. 41 Read aloud the passage while discussing the 	Written chart of different aspect of likes and

	An interesting hobby (Pg. 41)		questions (L.L- R)	<p>given pictures</p> <ul style="list-style-type: none"> • Students independently skim through the text and underline new words • Use context to guess the meanings of the new words, otherwise share the meanings • Students write sentences with 5 new words 	dislikes: i.e. food, activities, subject & sports etc.
	Period 03: Topic 01	Reading	Skim text to have a general idea of the text (L.L- U)	<ul style="list-style-type: none"> • Students complete Ex. 1, 2, and 3, p. 42 • Discuss all answers • Students use remaining time to complete old work and corrections 	--
	Period 04: Topic 01	Reading	Reading for enjoyment (L.L- A)	<ul style="list-style-type: none"> • Each student independently and silently chooses a resource from the library to read • Remain available for students to ask questions and for them to discuss what they are reading • In the last 5 minutes, ask a few random students about what they read, what they liked, etc. • Share and discuss A/V content regarding likes and dislikes (INSTAL or self-arranged) 	--
24th Week	Period 01: Topic 01	Listening, Speaking & writing	Make simple inferences using context of the text and prior knowledge (L.L- A)	<p>Presenting on hobbies:</p> <ul style="list-style-type: none"> • Divide the learners in small groups and assign the topic of "Hobbies" Each group will discuss their own hobbies, why their hobbies are useful to them, and any other information about the topic. Groups will first discuss and prepare their charts • Groups then present their charts in front of their peers • Note down interesting things from the student's presentations and give them healthy and positive feedback 	Charts
	Period 02: Topic 01	Reading with comprehension	Find words for the given meanings	<ul style="list-style-type: none"> • Distribute the chits amongst students; the chits can also have pictures on them so that 	Chits with words from new

			(L.L- U)	<p>the students are sure about the meaning of the words</p> <ul style="list-style-type: none"> • Students have to work in pairs to describe the given words in their own phrases/sentences • Pairs share their words and descriptions by writing them on the board and presenting them to the class <p><i>If they are incorrect, gently appreciate them for trying and ask other students if they can help you correct the definition.</i></p>	vocabulary on them
Period 03: Topic 01	Listening, Speaking Reading	Language focus: Sharing information about personal interest (L.L- A)	<ul style="list-style-type: none"> • Bring a few articles from children's newspapers related and distribute them in groups • Groups will read the articles and discuss it amongst themselves • They will prepare short summaries of what they read • Roam around to guide as needed 	Articles from children's newspapers	
Unit 6: Hobbies Period 04: Lesson 02: Tahira's Hobby	Reading Speaking	Skim text to have a general idea of the text (L.L- U &A)	<ul style="list-style-type: none"> • Ask a student to read two sentences of the lesson text aloud in front of the class. Then, ask another student to read the next two sentences. This way, have a few students complete the story • Divide students into groups of four; each student reads one of the articles in the boxes on p 43-44 and discuss the given articles • After they complete the discussion, discuss the meanings of some of the new vocabulary. • Students read the text independently and underline new words • Pairs discuss the new words and try to guess meanings through context • Students will make sentences from the new. • Explain worksheet 1. Ask students to solve it 	--	

25th Week	Period 01: Lesson 02	Reading	Scan to answer short questions (L.L- U)	at home. <ul style="list-style-type: none"> Briefly recap the lesson text “Tahira’s hobby” Students scan through the text and complete the first two exercises: Ex. 4 & 5 p. 44. 	--
	Period 02: Lesson 02	Listening Speaking Writing	Find words for the given meanings (L.L- U)	<ul style="list-style-type: none"> Passing the parcel: Bring few chits of new words from the text and put them all in a basket <ul style="list-style-type: none"> Students sit in a circle, one student holds the basket Teacher plays music and the students pass the basket to each other. Teacher stops the music The child holding the basket takes out one chit and tries to guess the meaning. He/she can take help from fellow students and the teacher Students complete Ex. 6, p. 45 	Music player/phone Basket Written chits of new words
	Period 03: Lesson 02	Speaking Listening Writing	Use of simple present and past tense (L.L- A) Language focus: Sharing information about personal interest (L.L- A)	<ul style="list-style-type: none"> Discuss your daily routine then ask the students to discuss something about their routine in small groups for 5 minutes Group members will note down the verbs being used during discussion Then students will individually make sentences in simple present with the verbs that they used in their groups and complete Ex. 7, p. 45 Explain worksheet 2 . Help students to solve it individually. Assist when needed. 	--
	Period 04: Lesson 02:	Speaking Listening Writing	Use of simple present and past tense (L.L- A) Language focus: Sharing information about personal interest	<ul style="list-style-type: none"> Share a memorable event of your personal life and revise the concept of past tense on the board, listing some common past tense verbs. Divide the students in 4-5 groups and give them time to discuss memorable events and 	--

			(L.L- A)	<p>write sentences.</p> <ul style="list-style-type: none"> Roam around and correct students' sentence formation where required. Students complete Ex. 8, p. 46 independently 	
26th Week	Period 01: Lesson 02:	Reading Speaking	Review of full stop, comma, question mark, and speech marks. Learning to use colon where applicable (L.L- A)	<ul style="list-style-type: none"> Bring old newspapers in the class and distribute them in the small groups. Ask students to identify different punctuation marks for 5 minutes Have students come up and read sentences ending in different punctuation marks loudly in front of the class. Help them read the sentences correctly according to the punctuation marks being used Students complete Ex. 9, p. 46 and Ex. 10, p. 47 Explain worksheet 3. Students to solve it at home. 	Newspapers (ideally ones for children)
	Period 02: Lesson 02	Writing	Write an essay using an appropriate format. (L.L- U & A)	<ul style="list-style-type: none"> Discuss the steps of writing an essay (can refer to pg. 47-49) Divide the students in pairs and ask them to draw a mind map Instruct students to write an essay on the topic "My hobby" and complete it at home if needed 	--
	Period 03: Lesson 02	Writing	Revise the writing practice of paragraph writing. (L.L- A)	<ul style="list-style-type: none"> Explain worksheet 4 and ask students to solve it individually. Roam around to guide as needed 	--
	Period 04: Lesson 02	Reading	Use conventions and dynamics of group discussion and interaction (L.L- A) Apply critical thinking to	<ul style="list-style-type: none"> Students bring clips of English newspapers or interesting pictures Divide the students in the small groups. Ask each group to make a scrapbook with the clippings, charts, and glue Help them with the title page 	Newspaper clippings from English newspapers (ideally from children's)

			interact with text (L.L- A)		section), chart papers, glue
27th Week Onward Revision and Exams	Revision		<ul style="list-style-type: none"> Multiple SLOs 	<ul style="list-style-type: none"> Revise the identified topics using resources in the academic plan or resources of your own. You can use activities from the book or worksheets or from other books. Ensure that the revision component includes both an explanation on the teacher's end, and a written component for the student. Conduct a "Needs Assessment" test to help you determine which SLO's students need revision for Discuss the test with the students, focusing on what they found easy and difficult After the lesson: On the basis of student performance, select the most important grammar topics and their respective exercises (textbook and worksheets) Plan lessons for the remaining week to review the topics that students are struggling with 	<ul style="list-style-type: none"> Resources to be used as per topic requirement Worksheets of selected topics This test paper will be developed by the teacher (objective and subjective) based on the grammar topics

Scheme of Studies - Science Grade-7

Months/ Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January 14 th Week	Unit # 6 Structure of atom (Cont...) Period 01-02 <ul style="list-style-type: none"> • Isotopes of carbon and its percentage Uranium Element • Uses of Isotopes in Medicines • Uses of Isotopes in Agriculture 	Inferring	<ul style="list-style-type: none"> ✓ Describe isotopes of Carbon. ✓ Describe uses of Isotopes in medicines and agriculture. L.L- R&U A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Teacher will ask about the previous topics. ➤ Demonstration through drawing the structure of isotopes of Carbon atom and their percentages. Teacher will also explain uranium element. ➤ Demonstration through show and tell. Teacher will explain the topic by showing picture chart/ videos of CT scan and MRI. ➤ Worksheet(Uses of Isotopes) 	OUP Book White/Black Board Markers/chalk Picture chart/Internet video of CT scan, MRI
	Period 03 Law of Constant Composition	Inferring	<ul style="list-style-type: none"> ✓ State the law of constant composition and give examples L.L- R&U	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration: Teacher will explain by examples of H₂O, CO₂, H₂SO₄, and Ca(OH)₂. ➤ Worksheet(Law of Constant Composition) 	OUP Book White/Black Board Markers/chalk
	Period 04 Chemical formulae	Inferring	<ul style="list-style-type: none"> ✓ Make chemical formulae. L.L- U&A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Teacher will ask about the valency of different elements already learnt in topic valency page 61. ➤ Demonstration through relating the concept of valency. Give examples of various compounds. H₂O, CO₂, H₂SO₄, Ca(OH)₂, MgCl₂ ➤ Activity # 5 ➤ Worksheet(Chemical formulae) 	OUP Book White/Black Board Markers
15 th Week	Period 01 Period 02 Unit # 7 Physical & Chemical		Reinforcement activities page. 65,66, worksheet, test		
		Observing	<ul style="list-style-type: none"> ✓ Identify the physical and chemical changes taking place in an 	<ul style="list-style-type: none"> ➤ Prior Knowledge: Teacher will show rusted lock /key /piece of iron, crushed can, and candle and ask 	OUP Book White/Black Board Markers/chalk

<p>changes and processes</p> <ul style="list-style-type: none"> • Introduction • Changes in the matter 		<p>environment. L.L.- R&U</p>	<p>about their physical states.</p> <ul style="list-style-type: none"> ➤ Demonstration through Experiment and observation. Teacher will show non rusted and rusted lock /key /piece of iron, crushed can, candle .and will discuss the change in matter by the effect of moisture present in atmosphere. The moisture reacts with the material particles ad chemical reaction take place which cause rust. • Substances can be protected by painting the surface. • Teacher will discuss the example of boiling water. The steam rising up is the gaseous state of water. • Show burning of candle. It indicates the melting of candle. 	<p>Candle, Rusted lock / Chain, Can, Water, Matchbox-</p>
<p>Period 03 Changes are of Two Types</p> <ul style="list-style-type: none"> • Physical or Reversible changes 	<p>Observing</p>	<p>✓ Describe the physical or reversible changes. L.L.- R&U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation ➤ Teacher will take piece of wood to cut it. ➤ Take ice cube and show its melting. ➤ Take an egg and break it. 	<p>OUP Book White/Black Board Markers/chalk Ice cube, beaker, burner, piece of paper, a pair of tong, matchbox, Wood piece, Egg</p>
<p>Period 04 Physical or Reversible changes (cont...)</p>	<p>Observing Identifying</p>	<p>✓ Describe the physical or reversible changes. L.L.- R&U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge about previous topic. ➤ Demonstration through making connection of previous activity ,explain the melting process and then boiling by drawing pictures on board / chart with points a,b,c,d.. Discuss also the condensation and 	<p>OUP Book White/Black Board Markers/chalk Copper Sulphate, Test tube, Burner, Match box</p>

