



**Academic Plan: English , Science , Mathematics & Sindhi (OUP)
Grade: 08**

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 VIII)

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-8

Months/Week	Units/Topic	Focused Skills	SLOs Students will be able to:	Teaching method	Required resources
January Week 14	Revision	Writing	Apply rules of capitalization <i>L.L: U</i>	Recap rules of capitalization Guide students to solve Ex. 7, p. 6. Instead of rewriting, they circle the letters that should be capital Discuss answers Ignore the first part of Ex. 8, do both parts on p. 7	--
	Revision	Reading	Use verb forms learned earlier <i>L.L: R</i>	Students revisit the verbs that start with 'a', 'b' and 'c', p. 115 Ask the meanings of the difficult verbs; the first student to answer correctly for each verb gets a prize Write 5-10 verbs on board. Students close their books and write the past tense and past participle of those verbs.	Make a list of some verbs including all the regular ones from the ones that start with 'a', 'b', and 'c' on p.115 Small prizes
	Revision	Reading Writing	Recognize and use simple past and present tense <i>L.L: U</i>	Recap the concept of tenses Students complete Ex.10, 11 and 12, p. 8 Discuss all answers	--
	Revision	Writing	Recall concepts taught in previous class <i>Learning Level: Application</i>	Have a sentences competition: Divide the class in 3 groups. Assign each group 5 verbs from the ones they revised in the previous lesson. Students make sentences with all three given forms of the verbs Each group shares their sentences. The group with the least	Small prize like stickers or candies
Week 15	Period 1 Unit 3 The teacher	Writing	Write a descriptive paragraph on a given topic <i>L.L: A</i>	Students complete Ex. 7, p.18 in pairs Students independently complete Ex. 8	--
	Period 2 Unit 3 The teacher	Speaking Writing	Use various functions and expressions to agree or disagree politely <i>L.L: A</i>	In pairs students complete Ex. 9, p. 19 through both written and oral answers Ask different students to present their answers out loud and other students respond in agreement or disagreement	--
	Period 3	-	-	Administer a cumulative test on the concepts learned so far	--

	Unit 3 The teacher			Later, share students results with them and encourage them regarding how they can improve	
	Period 4 Unit 4 A happy group	-	-	Plan a fun activity related to the theme of the text. Ensure that it is not a reading or writing activity but instead is something different	--
Week 16	Period 1 Unit 4 A happy group	Listening Speaking	Apply critical thinking to interact with text <i>L.L: A</i>	Discuss "disabilities" Pre-reading questions, p. 20 Read the text on p. 20 aloud, stopping to ask questions for understanding In pairs, students discuss the reading and their thoughts around it	--
	Period 2 Unit 4 A happy group	Reading Writing	Scan to answer short questions <i>L.L: U & A</i>	Recap the story from the previous day Students complete Ex. 1-5, p. 21 independently	--
	Period 3 Unit 4 A happy group	Writing	Write essays using introductory, body, and concluding paragraphs <i>L.L: A</i>	Students complete Worksheet 1 Roam around to assist as needed One student who wrote especially well reads their write-up aloud	--
	Period 4 Unit 4 A small mistake	Reading Writing	Scan to answer short questions Use verb forms learnt earlier <i>L.L: U & R</i>	Students independently read "A small mistake" and complete Ex. 6 and 7, p. 22 Once finished, they revise the verbs on p. 115 in pairs, and make sentences with as many as possible	--
February Week 17	Period 1 Unit 4 A small mistake	Reading Writing	Apply rules of using articles <i>L.L: U</i>	Leave Ex. 8 and 9. Recap articles with some examples of correct sentences and some examples of incorrect sentences that you can correct as a class Students complete Worksheet 2 Discuss answers	--
	Period 2 Unit 4 A small	Reading	Reading for enjoyment <i>L.L: A</i>	Library Period	--

	mistake				
	Period 3 Unit 4 A small mistake	Writing	Apply rules of using articles Use verb forms learnt earlier <i>L.L: U & R</i>	Students complete Ex. 10 Students review the verbs on p. 115 and prepare for a quiz	--
	Period 4 Unit 4 A small mistake	Writing	Use verb forms learnt earlier <i>L.L: A</i>	Quiz: Choose several verbs from p. 115 especially including irregular verbs Give a fill in the blank exercise to assess students' understanding of meanings Give a fill in the blank exercise to assess students understanding of perfect tenses Give a table where they write different forms of verbs Give a sentence writing exercise to push their writing skills	Prepare a quiz on a chart
Week 18	Period 1 Unit 4 A small mistake	Speaking Writing	Understand and use modal verbs <i>L.L: R</i>	Discuss the answers of the quiz from the previous day, encourage students Recap "can" and "cannot" and introduce "could" and "could not" from p. 25 Students independently complete Worksheet 4	--
	Period 2 Unit 4 A small mistake	Speaking Listening	Ask and respond to questions of personal interest, express opinions, emotions, wishes, and requirements <i>L.L: A</i>	Explain the speaking exercise on p. 26 Students complete Ex. 13 in pairs Randomly choose pairs to come up and have their discussion aloud	--
	Period 3 Unit 4 A small mistake	Writing	Write essays using introductory, body, and concluding paragraphs <i>L.L: A</i>	Briefly probe to recap the structure of a composition Students complete Ex. 12 independently Roam around to assist; encourage use of newly-learned vocabulary and of original ideas Students read aloud 1-2 of the best compositions	--
	Period 4 Unit 4	Speaking Listening	Recall previous concepts Apply critical thinking to	Consolidate knowledge gained in the previous 2 months Revise concepts that need additional revision	--

	A small mistake		interact with context <i>L.L: A</i>	Discuss tips and strategies with students regarding how they can keep in touch with English during the summer; for example: watching some English cartoons, reading age-appropriate magazines and newspapers, speaking in English with their friends, speaking in English to themselves, etc.	
Week 19	Period 1 Unit 5 Computers	Speaking Listening	Use various functions and expressions to agree and disagree politely Use critical thinking to interact with text <i>L.L: A</i>	Divide the class in 2 groups for a debate Give the topic “Technology is good for the world”. One group debate in favor of the topic and one group debates against it Give groups 15 minutes to discuss and prepare. Roam around to ensure all students are taking part Each group presents their stance for 5 mins Each group takes 2 mins to respond to the other’s stance Choose a winning group based on their points and their speech; create a fun and encouraging atmosphere	--
	Period 2 Unit 5 Computers	Reading Writing	Read a story and summaries it effectively <i>L.L: A</i>	Briefly recap the steps of summary writing Students write a 2-3 paragraph summary of the text Roam around to guide as needed	
	Period 3 Unit 5 Stephen Hawking	Reading Speaking	Scan text to answer short questions <i>L.L: U & A</i>	In pairs, students read the text on p. 29, focusing on trying to understand the overall meaning Pairs discuss the text Students independently complete Ex. 3, 4, 5, p. 29-30 Discuss the answers	--
	Period 4 Unit 5 Stephen Hawking	Listening Writing	Infer the meanings of new words from context <i>L.L: U & A</i>	Briefly recap the previous day’s text; focus on the fact that students can understand a lot even if they don’t know all the words Read the text aloud; students share the new words. Explain their meanings, trying to guess from context Students write sentences with the new words	--
Week 20	Period 1 Unit 5 Stephen Hawking	Reading Listening	Use different types of sentences—declarative, interrogative, exclamatory, imperative <i>L.L: U</i>	Write four different sentences on the board: one declarative, one interrogative, one imperative and one exclamatory Ask the students to read the sentences out loud and ask how each sentence is different from the other; link students’ responses to the concept “Types of Sentences”, p. 31 Discuss all the examples in the box on p. 31 to further the	--

				concept Only focus on the box on p. 31, the rest of the information is excessive and you do not need to cover it	
	Period 2 Unit 5 Stephen Hawking	Writing	Use different types of sentences—declarative, interrogative, exclamatory, imperative L.L: A	Briefly recap the previous day’s learning. Ask students to share some examples of the different kinds of sentences For Ex. 7, p. 32, instruct students to work in pairs and write one of each type of sentence about the given topic. Do “washing machine” as an example. I.e. write one interrogative, one declarative, one imperative and one exclamatory sentence about a washing machine Share some answers	--
	Period 3 Unit 5 Stephen Hawking	Writing	Use critical thinking to interact with text and concepts L.L: A	Students complete Worksheet 3 and 4 independently Discuss answers	--
	Period 4 Unit 5 Stephen Hawking	Writing	Use ‘that’ and ‘which’ to join and complete the sentences L.L: U	Ask students to complete Ex. 10; <i>do not discuss the topic “relative clauses”, simply ask them to join the sentences</i> Discuss the answers, then draw a link between the answers and the concept of a relative clause Students complete Worksheet 6	--
March Week 21	Period 1 Unit 5 Stephen Hawking	Reading	Use ‘that’ and ‘which’ to join and complete the sentences L.L: U & A	Recap the concept of relative clauses Students complete Ex. 11, p. 33 and Worksheet 7; for Worksheet 7, do one example so that students understand the instructions	--
	Period 2 Unit 5 Stephen Hawking	Writing Listening Speaking	Use critical thinking to interact with text L.L: A	Discuss the prompt for Ex. 13, p. 33 ensuring that students understand the task; students complete Ex. 13 One student randomly shares their paragraph and students discuss the exercise	--
	Period 3 Unit 5 Stephen Hawking	Speaking Listening	Use various functions and expressions of language to share wishes and respond to wishes L.L: A	Clearly explain the prompt for the “Oral communication” exercise on p. 34; ensure students understand by asking them what the prompts ask In pairs, students complete the exercise	--

	Period 4 Unit 6 The Indus River Dolphin	Reading	Use critical thinking to interact with the text Skim the text to have a general idea of the text <i>L.L: U</i>	Discuss the pre-reading questions; push students to think deeply about the topic of “conservation”. Especially push them to think about our own individual actions and how they affect our environment and wildlife Students silently read the text, p. 35, independently Discuss what they learned from the text; point out how they can learn a lot of information even <i>if</i> they don’t understand all the vocabulary	--
Week 22	Period 1 Unit 6 The Indus River Dolphin	Reading Speaking	Scan the text to answer short questions <i>L.L: U</i>	Students skim the text once more Ask some questions based on the text orally; push a maximum number of students to participate Students complete Ex. 1 and discuss answers	--
	Period 2 Unit 6 The Indus River Dolphin	Writing	Write a descriptive paragraph <i>L.L: A</i>	Students complete the write-up as per Worksheet 1 independently. If needed, they can refer to the passage on p. 35 as a model In pairs, they read each other’s work and make comments and corrections; roam around to guide Have one student read out an exemplar response in front of the class	--
	Period 3 Unit 6 The Indus River Dolphin	Speaking Reading	Use critical thinking to interact with the text Skim the text to have a general idea of the text <i>L.L: U</i>	Briefly discuss Indus River Dolphins once more, focusing on the discussion earlier on conservation In pairs, students read and discuss the passage, p. 36 while underlining new words Ask them questions on what they understood from the text List new words on the board; as much as possible, use context to probe about their possible meanings before sharing the meaning otherwise Students make sentences with 5 new words	--
	Period 4 Unit 6 The Indus River Dolphin	Reading	Skim the text to have a general idea of the text Scan the text to answer short questions <i>L.L: A</i>	Students independently re-read the text and complete Ex. 2, 3, and 4 Discuss answers	--

Week 23	Period 1 Unit 6 The Indus River Dolphin	Speaking Listening Writing	Use verb forms learnt earlier <i>L.L: A</i>	Verb revision and writing Students revise the verbs on p. 115-116 Read out and have students repeat the verbs that begin with 'i', 'j', and 'k' Discuss the meanings of each verb In pairs, students write sentences with any 5 past tense forms of the given verbs	--
	Period 2 Unit 6 The Indus River Dolphin	Speaking Listening	Use critical thinking to interact with the text Use various expressions to agree and disagree <i>L.L: A</i>	Have a debate in class. Give the topic "We should kill all dangerous animals as soon as we see them" One group has to argue in support of this statement and another group has to argue against the statement Both groups have 10 minutes to prepare, 5 minutes to speak and then 2 minutes to respond to the argument of the other team Appreciate the winning group on the basis of how strongly they made their points and their explanations	Candies/stickers as prizes
	Period 3 Unit 6 The Indus River Dolphin	Reading Writing	Use verb forms learnt earlier <i>L.L: A</i>	Recap student prior knowledge about verbs and tenses In Worksheet 2, read out the instructions and ask one student to come up and do the first as an example. Through this demo, ensure that students understand the instructions Students independently complete the rest of Worksheet 2 They compare answers with a partner and make corrections if needed	--
	Period 4 Unit 6 The Indus River Dolphin	Reading Writing	Understand and use the present perfect tense <i>L.L: U</i>	Write 5 pairs of sentences. In each pair, one sentence is in the present simple form and the other is in the present perfect form. Eg: "I wash my hair" and "I have washed my hair"; have students read the two sentences and discuss how their meanings could be different Use the discussion to connect to the concept "present perfect tense"; explain present perfect tense by connecting its usage with the examples As a class, complete Ex. 5	--
Week 24	Period 1 Unit 6 The Indus	Reading Writing	Understand and use the present perfect tense <i>L.L: U</i>	Students complete Worksheet 2 independently Discuss all answers and the meanings of all sentences; connect the discussion on meaning to the usage of present perfect tense	--

