**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Materials, model/chart

Maybe used to identify organs and tissues.

Flash cards activity maybe used to arrange the levels of organization.

**Domain: B-** Life Science

**Grade:**- 6

**Unit** 1

**Type of Assessment:** Formative

**SLO: ( M-…-B-)** S-06-A-02

**Type of Task:** Activity

**Level of SLO:** Knowledge

**Task**

|  |  |  |
| --- | --- | --- |
| **Expected Response** | **Skill Observed** | **Score(4)** |
| 1. Students will identify the different organs of body. 2. Students will arrange the flash cards in correct orders of organization | Knowledge about organs.  Knowledge about levels of organization. | 2  2 |

**Nasreen Fatima**

**Reviewer Comments:**

Describe the Sequence of activity steps to complete the task. Materials: Model/ Chart and Flash Card.

1. Ask students to identify the different eliminate of organization of an organism.
2. Arrange the flash cards according to their respective level of Organization

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Draw a Pyramid to show the correct sequence of levels of organization of an organism.

**Domain: B-** Life Science

**Grade:**- 6

**Unit** 1

**Type of Assessment:** Summative

**SLO: ( M-…-B-)** S-06-A-02

**Type of Task:** Short answer

**Level of SLO:** Knowledge

**Task**

|  |  |  |
| --- | --- | --- |
| **Expected Response** | **Skill Observed** | **Score(4)** |
| Students will draw a pyramid and show the correct sequence of levels of organization. | Knowledge about levels of organization in an organism | 4 |

**Nasreen Fatima**

**Reviewer Comments:**

The Summative task is fine.

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Materials:**

1. Flash cards
2. Markers
3. Linkage of different types of animal cells and their functions with the help of flash cards

**Domain: B-** Life Science

**Grade:**- 6

**Unit** 1

**Type of Assessment:** Formative

**SLO: ( M-…-B-)** S-06-A-03

**Type of Task:** Short Questions

**Level of SLO:** Knowledge

**Task**

|  |  |  |
| --- | --- | --- |
| **Expected Response** | **Skill Observed** | **Score (4)** |
| Students will match the different animal cells with their functions written on flash cards. | Comprehension about the animal function of cells | 4 |

**Nasreen Fatima**

**Reviewer Comments:**

Write the Activity and material with clarity.

Split the expected response according to the skills/levels of learning mentioned in SLO.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Materials:**

1. Flash cards
2. Markers
3. Linkage of different types of animal cells and their functions with the help of flash cards

**Domain: B-** Life Science

**Grade:**- 6

**Unit** 1

**Type of Assessment:** Formative

**SLO: ( M-…-B-)** S-06-A-03

**Type of Task:** Short Questions

**Level of SLO:** Knowledge

**Task**

|  |  |  |
| --- | --- | --- |
| **Expected Response** | **Skill Observed** | **Score (4)** |
| Students will match the different animal cells with their functions written on flash cards. | Comprehension about the animal function of cells | 4 |

**Nasreen Fatima**

**Reviewer Comments:**

Write the Activity and material with clarity.

Split the expected response according to the skills/levels of learning mentioned in SLO.

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Individual**

Draw & Label Both the plant and animal cell.

**Material**

Paper and Pencil.

**Domain: B-** Life Science

**Grade:** - 6th

**Unit** 1

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-04

**Type of Task:** Activity

**Level of SLO:** Knowledge

**Task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Understand the differences between plants and animal cells. | Knowledge, about plant and animal cell. | **2** |
| **2** | Understand the similarities between animal and plant cells. | Knowledge about Plant and animal cell. | **2** |

**Nabeela Ishtiaq**

**Reviewer Comments:**

Split the respected response into the skills associated with level of learning of that SLO.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

Compare the animal and plant cells.

**Subject:** G.SC

**Domain: B -** Life Science

**Grade:** - 6

**Unit** 1

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-04

**Type of Task:** Short Question

**Level of SLO:** Knowledge

**Task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | **Description** about the cell organelles of plant cells. | Knowledge about animal and plant cells. | **2** |
| **2** | **Description** of cell organelles of animal cell. | Knowledge of cell organelles. | **2** |

**Nabeela**

**Reviewer Comments:**

Summative task’s expected response in based on their actions to be perform in task and skill observed is based on the level of learning of SLO.

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

1. Teacher will use a colorful chart with Animal and plant cell, showing various organelles on it.
2. Students will name and identify the organelles make their notes (Enlist) for similarity and differences b/w two cells.

**Domain: B-** Life Science

**Grade:** - 6

**Unit** 1

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-05(i)

**Type of Task:** Activity

**Level of SLO: (**Comprehension)Knowledge

**Task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Identification of   * Cell Organelles. * Size of Organelles. * Presence or absence makes any difference. | Knowledge, Description between similarities, Differences b/w St. of plant, animal cell. | **2** |
| **2** | Describe  Presence of cell wall of Chloroplast with large vacuole makes difference b/w plant of animal cell. | Understanding of cell organelles in plant and animal on basis of presence or absence of organelles as well size of organelles. | **4** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Some revisions are expected response.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Students with define of explain the organelles of animal & plant cell on their note books / paper using available resources.