				<p>freezing process.</p> <ul style="list-style-type: none"> ➤ Activity: Teacher will explain the heating of copper Sulphate and note the change in colour. ➤ (Activity#1 page.69) 	
16th Week	<p>Period 01</p> <p>Chemical or Irreversible Changes</p>	<p>Observing Inferring</p>	<p>✓ Describe the Chemical or irreversible changes. L.L.- R&U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge about previous topic. ➤ Demonstration through Experiment and observation ➤ Teacher will explain the formation of Curd (Dahi) from milk. ➤ Activity: Burning of wood, Cook egg in a fry pan/picture. ➤ Activity 2page 69 	<p>OUP Book White/Black Board Markers/chalk, Wood piece, Egg, Burner Match box, Frying pan, A pair of tong, A piece of paper</p>
	<p>Period 02</p> <p>Chemical or Irreversible Changes (cont.)</p>	<p>Observing Inferring</p>	<p>✓ Describe the Chemical or irreversible changes. L.L.- R&U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge about previous topic. ➤ Teacher will explain the Burning of wood and cooking of egg as Chemical or Irreversible Changes. ➤ Make slices of an apple and keep it for half an hour in open air .Its colour changes. ➤ Separation of Sulphur from iron filling by magnet. 	<p>OUP Book White/Black Board Markers/chalk Sulphur powder, Iron filling, Magnet, Apple</p>
	<p>Period 03</p> <p>Difference between Physical and chemical change</p>	<p>Inferring</p>	<p>✓ Differentiate between physical and chemical change. L.L.- U</p>	<ul style="list-style-type: none"> ➤ Demonstration through the chart comparing physical and chemical changes.page70 ➤ Work sheet (Changes in Matter, Reversible and irreversible changes, Physical and Chemical changes). 	<p>OUP Book White/Black Board Markers/chalk</p>
	<p>Period 04</p> <p>Useful substances formed by chemical</p>	<p>Observing Inferring</p>	<p>✓ Explain the formation of useful product by chemical changes.</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Activity <p>1. Burn Magnesium metal in the open</p>	<p>OUP Book White/Black Board Markers/chalk</p>

	<p>changes</p> <ul style="list-style-type: none"> • Reaction of Magnesium and Oxygen • Burning 		L.L.- A	<p>air and observe the flame colour, chemical change. Discuss the word equation.</p> <p>2. Burn the piece of wood by match stick. The piece of wood gets fire. Ask benefits of this reaction from students.</p> <p>➤ Discuss the table given on page71.</p>	A piece of Magnesium metal, Match stick, burner
February 17th Week	<p>Period 01-02</p> <ul style="list-style-type: none"> • Law of conservation of Mass • Burning of Fuels • Making Ammonia 	<p>Inferring</p> <p>Communicating</p>	<ul style="list-style-type: none"> ✓ Define Law of conservation of Mass. ✓ Explain the use of hydrocarbons as fuels. ✓ Explain the formation of ammonia by the chemical reaction and its uses. <p>L.L.-R,U& A</p>	<p>➤ Prior Knowledge about previous topic.</p> <p>➤ Law of conservation of Mass will be defined.</p> <p>➤ Discuss the rearrangement of atoms in the equations already done in previous class and apply Law of conservation of Mass.</p> <p>➤ Burn fuel (petrol).</p> <p>➤ Write the equation and explain.</p> <p>➤ Demonstration: Teacher will explain the formation of ammonia by the chemical reaction and its uses. Teacher will explain the main nutrients required for plant growth.</p> <p>➤ Worksheet(Useful substances formed by chemical changes)</p>	<p>OUP Book</p> <p>White/Black Board</p> <p>Markers/chalk</p> <p>Petrol, match box</p>
	<p>Period 03</p> <p>Fertilizers</p>	<p>Inferring</p>	<ul style="list-style-type: none"> ✓ Explain the physical and chemical properties of fertilizers, which make them useful in agriculture. <p>L.L.- R,U& A</p>	<p>➤ Prior Knowledge</p> <p>➤ Demonstration through Activity, Teacher will show</p> <ol style="list-style-type: none"> 1. The flower pot with some pale green and pale yellow leaves 2. Yellow leaves with dead spots 3. Purple leaves 4. Upper leaves normal and lower leaves pale yellow. 	<p>OUP Book</p> <p>White/Black Board</p> <p>Markers/chalk</p> <p>Flower pots with different colour of leaves.</p>

				<ul style="list-style-type: none"> ➤ Teacher will discuss the mineral element and uses. 	
	Period 04 <ul style="list-style-type: none"> • Organic fertilizers • Inorganic fertilizers 	Inferring Communicating	<ul style="list-style-type: none"> ✓ Explain the effects of organic fertilizers on environment. ✓ Explain the effects of inorganic fertilizers on environment. L.L.- A	<ul style="list-style-type: none"> ➤ Prior Knowledge about previous topic. ➤ Demonstration: Teacher will explain the topic by giving example of animal dung used as organic fertilizer. Inorganic fertilizers will be explained by example of NH_3, P_2O_5 and K_2O. 	OUP Book White/Black Board Markers/chalk
18 th Week	Period 01 Harmful effects of Fertilizers	Inferring Communicating	<ul style="list-style-type: none"> ✓ Discuss harmful effects of the improper use of fertilizers. L.L.- A	<ul style="list-style-type: none"> ➤ Prior Knowledge about previous topic. ➤ Demonstration: Discussion of Harmful effects of Fertilizers ➤ Worksheet(Fertilizer-I, Fertilizer-II) 	OUP Book White/Black Board Markers/chalk
	Period 02 Plastics <ul style="list-style-type: none"> • Thermoplastics • Thermostets 	Inferring Communicating	<ul style="list-style-type: none"> ✓ Describe the simple form of plastics and their properties. L.L.- U&A	<ul style="list-style-type: none"> ➤ Prior Knowledge through question / answers ➤ New words <ul style="list-style-type: none"> *Polyetheylene *Polystyrene *Polypropylene *(chemical names of different forms of plastic.) ➤ Demonstration through Show and tell Plastic spoon ,knife, fork, pen, bottle, syringe, calculator, tape, string, shopping bag Plastic toys. Discuss properties of plastics. Worksheet(Plastics)	OUP Book White/Black Board Markers/chalk, Plastic spoon ,knife, fork, pen, bottle, syringe, calculator, tape, string, shopping bag Plastic toys
	Period 03 Vegetables Oils	Inferring Communicating	<ul style="list-style-type: none"> ✓ Describe the chemical process in which 	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Show and tell. Teacher will explain by showing 	OUP Book White/Black Board Markers/chalk,

			vegetable oil changes in to fat. L.L.- U	Mustard, Sunflower, Corn seeds. Discuss the making of soap, margarine by picture chart page76. ➤ Worksheet(Vegetables Oil)	Mustard seeds, Sunflower seeds, Olives, Corn / Picture of plastic made things, some pictures of plants and seed that gives us oil
	Period 04	Reinforcement activities page77, worksheet, test			
19th Week	Period 01 Unit # 8 Transmission of heat • Difference of Two Matters • Conduction	Observing Inferring	✓ Explain the flow of heat from hot body to cold body. ✓ Explain conduction through experiment. ✓ Recognize the mode of transfer of heat from the environment. L.L.- U	➤ Prior Knowledge(through Activity 1 page79) ➤ Demonstration through explanation of activity #1. ➤ Activity 2 page79 Wax, iron rod, colored paper, a candle is resources. ➤ Teacher will explain conduction process in solids. Discuss the chart page78.	OUP Book White/Black Board Markers Steel spoon, a cup, boiled hot water, wax, iron rod, colored paper, a candle
	Period 02 • Conduction • Insulators	Observing Inferring	✓ Explain Insulators. ✓ Explain Conduction through experiment. ✓ Recognize the mode of transfer of heat from the environment. L.L.- U	➤ Prior Knowledge about previous topic. ➤ Demonstration for • Insulators use example wood, glass, blankets, quilts, and bird's feather. • Show the arrangement of solid particles in ice, by picture chart/drawing on board and discuss their movement page 80. • Show the arrangement of water particles and discuss their movement by picture chart/drawing on board page 80. • Show the arrangement of gas particles and discuss their movement by picture chart/drawing on board page 80. • Experiment and observation Through activity 3 page80, pencil, wooden stick, steel spoon, aluminum	OUP Book White/Black Board Markers/chalk, pencil, wooden stick, steel spoon, aluminum spoon, plastic pen, butter, hot water, beaker.