	River Dolphin				
	Period 2 Unit 6 The Indus River Dolphin	Reading Writing	Understand and use the present perfect tense <i>L.L: A</i>	Students complete Worksheet 3; do one as an example Discuss all answers, including the meaning Students use any additional time for corrections and completions	--
	Period 3 Unit 6 The Indus River Dolphin	Reading	Recognize and use comma, colon, quotation marks, hyphen, dash, parenthesis, and omission marks <i>L.L: U</i>	Display a chart with 14 sentences. There should be at least two using each kind of punctuation mark mentioned in the box on p. 39; eg 2 sentences that use a colon, two that use a semicolon etc. Ask students to read the sentences and guess what purpose these punctuation marks are serving Connect their answers to the explanations given in the box on p. 39 Students independently complete Ex. 6, p. 40	Chart
	Period 4 Unit 6 The Indus River Dolphin	Writing Listening Speaking	Write an essay on a given topic <i>L.L: A</i> Read and enjoy poetry <i>L.L: U</i>	Probe for students to tell you the components of an essay Students complete Ex. 7 but can only write about topics 3 or 4 as topics 1 and 2 are too basic Students read the poem on p. 41 in pairs Read the poem aloud with good intonation Tell students that everyone will stay silent for a minute and in that minute, you want them to close their eyes and reflect on the poem and how it made them feel After a minute, discuss that poetry, because of its rhythm and its topics usually makes us feel emotions very strongly Encourage them to read it again in pairs with strong intonation	--
April Week 25	Period 1 Unit 7 Rain in Summer	Writing	Write poems <i>L.L: U</i>	Students complete Ex. 1 and 2, p. 41-42; discuss answers Students complete Worksheet 1	--
	Period 2 Unit 7 Rain in Summer	Reading	Recognize literary techniques in poems and express own opinion	Discuss the pre-reading question; push students to think hard and push for maximum students to participate Students silently read the poem Randomly ask a student to read it aloud in the way that they read the previous poem	

			<i>L.L: U</i>	Students complete Ex. 3 and 4, p.42-43	
	Period 3 Unit 7 Little things	Reading Listening	Read and enjoy poetry <i>L.L: U</i>	Simplify the concept of a rhyme scheme and introduce it to students; tell them that different poems follow different rhyme schemes. E.g. some choose to have each sentence rhyme with the one right before it, others choose for sentences to rhyme in an alternate way Have them re-read the poem “Little Things” and identify how the poet has chosen to rhyme the poem Students complete Ex. 6, p. 44	--
	Period 4 Unit 7 Little things	Writing	Use although/though correctly <i>L.L: A</i>	Share a few sentences that use “although” and “though”; probe to have students think about the meaning of the words Using Worksheet 2, explain the concept of these words Students complete Worksheet 2 independently Discuss answers; make sure to explain each sentence	--
Week 26	Period 1 Unit 8 Sarwari	Reading	Skim text to have a general idea of the text <i>L.L: U</i>	Discuss the pre-reading questions, p. 45 Share your list of new words from the text on the board and explain their meanings Students read the text independently Verbally ask some comprehension questions about what they understood, what they learned from the text, whether they liked it or not and why	Read the text on p. 45 in advance and make a list of some new words
	Period 2 Unit 8 Sarwari	Reading	Scan text to answer short questions <i>L.L: U</i>	Students independently complete Ex. 1. Roam around to ensure that they are answering using full sentences; guide as needed Pairs discuss their answers and make corrections as needed; guide them to ensure that during corrections they are actually learning what mistakes they made instead of just copying the correct answer	
	Period 03-04 Unit 8 Sarwari	Reading	Scan text to answer short questions <i>L.L: U</i>	Briefly discuss the correct answers for Ex. 1 Students complete Ex. 2, 3, and 4 Share exemplar sentences with the class as a whole	--
Week 27 Onwards Revision & Assessment.	Period 1	-	-	Cumulative test	--
	Period 2	-	-	Needs assessment test: Prepare a test that includes all concepts covered so far. <i>This is intended for the teacher to get a sense of</i>	Prepare a test

				<p><i>students' concept knowledge</i></p> <p>Discuss what students found easy and what they need to spend more time on</p> <p><i>After the test:</i></p> <p>Look at student responses and plan a revision for the next day for the concepts that students are struggling with the most</p>	
	Period 3	Revision	Revision	<p>Based on the need assessment, share resources with students regarding the concepts that they are struggling with the most</p> <p>Use examples and additional questions to help build concept knowledge</p>	Plan revision according to student performance on the need assessment
	Period 04	Revision/ Practice	Multiple SLOs	<p>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.</p>	Resources to be used as per topic requirement Worksheets of selected topics

Scheme of Studies - Science Grade-8

Months/Weeks	Unit/Topic	Focused Skills	SLOs Students will be able to;	Teaching Method	Required Resources
January 14th Week	Period 01-02 Presentation	Communicating Co-operative Learning	<ul style="list-style-type: none"> ✓ Describe the role of chromosomes and genes in heredity ✓ Use techniques for gathering observations and presenting the same in an organized way L.L. -U,A	Deliver a presentation on following topics. Teacher will assign topics two days prior among the groups of students. <ul style="list-style-type: none"> ➤ Heredity of Organisms and its importance ➤ Genetic Disorders 	-
	Period 03 Unit# 4 Environmental Pollution <ul style="list-style-type: none"> • Air Pollution • Causes of air pollution • Effects of Air pollution 	Identifying Observing Inferring	<ul style="list-style-type: none"> ✓ Explain the sources of air pollutants. ✓ Explain the sources, properties and harmful effects of air pollutants ✓ List problems in human organ system caused by air pollutants L.L –U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Ask the class if they have visited the northern areas of Pakistan. Ask them why like to visit such places. Discuss these places are attractive because they are clean and free of pollution ➤ Demonstration through Show and Tell. Teacher will show Picture of smoke from vehicles, smoke from chimneys of factories, Smoke from burning of coal, natural gas ,volcanic eruption insect killer, household cleaning products and discuss causes of air pollution. Teacher will also discuss the effects of air pollutants on respiratory system, cardiovascular system, and nervous system and brain disorders. .Picture on page 32 will be used to explain effects of air pollution ➤ Home assignment Worksheet(Air Pollution) 	Pictures of smoke from vehicles ,smoke from chimneys of factories, Smoke from burning of coal, natural gas, volcanic eruption Picture on page 32, pictures of insect killer, household cleaning products
	Period 04 <ul style="list-style-type: none"> • Green House 	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain the Green House effect and its 	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Showing and 	Picture chart on greenhouse

	<p>effect</p> <ul style="list-style-type: none"> Global Warming 		<p>effect on Global Warm</p> <p>L.L .-U,A</p>	<p>explaining picture chart on greenhouse effect page 33 and global warming.</p> <p>➤ Home assignment</p> <p>Worksheet(Green House effect)</p>	<p>effect page 33</p>
15 th Week	<p>Period 01</p> <ul style="list-style-type: none"> Destruction of Ozone Layer 	<p>Observing</p> <p>Inferring</p>	<p>✓ Describe the causes and effects of ozone depletion</p> <p>L.L .-U,A</p>	<p>➤ Prior Knowledge</p> <p>➤ Demonstration through Show and Tell. Teacher will explain the topic by Picture chart page 33(ozone depletion) .</p> <p>➤ Home assignment</p> <p>Worksheet(Destruction of Ozone Layer)</p>	<p>Picture chart</p> <p>page 33</p> <p>(ozone depletion)</p>
	<p>Period 02</p> <ul style="list-style-type: none"> Acid Rain Prevention 	<p>Observing</p> <p>Inferring</p>	<p>✓ Explain the formation of acid rain and identify its consequences on living and non-living things.</p> <p>L.L .-U,A</p>	<p>➤ Prior Knowledge</p> <p>➤ Demonstration: Teacher will explain different types of gases present in the atmosphere and their effects. Picture chart page 34</p> <p>➤ Worksheet(Acid Rain)</p>	<p>Picture chart</p> <p>page 34</p>
	<p>Period 03</p> <ul style="list-style-type: none"> Poster Making 	<p>Observing</p> <p>Inferring</p> <p>Communicating</p>	<p>✓ Consider students own observation and ideas during investigations</p> <p>L.L.-U,A</p>	<p>➤ Activity 1: Page 34</p> <p><u>Group Work</u></p> <p>Draw a poster to show air pollution in your area.</p> <p>➤ Teacher will divide the students in pairs and students will do their work on the basis of their own observation.</p>	<p>Crayons/colour pencils/ colour markers, Chart</p>
	<p>Period 04</p> <ul style="list-style-type: none"> Deforestation Effects of Deforestation Soil Erosion and prevention 	<p>Observing</p> <p>Inferring</p>	<p>✓ Define deforestation</p> <p>✓ State the effects of deforestation on the environment.</p> <p>L.L .-R,U,A</p> <p>✓</p>	<p>➤ Prior Knowledge: Students will be asked about plantation and Cutting of trees.</p> <p>➤ Demonstration: Teacher will discuss the topic with the students with respect the present situation of shortage of water and rising temperature in summer.</p> <p>➤ Home assignment</p> <p>Worksheet (Deforestation, Effects of Deforestation)</p>	<p>Picture chart</p> <p>showing</p> <p>Land with plant, without plant, soil erosion, flood</p>

16 th Week	Period 01- 02 Water pollution and prevention	Observing Inferring	✓ Explain water pollution, its causes and prevention L.L.-U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Discussion of the topic with the students. ➤ Observation and Presentation(Work in pair) ➤ Activity 2: Perform by the students(Resources: beakers, water, vinegar, washing powder, engine oil, washing liquid) ➤ Activity 3: Perform by the students (Resources: slides, cooking oil, two shoe boxes) Worksheet(Water pollution)	Transparent jars ,beakers, water, vinegar, washing powder, engine oil, washing liquid, slides, cooking oil, two shoe boxes
	Period 03 <ul style="list-style-type: none"> • Conservation of Natural Resources • Renewable and Non Renewable Resources 	Communicating	✓ Suggest ways in which individuals organizations and government can help to make Earth a better place to live. L.L –U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration Show and Tell, Picture_of water, plants, petrol. Teacher will show and discuss the Renewable and Non Renewable Resources and the importance of natural resources and their conservation. ➤ Activity: (Work in pair) ➤ Teacher will give time to the students to discuss the topic in pairs. Students will present their thoughts in pairs. ➤ Home assignment Worksheet(Conservation of Natural Resources, Ways to make earth a better place) 	Pictures of water, plants, petrol
	Period 04	Reinforcement activities page. 37-38, test			
February 17 th Week	Period 01 Chart/Model Drawing	Observing Inferring Communicating	✓ Describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others,	<ul style="list-style-type: none"> ➤ Draw a Chart/Model to show ozone layer around the Earth and greenhouse gases. Also discuss the causes of thinning of Ozone layer and its impact on earth and human beings. 	

			and the environment L.L.-U		
Period 02 Unit# 6 Acids, Alkalis, and Salts • Acids	Identification Inferring	✓ Define the term acid. L.L.-R,U		<ul style="list-style-type: none"> ➤ Prior Knowledge Activity:1page 49(Predict) ➤ Demonstration through tasting vinegar ,lemon juice/orange juice by the teacher and students and discuss their taste(sour). ➤ Teacher will discuss about the hazard symbol. 	Lemon, orange, bitter gourd, grapes,
Period 03-04 • Properties of Acids • Chemical Properties of Acids • The Uses of Acids	Identification Inferring Communicating	<ul style="list-style-type: none"> ✓ Describe the Properties of Acids ✓ Describe the Chemical Properties of Acids. ✓ Explain the Uses of Acids in daily life. L.L-U,A		<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation (Activity) • Take lemon juice and dissolve in half glass of water. • Dip blue litmus paper in lemon juice solution and note colour change of litmus paper • Blue litmus paper turns red. ➤ Activity:2page 50 ➤ Demonstration: The teacher will explain the chemical properties of acids as first two equations by writing the chemical reactions on board from page 51 ➤ Predict: • Teacher will write further reaction, in which the reactant or product may be missing. • Teacher will give directions to the students, complete the reaction. ➤ Show and tell: Teacher will discuss the use of following substances in daily life either by showing real or pictures of substances like Urea fertilizer, Car battery, Detergent, Bleaching 	Blue Litmus Paper, Lemon juice, Baking powder, Apple, Soft drink, Tea, vinegar, potatoes Urea fertilizer, Car battery, Detergent(surf), Bleaching liquid, Medicines, Plastic, pickles, dyes fizzy drink(cold drink)

				liquid, Medicines, fizzy drink (cold drink), Plastic, pickles, and dyes. ➤ Worksheets(Acids, Uses of acids)	
18th Week	Period 01-02 <ul style="list-style-type: none"> Alkalis Properties of Alkalis Chemical Properties of Alkali The Uses of Alkalis 	Identifying Inferring Inferring Communicating	<ul style="list-style-type: none"> ✓ Define the term alkali. ✓ Describe the Properties of alkali. ✓ Describe the Chemical Properties of Alkali. ✓ Explain the uses of alkali in daily life. L.L –R,U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Activity: 1(Predict): Teacher will show apple, tomatoes, carrots, honey, and banana and will ask the students, predict the taste. ➤ Demonstration through Experiment and observation(Activity): <ul style="list-style-type: none"> • Dip red litmus paper in baking soda solution and note colour change of litmus paper • Red litmus paper turns blue. ➤ Activity: Students can touch the baking soda solution, to observe alkalis have soapy touch. ➤ Activity: Dissolve baking soda in water. It shows alkalis soluble in water. ➤ Demonstration: Teacher will explain the word equation by writing on board. Teacher will discuss the use of following substances in daily life. Shaving cream, Soap, washing powder, Medicines ➤ Worksheets(Alkalis, The uses of Alkalis) 	Red Litmus Paper, apple, tomatoes Carrots, Honey, Banana, baking soda ,water, grapes, water melon Shaving cream, Soap, washing powder, Medicines
	Period 03-04 <ul style="list-style-type: none"> Salts Naming Salts Properties of Salts Uses of salt 	Identifying Inferring Communicating	<ul style="list-style-type: none"> ✓ Define salts ✓ Name the salts ✓ Describe the Properties of Salts. ✓ Describe the Uses of salt. L.L –R,U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Show and tell Show_table salt (NaCl), Copper sulphate (CuSO₄), cheese/ picture, (CaCl₂) ➤ Demonstration: Teacher will explain the formation of salt by writing reactions on board. 	Table salt, Copper sulphate, cheese/ picture, Epsom salt(Magnesium sulphate) Table salt