**Domain: B-** Life Science

**Grade:** - 6

**Unit** 1

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-05(i)

**Type of Task:** Extended Question

**Level of SLO:** Comprehension

**Task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | **Differentiate by**  Defining and explaining the organelles of plant cell. | Comprehension about  Similarities, Differences b/w Animal, plant cell. | **5** |
| **2** | Defining and explaining the organelles of Animal Size. | Knowledge about animal cell with organelles. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Summative task fine

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Group activity will be conducted.

Student will be grouped in number of 5.

Then each group will come and draw diagram of plant & Animal cells with labelling. And teacher will assess all groups work at the end by assigning marks out of 5 for drawing and 5 for labelling.

**Domain: B-** Life Science

**Grade:** - 6

**Unit** 1

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-05(ii)

**Type of Task:** Activity **(**Sketching of Labelling of Plant /Animal**)**

**Level of SLO: (**Comprehension)Knowledge

**Task:** Practice of Drawing with labelling (plant & Animal Cells)

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Free hand sketching for size & shape of cells. | Knowledge about Shape and size of 5 different organelles in animal & plant cell. | **5** |
| **2** | Labelling of organelles of Animal & plant cell. | Knowledge about the correct names of organelles. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Some revisions in skill observed.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Students with define of explain the organelles of animal & plant cell on their note books / paper using available resources.

**Domain: B-** Life Science

**Grade:** - 6

**Unit** 1

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-05(i)

**Type of Task:** Extended Question

**Level of SLO:** Comprehension

**Task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | **Differentiate by**  Defining and explaining the organelles of plant cell. | Comprehension about  Similarities, Differences b/w Animal, plant cell. | **5** |
| **2** | Defining and explaining the organelles of Animal Size. | Knowledge about animal cell with organelles. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Summative task fine

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material**

Flash cards Markers.

**Activity**

1. Sequence of different stages of life cycle of plant.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-08

**Type of Task:** Activity

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will explain about the sequence of different stages of life cycle of a plant. | Comprehension about the sequence of different stages of life cycle of a plant. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

1. Difference between sexual and asexual reproduction.
2. Draw the life cycle of a plant.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-08

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Students will differentiate between sexual and asexual reproduction. | Comprehension about sexual and asexual reproduction. | **2** |
| **2** | Students will draw the life cycle of a plant. | Comprehension about the life cycle of plant. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material**

Stems cutting from rose.

**Activity**

1. Stems of rose plant will grow new plants by cutting vegetative propagation, and examine the growth of new plant after two weeks.
2. Search online the vegetative propagation in any fruit plant.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-10

**Type of Task:** Activity

**Level of SLO:**  Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will grow new rose plants from stems of rose plant by process of cutting. | Analysis about the vegetative reproduction of rose plant by cutting. | **2** |
| **2** | Students will search online vegetative propagation in any fruit plant. | Analysis about the vegetative propagation in fruit plant. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

1. Name some fruit plants which can reproduce asexually vegetative propagation.
2. Can you grow may fruits on a single plan. How?

**Explain** the procedure of growth of such plant

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-10

**Type of Task:** Short Question

**Level of SLO:**  Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will name some plants which can reproduce asexually. | Identification about the names of plants which can grow and reproduce asexually. | **2** |
| **2** | Correctly Categorize the fruit plants which can be growth on a single plant.  Students will explain the procedure of the growth of that plant which can grow so many fruits. | Analysis about the characteristics of a fruit plant which can grow so many fruits on a single plant. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Worksheet Filed Activity**

Student go to the botanical garden and note the types of plant reproduction and list then in two columns i.e., natural and artificial asexual reproduction.

|  |  |  |
| --- | --- | --- |
| **Sr.no** | **Natural**  **Asexual** | **Artificial**  **Asexual** |
| 1 |  |  |
| 2 |  |  |

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-09

**Type of Task:** Activity

**Level of SLO: (**Comprehension)

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Make a list of plants reproduce by asexual reproduction. | Understanding of Tuber, Bulb Runner, Budding in their locality | **2.5** |
| **2** | Distinguish between artificial and natural asexual reproduction. | Understanding of natural and artificial asexual reproduction. | **2.5** |

**Nabeela Ishtiaq**

**Reviewer Comments:**

Split the observed skill and expected response according to SLO learning level.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

Describe The asexual reproduction in plants. What are its two main types.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 2

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-09

**Type of Task:** Long Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Define of Asexual reproduction. | Understanding knowledge about asexual reproduction | **2** |
| **2** | Description of natural asexual reproduction. | Understanding of natural asexual reproduction. | **4** |
| **3** | Description of artificial asexual reproduction. | Understanding of artificial asexual reproduction. | **4** |

**Nabeela Ishtiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

Make a list of Food you eat today, yesterday & day before and yesterday (3days) identify proteins, carbohydrate, fats, oils, water and minerals from it.