				spoon, plastic pen, butter, hot water, beaker are resources. ➤ Worksheet(Conduction-I, Conduction-II)	
	Period 03 Convection	Observing Inferring	✓ Explain Convection through experiment. ✓ Recognize the mode of transfer of heat from the environment. L.L.- U	➤ Prior Knowledge about previous topic ➤ Demonstration(through activity 4page 80)	Some crystals of Potassium per magnate, Beaker, Water
	Period 04 Application of convection in daily life <ul style="list-style-type: none"> • Convection in seas and Oceans • Wind • Ocean Currents • Convection in Geysers 	Observing Inferring	✓ Suggest how birds can glide in the air for hours. ✓ Identify examples of appliances that make uses of different modes of transfer of heat. L.L.- A	➤ Prior Knowledge ➤ Demonstration through Show and tell, Show and explain Map ocean current, picture of bird, home geyser page 81,	Map showing ocean current, picture of bird, home geyser page 81,
20th Week	Period 01 Application of convection in daily life Land and Breeze <ul style="list-style-type: none"> • Convection in our houses • Convection in Electric Kettle • Convection in Electric Heaters 	Observing Inferring	✓ Identify examples of appliances that make uses of different modes of transfer of heat. L.L.- A	➤ Prior Knowledge ➤ Demonstration through Show and tell, Show and explain picture of land and sea breezes form, picture of rooms heated and cooled by convection currents, picture of kettle, electric heaters, sun ,Electric heater, Electric kettle/picture page 82. ➤ Home work Worksheet(Convection, Application of convection,)	picture of land and sea breezes form, picture of rooms heated and cooled by convection currents, picture of kettle, electric heaters, sun page 82,83
	Period 02 Radiation	Observing Inferring	✓ Recognize the mode of transfer of heat from the	➤ Prior Knowledge(through activity 5 page 83) ➤ Demonstration through Examples	Three bottles, Black plastic, Tin foil, Water, solar panel

			environment. ✓ Explain radiation can travel through space. L.L.- R&U	➤ Worksheet(Radiation)	picture
	Period 03 Vacuum flask	Observing Inferring	✓ Describe the working and principles of a vacuum flask L.L.- U&A	➤ Prior Knowledge ➤ Demonstration through Show and tell ➤ Show and explain ➤ Worksheet(Vacuum flask)	Picture of vacuum flask page 84
	Period 04	Reinforcement activities page 85 , worksheet, test			
March 21st Week	Period 01 Unit # 9 Dispersion of light	Observing Inferring	✓ Discuss refraction of light and its causes. L.L.-U& A	➤ Prior Knowledge ➤ Demonstration through Activity 1 page 86 ➤ Activity #. 2 ➤ Teacher will use resources for explanation	Glass ,Pencil ,Water Glass slab ,Four pins, Soft Board, A sheet of white paper
	Period 02 Dispersion of light	Observing Inferring	✓ Discuss refraction of light and its causes. L.L.-U& A	➤ Prior Knowledge about previous topic ➤ Demonstration through Experiment and observation, Activity 2 page 87 ➤ Worksheet(Dispersion of light)	Glass slab ,Four pins, Soft Board, Pencil, A sheet of white paper, pictures on page 87
	Period 03 Laws of Refraction	Observing Inferring	✓ Describe laws of refraction and refractive index L.L.- R&U	➤ Prior Knowledge about previous topic ➤ Demonstration: Teacher will show /draw picture on page 88 relevant to the topic. ➤ Worksheet(Laws of Refraction-I,II)	picture on page 88
	Period 04 Refractive index	Observing Inferring	✓ Describe refractive index. L.L.-R& U	➤ Prior Knowledge about previous topic ➤ Demonstration through Activity 3 page 88	Water, a wide mouth plastic bowl, a 5 rupee coin
22nd Week	Period 01 Real and Apparent depth	Observing Inferring	✓ Explain the phenomenon of real and apparent depth. L.L.- U	➤ Prior Knowledge ➤ Demonstration through Activity: • Take a wide glass jar filled with water. Put medium size stone in the water.	a wide glass jar, water, stone

				<ul style="list-style-type: none"> • Call the students one by one and tell them to look into the water. • Ask the students what do they observe? • After sharing of students' observation, teacher will explain the difference between real and apparent depth. 	
	Period 02 Total internal reflection	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe conditions of internal reflection and its application L.L.- U&A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Activity: <ul style="list-style-type: none"> • Take a wide glass jar filled with water. Put toy fish in the water. • Ask the student about the depth of fish in water. • Teacher will conclude the activity and will use the picture for explanation. ➤ Worksheet(Total internal reflection) 	Toy fish, a wide glass jar filled with water, total internal reflection picture page 90
	Period 03-04 <ul style="list-style-type: none"> • Critical angle • Applications of Critical angle 1.Periscope 2.Mirage 3.Fish Eye View	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain critical angle and its application. L.L.- U&A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Show and tell, Teacher will show and explain picture chart for critical angle page 91. ➤ Applications of Critical angle will be explained by pictures page91,92 ➤ Worksheet(Critical angle, Applications of critical angle) 	Pictures on page 91,92
23rd Week	Period 01-02 Dispersion of light	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe the dispersion of light by a prism. ✓ List the color of light using a prism. L.L.-R& U	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation, Activity 4 page 93,Prism, Torch resources ➤ Worksheet(Dispersion of light) 	Prism, Torch
	Period 03 Reflecting Prisms <ul style="list-style-type: none"> • Penta prism • Right Angle Prism 	Observing Inferring	<ul style="list-style-type: none"> ✓ Identify the uses of reflecting prisms L.L.- R&A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Show and tell, Teacher will explain by the help of pictures on page 94 	pictures on page 94

	<ul style="list-style-type: none"> • Dove Prism • Roof Prism 			➤ Worksheet(Reflecting Prisms)	
	Period 04 Rainbow formation	Observing Inferring	✓ Explain rainbow formation L.L.- U	➤ Prior Knowledge ➤ Teacher will explain the formation of rainbow ➤ Worksheets(Rainbow formation)	
24th Week	Period 01-02 Colours of light	Observing Inferring	✓ Identify primary colours and show how they are combined to form secondary colours. ✓ Demonstrate how spinning of a rainbow results in the appearance of white disc. L.L.- R,U&A ✓	➤ Demonstration through Activity 5 page 95 ➤ Teacher will use resources for explanation ➤ Worksheets(Colours of light)	VOG wheel, compass, color pencils, white circular card
	Period 03 <ul style="list-style-type: none"> • Colours • Uses of Colours 	Observing Inferring	✓ Explain why an opaque or non-luminous object appears to be of certain colours. L.L.-U& A	➤ Prior Knowledge through activity 6 Page 96 ➤ Demonstration through Show and tell, Teacher will show and explain Pictures on page 96 ➤ Worksheet(Colours)	Torch ,Sheet of white paper, Red, Blue and Green sheets of cellophane sheet, Pictures on page 96
	Period 04	Reinforcement activities page 98 , worksheet, test			
April 25th Week	Period 01 Unit # 10 Sound Waves	Observing Inferring	✓ Explain sound produced by different vibrating objects. L.L.- U	➤ Prior Knowledge through activity 1page99 ➤ Demonstration through Experiment and observation, Activity 2 & 3 page 99. Teacher will use resources for explanation.	Rubber band, ruler or metal strip or plastic strip,
	Period 02		✓ Describe sound travels	➤ Prior Knowledge through Activity: Take	Wide mouth

	Sound Travels in Waves	Observing Inferring	in waves. L.L.- U	<p>a wide mouth container and ask the students throw pebble into water. Ask from students, what does happen when we throw pebble in a pond?</p> <ul style="list-style-type: none"> ➤ Demonstration through Role play, Ask the students to open their mouths and say Aaaaaaaaaa in a loud voice. Then tell them to place their thumb and two fingers on their throat while they are producing this sound. Ask them if they feel any vibrations? Students should be able to feel the vibration of their vocal chords while they are producing this sound. ➤ Teacher will explain our vocal chords produce sounds by their vibrations when we speak. ➤ Experiment and observation, Activity 4 page 100,Teacher will use resources for explanation. ➤ Worksheet(Sound) 	<p>container(water tub) with water, pebble Tin can or Large plastic bottle, Balloon in two pieces, Plastic funnel or the top of plastic</p>
	<p>Period 03-04</p> <ul style="list-style-type: none"> • Transverse Waves • Longitudinal Waves 	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe transverse and longitudinal waves. <p>L.L- U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge through activity 5 page 101 ➤ Demonstration <p>Teacher will relate activity and explain compression and refraction of waves and further relate to Longitudinal transverse Waves</p> <p>Worksheet(Sound travels in waves)</p>	<p>Two long slinky springs, Pencil, Pen, Water tub, Pebble</p>
26th Week	<p>Period 01-02 Characteristics of Sounds</p> <ul style="list-style-type: none"> • Frequency • Wavelength 	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain the characteristic of sound frequency, wave length, amplitude, velocity, and pitch 	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Activity no 6 page 104 ➤ Activity: Give example of sound of whistle. 	<p>Metal scale, Whistle</p>

	<ul style="list-style-type: none"> • Amplitude • Velocity • Pitch • Relationship between Pitch and Frequency 		<p>with their units.</p> <p>L.L.- U</p>	<ul style="list-style-type: none"> ➤ Experiment and observation, Use five or six same size glass bottles or bowls filled with different amounts of water and a wooden stick. Line up bottles or bowls carrying an increasing amount of water in each. Next, strike the bottles one by one on the edge of their mouths or the rims of the bowls one by one. Do this repeatedly and observe the sounds produced by the containers carrying from very little water to more water and the maximum amount. Does the pitch or loudness of the sounds change due to the different amount of water in the bowls? Ask why? ➤ Worksheet(Characteristics of sound-I,II) 	
	<p>Period 03-04</p> <ul style="list-style-type: none"> • Sound quality • Application of sound 	<p>Observing Inferring</p>	<ul style="list-style-type: none"> ✓ Identify the application of different sounds in daily life <p>L.L.- A</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation. ➤ Activity 7 page 104 ➤ Activity 8 page 106 ➤ Teacher will play the recorded sounds by recorder of fire alarm, security alarm, drum, fire engine, ambulance and students will identify them as noise, music, echoes. ➤ Worksheet(Sound quality, Application of Sound) 	<p>A thread, a rubber band, a metallic wire, Cell Phone, Speakers, recorded sound of fire alarm, security alarm, drum, fire engine, ambulance</p>
<p>27th Week</p>	<p>Period 01-02</p> <p>Audible frequency range</p>	<p>Observing Inferring</p>	<ul style="list-style-type: none"> ✓ Compare audible frequency range of humans and different animals <p>L.L.- U</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge through Activity 9 page by 106 ➤ Demonstration through Experiment and observation. Teacher will play the recorded sounds by recorder of 	<p>Whistle, recorded sound of high note, low note of a singer, bat</p>

				Whistle, recorded sound of high note, low note of a singer, bat. ➤ Worksheet(Audible frequency range I,II)	
	Period 03-04	Reinforcement activities page 108 , worksheet, test			
Revision and final Term Examination					