				<ul style="list-style-type: none"> ➤ <u>Predict:</u> <ul style="list-style-type: none"> • Write the formula of sodium chloride on board. • Underline sodium chloride separately. • Ask from students which element is metal and other is non-metal. • Teacher will give examples of sodium sulphate, Potassium nitrate, Sodium carbonates and ask the student to identify metal and non-metal. ➤ <u>Demonstration</u> <ul style="list-style-type: none"> • Teacher will discuss the properties of salts. • Teacher will discuss the different salts and their uses. • Work sheet(Salts) 	Copper sulphate Baking soda
19 th Week	Period 01 Indicators Natural Indicators	Observing Inferring Communicating	<ul style="list-style-type: none"> ✓ Define Indicators. L.L –R,U ✓ Use Natural indicators to identify acids, alkalis, and neutral substances. L.L –U,A 	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked, how will you know that the given solution is acidic or basic? ➤ Demonstration through Show and tell Red cabbage juice, lemon juice, Beet root juice as Natural Indicators. ➤ Experiment and observation: Activity:3(page 55) Following resources will be used. Red cabbage juice, Lemon juice, Vinegar, Tomatoes, Washing soda solution, Baking soda solution, Beakers, 	Litmus Paper Red cabbage juice, Lemon juice Vinegar, Tomatoes, Washing soda solution Baking soda solution, Beakers, Boiling water Beet root juice,
	Period 02 <ul style="list-style-type: none"> • Litmus Paper • Universal Indicator 	Inferring Communicating	<ul style="list-style-type: none"> ✓ Use Litmus Paper to identify acids, alkalis, and neutral substances. ✓ Differentiate between Litmus Paper and 	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation Activity: Shaving cream, Detergent (surf) solution, 	Wet Soap, Hydrochloric acid, vinegar, ammonia, Sulphuric acid,

			<p>Universal Indicator. L.L. –U,A</p>	<p>bleach, water can be used to perform litmus test. Activity:4(page 56) Following resources will be used. Wet Soap , Hydrochloric acid, Sulphuric acid, Lime water, Baking soda vinegar, ammonia chemicals will be used.</p> <ul style="list-style-type: none"> ➤ Difference between Litmus Paper and Universal Indicator <ul style="list-style-type: none"> • Litmus differentiates, if a solution is an acid or alkali. • Universal indicator shows the strength of acid or alkali. ➤ Work sheet(Indicators) 	<p>Lime water, Baking soda, Shaving cream, Detergent(surf) solution, bleach, water</p>
	<p>Period 03 pH Scale</p>	<p>Observing Inferring</p>	<p>✓ Describe the strength of acids and bases by pH scale. L.L –U,A</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge Students will be asked; how will you know that the given solution is how much acidic or basic? ➤ Demonstration through Experiment and observation (Activity): Teacher will explain Strength of acid or base by taking pH scale. Dip blue and red litmus paper one by one in solution of Sodium hydroxide, hydrochloric acid, Soap solution, Lemon juice. <p>Note the color change and match with pH scale</p> <ul style="list-style-type: none"> ➤ Activity 5(page 58): Following resources will be used. Soap solution, Lemon juice, Milk Fizzy Drink ➤ Worksheet(pH scale) 	<p>pH Scale Water, Sodium hydroxide, hydrochloric acid Soap solution Lemon juice Milk Fizzy Drink, test tubes</p>
	<p>Period 04 Neutralization</p>	<p>Identifying Inferring</p>	<p>✓ Define Neutralization and its importance in daily life. L.L –R,U,A</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked, ➤ What will happen ant bites on the skin? ➤ What do you do to reduce irritation due to ant bite? ➤ Demonstration through examples given on 	<p>Filter paper Phenolphthalein Ashes of Burnt wood Litmus paper,</p>

				page 59 ➤ Experiment and observation, Activity:6(page 59),Resources will be used. ➤ Worksheet (Neutralization)	Vinegar ,dropper, Toothpaste pH scale
20th Week	Period 01	Reinforcement activities page 60- 61, worksheet, test			
	Period 02 Group presentation	Inferring Cooperative learning	✓ Interpret findings from investigations using appropriate methods L.L .-U,A	Teacher will divide the students into groups. Each group will consist of maximum five students. Each group will be assigned different topics of unit two days prior. Students may use natural or chemical substances while presenting their topic. Topic: ➤ Acids and Chemical properties of acids ➤ Alkalis and Chemical properties of alkalis ➤ Indicators and Neutralization	
	Period 03 Unit# 7: Force <ul style="list-style-type: none"> Force 	Observing Inferring	✓ Define the term Force. ✓ Apply the Concept of force. L.L- R,A ✓	➤ Prior Knowledge, Activity:1 (page 62). Students will perform an activity of Tug of war (by using rope).After this activity students will share their observation. ➤ Demonstration: Teacher will explain the topic with the help various examples blowing Balloon, Force applied by bat on the ball, nails attracted towards magnet. ➤ Demonstration through Activity:2(page 63) Look at the Boatman picture, Rocket picture, boy swimming picture and give answer the questions. ➤ Home work Work sheet(Push and Pull) Work sheet(Types of force)	Rope ,Balloon ,Bat, Ball, nails, magnet Boatman picture, Rocket picture, boy swimming picture
	Period 04 <ul style="list-style-type: none"> Pressure Units of 	Inferring	✓ Define pressure. ✓ Identify units of pressure.	➤ Prior Knowledge: Students will be asked how do you pull and push the things. ➤ Demonstration through the definition and	

	Pressure		<ul style="list-style-type: none"> ✓ Apply the concept by using formula to calculate pressure and force. L.L- R,U ,A	units of force, area, and pressure Examples 1, 2 (Numerical) will be done. Activity:3 page 64 ➤ Home work Work sheet(Pressure)	
March 21st Week	Period 01-02 Force and pressure <ul style="list-style-type: none"> • Smaller Area, Greater Pressure • Greater Area, Smaller Pressure 	Observing Inferring Application	<ul style="list-style-type: none"> ✓ Describe the relationship between Smaller Area, Greater Pressure. ✓ Describe the relationship between Greater Area, Smaller Pressure. L.L.- R,U	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked how you cut fruits and vegetables. ➤ Demonstration through Examples by using resources Shoe with high heel, ice skates, knife, apple, nail. ➤ Demonstration through the examples on page 65 pictures. ➤ Activity:4(page 66) ➤ Work sheet(Force and pressure-I) ➤ Work sheet(Force and pressure-II) 	Shoe with high heel, knife, apple, nail, ice skates Pictures page 65
	Period 03-04 Pressure in Gases	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe the causes of gas pressure in a container ✓ Describe how gases behave under pressure. L.L- R,U	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about what happens we blow the balloon. ➤ Demonstration through Examples: <ul style="list-style-type: none"> • Blowing of balloon gradually to show the increase in size due to increase in number of molecules of gas • Teacher can give example of gas cylinders(CNG) • Bring the burning candle near to the Filled balloon with air. It bursts. ➤ Activity:5(page 66) ➤ Activity:6(page 66) ➤ Work sheet (Pressure in gases) 	Balloon, Empty juice box, candle ,match box,
22nd Week	Period 01-02 Atmospheric pressure <ul style="list-style-type: none"> • Measuring Air pressure 	Observing Inferring	<ul style="list-style-type: none"> ✓ Define Atmospheric pressure L.L- R,U <ul style="list-style-type: none"> ✓ Measure Air pressure L.L- U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about that what will happen to our breath when we climb to the mountains. ➤ Demonstration: Teacher will relate the difficulty in taking breath at high altitudes to the Atmospheric pressure. Both types 	Chart of Mercury Barometer, Chart of Aneroid Barometer

	<ul style="list-style-type: none"> i).Mercury Barometer ii).Aneroid Barometer 			<p>will be explained by using charts in mentioned in resources.</p> <ul style="list-style-type: none"> ➤ Work sheet(Atmospheric pressure, Measuring Air pressure) 	
	Period 03-04 Behavior of Gases Under Pressure	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain how gases behave under pressure <p>L.L- U,A</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about that why we use straw. ➤ Demonstration through Activity: <ul style="list-style-type: none"> • Teacher will take straw. • Dip straw in a glass of water. ➤ Explain the use of straw and the reason for its sucking liquid. ➤ Activity:7 (page 68)Teacher will explain the use of Suckers and how does it hold heavy object. <p>Teacher will explain that how does a Syringe work.</p>	Trough, Bottle, Straw, Water, beaker, Suckers, syringe
23rd Week	Period 01 Behavior of gases at High Temperature	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain how gases behave at high temperature. <p>L.L- U,A</p>	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about that how gases behave under pressure. ➤ Demonstration by Activity: Teacher will show the boiling of water by performance and rising of lid of kettle upwards. ➤ Activity: 8 (page 69) Tin, Candle, match box are the resources. ➤ Home work <p>Work sheets (Behavior of Gases Under Pressure and at high temperature)</p>	Tin ,Candle, match box, Kettle with Lid, water
	Period 02 Pressure in Liquids	Observing Inferring	<ul style="list-style-type: none"> ✓ Explain the pressure in liquids <p>L.L- U,A</p> <ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about how a swimmer swim does. ➤ Demonstration: Teacher will explain the pressure exerted by liquids and gases in all directions. ➤ Teacher will also explain that how does 	Empty Tin Nail Knife, picture of swimmer

				pressure of liquid act on the body of swimmer and move it forwards. Activity: 9(page 69), Empty Tin, Nail, Knife are the resources.	
	Period 03 Aerosol Working of aerosols	Observing Inferring	✓ Explain the working of aerosols. L.L- U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about how we spray perfume. How does a perfume bottle made? ➤ Demonstration through by using Perfume bottle /Body spray / Room spray. ➤ Worksheet(Pressure in liquids) 	Perfume bottle / Body spray / Room spray
	Period 04	Reinforcement activities page. 70, worksheet, test			
24th Week	Period 01 Group presentation	Inferring Cooperative learning	✓ Observe and explore material and events in immediate environment and record the results L.L-U,A	<ul style="list-style-type: none"> ➤ Teacher will divide the students into groups. Each group will be assigned different topics of unit two days prior. Students will use objects /examples present in their surroundings. <p>Topic:</p> <ol style="list-style-type: none"> 1. Force and pressure 2. Behavior of gases under pressure 3. Pressure in liquids(Hydraulic brake) 	-
	Period 02 Unit# 9: Sources and effects of heat energy <ul style="list-style-type: none"> • Heat • Sources of heat • The Sun • Fire • Electricity • Friction • Things required to make a fire • Fuel 	Observing Inferring	✓ Describe the sources and effects of heat. L.L- U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge: Students will be asked about how do we keep our self-warm. ➤ Demonstration: Teacher will explain transfer of heat from hot to cold by picture page79 ➤ Activity: 1, Experiment and observation ➤ Activity: 2 page 80 	Beaker, water, bits of paper, sawdust, burner, spirit lamp -