Scheme of Studies - Mathematics Grade-7

Months/Week	Units/Topic	Standard	SLOs Students will be able to:	Teaching method	Required resources
January 14 th Week	Unit: VIII Algebraic Expressions Period 1	Algebra	<ul style="list-style-type: none"> Algebraic Expressions L.L.U	<ul style="list-style-type: none"> The teacher will check prior knowledge of the students regarding topic and ask following question: <ul style="list-style-type: none"> What is Algebraic expression? What is variable, constant, coefficient, base and exponents? The teacher will now explain the pg#63 to student Discuss and clear the concept of algebraic expressions After the discussion teacher will explain example #1, 2 and 3 algebraic expressions from the text book on page#63and 64 in detail. The teacher will ensure the complete understanding of topic to students. Students will solve the worksheet # 1 of Unit# 8. 	Worksheet
	Period 2 & 3		<ul style="list-style-type: none"> Define a constant as a symbol having a fixed numerical value. L.L.U <ul style="list-style-type: none"> Recall variable as a quantity which can take various numerical values L.L.U	<ul style="list-style-type: none"> The teacher will explain the degree on polynomials /constant monomial. Class discussion and practice of the expressions from exercise #8.1 (question 3. a) will solve on the board in detail reaming parts of question 3 will be given to students to solve. The teacher will recall variable as a quantity which can take various numerical value. Class discussion and practice of the expressions from exercise #8.1 mentioned in the book from page#64. The teacher will explain that how to recall literal as an unknown number represented by an alphabet. Class discussion and practice of the expressions from the exercise which are mentioned in the book. Students will solve the worksheet # 2 of Unit# 8. 	Worksheet
	Period 4		<ul style="list-style-type: none"> Recall literal as an unknown number represented by an alphabet. 	<ul style="list-style-type: none"> The teacher will recall the concept of algebraic expression, and its term by asking the question like: <ul style="list-style-type: none"> What is variable? What is constant? What are exponents? 	Worksheet

			<p>L.L.U</p> <ul style="list-style-type: none"> Understand the concept of Expression. <p>L.L.U</p>	<ul style="list-style-type: none"> What is base? What is co-efficient? Now teacher will write an algebraic expression on board, ask randomly from the students to come on board and identify the terms of expression. The teacher will now introduce the new term known as literal and explain it in detail that how we can identify. Now teacher will divide the class into groups and give an expression to each group, and then ask to figure out the each algebraic expression. Students will solve the worksheet # 1 & 2 of Unit# 8. 	
15 th Week	Period 1 & 2		<ul style="list-style-type: none"> Define polynomial as an algebraic expression in which the powers of variables are all whole numbers. <p>L.L.R</p> <ul style="list-style-type: none"> Identify a monomial. A binomial and a trinomial as a polynomial having one term, two terms and three terms respectively. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will explain the polynomial as an algebraic expression in which the powers of variables are all whole numbers Explain question# 1 part (a) on Page# 64 as an example on board and ask students to solve the further part on page #64 with teacher guidance. Students will solve the worksheet # 3 of Unit# 8. Inquiry-based questions The teacher will explain what is <i>monomial, binomial and a trinomial as a polynomial having one term, two terms and three terms respectively</i>, then explain the page #65 in detail to students. Students will solve the worksheet # 4, 5 & 6 of Unit# 8. 	Worksheet
	Period 3 & 4		<p>Operation with polynomials</p> <ul style="list-style-type: none"> Add two or more polynomials. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will explain one sum from each exercise of add two or more polynomials on board from book. The teacher will instruct students to solve the remaining questions from the exercise 8.1 (1, 2, 3 & 4) by themselves and will guide them accordingly. The teacher explain the subtraction of algebraic expressions in detail and solve example #1 2,3& 4 on the board from the text book ,page#67 and 68 and 	Worksheet

				<p>write remaining questions on board and ask student to solve the sum in your note copies</p> <ul style="list-style-type: none"> Students will solve the worksheet # 7, 8 & 12 of Unit# 8. 	
16 th Week	Period 1		<ul style="list-style-type: none"> Subtract a polynomial from another polynomial <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher explain the subtraction of algebraic expressions in detail and first solve Question #1 from the exercise# 8.3 on the board from the text book on page#69 Then teacher will ask students to solve the remaining question from the exercise. The teacher will check their work during solution of the questions and help them where needed. The teacher allows learners to ask questions with respect to the topic and respond them accurately. After that teacher will check the work of every student and give constructive feedback. Students will solve the worksheet # 9 & 10 of Unit# 8. 	Worksheet
	Period 2		<ul style="list-style-type: none"> Find the product of Monomial with monomial Monomial with binomial/trinomial. Binomials with binomial/trinomial. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will explain <i>monomial with monomial</i> <i>Monomial with binomial/trinomial. Binomials with binomial/trinomial.</i> The teacher will explain and solve the sums related to the topic from the book on board and explain every step in detail. Students will solve the worksheet # 11 of Unit# 8. 	
	Period 3		<ul style="list-style-type: none"> Simplify algebraic expression involving addition, subtraction and multiplication. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will explain one sum from <i>simplify</i> algebraic expression involving addition, subtraction and multiplication's exercise on board from book. The teacher will instruct students to solve the remaining questions of the exercise by themselves and will guide them if anyone needs assistance and student will be instructed to solve the worksheets #7 & 8. 	
	Period 4		<ul style="list-style-type: none"> Factorization of algebraic expressions. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will solve example #1&2 on board in detail also solve part (a) of both the questions #1 & 2 from the book 5, exercise #8.5 then remaining parts of the questions will practice by the students in their note book. Students will solve the worksheet # 17 & 18 of Unit# 8. 	Worksheet

<p>February 17th Week</p>	<p>Period 1 & 2</p>		<p>Algebraic identities</p> <ul style="list-style-type: none"> • Verification of Algebraic identities. <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will explain Verification of Algebraic identities example # 1 in detail on page#74 and remaining 3 examples will make students to solve in their note copies. • The teacher will solve one question from the exercise #8, and then make the students to solve the remaining parts and solve the worksheet#5 and 6. • Students will solve the worksheet # 13, 14, 15 & 16 of Unit# 8 as reinforcement. 	<p>Worksheet</p>
	<p>Unit: IX Linear Equations Period 3</p>	<p>Algebra</p>	<p>Linear equation</p> <ul style="list-style-type: none"> • Define a linear equation in one variable <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will ask few question from students about linear equation such as; • What is linear equation? • Anybody else from the class who knows about the linear equation? • Discuss and clear the concept of linear equation from the book on page#77 and instruct the students to write the definition of linear equation in their copies. Students will solve worksheet# 1 of Unit# 9 with the help of teacher. • The teacher will explain the example #1, 2, 3&4 on page#78 in detail. • The teacher will write questions of the example #5, 6, 7 &8 from page #79 on the board and ask students to solve it with the help of teacher guidance. 	<p>worksheet</p>
	<p>Period 4</p>		<p>Linear equation</p> <ul style="list-style-type: none"> • Define a linear equation in one variable <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will explain the example #9, 10, 11 &12 from the book on page# 80. • The teacher will write question of the example #13 from the book on page#81 and ask students to solve it. • Students will solve the worksheet # 2 of Unit# 9. 	
<p>18th Week</p>	<p>Period 1</p>		<p>Solution of Linear equation</p> <ul style="list-style-type: none"> • Demonstrate different techniques to solve linear 	<ul style="list-style-type: none"> • The teacher will explain the example #14 from the book on page#81 in detail and teacher will focus on topic so that every student understand it clearly. • The teacher will solve example #15 from the same page of the book by taking response from the students. • The teacher will allow students to ask questions related 	

			<p>equation.</p> <p>L.L.U</p>	<p>to the topic and teacher will conclude the topic with desired outcome.</p> <ul style="list-style-type: none"> • The teacher will explain question #1&2 (a) 3 and 4 from Exercise #9 on page#82 in detail. • The teacher emphasizes on the topic so that the students can grasp it. • The teacher will Instruct the students to solve remaining parts of the questions#1, 2 5, 6 & 7 in their note copies. • Students will solve the worksheet # 3 of Unit# 9. 	Worksheet
	<p>Unit: X Fundamentals of Geometry Period 2 & 3</p>	<p>Measurements and Geometry</p>	<p>Properties of angles</p> <ul style="list-style-type: none"> • Define adjacent, complementary and supplementary angles. <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will ask questions from the students such as; • What is adjacent angle? • What is supplementary angle? • What is complementary angle? etc. • Discuss and clear the concepts of Properties of angles also solve the worksheet #4 of Unit# 10 of the topic. • With reference of previous discussion teacher will explain the adjacent, complementary and supplementary angles also properties of angle from page#83 and instruct them to note the definition in their copies. • Students will solve the worksheet # 1, 2 & 3 of Unit# 10. 	worksheets
	Period 4		<ul style="list-style-type: none"> • Define vertically opposite angles. <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will explain the topic of <i>vertically opposite angles</i> then ask few questions from the students such as; • What is vertically opposite angle? • How we construct vertically opposite angles? • Discuss and clear the concept of vertically opposite angle. 	
19 th Week	Period 1		<ul style="list-style-type: none"> • Understand the concept of calculate unknown angles involving adjacent angles, complementary angles, supplementary 	<ul style="list-style-type: none"> • The teacher will introduce the angles and its different types with examples briefly. • Adjacent angles, complementary angles, supplementary angles, vertically opposite angles will be defined. • After that students will find unknown angles involving adjacent angles first in pairs then individually. 	Geometry box and text book

			<p>angles, vertically opposite angles.</p> <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will check the work of every student and give feedback on it. • Then, teacher will explain and make them understand the concept of how to calculate unknown angles involving adjacent angles, complementary angles, supplementary angles, vertically opposite angles then solve one sum related to the topic from exercise on board. • The teacher will instruct students to solve the remaining problems of the exercise by themselves and will guide them where needed. • The teacher allows students to ask questions related to the topics, respond them accurately and will conclude the topic. 	
	Period 2		<p>Congruent and similar figures</p> <ul style="list-style-type: none"> • Identify congruent and similar figures. <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will ask few question from the students such as; • What are congruent and similar figures? etc. • Discuss and clear the concept of Identify congruent and similar figures from the book on page#85. • The students will practice the same exercise as mentioned above. • The teacher will recall all the concept of congruent and similar figures • The teacher will explain question #1 from the exercise#10.2. • The teacher will ask student to solve the question 2 and 3 from book on page#87. • Students will solve the worksheet# 6 & 7 of UNIT: X fundamentals of geometry with teacher guidance. 	Geometry box & Worksheet
	Period 3		<ul style="list-style-type: none"> • Recognize the symbol of congruency. <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will clear the concept of recognize the symbol of congruency in different figures or shapes. • After that s/he will distribute the student into groups at least 4 students in each group, and then instruct the students to solve the worksheet#6 of Unit# 10. • Finally, teacher will check the work of every student, give feedback and sum up the topic. 	Worksheets and Geometry box
	Period 4		<ul style="list-style-type: none"> • Apply the properties 	<ul style="list-style-type: none"> • Students will solve the worksheet#7 and recognize the 	Worksheets