	Period 03 Sources of heat (cont.) <ul style="list-style-type: none"> • Oxygen • Right Temperature 	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe the sources and effects of heat. ✓ Describe the need of oxygen to burn the fuel. L.L- U <ul style="list-style-type: none"> ✓ Describe the requirement of right temperature for a particular process. L.L- U	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration ➤ Activity: 3 page 80 ➤ Demonstration; Teacher will explain the topic right temperature by Experiment and observation, Activity: 4 page 80(Candle, Match box, Tripod stand, Tray, Paper , burner are resources.) ➤ Home work Worksheet(Sources of heat) Worksheet(Oxygen) 	Electric iron, picture of rubbing hands Candle Match box Glass Candle, Match box, Tripod stand, Tray, Paper, Metal ball, Metal ring Burner
	Period 04 <ul style="list-style-type: none"> • Heat and expansion • Expansion of solids 	Observing Inferring	<ul style="list-style-type: none"> ✓ Describe Thermal Expansion of solids. L.L- U	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Activity: 5 page 81 (Metal ball, Metal ring, Burner are resources) 	Metal ball, Metal ring, Burner, Match box,
April 25th Week	Period 01 <ul style="list-style-type: none"> • Applications of expansion of solids 	Observing Inferring Application	<ul style="list-style-type: none"> ✓ Explore the effects and applications of expansions and contraction of solids. ✓ Investigate the processes making use of thermal expansion of substances. L.L- U,A	<ul style="list-style-type: none"> ➤ Demonstration through Pictures from page 81,82 ➤ Home work Worksheet(Expansion of solids) Work sheet (Application of expansion of solids) ➤ Worksheet (Uses of Thermal expansion and contraction) 	Pictures of Buckling of rails, Concrete road, Cracks in road, Buckling of rails Pictures from page 81,82
	Period 02 <ul style="list-style-type: none"> • Expansion of liquids 	Observing Inferring Application	<ul style="list-style-type: none"> ✓ Describe Thermal Expansion of liquids. L.L- U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Experiment and observation, ➤ Activity:6 page 82 	Candle, Match box, Tripod stand, Delivery tube, Conical flask,

	Period 03 • Expansion of liquids	Observing Inferring Application	✓ Describe Thermal Expansion of liquids. L.L- U,A	➤ Prior Knowledge ➤ Demonstration through Experiment and observation ➤ Activity: 9 page 85	bottle, hot water, a flask fitted with rubber bung
	Period 04 Expansion of gases	Observing Inferring Application	✓ Describe Thermal Expansion of gases.	➤ Prior Knowledge ➤ Demonstration through Experiment and observation Activity: 7 page 83 ➤ Worksheet (Expansion of liquids and gases).	Balloon, bottle, hot water,
26 th Week	Period 01 • Heat Changes the State of Matter • Heat Changes Air Pressure	Observing Inferring	✓ Determine the effect of heat changes on the state of matter. ✓ Determine the effect of Temperature on air pressure. L.L- U	➤ Prior Knowledge ➤ Demonstration (Teacher will explain the change of state with respect to space between molecules.) ➤ Experiment and observation (Activity: 8 page 83, Ice cube, Tripod stand, metallic bottle are resources.) ➤ Home work Work sheet (Heat Changes the State of Matter).	Ice cube, Tripod stand, metallic ball
	Period 02 • The peculiar Behavior of Water During Contraction and Expansion • A frozen lake and Oceans • Freeze- thaw Weathering	Observing Inferring	✓ Explain the peculiar Behavior of Water during Contraction and Expansion. L.L- U,A	➤ Prior Knowledge ➤ Demonstration: Teacher will explain the expansion of water molecules on heating and contraction on freezing.(Picture chart of temperature page 84) ➤ Teacher will explain the freezing of lakes in winter and its impact on aquatic life. ➤ Teacher will explain the topic by Frost wedging pictures (cards) on page 84. ➤ Work sheet (The peculiar behavior of water during contraction and expansion).	Picture chart of temperature, Frost wedging pictures page 84,
	Period 03 • Temperature	Inferring	✓ Describe the working of thermometer.	➤ Prior Knowledge: Students will be asked about how we measure our fever.	Picture of temperature

	<ul style="list-style-type: none"> • Temperature scale • The Centigrade thermometer • The Fahrenheit Thermometer • Kelvi • Thermometer 		L.L- U,A	<ul style="list-style-type: none"> ➤ Demonstration through Show and Tell, Teacher will explain picture of temperature scale page85 ➤ Activity: Clinical thermometer will be used to note body temperature. ➤ Worksheet (Temperature) 	scales
	Period 04 <ul style="list-style-type: none"> • Conversion • The Clinical Thermometer • The Maximum and Minimum Thermometer 	Inferring	<ul style="list-style-type: none"> ✓ Convert different temperature scales by the help of formulae L.L- U,A	<ul style="list-style-type: none"> ➤ Prior Knowledge ➤ Demonstration through Explanation of conversion <ul style="list-style-type: none"> • From Centigrade to Fahrenheit • From Fahrenheit to Centigrade • From Centigrade to Kelvin ➤ Calculations: Conversion of different scales by using formula example 86 ➤ Clinical Thermometer, picture of weather thermometer and their uses. ➤ Worksheet (Conversion) 	Clinical Thermometer, picture of weather thermometer
	Period 01	Reinforcement activities page. 87, worksheet, test			
27th Week	Period 02 Project	Inferring Co- operative learning	<ul style="list-style-type: none"> ✓ Realize that the applications of science can have intended and unintended effects L.L- U,A	Group presentation, each group will be assigned different topics of unit two days prior. Topic: <ul style="list-style-type: none"> ➤ Collect pictures from internet / magazines of railway tracks, hanging wires from poles, opening of jar to show the applications of expansion and contraction of solids. ➤ The Peculiar Behavior of Water during Contraction and Expansion 	
	Period 03-04	Revision			
Revision and Final Term Examination					

Scheme of Studies - Mathematics Grade-8

Months /Week	Units/Topic	Standards	SLOs Students will be able to:	Teaching method	Required resources
January 14 th Week	Unit XIII: Percentage, Insurance, Taxation Period 1 & 2	Numbers and Operations	<ul style="list-style-type: none"> Find Percentage Profit and Percentage loss. L.L.U	<ul style="list-style-type: none"> The teacher will introduce the new Unit. The teacher will define the “Percentage” with applications of Percentage to Profit and loss through brief discussion and demonstration of examples given on Page# 67 – 69. After teacher allow the students to ask questions with respect to the topic and respond them accurately. The teacher will apply the proper procedure and solve the 2 to 3 Problems from Exercise 8.1, Q# 1, 12 & 15 given on the Page# 70 for understanding of students. The teacher will provide opportunity to students for practicing the problems individually from Exercise 8.1, Q# 1 to 15, Page# 70 and by solving the worksheets# 01 of Unit# 8. Finally, teacher will check the work of every student and give feedback on it. Remaining parts of the exercise students will solve as reinforcement activity. 	Board, Marker and grade-8 text book Worksheets
	Period 3		<ul style="list-style-type: none"> Find Percentage discount. L.L.U	<ul style="list-style-type: none"> The teacher will introduce the new topic and define the “Percentage Discount” through discussion and real-life examples. The teacher will apply the proper procedure and solve the 2 to 3 Problems from Exercise 8.3, Q# 2 & 5 given on the Page# 71 for understanding of students. The teacher will provide opportunity to students for practicing the problems from 	

				<p>Exercise 8.3, Q# 1 to 6 on Page # 71 and by solving the worksheets# 03 of Unit# 8.</p> <ul style="list-style-type: none"> Finally, teacher will check the work of every student and give feedback according to it. 	
	Period 4 & 1		<ul style="list-style-type: none"> Define insurance. <p>L.L.R</p> <ul style="list-style-type: none"> Solve real life Problems regarding life and vehicle insurance. <p>L.L.A</p>	<ul style="list-style-type: none"> The teacher will introduce the new topic and define the “Insurance” and its importance in our society through discussion and real-life examples on Page# 71 The teacher will apply the Proper Procedure and solve the 2 to 3 Problems from Exercise 8.4, Q# 1, 8 & 15 given on the Page# 73 for understanding of students. After teacher will provide opportunity to students for practicing the problems from Exercise 8.4, Q# 1 to 16 on Page # 73 and by solving the worksheets# 04 & 05 of Unit# 8. Finally, teacher will check the work of every student and give feedback on it. Remaining parts of the exercise students will solve as reinforcement activity. 	Board, Marker and grade-8 text book Worksheets
15th Week	Unit IX: Algebra: Polynomials Period 2	Algebra	<ul style="list-style-type: none"> Recall constant, variable, literal and algebraic expression <p>L.L.R</p>	<ul style="list-style-type: none"> The teacher will introduce the new unit first. The teacher will use brainstorming method, recall and explain the followings make a connection with previous grade in which students already learned about it. <ul style="list-style-type: none"> constant, variable, literal and algebraic expression After teacher allow students to ask questions with respect to the topic and respond them accurately by concluding the topic. 	Board, Marker and grade-8 text book
	Period 3		<ul style="list-style-type: none"> Define Polynomial, degree of a Polynomial, Coefficients of a Polynomial. 	<ul style="list-style-type: none"> The teacher will explain and define the following terms given on the Page# 81 <ul style="list-style-type: none"> Polynomial, 	Board, Marker and

			<ul style="list-style-type: none"> Recognize Polynomial in one, two and more variables. <p>L.L.R</p>	<ul style="list-style-type: none"> Degree of a Polynomial, Coefficients of a Polynomial. The teacher will share the examples of Polynomial, degree of a Polynomial, Coefficients of a Polynomial through demonstration and discussion. After teacher allow students to ask questions with respect to the topic, respond them accurately and conclude the topic. 	grade-8 text book
	Period 4 & 1		<ol style="list-style-type: none"> Define <ul style="list-style-type: none"> Polynomial, Degree of a Polynomial, Coefficients of a Polynomial. Recognize Polynomial in one, two and more variables. Recognize Polynomials of various degrees (e.g. linear, quadratic, cubic and bi quadratic Polynomials). <p>L.L.R</p>	<ul style="list-style-type: none"> The teacher will make connection with previous period, apply the proper procedure and solve the 2 to 3 Problems from Exercise 9.1, Q# 1 & 2 given on the Page# 82 for understanding of students. The teacher will provide opportunity to students for practicing the problems from Exercise 9.1, Q# 1 & 2 on Page# 82 and by solving the worksheets# 01. Finally, teacher will check the work of every student, give feedback and conclude the topic. 	Board, Marker and grade-8 text book Worksheets
16th Week	Period 2 & 3		<ol style="list-style-type: none"> Define <ul style="list-style-type: none"> Polynomial, Degree of a Polynomial, Coefficients of a Polynomial. Recognize Polynomial in one, two and more variables. Recognize Polynomials of various degrees (e.g. linear, quadratic, cubic and biquadratic Polynomials). <p>L.L.R</p>	<ul style="list-style-type: none"> The teacher will provide opportunity to students for practicing the problems from Exercise 9.1, Q# 1 & 2 on Page# 82 and by solving the worksheets # 02, 03, 04 &05 of Unit# 9. Finally, teacher will check the work of every student, give feedback and conclude the topic. 	Board, Marker and grade-8 text book Worksheets
	Period 4 & 1		<ul style="list-style-type: none"> Operation on polynomials 	<ul style="list-style-type: none"> The teacher will introduce the new topic "Addition and Subtraction of Polynomials" 	Board, Marker and

			<p>Add, subtract and multiply Polynomials.</p> <p>L.L.U</p>	<p>and share the two methods (Vertical and Horizontal Methods) for solving the Problems of Addition and Subtraction by solving some examples related to the topic through demonstration and discussion on Page# 82.</p> <ul style="list-style-type: none"> • The teacher will apply the Proper procedure and solve the 2 to 3 Problems from Exercise 9.2, Q#1(d), Q#2(c) & Q#3 given on the Page# 83 for understanding of students. • The teacher will provide opportunity to students for practicing the problems from Exercise 9.2, Q# 1 to 5, and Page # 83 and by solving the worksheets# 06, 07, 08 & 09 of Unit# 9. • Finally, teacher will check the work of every student and give feedback according to it. • Remaining parts of the exercise students will solve as reinforcement activity. 	<p>grade-8 text book Worksheets</p>
<p>February 17th Week</p>	<p>Unit X: Factorization Period 2</p>	<p>Algebra</p>	<ul style="list-style-type: none"> • Algebraic Expressions. <p>L.L.R & U</p>	<ul style="list-style-type: none"> • The teacher will use prior knowledge of the students; define the Algebraic Expression according to terms and basic signs as well as brackets given on the Page # 85. • The teacher will demonstrate the Algebraic Expressions through examples. • The teacher will give instructions to students for practicing the problems from Exercise 10.1, Q# 1 to 7, on page #86. • Finally, teacher will check the work of every student and give feedback on it. • Students will solve the worksheets# 01, 02 & 03 of Unit# 10 • Remaining parts of the exercise students will solve as reinforcement activity. 	<p>Worksheets</p>
	<p>Period 3 & 4</p>			<ul style="list-style-type: none"> • The teacher will introduce the new topic. 	<p>Worksheets</p>