			<p>for two figures to be congruent or similar.</p> <p>L.L.U</p>	<p>symbol of congruency from the book on page #87.</p> <ul style="list-style-type: none"> • Complete guidance will be provided by teacher. • After, that teacher will explain how to apply the properties for two figures to be congruent or similar. • She/he will instruct students to solve the remaining problems of the exercise by themselves and will guide them where they find difficulty. • Then teacher allow students to ask questions related to the topic and respond them accurately. • After teacher will instruct the students to prove the same statement in pairs. 	<p>and Geometry Box.</p>
20th Week	Period 1 & 2		<p>Congruent triangles</p> <ul style="list-style-type: none"> • Apply following properties for congruency between two triangles. • SSS=SSS • SAS=SAS (Side Angle Side) <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will explain the students about congruent triangle in easy way. • The teacher will make them practice in their note copies • The teacher explain example#1 from the book on page#89 on board through diagram and ask students to solve the worksheet # 8 of Unit# 10. • The teacher explain example#3 of the book on page#89 on board through diagram and ask students to solve the worksheet # 9 of Unit# 10. • Finally, teacher will check the work of every student, give feedback and sum up the topic. 	<p>Geometry box and worksheet</p>
	Period 3		<p>Congruent triangles</p> <ul style="list-style-type: none"> • ASA=ASA &RHS=RHS • ASA(Angle Side Angle) <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will tell the students about construction of the congruent triangle ' ASA=ASA & RHS=RHS" • The teacher will make them construct and practice in their note copies • The teacher explain example#4 from the book on page#89 on board through diagram and ask students to solve the worksheet # 11 of Unit# 10. 	<p>Geometry box and worksheet</p>
	Period 4		<p>Circle</p> <ul style="list-style-type: none"> • Parts of circle. chord, radius and diameter, segment, minor segment major segment and 	<ul style="list-style-type: none"> • The teacher will explain Circle, parts of circle. • Chord, radius, diameter, segment, minor segment major segment and circumference... • Discuss and clear the concept of Circle and parts of the circle from the text book on page #92 with examples and students will write the definition in their copies. 	<p>Geometry Box and AV room</p>

			<p>circumference.</p> <p>Learning level: R& U</p>	<ul style="list-style-type: none"> The teacher will give opportunity to students for practices on same examples of related topic in pairs. Finally teacher will check the work of every student and give feedback on it. 	
<p>March 21st Week</p>	<p>Unit: XI Practical Geometry</p> <p>Period 1</p>	<p>Measurements and Geometry</p>	<p>Line Segment</p> <ul style="list-style-type: none"> Divide a line segment into a given number of equal segments. <p>L.L.U</p> <ul style="list-style-type: none"> Divide a line segment internally in a given ratio. <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will check prior knowledge of the students regarding topic and ask following questions: <ul style="list-style-type: none"> What is a line segment? How can we divide a line into segments The teacher will now explain the pg#94 to student in detail about dividing a line into given number of equal segments. Now teacher will introduce the second method of dividing the line segment by given ratio on pg#95 in detail, then solve the given example step by step on board. Now teacher will ask student to solve Worksheet# 01 of UNIT: 11. Finally, teacher will check the work of every student and give feedback on it. 	<p>Geometry box and worksheet</p>
	<p>Period 2</p>		<p>Triangles:</p> <ul style="list-style-type: none"> Construct a triangle when perimeter and ratio among the lengths of side are given <p>L.L.U</p> <ul style="list-style-type: none"> Construct an equilateral triangle when <ul style="list-style-type: none"> Base is given, Altitude is given. <p>L.L.U</p> <ul style="list-style-type: none"> Construct an isosceles triangle when <ul style="list-style-type: none"> Base and a base angle 	<ul style="list-style-type: none"> The teacher will follow the steps on pg#95 and pg#96 to explain in detail each and every step of constructing different type of triangle to students. The teacher will tell students that the sum of interior angles is 180. Students will solve the worksheet # 2 of Unit# XI. The teacher will follow the steps from pg#97, pg#98 and 99 to explain in detail each and every step of constructing different type of triangle to students. 	<p>Geometry Box and Worksheets</p>

			<p>are given,</p> <ul style="list-style-type: none"> - Vertical angle and altitude are given, - Altitude and a base angle are given. <p>L.L.U</p>		
	Period 3, 4 & 1		<p>Triangles:</p> <ul style="list-style-type: none"> • Construct a triangle when perimeter and ratio among the lengths of side are given <p>L.L.U</p> <ul style="list-style-type: none"> • Construct an equilateral triangle when - Base is given, - Altitude is given. <p>L.L.U</p> <ul style="list-style-type: none"> • Construct an isosceles triangle when - Base and a base angle are given, - Vertical angle and altitude are given, - Altitude and a base angle are given. <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of Exercise 11.1 Question# 1 on pg# 96. • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of Exercise 11.1 Question# 2 on pg# 96. • Finally, teacher will check the work of every student and give feedback on it. • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of Exercise 11.1 Question# 3, 4, 5, 6, 7, 8, 9 on pg# 96 and pg# 97. 	Worksheets and Geometry Box
22nd Week	Period 2 & 3		<p>Triangles:</p> <ul style="list-style-type: none"> • Construct a triangle when perimeter and ratio among the lengths of side are given 	<ul style="list-style-type: none"> • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of Exercise 11.1 Question# 3, 4, 5, 6, 7, 8, 9 on pg# 96 and pg# 97 • The teacher will recall the concept of the student and 	Geometry box and worksheet

			<p>L.L.U</p> <ul style="list-style-type: none"> • Construct an equilateral triangle when - Base is given, - Altitude is given. <p>L.L.U</p> <ul style="list-style-type: none"> • Construct an isosceles triangle when - Base and a base angle are given, - Vertical angle and altitude are given, - Altitude and a base angle are given. <p>L.L.U</p>	<p>do first part as an example of each question for student in detail then ask student to do the further parts of the exercise.</p> <ul style="list-style-type: none"> • Worksheet# 1, 2, 3, 4 ,5 ,6 of UNIT: XI • In the whole process teacher will involve the students in thinking and sharing process. • Finally, teacher will conclude the topic. 	
	Period 4		<p>Parallelogram</p> <ul style="list-style-type: none"> - Construct a parallelogram when - Two adjacent sides and their included angles are given. - Two adjacent sides and a diagonal are given. 	<ul style="list-style-type: none"> • The teacher will follow the steps on pg#99 and pg#100 to explain in detail each and every step of constructing different type of triangle to students. • The teacher will tell students that the sum of interior angles of triangle is 180 degree. • The teacher will tell students that the sum of interior angles of quadrilateral is 360 degree. • Finally, teacher will check the work of every student and give feedback accordingly.. • Exercise 11.2 Question# 1 on pg# 100 • The teacher will provide opportunity to students for practicing in pairs to construct the parallelogram and teacher will check the work of every student. • The teacher will provide opportunity to the students to ask questions about the related topic. • Finally, teacher will respond accurately and conclude the topic. 	Geometry box
23rd Week	Period 1 & 2		<p>Parallelogram</p> <ul style="list-style-type: none"> • Construct a 	<ul style="list-style-type: none"> • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of 	Geometry box

			<p>parallelogram when</p> <ul style="list-style-type: none"> - Two adjacent sides and their included angles are given. - Two adjacent sides and a diagonal are given. <p>L.L.U</p>	<p>Exercise 11.2 Question# 2 on pg# 100.</p> <ul style="list-style-type: none"> • Finally, teacher will check the work of every student and give feedback accordingly. • The teacher will recall the concept of the student and do first part as an example of each question for student in detail then ask student to do the further parts of Worksheet# 7 of UNIT: XI. • Finally, teacher will check the work of every student and appreciate the students who have performed well. 	
	<p>Unit: XII Circumference area and volume</p> <p>Period 3</p>	<p>Measurements and Geometry</p>	<p>Circumference and Area of Circle</p> <ul style="list-style-type: none"> • Express π as the ratio between the circumference and the diameter of a circle. <p>L.L.U</p> <ul style="list-style-type: none"> • Find the circumference of a circle using formula. <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will check prior knowledge by asking the question regarding circle • What is circumference? • What is radius? • What is diameter? • The teacher will now introduce the formula for finding out the circumference of a circle i.e. $c=2\pi r$ or $c=\pi d$ • The teacher will now solve the examples given on pg# 101 and 102 of circumference. 	<p>Geometry box</p>
	<p>Period 4</p>		<p>Surface area and volume of cylinder</p> <ul style="list-style-type: none"> • Find the volume of a cylinder region using formula <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will explain in detail about the topic volume with the formula. • The teacher will ask about the solid shape like cube, cuboids, cylinder • What are 3 – D shapes? • The teacher will explain the formula of the cube with unit of volume i.e. cm^3 or m^3 <p>Finally teacher will conclude the topic with desired outcome.</p>	<p>Geometry box</p>
<p>24th Week</p>	<p>Period 1</p>		<ul style="list-style-type: none"> • Find the surface area of a cylinder using 	<p>Exercise:</p> <ul style="list-style-type: none"> • The teacher will introduce the topic surface area and explain in detail about the topic with formula, 	<p>Geometry box</p>

			<p>formula</p> <p>L.L.U</p>	<ul style="list-style-type: none"> How to find surface area using formula of any cylindrical region. The teacher will explain the formula with unit of surface area. The teacher will explain in detail the example given on pg#103 by solving on board. 	
	Period 2		<ul style="list-style-type: none"> Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> The teacher will ask student to do the question 1-6 given on pg#105 with teacher guidance. Finally, teacher will conclude the topic with desired outcome. 	Geometry box
	Period 3		<ul style="list-style-type: none"> Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> The teacher will ask student to do the question 7-12 given on pg#105 with teacher guidance. 	Worksheets
	Period 4		<ul style="list-style-type: none"> Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> The teacher will ask students to do the question 13-18 given on pg#105 with teacher guidance. 	Geometry box
April 25th Week	Period 1		<ul style="list-style-type: none"> Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> The teacher will recall all the concept like, circumference, area ,volume and surface area The teacher will ask student to do the question given on Worksheet# 01 of UNIT: XII with teacher guidance. Finally, teacher will check the work of every student and give feedback accordingly. 	Geometry box and worksheet
	Period 2		<ul style="list-style-type: none"> Solve real- life 	<ul style="list-style-type: none"> The teacher will recall all the concept like, 	Geometry