			$(a + b)^2 = a^2 + 2ab + b^2,$ L.L.R & A	<ul style="list-style-type: none"> The teacher will prove the formula through demonstration and discussion. After teacher will instruct the students to prove the same formula in pairs. The teacher will apply the proper procedure and solve the 2 to 3 problems from Exercise 10.2, Q# 1(d & h), Q#4(d & f) according to the topics given on the Page# 89 for understanding of students. The teacher will give chance to students for practice of the problem solving from the same Exercise 10.2, Q# 1 & 4 and by solving worksheets# 04 of Unit# 10. 	
18th Week	Period 1 & 2		$(a - b)^2 = a^2 - 2ab + b^2,$ L.L.R & A	<ul style="list-style-type: none"> The teacher will introduce the new topic. The teacher will prove the formula through demonstration and discussion. After teacher will instruct the students to prove the same formula in pairs. The teacher will apply the proper procedure and solve the 2 to 3 problems from Exercise 10.2, Q# 2(d), Q# 5(f) according to the topic given on the Page # 89 for understanding of students. The teacher will give chance to students for practice of the problem from same Exercise 10.2, Q# 2, 3 & 5 and by solving worksheets# 05, 06, 07 & 08 of Unit# 10. 	Board, Marker and grade-8 text book Worksheets
	Period 3 & 4		$a^2 - b^2 = (a - b)(a + b),$ and apply them to solve problems like: Evaluate $(102)^2, (1.02)^2, (98)^2$ and $(0.98)^2.$ L.L.U	<ul style="list-style-type: none"> The teacher will introduce the new topic. The teacher will prove the formula through demonstration and discussion with applications of formula. After teacher will instruct the students to prove the same formula in pairs. The teacher will apply the proper procedure 	Board, Marker and grade-8 text book Worksheets

				<p>and solve the 2 to 3 problems from Exercise 10.5, Q# 1(j & n), Q# 2(c) and Exercise 10.6, Q#1(d) & Q#3(b) according to the topics given on the Page # 93 for understanding of students.</p> <ul style="list-style-type: none"> The teacher will give chance to students for practice the problem of same Exercise 10.5, Q# 1 to 2 and by solving worksheets# 13, 14 & 15 of Unit# 10. 	
19 th Week	Period 1		<p>Find $x^2 + \frac{1}{x^2}$ and $x^4 + \frac{1}{x^4}$ When the value of $x \pm \frac{1}{x}$ is given</p> <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will solve examples of related application with the help of square formula by discussion using board. Then teacher will give instructions to students for practice of the problems given in Exercise 10.6, Q# 1 to 6 on Page # 96. Remaining parts of the exercise students will solve as reinforcement activity. 	
	Period 2		<p>Factorize expressions of the following types: ka + kb + kc ac + ad + bc + bd</p> <p>L.L.R & U</p>	<ul style="list-style-type: none"> The teacher will introduce the new topic and prove the formula through demonstration and discussion given from the Page # 96. After the teacher will instruct the students to prove the same formula in pairs. Then teacher will provide an opportunity to students for practicing the problems given in Exercise 10.7, Q# 1 to 18 on Page # 97 and by solving worksheets# 16 of Unit# 10. Remaining parts of the exercise students will solve as reinforcement activity. 	Worksheets
	Period 3 & 4		<p>$a^2 \pm 2ab + b^2$ $a^2 - b^2$ $a^2 \pm 2ab + b^2 - c^2$</p> <p>L.L.R & U</p>	<ul style="list-style-type: none"> The teacher will introduce the new topic and prove the both conditions of given formulas through demonstration and discussion. After teacher will instruct the students to prove the same formula in pairs. The teacher will provide an opportunity to 	Worksheets

				<p>students for practice individually on the problem-solving given in Exercise 10.8, Q# 1 to 20 & Exercise 10.9, Q# 1 to 20 on Page # 98 & 99 and by solving worksheets# 17, 18 of Unit# 10.</p> <ul style="list-style-type: none"> • Remaining parts of the both exercises students will solve as reinforcement activity. 	
20th Week	Period 1		$a^2 \pm 2ab + b^2$ $a^2 - b^2$ $a^2 \pm 2ab + b^2 - c^2$ <p>L.L.R & U</p>	<ul style="list-style-type: none"> • The teacher will prove the both conditions of given formulas through demonstration and discussion. • After teacher will instruct the students to prove the same formula in pairs. • Then teacher will provide an opportunity to students for practice individually on the problems solving given in Exercise 10.8, Q# 1 to 20 & Exercise 10.9, Q# 1 to 20, Page # 98 & 99 and by solving worksheets# 8 of Unit# 10. • Remaining parts of the both exercise students will solve as reinforcement activity. 	Worksheets
	Unit XI: Simultaneous Linear Equations Period 2	Algebra	<p>Simultaneous Linear Equations i) Recognize simultaneous linear equations in one and two variables.</p> <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will briefly clear the concept about word “Simultaneous” and its meaning, then teacher will discuss on the “Simultaneous Equation in one and two variables with the help of board and chalk on the (Page # 111) • Then teacher will assess the students by asking the questions about the related topic. • After taking responses from the students, teacher will conclude the same topic with desired outcome. 	
	Period 3		<p>ii) Give the concept of formation of linear equation in two variables.</p> <p>L.L.U & R</p>	<ul style="list-style-type: none"> • The teacher will briefly introduce about “Linear Equations in Two Variables” then teacher discussed on the “Linear Equation in one and two variables with the help of board 	Board, Marker and grade-8 text book

				<p>and chalk. (P# 111)</p> <ul style="list-style-type: none"> • The teacher will share the difference between “Linear equation in two variables and Simultaneous equations” • Then teacher will assess the students by asking the questions related to the topic. • After taking responses from the students’ teacher will conclude the topic with desired outcome. 	
	Period 4		<p>iii) Know that:</p> <ul style="list-style-type: none"> • a single linear equation in two unknowns is satisfied by as many pair of values as required. • Two linear equations in two unknowns have only one solution (i.e., one pair of values). <p>L.L.U & R</p>	<ul style="list-style-type: none"> • In this period teacher will describe the both statements according to formation of equation briefly. • Then teacher will give some examples of both statements. • In the last teacher will make the groups and give instructions to students that they write 8 to 10 examples of both statements in groups. 	Board, Marker and grade-8 text book
March 21st Week	Period 1		<p>Solve simultaneous linear equations using equations</p> <ul style="list-style-type: none"> • Method of equal coefficient, <p>L.L.U & R</p>	<ul style="list-style-type: none"> • The teacher will introduce the method no: 2 of solving equations only given on the Page# 112. • Now teacher will briefly describe the Method# 2 given on the Page # 112 with reasonable examples by board and chalk method through demonstration. • Then teacher will give instructions to students for practicing the problems related to the method no: 2 given in Exercise 11.1, Q# 1 to 20, Page # 116 & 117 and by solving worksheets# 02 of Unit# 11. • Remaining parts of the Q#1 students will solve as reinforcement activity. 	Board, Marker and grade-8 text book Worksheets
	Period 2		Solution of simultaneous linear equations using equations	<ul style="list-style-type: none"> • The teacher will introduce the four methods for solving equations given on the Page# 112 	Board, Marker and

		<ul style="list-style-type: none"> • Method of substitution, <p>L.L.U & R</p>	<ul style="list-style-type: none"> – 115. • Now teacher will briefly describe the Method# 1 given on the Page # 112 with reasonable examples by board and chalk method. • Then teacher will give instructions to students for practice the problems solving related to the method no: 1 given in Exercise 11.1, Q# 1 to 20, and Page # 116 and by solving worksheets# 01 of Unit# 11. • Remaining parts of the Q#1 students will solve as reinforcement activity. 	<p>grade-8 text book Worksheets</p>
	Period 3	<p>Solve simultaneous linear equations using equations</p> <ul style="list-style-type: none"> • Method of cross multiplication. <p>L.L.U & R</p>	<ul style="list-style-type: none"> • The teacher will introduce the method no: 4 of solving equations only given on the Page # 115. • Now teacher will briefly describe the Method# 4 given on the Page # 115 with reasonable examples by board and chalk method through demonstration. • The teacher will apply proper procedure to solve 2 to 3 equations from Exercise 11.1, Q# 2(21 & 25) • Then teacher will give instructions to students for practicing the problems solving related to the method no: 4 given in Exercise 11.1, Q#2 (21 to 25) on Page #117 and by solving worksheets# 04 of Unit# 11. 	<p>Board, Marker and grade-8 text book Worksheets</p>
	Period 4	<p>Elimination</p> <p>i) Eliminate a variable from two equations by:</p> <ul style="list-style-type: none"> • Substitution • Application of formulae. <p>ii) Absolute value of a number Equations involving absolute value.</p>	<ul style="list-style-type: none"> • In the start teacher will use think, pair and share strategy to define the Absolute of a number. • The teacher will share the definition and importance of “Absolute value of a number” given on the Page # 121 to 122 with examples. 	<p>Worksheets</p>

			L.L.U & R	<ul style="list-style-type: none"> • Then teacher will solve two or three problems from Exercise 11.3, Q# 1(1, 7 & 10) through demonstration. • The teacher will make the pairs of students and assign the problems to each pair for solving problems from the Exercise 11.3, Q# 1(1 to 12) and by solving worksheets# 07 & 08 of Unit# 11. • Finally, teacher will check the work of every student and give feedback on it. • Remaining parts of the Q#1 students will solve as reinforcement activity. 	
22nd Week	Unit XII: Fundamentals of Geometry Period 1	Measurements and Geometry	Parallel Lines i) Define parallel lines. L.L.R	<ul style="list-style-type: none"> • The teacher will define the word “Parallel” and its meaning. • And teacher will share the importance and use of “Parallel lines” in daily life with demonstration and discussion given on Page # 135. Also, teacher will give real life examples. • After the demonstration teacher will assign the task to students to draw and write the 2 to 3 examples of parallel line from daily life in your note book. • Students will solve the worksheets# 01 of Unit# 13. • Finally, teacher allows learners to ask questions with respect to the topic and respond them accurately. 	Board, Marker and grade-8 text book Worksheets
	Period 2		Demonstrate through figures the following properties of parallel lines. <ul style="list-style-type: none"> • Two lines which are parallel to the same given line are parallel to each other. 	<ul style="list-style-type: none"> • The teacher will prove the first property given on the Page# 138 through figure with the help of geometry instruments applying step by step procedure. • The teacher will give the chance to students for practice on the first property through 	Worksheets Board, Marker and grade-8 text book Charts

			L.L.A & U	<p>figure in groups and they will present their work in front of the whole class.</p> <ul style="list-style-type: none"> • After that teacher will check the work of every student and give constructive feedback. • Students will solve worksheets# 02 of Unit# 13. • Finally, teacher will instruct the students to make a chart in groups and display in the class. 	
	Period 3		<p>iii) Draw a transversal to intersect two parallel lines and demonstrate corresponding angles, alternate interior angles, vertically opposite angles and interior angles on the same side of transversal.</p> <p>L.L.A & U</p>	<ul style="list-style-type: none"> • The teacher will define the word “Transversal” in the class. • Then teacher will demonstrate the corresponding angles, alternate angles, vertically opposite angles and interior angles on the same side of transversal linked with previous topic and use of geometry box instruments where needed on Page # 135-137. • The teacher will allow students to ask questions about the related topic and respond them accurately. • Finally, teacher will conclude the topic with desired outcome. 	Board, Marker and grade-8 text book Geometry box
	Period 4		<p>iv) Describe the following relations between the pairs of angles when a transversal intersects two parallel lines.</p> <ul style="list-style-type: none"> • Pairs of corresponding angles are equal. <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher will prove this condition through Figure# 3 and their application given on the Page# 136 by applying the proper procedure or steps. • The teacher uses simple way to prove this. • The teacher will allow students to ask questions about the topic and teacher will conclude the topic with desired outcome. 	Board, Marker and grade-8 text book And chart
23rd Week	Period 1		<ul style="list-style-type: none"> • Pairs of alternate interior angles are equal. • Pair of interior angles on the same 	<ul style="list-style-type: none"> • Same as the above teacher will prove the both conditions through Figure# 4 & 5 and their applications given on the Page # 136 – 	Board, Marker and grade-8 text

			<p>side of transversal is supplementary, and demonstrates them through figures.</p> <p>L.L.A & U</p>	<p>137 by applying the proper procedure.</p> <ul style="list-style-type: none"> • The teacher uses simple way to prove this. • The teacher will allow students to ask questions about the topic and give chance to prove the same in groups. • Finally, teacher will conclude the desired outcomes with constructive feedback. 	book
	Period 2 & 3		<p>Polygons</p> <p>i) Define polygons.</p> <p>L.L.R</p>	<ul style="list-style-type: none"> • The teacher uses proper questioning techniques to define the Polygons and its types through figures and angles given on the Page # 140. • And teacher allows learners to ask questions with respect to the topic and respond them accurately. • After that teacher will conduct a simple activity. The teacher will assign the any name from kinds of the polygons in pairs and give the instruction to the students to draw the figure on white paper according to assigned names. • Students will solve worksheets# 05 & 06 of Unit# 13. • After that teacher will check the work of every student and give constructive feedback. 	Board, Marker and grade-8 text book Worksheets
	<p>Unit XIII: Practical Geometry</p> <p>Period 2</p>	<p>Measurements and Geometry</p>	<p>Construction of Quadrilaterals</p> <p>i) Define and depict two converging (non-parallel) lines and find the angle between them without producing the lines.</p> <p>ii) Bisect the angle between the two converging lines without producing them.</p> <p>L.L.R & U</p>	<ul style="list-style-type: none"> • The teacher will construct and prove (two converging (non-parallel) lines and find the angle between them without producing the lines) given on Page # 157 with discussion and board practice through the figure. • The teacher will 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. 	Worksheets and Geometry box