			<p>problem involving</p> <ul style="list-style-type: none"> - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<p>circumference, area , volume and surface area</p> <ul style="list-style-type: none"> • The teacher will ask student to do the question given on Worksheet# 03, 04 of UNIT: XII with teacher guidance. • Finally, teacher will check the work of every student and give feedback accordingly. 	<p>box and worksheet.</p>
	Period 3		<ul style="list-style-type: none"> • Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> • The teacher will recall the entire concept like, circumference, area, volume and surface area. • The teacher will ask student to do the question given on Worksheet# 05, 06 of UNIT: XII with teacher guidance. 	<p>Geometry box and worksheets</p>
	Period 4		<ul style="list-style-type: none"> • Solve real- life problem involving - Circumference and area of a circle - Surface area and volume of a cylinder. <p>L.L.A</p>	<ul style="list-style-type: none"> • The teacher will recall the entire concept like, circumference, area, volume and surface area. • The teacher will ask student to do the question given on Worksheet# 07, 08 of UNIT: XII with teacher guidance. 	<p>Geometry box and worksheet</p>
26th Week	<p>Unit: XIII Information Handling Period 1 & 2</p>	Information Handling	<p>Frequency distribution</p> <p>(i) Demonstrate data Presentation.</p> <p>a. Primary or raw data b. Secondary data.</p> <p>(ii) Define frequency distribution (i.e. frequency, lower class limit, upper class limit, class interval)</p> <p>L.L.U</p>	<ul style="list-style-type: none"> • What is data • The teacher will now introduce about the term primary and secondary data in detail. • What does the frequency distribution means? • What is frequency? • What is lower class limit? • What is upper class limit? • What is class interval? • The teacher will check the prior knowledge by asking the above question. • The teacher will now explain in detail the each term like frequency, lower class limit, upper class limit and class interval to students • The teacher will now explain the examples given on pg# 107. • Students will solve the worksheet # 1 & 2 of Unit# 13. 	<p>Geometry box and Worksheet</p>

	Period 3 & 4		<p>Frequency distribution</p> <p>(i) Demonstrate data Presentation.</p> <p>a. Primary or raw data</p> <p>b. Secondary data.</p> <p>(ii) Define frequency distribution (i.e. frequency, lower class limit, upper class limit, class interval)</p> <p>L.L.U</p>	<ul style="list-style-type: none"> • The teacher will recall the concept and ask students to solve the Exercise 13.2 Q# 1 with teacher guidance. • Students will solve the worksheet # 3 of Unit# 13. 	Worksheet
27 th – 32 nd Week	Revision & Final Term Examination				

Scheme of Studies - Sindhi Grade-7

گھریل سامان	سیکارڻ جو طریقو	سکیا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
ڪتاب	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • آزادي جي ڏهاڙي جي جشن بابت ڪجهه تصويرون يا وڊيو ڏيکاري استاد شاگردن کان سوال ڪندو ته: • هنن تصويرون ۾ ڇا نظر اچي رهيو آهي؟ • هي منظر ڇا بيان ڪري رهيا آهن؟ • اسان هي جشن ڇو ملهائيندا آهيون؟ • استاد شاگردن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته 14 آگسٽ اسان جي آزادي جو ڏهاڙو آهي ۽ دنيا ۾ ڪو به اهڙو شخص ناهي، جنهن کي وطن جي آزادي سان پيار نه هجي. اسان سڀ 14 آگسٽ تي ان ڪري جشن ملهائيندا آهيون جو اسان پنهنجي وطن ۾ آزاد زندگي گذاريون ٿا. اسان کي پنهنجي آزادي جو قدر ڪرڻ گهرجي. <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب) 	<ul style="list-style-type: none"> • قومي ڏهاڙن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • ڪرڻ • غور ۽ • فڪر • ڪرڻ • سمجهڻ • ٻڌڻ • پڙهڻ • ڳالهائڻ 	<p>پهريون ڀيرو:</p> <p>سبق پنجنون :</p> <p>يوم آزادي</p>	<p>11</p> <p>جنوري</p> <p>کان</p> <p>30</p> <p>اپريل</p> <p>تائين</p> <hr/> <p>جنوري</p> <p>چوڏهون</p> <p>هفتو</p> <p>ورجاءُ</p>
	<ul style="list-style-type: none"> • ريڊنگ جاري 	<ul style="list-style-type: none"> • قومي ڏهاڙن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو:</p> <p>سبق پنجنون :</p> <p>يوم آزادي</p>	
	<ul style="list-style-type: none"> • اُستاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ انهن لفظن کي معنائن 	<ul style="list-style-type: none"> • نون لفظن جون معنائون لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ 	<p>ٽيون ڀيرو:</p>	

	<ul style="list-style-type: none"> • سميت ورجائيندو. شاگرد بعد ۾ انهن کي پنهنجي ڪاپي ۾ اتاريندا ويندا. • استاد شاگردن کي نوان لفظن جي استعمال ڪرائيندو. ۽ شاگرد بعد ۾ انهن کي پنهنجي ڪاپي ۾ اتاريندا. 	<ul style="list-style-type: none"> • نون لفظن کي جملن ۾ استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>سبق پنجون : يوم آزادي</p>	
	<ul style="list-style-type: none"> • استاد سڀ کان پهرين ٻارن کي هم معنيٰ لفظ پڙهائيندو. بورڊ تي لکندو ۽ ٻارن جي مدد سان لکندو ويندو. ٻارن کي چونڊو ته اهي اهڙا ٻيا به هم معنيٰ لفظ ٻڌائين. جيڪي استاد بورڊ تي لکندو ويندو ۽ ٻار انهن کي ڪاپي ۾ اتاريندا. <p><u>سرگرمي:</u></p> <ul style="list-style-type: none"> • چارٽ ورڪ • شاگردن کي ٻن گروپن ۾ ورهائي: • هم معنيٰ لفظن جو چارٽ ٺاهڻ • مفرد لفظن جو چارٽ ٺاهڻ 	<ul style="list-style-type: none"> • هم معنيٰ لفظ لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو: سبق پنجون : يوم آزادي</p>	جنوري هفتو پندرهنون
	<ul style="list-style-type: none"> • استاد مفرد لفظن بابت ٻارن کي تصور چتو ڪندو ۽ انهن کي مفرد لفظ لکي ٻڌائيندو ته چوڪر، گهر ۽ ڪتاب لفظ مفرد آهن. • استاد ٻارن کان اهڙا ٻيا به مفرد لفظ ٺهرائيندو. 	<ul style="list-style-type: none"> • مفرد لفظن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ • ٻڌڻ 	<p>ٻيو ڀيرو: سبق پنجون : يوم آزادي</p>	
	<ul style="list-style-type: none"> • استاد ٻارن کي سوال جواب لکرائيندو. • استاد ٻارن کي ڪتاب جو رهجي ويل ٻيون مشقون حل ڪرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهائيل سبق بابت شاگردن کان سوال جواب ڪري زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • سوال جواب لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون ڀيرو: سبق پنجون : يوم آزادي</p>	
ڪتاب چارٽ	<p><u>برين اسٽارنگ:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کان سنڌ جي مختلف مشهور شخصيتن بابت پڇندو ۽ سوال ڪندو ته • توهان سنڌ جي ڪهڙين اهم شخصيتن کي سڃاڻو ٿا؟ • توهان جي نظر ۾ رول ماڊل انسان ۾ ڪهڙيون خوبيون هجڻ گهرجن؟ • استاد شاگردن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته هڪ رول ماڊل انسان ان کي چئبو آهي جنهن جو سماج ۾ اهم ڪردار هجي. اهڙو ڪردار 	<ul style="list-style-type: none"> • سنڌ جي شخصيتن بابت ڄاڻ حاصل ڪري سگهندا. • رئيس غلام محمد پرڳڙي جي خدمتن بابت آگاهي ڏئي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچ • ويچار • ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو: سبق چهون رئيس غلام محمد پرڳڙي</p>	جنوري هفتو سورهون

	<p>جنهن کي ماڻهو نه رڳو ساراهين پر ان جي نقش قدم تي هلڻ چاهيندا هجن.</p> <p>• جيئن: عبدالستار ايڏي غريبن جو همدرد انسان هو. ڊاڪٽر اديب رضوي مسڪينن جو مسيحا آهي. اهڙي ريت سنڌ جي سماج ۽ سياست ۾ رئيس غلام محمد پرڳڙي جو به اهم نالو آهي. اسان اڄ رئيس غلام محمد پرڳڙي بابت سبق پڙهنداسين..</p> <p><u>ريڊنگ:</u></p> <p>• برين استارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. پاران جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب)</p>				
<p>ڪتاب</p>	<p>ريڊنگ جاري</p>		<p>• پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٻيو ڀيرو سبق ڇهون رئيس غلام محمد پرڳڙي</p>	
<p>ڪتاب</p>	<p>• استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ شاگرد ان کي ڪاپي ۾ اتاريندا. • استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو. ٻارن جي مدد سان..</p>	<p>• نوان لفظ لکي پڙهي سگهندا. • لفظن جو جملن ۾ استعمال ڪري سگهندا</p>	<p>• لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ</p>	<p>ٽيون ڀيرو سبق ڇهون رئيس غلام محمد پرڳڙي</p>	
	<p>• استاد ٻارن کي ڪتاب ۾ ڏنل لفظ ۽ انهن جا هم معنيٰ بورڊ تي لکرائيندو ۽ شاگرد انهن کي ڪاپي ۾ اتاريندا. <u>سرگرمي:</u> • استاد شاگردن کي ٻن گروپن ۾ ورهائي انهن کي هم معنيٰ لفظ لکڻ لاءِ 10 منٽ ڏيندو ۽ انهن کانپوءِ انهن گروپن جا هم معنيٰ لفظ چڪاسيندو. جنهن گروپ سڀ کان گهڻا هم معنيٰ لفظ لکيا هوندا ته انهن لاءِ تازيون وڃرائيندو.</p>	<p>• هم معنيٰ لفظ سمجهي ۽ لکي سگهندا.</p>	<p>• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ</p>	<p>پهريون ڀيرو سبق ڇهون رئيس غلام محمد پرڳڙي</p>	<p>فيبروري هفتو سترهون</p>
	<p>• استاد شاگردن کي ڪنهن به موضوع تي مختصر نوٽ لکڻ لاءِ اهم ڳالهيون</p>	<p>• مختصر نوٽ لکي سگهندا.</p>	<p>• لکڻ</p>	<p>ٻيو ڀيرو</p>	

	<p>سمجھائيندو ۽ ان کانپوءِ کين ڪم سونپيندو.</p> <ul style="list-style-type: none"> • استاد شاگردن کي چئن گروپن ۾ ورهائيندو. ۽ هر گروپ کي هيٺين ريت موضوع ڏئي مضمون لکڻ لاءِ چونڊو. • گروپ 1: تندرستي هزار نعمت • گروپ 2: صفائي نصف ايمان • گروپ 3: علم جي اهميت • گروپ 4: اخلاق سڀ کان وڏو زيور 		<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ • 	<p>سبق ڇهون رئيس غلام محمد پرڳڙي</p>	
<p>ڪتاب / ڪاپي / قلم</p>	<ul style="list-style-type: none"> • استاد ڪتاب جون مشقون حل ڪرائيندو • استاد سوال جواب لڪرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهائيل سبق بابت شاگردن کان سوال جواب ڪري زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • سوال جواب لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيرڊ سبق ڇهون رئيس غلام محمد پرڳڙي</p>	
<p>ڇارت</p>	<ul style="list-style-type: none"> • برين اسٽارمنگ: • استاد ابتدائي طبي امداد بابت هڪ وڊيو هلائيندو يا تصويرون ڏيکاري شاگردن کان پڇندو ته: • هن وڊيو ۾ اوهان کي ڪهڙا منظر ڏسڻ ۾ آيا؟ • ڪنهن به ماڻهوءَ جو جيڪڏهن روڊ تي ڪو حادثو ٿي پوي ۽ هو زخمي ٿي پوي ته اسان کي ڇا ڪرڻ گهرجي؟ • شاگردن کان جواب حاصل ڪرڻ بعد استاد کين ٻڌائيندو ته اڄ اسان سبق پڙهنداسين. ابتدائي طبي امداد.. • جنهن جو مقصد آهي ته اسان کي تڪڙو علاج يا تڪڙي طبي مدد ڪيئن ڪرڻ گهرجي؟ ۽ ان لاءِ ڪهڙين شين جو هجڻ ضروري آهي. استاد شاگردن کي ٻڌائيندو ته اسان کي هميشه تڪڙي طبي مدد لاءِ تيار رهڻ گهرجي. ڪڏهن به اسان کي پاڻ کي يا اسان جي ڪنهن مت مائٽ يا دوست ساٿي کي ابتدائي طبي امداد جي ضرورت پئجي سگهي ٿي. 	<ul style="list-style-type: none"> • ابتدا ٿي طبي امداد يا تترت علاج بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچڻ • ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيرڊ سبق نائون: ابتدائي طبي امداد</p>	<p>فيبروري هفتو ارڙهون</p>

	<ul style="list-style-type: none"> • ريڊنگ: • برين استارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب) 				
	<ul style="list-style-type: none"> • ريڊنگ جاري 	<ul style="list-style-type: none"> • ابتدا ئي طبي امداد يا ترت علاج بابت ڄاڻي سگهندا. • ٻين سان ڏک سُڪ ۾ پائيواري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ • 	<ul style="list-style-type: none"> • بيو پيرڊ • سبق نائون • ابتدائي طبي امداد 	
<ul style="list-style-type: none"> • ڪتاب، بورڊ، مارڪر، قلم ۽ ڪاپي، ورڪ شيٽ 	<ul style="list-style-type: none"> • استاد بورڊ تي نوان لفظ لکندو ۽ ان جي معنيٰ سمجهاڻيندو. ٻار ڪاپي تي لکندا ويندا. • استاد لفظن کي جملن ۾ استعمال ڪرڻ سيکاريندو ۽ لکرائيندو. 	<ul style="list-style-type: none"> • نوان لفظ ۽ معنائون لکي سگهندا. • لفظن جو جملن ۾ استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ • 	<ul style="list-style-type: none"> • ٽيون پيرڊ • سبق نائون • ابتدائي طبي امداد 	
<ul style="list-style-type: none"> • ڪتاب 	<ul style="list-style-type: none"> • استاد ڪتاب ۾ موجود مشقون حل ڪرائيندو. • سوال جواب لکرائيندو. 	<ul style="list-style-type: none"> • درست جواب ڏئي سگهندا. • جملا درست ڪري لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • پهريون پيرڊ • سبق نائون • ابتدائي طبي امداد 	
<ul style="list-style-type: none"> • ڪتاب 	<ul style="list-style-type: none"> • استا بورڊ تي لفظ ۽ انهن جا ضد لکندو ۽ ٻارن کي سمجهاڻيندو ته لفظن جا ضد ڪيئن ٺهندا آهن. استاد ٻارن کي چونڊو ته اهي ڪاپي ۾ اتارين. 	<ul style="list-style-type: none"> • لفظن جا ضد لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ 	<ul style="list-style-type: none"> • ٻيو پيرڊ • سبق نائون • ابتدائي طبي امداد 	<ul style="list-style-type: none"> • فيبروري هفتو اوڻيهون
<ul style="list-style-type: none"> • ڪتاب / بورڊ / مارڪر 	<ul style="list-style-type: none"> • سرگرمي: (رول پلي) • رول پلي (رود حادثي ۾ زخمي ٿيل انسان کي اسپتال ۾ پهچائڻ ۽ سندس علاج جو بندوبست ڪرڻ جو رول پلي شاگرد ڪندا) 	<ul style="list-style-type: none"> • ٻين سان ڏک ۾ پائيواري سگهندا. 	<ul style="list-style-type: none"> • ڳالهائڻ / ٻڌڻ 	<ul style="list-style-type: none"> • ٽيون پيرڊ • سبق نائون • ابتدائي طبي امداد 	

	<ul style="list-style-type: none"> • ابتدائي طبي امداد چو ضروري آهي؟ ٻن شاگردن جي گفتگو جو رول پلي به ڪرائڻو آهي. • جائزو: • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو. 				
وڊيو/ تصويرون	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي همدرد جي جذبي تي ٻڌل ڪا وڊيو ڏيکاريندو يا ڪنهن مريض کي اسپتال پهچائڻ يا ڪنهن انڌي فقير کي روڊ پار ڪرائڻ واري تصوير ڏيکاري ڪانئن سوال پڇندو ته: • هنن تصويرن / وڊيو ۾ اوهان کي ڇا نظر آيو؟ • ڪنهن جي مدد ڪرڻ واري جذبي کي ڇا چئبو آهي؟ • استاد جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته ڪنهن به منجهيل ماڻهوءَ يا ساهواري جي مدد ڪرڻ سان انسان اندر همدرد جا جذبا پيدا ٿيندا آهن. ۽ همدرد جي جذبي رکڻ وارو انسان ئي ڪنهن ٻئي کي ڪم اچي سگهي ٿو. سان سڀني کي هڪٻئي سان توڙي ٻين سان همدرد جو جذبو رکڻ گهرجي. • ----- <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • همدرد جي جذبي بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچڻ • ويچارڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو: سبق ڏهون: همدرد</p>	<p>فيبروري هفتو ويهن</p>
ڪتاب/ ڪاپي	<p>ريڊنگ جاري</p>	<ul style="list-style-type: none"> • همدرد جي جذبي بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو: سبق ڏهون: همدرد</p>	
ڪتاب/ ڪاپي	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ معنائون بورڊ تي لکندو ۽ شاگردن کي نوٽ ڪندا ويندا. • استاد لفظ ۽ انهن جا ضد به لکرائيندو. 	<ul style="list-style-type: none"> • نوان لفظ ۽ معنائون لکي سگهندا. • لفظ ۽ انهن جا ضد لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ 	<p>ٽيون ڀيرو: سبق ڏهون:</p>	

	<ul style="list-style-type: none"> • استاد ٿورو دم جي استعمال بابت سمجهاڻيندو ۽ جملا لکي ٻارن کي ٻڌائيندو ته ٿورو دم ڪٿي ڪٿي استعمال ٿيو آهي.. 		<ul style="list-style-type: none"> • ڳالهائڻ • ٻڌڻ • 	<p>همدردي</p>
	<ul style="list-style-type: none"> • استاد هر هڪ شاگرد کي چونڊو ته اهو پنهنجي مرضيءَ سان ڪنهن به ڏنل واقعي جو بيان پنهنجي ڪاپي ۾ لکن. جيئن: ميلي جو سير، ڪينجهر ڍنڍ جو سير، ڪنهن شهر جو سير، يا ڪو ٻيو اکين ڏٺو احوال. • ٻار جڏهن لکي وڃن ته استاد هڪ هڪ شاگرد کي واري واري سان اهو پڙهڻ جو موقعو ڏي. • جائزو: • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو.. 	<ul style="list-style-type: none"> • ڏنل واقعو لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻهريون ٻيڙي سبق ڏهون: همدردي</p>
	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کان سوال پڇندو ته: • اخلاق واري ۽ بداخلاق ٻار ۾ ڪهڙو فرق هوندو آهي؟ • ڪيئن خبر پوندي ته فلاڻو اخلاق وارو آهي يا فلاڻو بداخلاق آهي؟ • اخلاق بابت اوهان کي ڪا چوڻي ياد اچي ٿي. • استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته نبي ڪريم صه جن پنهنجي زندگي ۾ سٺا اخلاق اپنائڻ تي زور ڏنو آهي. اهي ماڻهو جيڪي ٻين جو احترام ڪن ٿا، پنهنجي زبان سان ٻين کي نه ٿا آزارين، سهڻو ڳالهائين ٿا ۽ نرم لهجي سان پيش اچن ٿا انهن کي اخلاق وارو چئبو آهي جڏهن ته ڪي ماڻهو جيڪي سٺو نه ٿا ڳالهائين، گارگند ڪن ٿا، وڏن جو احترام نه ٿا ڪن ته اسان چوندا آهيون ته اهي بداخلاق آهن. اڄ اسان اخلاقي قدرن بابت هڪ سبق پڙهنداسين.. • ----- <p><u>ريڊنگ:</u></p>	<ul style="list-style-type: none"> • اخلاقي قدرن بابت ڄاڻ حاصل ڪري سگهندا. • فلاحی ادارن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • ڪرڻ • غور وڃڻ • ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ٻيڙي سبق يارهون: اخلاقي قدر</p> <p>مارچ هفتو ايڪيهون</p>