				<ul style="list-style-type: none"> The teacher will give instructions to students for practice individually and will solve worksheets# 01 of Unit# 14. Finally, teacher will check the work of every student, give feedback and sum up the topic. 	
24 th Week	Period 1		iv) Construct a Square <ul style="list-style-type: none"> When its diagonal is given. When the difference between its diagonal and side is given. When the sum of its diagonal and side is given. L.L.U & A	<ul style="list-style-type: none"> The teacher will explain and construct the square according to both Case 1 and 2 given on the Page # 158 with discussion and board practice through figures applying the proper steps. The teacher allows students to ask questions related to the topic and respond them accurately. After teacher will instruct the students to construct the squares according to the both cases in pairs and will solve worksheets# 02 of Unit# 14. The teacher will give instructions to students for practice individually on it. Finally, teacher will check the work of every student, give feedback and sum up the topic. 	Board, Marker and grade-8 text book Worksheets
	Period 2		iv) Construct a Square <ul style="list-style-type: none"> When its diagonal is given. When the difference between its diagonal and Side is given. When the sum of its diagonal and side is given. L.L.U & A	<ul style="list-style-type: none"> The teacher will explain and construct square according to both Case 3 and 4 given on Page # 158 - 159 with discussion and board practice through figures applying the proper steps. The teacher allows students to ask questions related to the topic and respond them accurately. After teacher will instruct the students to construct squares according to case 3 & 4 in pairs. Then teacher will give instructions to students for practice individually on it. 	

				Finally, teacher will check the work of every student, give feedback and sum up the topic.	
	Period 3		<p>v) Construct a rhombus</p> <ul style="list-style-type: none"> • when one side and the base angle are given. • when one side and a diagonal are given. <p>L.L.A & U</p>	<ul style="list-style-type: none"> • The teacher will explain and construct the rhombus according to both Case 1 (when one side and the base angle are given), given on Page # 159 with discussion and board practice through construction. • The teacher allows students to ask questions related to the topic and respond them accurately. • After teacher will instruct the students to construct the rhombus according to case 1 in pairs. • Then teacher will give instructions to students for practice individually on it. • Finally, teacher will check the work of every student to give feedback and sum up the topic. 	Geometry Box Board, Marker and grade-8 text book
	Period 4		<p>vi) Construct a parallelogram</p> <ul style="list-style-type: none"> • When two diagonals and the angle between them is given. • When two adjacent sides and the angle included between them is given. <p>L.L.U & A</p>	<ul style="list-style-type: none"> • The teacher will explain and construct the parallelogram according to property 1(When two diagonals and the angle between them is given) given on the Page # 160 with discussion and board practice through construction. • The teacher allows students to ask questions related to the topic and respond them accurately. • After teacher will instruct the students to construct parallelogram according to property 1 in pairs. • The teacher will give instructions to students for practice individually on it and will solve worksheets# 03 of Unit# 14. Finally, teacher will check the work of every 	Geometry Box, Worksheets

				student, give feedback and sum up the topic.	
April 25th Week	Period 1		vii) Construct a kite • When two unequal sides and a diagonal are given. L.L.U & A	<ul style="list-style-type: none"> • The teacher will explain and construct the Kite according to given statement given on the Page# 160 through discussion and board practice with figures applying the proper steps. • The teacher allow students to ask questions related to the topic and respond them accurately. • Then teacher will give instructions to students for practice individually on it. • Finally, teacher will check the work of every student, give feedback and sum up the topic. 	Geometry box
	Period 2 & 3		Construct a right-angled triangle • When hypotenuse and one side are given. • When hypotenuse and the vertical height from its vertex to the hypotenuse are given. L.L.A & U	<ul style="list-style-type: none"> • The teacher will explain and construct the Right Angled – Triangle according to given statement 1 (when hypotenuse and one side are given.)given on the Page # 161 through discussion and board practice through construction. • The teacher allows students to ask questions related to the topic and respond them accurately. • After teacher will instruct the students to construct the right-angled triangle according to statement 1 in pairs. • The teacher will give instructions to students for practice individually on it. Finally, teacher will check the work of every student, give feedback and sum up the topic. 	Geometry Box Board, Marker and grade-8 text book
	Unit XIV: Surface Area and Volume		Pythagoras Theorem i) State the Pythagoras theorem and give its informal proof. L.L.U & R	<ul style="list-style-type: none"> • The teacher will introduce the new unit and define the Pythagoras theorem through discussion and its proof. • Then teacher will share the importance and use of Pythagoras theorem in daily life. 	Worksheets

	Period 4			<ul style="list-style-type: none"> The teacher will draw a big right-angled triangle on the board and describe the triangle briefly according to their sides and angles. The teacher will allow to students to ask questions about related topic and respond them accurately. Finally, students will solve the worksheets# 01 of Unit# 12. 	
26 th Week	Period 1		<p>ii) Solve right angled triangles using Pythagoras theorem.</p> <p>L.L.U</p>	<ul style="list-style-type: none"> The teacher will make connection with the previous topic and solve the following question through demonstration with figures by using Pythagoras Theorem. Find the measurement of unknown sides if: <ol style="list-style-type: none"> In ΔABC, $a=2$, $b=4$, $c=?$ In ΔABC, $a=?$ $b=3$, $c=9$ In ΔABC, $a=1.2$, $b=?$ $c=2.4$ Then teacher will allow students to ask question about related topic if they have any confusion. The teacher will provide an opportunity to students for practice on the same problems. Finally, teacher will check the work of every student and give feedback on it. 	Board, Marker and grade-8 text book
	Period 2 & 3		<p>Hero's Formula State and apply Hero's formula to find the areas of triangular and quadrilateral regions.</p> <p>L.L.U & R</p>	<ul style="list-style-type: none"> The teacher will make connection with the previous topic and apply proper procedure to solve 2 to 3 problems from Exercise 12.1, Q#1(b), Q#3, Q#4(a), given on the Page # 125 – 126. Now teacher will assign the task to students and instruct them to solve problems related to Hero's Formula given in the Exercise 12.1, Q#1,2,3 & 4 on Page # 125 – 126 and by solving worksheets# 02 & 03 of Unit# 12 	Board, Marker and grade-8 text book Worksheets

				<ul style="list-style-type: none"> Finally, teacher will check the work of every student and give feedback on it. Remaining parts of the exercise students will solve as reinforcement activity. 	
	Period 4		<p>i) Find the surface area and volume of a Sphere.</p> <p>L.L.R & U</p>	<ul style="list-style-type: none"> The teacher will use the think, pair and share strategy to elaborate the topic given on the Page # 162 - 163. The teacher will describe the Surface area and volume of sphere briefly using real life examples by given formula. Then teacher allow students to ask questions related to the topics and respond them accurately. The teacher will demonstrate the examples according to the surface area and volume of a Sphere with figures for students' understanding and concludes the topic. Students will solve worksheets# 01 & 02 of Unit# 15. 	<p>Board, Marker and grade-8 text book Worksheets Geometry box</p>

Revision & Final Term Examination

Scheme of Studies - Sindhi Grade-8

گھريل سامان	سيڪارڻ جو طريقو	سڪيا جي حاصلات شاگرد ان قابل ٿي ويندا ته	مهارت جو محور	عنوان	مهينو/ هفتو
تصويرون / وڊيو	<p>برين اسٽارمنگ:</p> <ul style="list-style-type: none"> • استاد ٻارن کان سوال ڪندو ته: • بي ايمان ڇا ٿيندي آهي؟ • اتحاد ڇا ٿيندو آهي؟ • شين جي ترتيب ۽ بي ترتيب ڪيئن هوندي آهي؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد ڪين ٻڌائيندو ته ايمان اسان جي مذهب جو بنيادي جز آهي. ٻڌيءَ ۾ ئي طاقت آهي ۽ شين جي ترتيب ۽ تنظيم لازمي آهي. استاد ڪين ٻڌائيندو ته اسان جي ملڪ جو بنياد ايمان، اتحاد ۽ تنظيم جي اصولن تي قائم آهي. اڄ اسان اهوئي سبق پڙهنداسين. <p>ريڊنگ:</p> <ul style="list-style-type: none"> • برين اسٽارمنگ 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 ايڪي بابت ڄاڻي سگهندا. • ايمان، اتحاد ۽ تنظيم کي سمجهي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچ ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون ڀيرو</p> <p>سبق پنجنون</p> <p>ايمان، اتحاد ۽ تنظيم</p>	<p>11 جنوري</p> <p>کان</p> <p>30 اپريل تائين</p> <p>جنوري</p> <p>چوٿون</p> <p>هفتو</p> <p>ورجاءُ</p>
ڪتاب	ريڊنگ جاري	<ul style="list-style-type: none"> • قومي ايڪي بابت ڄاڻي سگهندا. • ايمان، اتحاد ۽ تنظيم کي سمجهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو ڀيرو</p> <p>سبق پنجنون</p> <p>ايمان، اتحاد ۽ تنظيم</p>	
ڪتاب	ريڊنگ جاري	<ul style="list-style-type: none"> • قومي ايڪي بابت ڄاڻي سگهندا. • ايمان، اتحاد ۽ تنظيم کي سمجهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون ڀيرو</p> <p>سبق پنجنون</p> <p>ايمان، اتحاد ۽ تنظيم</p>	
ڪتاب	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندي ۽ ٻار ان کي نوٽ ڪندا ويندا. 	<ul style="list-style-type: none"> • نوان لفظ لکي سگهندا. • لفظن جو جملن ۾ استعمال ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ 	<p>پهريون ڀيرو</p>	<p>جنوري</p> <p>هفتو</p>

	<ul style="list-style-type: none"> • استاد نوان لفظ ٻارن کان جملن ۾ استعمال ڪرائيندو ۽ سندن رهنمائي ڪندو. • استاد لفظن جا ضد لکرائيندو ۽ آخر ۾ شاگردن ۾ نون لفظن ۽ معنائن - لفظن ۽ ضدن جو مقابلو ڪرائيندو. (گروپن ۾) 	<ul style="list-style-type: none"> • لفظن جا ضد لکي سگهندا. 	<ul style="list-style-type: none"> • ڳالهائڻ 	<p>سبق پنهنجون</p> <ul style="list-style-type: none"> • ايمان، اتحاد ۽ تنظيم 	<p>پندرهنون</p>
	<p><u>مڪيه سرگرمي (گرامر)</u></p> <ul style="list-style-type: none"> • استاد ضمير موصول پڙهائيندو. مثالن سان سمجهايندو ۽ مشق حل ڪرائيندو. • استاد ٻارن کي سوالن جا جواب لکرائيندو. • استاد ”خال پريو“ واري مشق پڻ حل ڪرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهائيل سبق جي تصورن بابت ٻارن کان زباني سوال پڇي جواب وٺندو. 	<ul style="list-style-type: none"> • ضمير موصول بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ 	<p>ٻيو پيرڊ</p> <p>سبق پنهنجون</p> <p>ايمان، اتحاد ۽ تنظيم</p>	
<p>ڪتاب</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي عبدالستار ايڏي جون تصويرون ڏياري کائڻن سوال پڇندو ته: • هي ڪير آهي؟ • هي ڪهڙن ڪمن جي ڪري مشهور آهي؟ • هن کي توهان ڪٿي ڏٺو آهي؟ • استاد ٻارن کان سوالن جا جواب وٺڻ بعد کين ٻڌائيندو ته هي هڪ عظيم انسان عبدالستار ايڏي آهي. جيڪو سموري دنيا ۾ غريبن ۽ بي پھچ ماڻهن جي همدرد طور مشهور آهي. (استاد عبدالستار ايڏي بابت جيترو بيان ڪري سگهي، ڪري سگهي ٿو) <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پھريان هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ استاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ 	<ul style="list-style-type: none"> • پاڪستاني مشاهيرن بابت ڄاڻڻ • عبدالستار ايڏي بابت ڄاڻ حاصل ڪرڻ 	<ul style="list-style-type: none"> • مشاهدو • سوچ و بچار ڪرڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون پيرڊ</p> <p>سبق چيون</p> <p>عبدالستار ايڏي</p>	

	استاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب)				
ڪتاب	ريڊنگ جاري	<ul style="list-style-type: none"> پاڪستاني مشاهيرن بابت ڄاڻي سگهندا. عبدالستار ايڏي بابت ڄاڻ حاصل ڪري سگهندا. سماجي خدمت جي اهميت کي سمجهي سگهندا. 	<ul style="list-style-type: none"> پڙهڻ ٻڌڻ ڳالهائڻ 	<p>پهريون ڀيرو</p> <p>سبق ڇهون</p> <p>عبدالستار ايڏي</p>	
ڪتاب	<ul style="list-style-type: none"> استاد بورڊ تي نوان لفظ ۽ انهن جون معنائون لکندو ۽ ٻارن کي اهي ڪاپي ۾ نوٽ ڪرائيندو. استاد بورڊ تي اصطلاحن جون سمجهاڻيون لکندو ۽ ٻارن کي ڪاپي ۾ نوٽ ڪندا. 	<ul style="list-style-type: none"> نوان لفظ لکي پڙهي سگهندا. اصطلاحن جي سمجهاڻي لکي سگهندا. 	<ul style="list-style-type: none"> پڙهڻ ٻڌڻ ڳالهائڻ 	<p>ٻيو ڀيرو</p> <p>سبق ڇهون</p> <p>عبدالستار ايڏي</p>	جنوري هفتو سورھون
ڪتاب/قلمر / مارڪر/شيبٽ	<p><u>مڪيه سرگرمي (مضمون لکڻ):</u></p> <ul style="list-style-type: none"> استاد شاگردن کي چئن گروپن ۾ ورهائي مضمون لکڻ لاءِ هيٺيان عنوان ڏيندو. <u>گروپ 1:</u> عبدالستار ايڏي - غريبن جو همدرد <u>گروپ 2:</u> عبدالستار ايڏي هڪ عظيم انسان <u>گروپ 3:</u> عبدالستار ايڏي جون سماجي خدمتون <u>گروپ 4:</u> عبدالستار ايڏي يتيمن ۽ بي سهارن جو وارث استاد آخر ۾ ٻارن جا لکيل مضمون پڙهي سندن همت افزائي ڪندو. 	<ul style="list-style-type: none"> مضمون لکي سگهندا. 	<ul style="list-style-type: none"> لکڻ پڙهڻ ڳالهائڻ 	<p>ٽيون ڀيرو</p> <p>سبق ڇهون</p> <p>عبدالستار ايڏي</p>	
	<ul style="list-style-type: none"> استاد سبق جا سوال جواب به لکرائيندو ۽ ٻار اهي ڪاپي ۾ لکندا. استاد ٻارن کي سبق جي مشق ”ب“ ۽ مشق ”هه“ کي حل ڪرائيندو. <u>جائزو:</u> استاد آخر ۾ ٻارن کان پڙهائيل سبق مان ڪجهه بنيادي سوال ڪري انهن جو زباني جائزو وٺندو. 	<ul style="list-style-type: none"> سوال جواب لکي سگهندا. مشقون حل ڪري سگهندا. 	<ul style="list-style-type: none"> لکڻ پڙهڻ ڳالهائڻ ٻڌڻ 	<p>پهريون ڀيرو</p> <p>سبق ڇهون</p> <p>عبدالستار ايڏي</p>	فيبروري هفتو ستروھون

	<ul style="list-style-type: none"> • استاد ٻارن کان مشق ” و “ ۽ مشق ” ز “ ۾ ڏنل سوالن جا زباني جواب حاصل ڪندو. ۽ ٻارن جي رهنمائي ڪندو. 				
ڪتاب چارٽ	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن بجلي تي هلندڙ ڪجهه شين جا فائدا پيچندو. جهڙوڪ: فرج، پڪو موٽر، اي سي وغيره. • استاد ٻارن کي ٻڌائيندو ته بجلي انساني زندگي ۾ تمام گهڻي سهولت پيدا ڪري ڇڏي آهي. ڪارخانا، فئڪٽريون ۽ ادارا بجلي تي هلن ٿا. بجلي جي ڪري انساني زندگي ۾ تڪليفون گهٽجي ويون آهن ۽ سهولتون پيدا ٿي پيون آهن. <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ کانپوءِ استاد سبق جي ريڊنگ ڪرائيندو. پهرين 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"> • بجلي بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچ و بچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيڙ</p> <p>سبق ستون</p> <p>بجلي جي دريافت</p>	
ڪتاب	ريڊنگ جاري		<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيڙ</p> <p>سبق ستون</p> <p>بجلي جي دريافت</p>	
ڪتاب	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ شاگرد ان کي ڪاپي ۾ اٿاريندا. • استاد نون لفظن کي جملن ۾ استعمال ڪرائيندو. ٻارن جي مدد سان. • استاد لفظ ۽ انهن جا ضد لکندو ۽ شاگرد ان کي ڪاپي ۾ اٿاريندا. • استاد سبق جي مشق ” د “ حل ڪرائيندو. 	<ul style="list-style-type: none"> • نوان لفظ معنائون لکي جملن ۾ استعمال ڪري سگهندا. • لفظ ۽ انهن جا ضد لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيڙ</p> <p>سبق ستون</p> <p>بجلي جي دريافت</p>	<p>فيبروري</p> <p>هفتو</p> <p>ارڙهون</p>
	<ul style="list-style-type: none"> • استاد سبق جي مشق ” ه “ ۾ ڏنل واحد ۽ جمع لکرائيندو ۽ شاگرد ڪاپي ۾ اٿاريندا. 	<ul style="list-style-type: none"> • واحد جمع ٺاهي سگهندا. • درست جواب لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ 	<p>ٻيو پيڙ</p> <p>سبق ستون</p>	

	<ul style="list-style-type: none"> • استاد شاگردن کان واحد ۽ جمع بابت سوال به پڇيندو. • استاد سوال جواب لکرائيندو. • استاد سبق جي مشق ”ج“ حل ڪرائيندو. 		<ul style="list-style-type: none"> • ڳالهائڻ • ٻڌڻ 	<p>بجلي جي دريافت</p>	
	<p><u>مڪيه سرگرمي:</u></p> <ul style="list-style-type: none"> • استاد شاگردن کي ٻن گروپن ۾ ورهائيندو. ۽ انهن ۾ تقريبي مقابلو ڪرائيندو. • <u>گروپ 1:</u> بجلي جي فائدين بابت تقرير لکندو ۽ تقرير ڪندو. • <u>گروپ 2:</u> بجلي جي نقصانن بابت تقرير لکندو ۽ هڪ هڪ شاگرد تقرير ڪندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهايل سبق بابت شاگردن کان سوال جواب ڪري زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • بجلي بابت ڄاڻ حاصل ڪري سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون پيڙهه سبق ستون بجلي جي دريافت</p>	
<p>وڊيو/ تصويرون</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي ڪنهن تفريحي ماڳ جي وڊيو يا تصويرون ڏيکاري انهن بابت سوال ڪندو. استاد شاگردن کان اهو به پڇيندو ته: • توهان ڪڏهن ڪنهن تاريخي ماڳ يا تاريخي شهر گهمڻ ويا آهيو؟ • اوهان کي تفريح ۾ ڪيترو مزو ايندو آهي؟ • پاڪستان جا ڪهڙا ڪهڙا شهر توهان گهمي ڏنا آهن؟ • استاد ٻارن کي ٻڌائيندو ته اسان جو ملڪ پاڪستان نهايت ئي حسين آهي. جتي خوبصورت ماڳ پڻ آهن. (استاد ڪجهه ماڳن جا نالا پڻ ڪٺندو) • استاد ٻارن کي ٻڌائيندو ته اسان اڄ سبق ”پاڪستان جا منظر“ پڙهنداسين. <p><u>ريڊنگ:</u></p>	<ul style="list-style-type: none"> • پاڪستان جي تفريحي ماڳن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچ ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پهريون پيڙهه سبق انون پاڪستان جا منظر</p>	<p>فيبروري هفتو اڻٽيهون</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) 				
ڪتاب	ريڊنگ جاري	<ul style="list-style-type: none"> • پاڪستان جي تفريحي ماڳن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ</p> <p>سبق انون</p> <p>پاڪستان جا منظر</p>	
ڪتاب / بورڊ / مارڪر	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ۽ شاگرد اهي ڪاپي تي اتاريندا. • استاد نون لفظن جو جملن ۾ استعمال ڪرڻ ٻارن کي سيڪاريندو ۽ بورڊ تي لکندو ويندو ۽ ٻار اهي ڪاپي ۾ لکندا ويندا • استاد سبق جي مشق (د) ” اعرابون لڳايو“ ٻارن کي حل ڪرائيندو. • (استاد ڪتاب ۾ موجود لفظن مان مدد وٺندو) 	<ul style="list-style-type: none"> • نوان لفظ لکي سگهندا. • لفظن جو جملن ۾ استعمال ڪري سگهندا. • اعرابون بدلائي نوان لفظ ٺاهي انهن جون معنائون لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٽيون پيرڊ</p> <p>سبق انون</p> <p>پاڪستان جا منظر</p>	
ڪتاب / بورڊ / مارڪر	<ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو ۽ آخر ۾ ٻارن کان سوالن جو اڻن جي چٽاڀيٽي ڪرائيندو. • استاد سبق جي مشق (ج) ”درست جواب تي نشان لڳايو“ ٻارن کي حل ڪرائيندو. 	<ul style="list-style-type: none"> • سوال جواب لکي سگهندا. • مشقون لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيرڊ</p> <p>سبق انون</p> <p>پاڪستان جا منظر</p>	
رول پلي	<p><u>مڪيه سرگرمي:</u></p> <ul style="list-style-type: none"> • استاد ڪلاس مان ڪي به 6 ٻار چونڊيندو ۽ هر هڪ ٻار کي هيٺين ريت نالا ڏيندو. • سنڌ، پنجاب، بلوچستان، خيبرپختونخوا، گلگت بلتستان، آزاد ڪشمير. • استاد ٻارن کي هدايت ڪندو ته اهي سبق ۾ پنهنجي پنهنجي حصي بابت پنجن مٿن اندر غور سان پڙهن ۽ هر ٻار پنهنجي 	<ul style="list-style-type: none"> • پاڪستان جي مختلف صوبن / حصن بابت ڳالهائي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ 	<p>ٻيو پيرڊ</p> <p>سبق انون</p> <p>پاڪستان جا منظر</p>	<p>فيبروري</p> <p>هفتو ويهون</p>

	<p>باري ۾ سموري ڪلاس کي ٻڌائيندو. پنهنجي ڳالهه ٻولهه جي شروعات هر ٻار هيٺين ڪندو.....</p> <ul style="list-style-type: none"> • سنڌ: مان آهيان سنڌ ۽ مان..... • پنجاب: مان آهيان پنجاب ۽ مان..... • بلوچستان: مان آهيان بلوچستان ۽ مان..... • گلگت بلتستان: مان آهيان گلگت بلتستان ۽ مان..... • آزاد ڪشمير: مان آهيان آزاد ڪشمير ۽ مان..... • نوٽ: ٻار پنهنجي پنهنجي حصي جو رول پلي ڪندو. جڏهن ٻار چوندو ته مان آهيان سنڌ ته اتان کان هو سنڌ جي باري ۾ تفصيل ائين ٻڌائيندو. جيئن سنڌ پاڻ ڳالهائي رهي آهي. استاد ضرورت پوڻ تي رول پلي جو تصور چتو ڪرڻ لاءِ ٻار کي پهريان رول پلي جي ريه رسل پاڻ ڪري ڏيکاريندو. 				
<p>ڪتاب</p>	<ul style="list-style-type: none"> • استاد ٻارن کان سندن پسند جي تفريحي ماڳ / گهمڻ واري هنڌ بابت مضمون لکرائيندو ۽ آخر ۾ سندن اسائنمينٽ چڪاسيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهايل سبق مان ٻارن کان زباني جائزو وٺندو. 	<ul style="list-style-type: none"> • تفريحي ماڳن بابت مضمون لکي سگهندا. 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ 	<p>ٽيون پيڙه</p> <p>سبق انون</p> <p>پاڪستان جا منظر</p>	
<p>تصويرون فليش ڪارڊ</p>	<p><u>برين اسٽارمنگ:</u></p> <ul style="list-style-type: none"> • استاد شهيد الهه بخش سومري جي تصوير ڏيکاري شاگردن کان پڇندو ته: • هن کي سڃاڻو ٿا؟ • شاگردن کان جواب حاصل ڪرڻ بعد استاد کين ٻڌائيندو ته هي شهيد الهه بخش سومرو آهي. جيڪو پاڪستان جي قائم ٿيڻ کان اڳ سنڌ جو وزيراعظم هو. سنڌ انگريزن جي راڄ ۾ هڪ خودمختيار وطن هو. شهيد الهه بخش سومرو سنڌ جو هڪ وڏو سياستدان ۽ سماجي اڳواڻ هو. اڄ اسان ان جي باري ۾ سبق پڙهنداسين.. 	<ul style="list-style-type: none"> • سنڌ جي مشاهيرن بابت ڄاڻي سگهندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچڻ ويچارڻ • پڙهڻ • ٻڌڻ 	<p>پهريون پيڙه</p> <p>سبق نائون</p> <p>شهيد الهه بخش سومرو</p>	<p>مارچ هفتو ايڪيهون</p>