	<ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چوندو 				
تصويرون / وڊيو	<ul style="list-style-type: none"> • ريڊنگ جاري 	<ul style="list-style-type: none"> • اخلاقي قدرن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • ٽيون پيڙ • سبق يارهون: • اخلاقي قدر 	
ڪتاب	<ul style="list-style-type: none"> • ريڊنگ جاري 	<ul style="list-style-type: none"> • اخلاقي قدرن بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • پهريون پيڙ • سبق يارهون: • اخلاقي قدر 	
ڪتاب / بورڊ / مارڪر	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ معنائون بورڊ تي لکندو ۽ شاگرد اهي ڪاپي ۾ نوٽ ڪندا ويندا. • استاد خال ڀرڻ واري مشق ڪرائيندو. 	<ul style="list-style-type: none"> • نوان لفظ لکي ۽ پڙهي سگهندا. • خال ڀري سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • لکڻ • ٻڌڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • ٻيو پيڙ • سبق يارهون: • اخلاقي قدر 	مارچ هفتو ٻاويهون
ڪتاب / ڪاپي	<ul style="list-style-type: none"> • استاد ٻارن کي چوندو ته اهي اهڙي آڪاڻي ٻڌائين جنهن ۾ اخلاق جو سبق ڏنل هجي. • استاد ٻارن کي سوچڻ لاءِ وقت ڏيندو. ٻار ڀلي پهريان اهي پنهنجي ڪاپي تي لکن ۽ پوءِ پڙهي ٻڌائين. • جائزو: • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو. 	<ul style="list-style-type: none"> • آڪاڻي ٻڌائي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<ul style="list-style-type: none"> • ٽيون پيڙ • سبق يارهون: • اخلاقي قدر 	
	<ul style="list-style-type: none"> • برين استارمنگ: • استاد شاگردن کان سوال ڪندو ته: • انسان اوائلي دور ۾ ڪهڙي گاڏي تي سفر ڪندا هئا؟ • ڏاند گاڏيون، اٺ گاڏيون، گڏه ۽ گهوڙا پراڻي دور ۾ سفر لاءِ ڪم ايندا هئا، ان کانپوءِ سائنسدانن ڪهڙيون گاڏيون ماڻهن جي سهولت لاءِ ايجاد ڪيون 	<ul style="list-style-type: none"> • هوائي جهاز جي ايجاد بابت ڄاڻي سگهندا. • سائنسي ايجادن جا فائدا ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • ڪرڻ • غور ڪرڻ • پڙهڻ • ڳالهائڻ 	<ul style="list-style-type: none"> • پهريون پيڙ • سبق تيرهون: • هوائي جهاز جي ايجاد 	مارچ هفتو ٽيوهون

<p>هونديون؟</p> <ul style="list-style-type: none"> • سائيڪل کان پوءِ موٽر سائيڪل ۽ ان کانپوءِ سفر لاءِ ڪهڙيون گاڏيون ٺاهيون ويون؟ • هن دور ۾ سفر جا ڪهڙا جديد ذريعا استعمال ڪيا وڃن ٿا. • استاد شاگردن کان جواب حاصل ڪرڻ بعد کين سمورين سفرين سهولتن بابت مختصر تفصيل ڏيڻ ۽ کين آگاهه ڪندو ته هن سڀ کان تيز رفتار سفر جو ذريعو هوائي جهاز آهي. جنهن ذريعي اسان ڏينهن جو سفر ڪلاڪن ۾ طئي ڪري سگهون ٿا. اڄ اسان سبق پڙهنداسين ”هوائي جهاز جي ايجاد“. • ريڊنگ: • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان پهرين پاڻ سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 		<ul style="list-style-type: none"> • ٻڌڻ 		
<ul style="list-style-type: none"> • ريڊنگ 	<ul style="list-style-type: none"> • هوائي جهاز جي ايجاد بابت ڄاڻي سگهندا. • سائنسي ايجادن جا فائدا ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • سمجهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو پيرڊ سبق تيرهون: هوائي جهاز جي ايجاد</p>	
<ul style="list-style-type: none"> • ريڊنگ 	<ul style="list-style-type: none"> • هوائي جهاز جي ايجاد بابت ڄاڻي سگهندا. • سائنسي ايجادن جا فائدا ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • سمجهڻ • ڳالهائڻ 	<p>ٽيون پيرڊ سبق تيرهون: هوائي جهاز جي ايجاد</p>	
<p>هاڪي جون تصويرون / وڊيو</p>	<ul style="list-style-type: none"> • استاد ڪتاب جون مشقون حل ڪرائيندو. • استاد سوال جواب لڪرائيندو. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • سمجهڻ • ڳالهائڻ 	<p>پهريون پيرڊ سبق تيرهون: هوائي جهاز جي ايجاد</p>	<p>مارچ هفتو چوويهون</p>

<p>ڪتاب</p>	<ul style="list-style-type: none"> • سرگرمي: (گرامر) • استاد فعل ۽ ان جا قسم ٻارن کي پڙهائيندو. سمجھائيندو ۽ بورڊ تي لکرائيندو. • استاد فعل لازمي ۽ فعل متعدي جي وصف ٻارن کي سمجھائيندو ۽ بعد ۾ کين جملا ٺاهي ڏيندو. • استاد فعل لازمي ۽ فعل متعدي جا جملا ٻارن کان ٺهراءَ جي مشق ڪرائيندو. 	<ul style="list-style-type: none"> • فعل متعدي جا جملا ٺاهي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ سبق تيرهون: هوائي جهاز جي ايجاد</p>	
	<p><u>سرگرمي: (گرامر)</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي ٽن گروپن ۾ ورهائيندو ۽ انهن کي هيٺين ريت چارٽ ٺاهڻ جو ڪم سونپيندو. • گروپ 1: فعلن جل چارٽ • گروپ 2: فعل لازمي جي جملن جو چارٽ • گروپ 3: فعل متعدي جي جملن جو چارٽ <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کان زباني امتحان وٺندو. سبق بابت ڪجهه بنيادي سوال ڪندو ۽ جواب حاصل ڪندو. 	<ul style="list-style-type: none"> • فعل متعدي جا جملا ٺاهي سگھندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيرڊ سبق تيرهون: هوائي جهاز جي ايجاد</p>	
<p>ڪتاب</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي قدرت جي حسين منظرن، جانورن ۽ پکين جي ولرن جي ڪا وڊيو يا تصويرون ڏيکاري هيٺيان سوال ڪندو ته: • هنن منظرن ۾ اوهان کي ڇا نظر اچي رهيو آهي؟ • هن ڪائنات ۾ ڪهڙا ڪهڙا رنگ اوهان کي پسند اچن ٿا؟ • مينهونگيءَ جي مند توهان کي ڪيترو وڻندي آهي ۽ ڇو وڻندي آهي؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته قدرت جي هيءَ دنيا تمام گھڻي حسين ۽ پرڪشش آهي. هتي حسين نظارا ۽ حسين پکي ۽ جانور اسان جي اکين کي وڻندڙ لڳندا آهن.. <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. استاد سڀ کان 	<ul style="list-style-type: none"> • فطرت جي منظرن کان واقف ٿيڻ • نظم کي سُڙ ۽ لئه سان پڙهڻ 	<ul style="list-style-type: none"> • مشاهدو • سوچ • ويچار • ڪرڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيرڊ سبق سورھون واھ قدرت رب ڪريم!</p>	<p>اپريل هفتو پنجويھون</p>

	پهرين پاڻ نظم پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. (ريڊنگ جي مختلف طريقن سان)				
ڪتاب	ريڊنگ جاري • نوٽ: استاد ٻارن کي هر بيت جي سمجهاڻي زباني سمجهاڻيندو هلندو.	• فطرت جي منظرن کان واقف ٿيڻ • نظم کي سُر ۽ لئه سان پڙهڻ	• پڙهڻ • ڳالهائڻ • ٻڌڻ	بيو پيرڊ سبق سورھون واھ قدرت رب ڪريم!	
	• استاد بورڊ تي نوان اکر لکندو ۽ ٻارن کي انھن جون معنائون پھريان ٻڌائيندو ۽ بعد ۾ لکندو ويندو. ٻار انھن کي ڪاپي ۾ اتاريندا. • استاد ٻارن کي تجنيس حرفي بابت سمجھائيندو ۽ تجنيس حرفي وارا لفظ بورڊ تي لکندو.	• تجنيس حرفي مان لطف اندوز ٿيڻ	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	تيون پيرڊ سبق سورھون واھ قدرت رب ڪريم!	
سنڌي ڊڪشنري	• سرگرمي 1: • استاد ٻارن کي ڊڪشنري مان سنڌي لفظ ڳولڻ سيکارييندو. پھريان ٻارن کي ٻه يا ٽي لفظ ڳولي ڏيکارييندو ۽ بعد ۾ کين لفظ ڳولڻ جو ڪم ڏيندو ۽ شاگردن کان واري واري سان لفظ ڳولرائيندو. • سرگرمي 2: • استا ٻارن کي بيت مڪمل ڪرڻ واري مشق ڪرائيندو.	• لغت جو استعمال ڪرڻ • بيت مڪمل ڪرڻ	• پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ	پھريون پيرڊ سبق سورھون واھ قدرت رب ڪريم!	
چارت	• سرگرمي 3: • استاد شاگردن کي ھن سبق مان ھم آواز لفظ ڳولي بورڊ تي لکي ڏيندو. بعد ۾: • استاد شاگردن کي ٽن گروپن ۾ ورھائيندو ۽ ھر گروپ کي ھم آواز لفظن جو چارت ٺاھڻ جو ڪم سونپيندو. آخر ۾ استاد ٻارن کي اھي چارت ڪلاس روم جي پتئين تي ھڻڻ لاءِ چونڊو.	• ھم آواز لفظ چونڊڻ	• پڙهڻ • ٻڌڻ • لکڻ • ڳالهائڻ	بيو پيرڊ سبق سورھون واھ قدرت رب ڪريم!	اپريل ھفتو چوٿون
ڪتاب	• استاد ٻارن کي ظرف جي وصف ۽ ان جو تصور سمجھائيندو ۽ ڪتاب ۾ موجود جملا لکي ظرف بابت پڙهائيندو. • سرگرمي 4: • استاد بورڊ تي لکيل جملا ٻارن کي ڪاپي ۾ اتارڻ لاءِ چونڊو.	• ظرف بابت ڄاڻڻ • سوال جواب لکڻ	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	تيون پيرڊ سبق سورھون واھ قدرت رب ڪريم!	

• استاد ٻارن کي ٽن گروپن ۾ ورهائي انهن کي بورڊ تي اچي ظرف وارا جملا
ٺاهڻ لاءِ چونڊيو. هر گروپ کي بورڊ تي اچي ڪم ڪرڻ جو پورو موقعو ڏنو
ويٺو.

• استاد شاگردن کي سوال جواب لکرائيندو.

جائزو:

• استاد ٻارن کان زباني جائزو وٺندي ڪجهه سوال پڇيندو ۽ جواب حاصل
ڪندو.

اپريل جا آخري ٻه هفتا رويجن ۽ سالياني امتحان لاءِ رکيا ويا آهن.

اپريل
هفتو
ستاويهون
۽
هفتو
اٺاويهون