	<p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين اسٽارمنگ ڪانپوءِ اسٽاد سبق جي ريڊنگ ڪرائيندو. پهرين هڪ دفعو پاڻ سبق پڙهي ويندو. بعد ۾ اسٽاد هڪ هڪ ست پڙهندو ويندو. ٻار ان جي پويان پڙهندا. آخر ۾ اسٽاد ٻارن کان واري واري سان سبق پڙهائيندو. (ريڊنگ جي اصولن موجب) 				
	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> • شهيد الهه بخش سومري جي سياسي ۽ سماجي ڪمن کان آگاهه ٿي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيرڊ</p> <p>سبق نائون</p> <p>شهيد الهه بخش سومرو</p>	
<p>ڪتاب / ڪاپي / بورڊ / مارڪر</p>	<ul style="list-style-type: none"> • اسٽاد بورڊ تي نوان لفظ لکندو ۽ ان جي معنيٰ سمجهايندو. ٻار ڪاپي تي لکندا ويندا. • اسٽاد 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 	<p>ٽيون پيرڊ</p> <p>سبق نائون</p> <p>شهيد الهه بخش سومرو</p>	
<p>ڪتاب / ڪاپي</p>	<ul style="list-style-type: none"> • اسٽاد مشق ۾ موجود لفظ لکندو ۽ انهن کي اعرابون لڳائي ان مان مختلف لفظ جوڙيندو ۽ ٻار انهن کي ڪاپي ۾ لکندا ويندا. 	<ul style="list-style-type: none"> • لفظن تي اعرابون لڳائي انهن جي معنيٰ سمجهي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ 	<p>پهريون پيرڊ</p> <p>سبق نائون</p> <p>شهيد الهه بخش سومرو</p>	<p>مارچ</p> <p>هفتو</p> <p>ٻاويهون</p>
<p>ڪتاب / ڪاپي</p>	<ul style="list-style-type: none"> • اسٽاد ٻارن کي ٽن گروپن ۾ ورهائي ڪين ڪين مضمون لکڻ لاءِ هيٺين ريت موضوع ڏيندو. • گروپ 1: شهيد الهه بخش سومرو • گروپ 2: عبدالستار ايڏي • گروپ 3: شاهه عبداللطيف ڀٽائي رحه 	<ul style="list-style-type: none"> • مختصر نوٽ لکي سگهندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ • لکڻ 	<p>ٻيو پيرڊ</p> <p>سبق نائون</p> <p>شهيد الهه بخش سومرو</p>	
<p>ڪتاب / ڪاپي</p>	<ul style="list-style-type: none"> • اسٽاد سبق ۾ موجود مشقون حل ڪرائيندو. شاگرد ڪاپي ۾ 	<ul style="list-style-type: none"> • مناسب لفظن سان خال ڀري سگهندا. 	<ul style="list-style-type: none"> • لکڻ 	<p>ٽيون پيرڊ</p>	

	<p>لکندا ويندا.</p> <ul style="list-style-type: none"> • استاد سوال جواب لکرائيندو. <p><u>جائزو:</u></p> <ul style="list-style-type: none"> • استاد پڙهايل سبق بابت 10 ايم سي ڪيوز تي ٻڌل هڪ ننڍڙو سوالنامو ٻارن کان حل ڪرائي سندن لکت ۾ جائزو وٺندو. 		<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>سبق نائون</p> <p>شهيد اله بخش</p> <p>سومرو</p>	
<p>تصويرون / وڊيو</p>	<p><u>برين استارمنگ:</u></p> <ul style="list-style-type: none"> • استاد ٻارن کي زلزلي يا ٻوڏ متاثر علائقن ۾ ٿيندڙ ريسڪيو آپريشن جي حوالي سان ڪا وڊيو يا تصويرون ڏيکاري هيٺيان سوال ڪندو: • اوهان کي تصويرن / وڊيو ۾ ڪهڙا منظر ڏسڻ ۾ آيا؟ • ماڻهو پنهنجي مدد پاڻ تحت اهڙين آفتن ۾ ڪهڙا ڪهڙا ڪم ڪري سگهي ٿو؟ • خطرن کان بچڻ لاءِ اسان عام طور تي ڪهڙا قدم کڻندا آهيون؟ • استاد ٻارن کان جواب حاصل ڪرڻ بعد کين ٻڌائيندو ته اسان اڄ ”شھري بچاءَ جي سکيا“ سبق پڙهنداسين. جنهن ۾ ڏسنداسين ته شھري تنظيمون مصيبتن ۽ آفتن جي حالتن ۾ شھرين جي ڪهڙي مدد ڪنديون آهن ۽ شھري پنهنجو بچاءَ پاڻ ڪيئن ڪري سگهن ٿا؟. <p>-----</p> <p><u>ريڊنگ:</u></p> <ul style="list-style-type: none"> • برين استارمنگ کانپوءِ استاد ٻارن کي ريڊنگ ڪرائيندو. • استاد سڀ کان پھرين پاڻ سبق پڙهندو ۽ ڪورس ريڊنگ تحت پڙهائيندو ۽ بعد ۾ ٻارن کي پڙهڻ لاءِ چونڊو. 	<ul style="list-style-type: none"> • شھري بچاءَ بابت ڄاڻ حاصل ڪري سگھندا. 	<ul style="list-style-type: none"> • مشاهدو • سوچ ويچار ڪرڻ • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>پھريون ڀيرو</p> <p>سبق يارھون</p> <p>شھري بچاءَ جي سکيا</p>	<p>مارچ</p> <p>هفتو</p> <p>ٽيويهون</p>
<p>ڪتاب</p>	<p><u>ريڊنگ جاري</u></p> <ul style="list-style-type: none"> • <u>نوٽ:</u> استاد نوان لفظ ۽ معنائون بورڊ تي لکندو ۽ شاگرد اهي 	<ul style="list-style-type: none"> • شھري بچاءَ جي سکيا جي اهميت سمجھي سگھندا. 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ 	<p>ٻيو ڀيرو</p> <p>سبق يارھون</p>	

	ڪاپي ۾ نوت ڪندا ويندا.	• نوان لفظ لکي جملن ۾ ڪم آڻي سگهندا.	• ڳالهائڻ	شھري بچاءَ جي سکيا	
رول ٻلي لاءِ گھريل ضروري سامان	<u>مکيه سرگرمي 1:</u> <u>رول ٻلي</u> • استاد شاگردن کان هڪ رول ٻلي ڪرائيندو. جنهن ۾ ڪنهن آفت ستيل مسڪين جي مدد ڪرڻ جو تصور اجاگر ڪيو ويندو. استاد ڪلاس مان رول ٻلي لاءِ شاگرد چونڊيندو. انهن کي ريهرسل جو وقت ڏيندو ۽ پنهنجي نگراني ۾ رول ٻلي ڪرائيندو.	• رضاڪارائي خدمت جو جذبو پيدا ٿي سگهندو.	• پڙهڻ • لکڻ • ٻڌڻ • ڳالهائڻ	تيون پيرڊ سبق يارهون شھري بچاءَ جي سکيا	
ڪتاب / ڪاپي	<u>مکيه سرگرمي 2: (گرامر)</u> • استاد ٻارن کي فعل متعدي معروف ۽ فعل متعدي مجهول سمجھائيندو. جملا لکي بورڊ تي پڙهائيندو ۽ ٻارن کي جملا لکرائيندو. • استاد ٻارن کان فعل متعدي معروف ۽ فعل متعدي مجهول جا پنج پنج جملا بورڊ تي لکرائيندو به.	• فعل متعدي معروف ۽ فعل متعدي مجهول کي سمجھي سگهندا.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	پھريون پيرڊ سبق يارهون شھري بچاءَ جي سکيا	
مارچ هفتو چوويهون	• استاد ٻارن آڏو لفظن ۽ انهن جي ضدن جو تصور چٽو ڪندو. بورڊ تي لفظ ۽ انهن جا ضد لکندو ۽ ٻارن کي ڪاپي ۾ لکندا ويندا. • استاد ٻارن کي سبق جي مشق (د) ”خال ڀريو“ حل ڪرائيندو.	• لفظن جا ضد لکي سگهندا.	• لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ	ٻيو پيرڊ سبق يارهون شھري بچاءَ جي سکيا	
	• استاد شاگردن کي خط لکڻ سمجھائيندو. بعد ۾ پنهنجي دوست کي خط لکڻ لاءِ چونڊو. • استاد ٻارن کي سوال جواب لکرائيندو. آخر ۾ ٻارن کان سوالن جا جواب پڇندو. <u>جائزو:</u> • استاد ٻارن کان سبق جي پڙهائيل مک نطقن بابت سوال پڇي زباني جائزو حاصل ڪندو.	• شھري بچاءَ بابت ڄاڻ ڏيڻ لاءِ دوست کي خط لکي سگهندا.	• لکڻ • پڙهڻ • سمجھڻ • ڳالهائڻ • ٻڌڻ	تيون پيرڊ سبق يارهون شھري بچاءَ جي سکيا	
هاڪي جون تصويرون / وڊيو	<u>برين اسٽارمنگ:</u> • استاد ڪلاس ۾ هاڪي کڻي ايندو يا هاڪي جي تصوير ۽	• پاڪستان جي قومي راند بابت ڄاڻ حاصل ڪرڻ	• مشاهدو • سوچڻ ويچارڻ	پھريون پيرڊ سبق يارهون	اپريل هفتو

<p>ڪجهه هاڪي جي رانديگرن جون تصويرون ڪٿي ايندو ۽ ٻارن کان پڇندو ته:</p> <ul style="list-style-type: none"> • هي ڇا آهي؟ • هيءَ ڪهڙي راند جا رانديگر آهن؟ • استاد بعد ۾ ٻارن کي ٻڌائيندو ته پاڪستان جي قومي راند هاڪي آهي. اڄ اسان هاڪي جي راند جي باري ۾ تفصيل سان پڙهنداسين. <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"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>هاڪي راند</p>	<p>پنجويهون</p>
<p>ڪتاب</p>	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> • راندين جي اهميت کي سمجهڻ 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٻيو پيڙو سبق ٻارهون هاڪي راند</p>	
<p>ڪتاب</p>	<p><u>ريڊنگ جاري</u></p>	<ul style="list-style-type: none"> • راند جي فائدين کي سماجي زندگي سان لاڳو ڪرڻ 	<ul style="list-style-type: none"> • پڙهڻ • ٻڌڻ • ڳالهائڻ 	<p>ٽيون پيڙو سبق ٻارهون هاڪي راند</p>	
<p>ڪتاب</p>	<ul style="list-style-type: none"> • استاد نوان لفظ ۽ انهن جون معنائون بورڊ تي لکندو ويٺو ۽ ٻار ڪاپي ۾ نوٽ ڪندو ويندو. • استاد مختلف لفظن کي جملن ۾ استعمال ڪندو (ٻارن جي مدد سان) • استاد جملا بورڊ تي لکندو ۽ ٻار اهي نوٽ ڪندا ويندا. 	<ul style="list-style-type: none"> • نوان لفظ ۽ انهن جون معنائون • لفظن کي جملن ۾ استعمال ڪرڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>پهريون پيڙو سبق ٻارهون هاڪي راند</p>	<p>اپريل هفتو</p>
<p>ڪتاب</p>	<ul style="list-style-type: none"> • استاد سبق جون مشقون ۽ سوال جواب حل ڪرائيندو. • استاد بورڊ تي سوال جواب لکندو ۽ ٻار انهن کي ڪاپي ۾ لکندا. 	<ul style="list-style-type: none"> • صحيح ۽ غلط جواب چونڊڻ 	<ul style="list-style-type: none"> • لکڻ • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>ٻيو پيڙو سبق ٻارهون هاڪي راند</p>	<p>چويهون</p>
<p>چارٽ</p>	<ul style="list-style-type: none"> • مڪ سرگرمي: 	<ul style="list-style-type: none"> • راند جي فائدين کي سماجي زندگي سان 	<ul style="list-style-type: none"> • لکڻ 	<p>ٽيون پيڙو</p>	

	<ul style="list-style-type: none"> • استاد شاگردن کي ٽن گروپن ۾ ورهائيندو ۽ هر گروپ کي هيٺين ريت چارٽ ٺاهڻ لاءِ چونڊو: <u>گروپ 1</u>: ڪرڪيٽ راند جا فائدا لکندو. <u>گروپ 2</u>: هاڪي راند جا فائدا لکندو. <u>گروپ 3</u>: فٽبال راند جا فائدا لکندو. • آخر ۾ استاد ٻارن کي اهي چارٽ ڪلاس روم جي پٽين تي هڻڻ لاءِ چونڊو. <u>جائزو</u>: <ul style="list-style-type: none"> • استاد شاگردن کان پڙهائيل سبق جو مختصر زباني امتحان پڻ وٺندو. (سوال جواب ذريعي) 	<p>ڳنڍڻ</p>	<ul style="list-style-type: none"> • پڙهڻ • ڳالهائڻ • ٻڌڻ 	<p>سبق ٻارهنون هاڪي راند</p>	
<p>اپريل جا آخري ٻه هفتا رويجن ۽ سالياني امتحان لاءِ رکيا ويا آهن.</p>					<p>اپريل هفتو ستاويهنون ۽ هفتو اٺاويهنون</p>