**Material:**

Paper, Pen/Pencil.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 06

**Unit:** 03

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-15

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge & Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Enlist constituents of balance diet with your daily life examples. | knowledge about constituents of balance diet | **5** |
| **2** | Reproduce new knowledge from daily life examples. | Understanding functions of nutrients. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Formative task is fine.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

**Task**

Explain role of Balanced Diet in Providing energy to body.

**Subject:** G.SC

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 3

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-15

**Type of Task:** Extensive Question

**Level of SLO:**  Knowledge & Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Explaining role nutrient of balanced diet in providing energy & to body. | Knowledge about importance of food constituents from our daily food intake. | **5** |
| **2** | How food help us to build immunity against disease. | Knowledge about relation b/w food health. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Food from various lunch boxes of students will be checked and ask the student about the lunch they brough contains which type of nutrients and elements.

**Materials:**

Lunch box of students.

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 03

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-16

**Type of Task:** Activity Discussion Based

**Level of SLO:** Knowledge

**Task:** Hands-on-activity

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Information about essential nutrients, chemical composition and food source. | Knowledge about nutrients required to stay healthy. | **3** |
| **2** | Enlist food sources i.e., cereals, fruits, vegetables, egg, fish, dairy product. | Understanding daily percentage calories from food source. | **2** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Activity**

Extended Question

Individual Activity

**Material**

Note Book / Paper,

Stationary.

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 3

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-16

**Type of Task:** Extended Question

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Information about Essential Nutrients Chemical composition & Food sources. | Knowledge about Micro-nutrients and Macro-nutrients.  Which type of nutrients are required to stay healthy. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Sorting each student on basis of their health (Physical appearance) and asking about the daily food hobbits.

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 03

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-17

**Type of Task:** Activity Based

**Level of SLO:**  Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | **Enlist:**  type of nutrients in food. | Knowledge about Essential nutrients. | **3** |
| **2** | **Describe:**  How food help us maintain our physical & mental health. | Knowledge about nutrient deficiency disorder. | **2** |
| **3** | **Causation:**  Ask questions about daily fatigues headache and what remedies are taken by your mother to treat you? | Knowledge about health conditions. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

Formative task is fine.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Task:**

Write a descriptive note on nutrient deficiencies disorders

**Domain: B-** Life Science

**Grade:** - 06

**Unit:** 03

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-17

**Type of Task:** Extended Question

**Level of SLO:**  Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Identify deficiency disorders due to nutrients deficiency. | knowledge about description of essential nutrients deficiency disorder. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Individual Base Activity**

Celebrate a healthy Plate Day at school. Ask students to bring lunch box containing fruit, Grain, Dairy, protein, and vegetable of your own choice.

**Domain: B-** Life Science

**Grade:** - 6

**Unit:** 03

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-18

**Type of Task:** Activity Based

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Preparation of healthy food by using food of your choice. | Knowledge about food nutrients and their uses in our daily lives. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Task**

Define balance diet along with tips to maintain healthy lifestyle.

Draw well labelled food pyramid.

**Domain: B-** Life Science

**Grade:** - 06

**Unit:** 03

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-18

**Type of Task:** Extended Question

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | What is balanced diet.  How we can maintain healthy and balanced diet. | Knowledge about balanced diet | **5** |
| **2** | Draw food pyramid indicating nutrients of food. | Understanding about pyramids of food. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Make a chart /concept map in which students will create a list of food items and nutrients in it and then relate it with health benefits.

**For example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr.no** | **Food** | **Nutrient** | **Health Benefits** |
| **1** | Egg | Protein | Muscle formation |

**Domain: B-** Life Science

**Grade:** - 06

**Unit:** 03

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-19

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Information about connections between diet & fitness in humans. | Knowledge about how food (Nutrients) makes us fit and healthy. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Task:**

Describe the effect of good healthy, balanced diet on man’s balanced diet on man’s mental and physical health. Give some examples from daily life.

**Domain: B-** Life Science

**Grade:** - 06

**Unit:** 03

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-19

**Type of Task:** Extended Question

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Information about relation between diet and human health. | Understanding of relation between food and health from daily life examples. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take a beaker add some lumps of soil in it and then add water stir with spoon.

2. Take a beaker put some baking soda then add vinegar.

**Domain: B-** Life Science

**Grade:** 06

**Unit:**  04

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-O6-A-11(i)

**Type of Task:** activity

**Level of SLO** knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | It is noted that lump and soil are dissolved. this is physical digestion. | Understate the concept of physical digestion | **2** |
| **2** | It is noted that a chemical reaction takes place and bubbles are formed This is chemical Digestion  . | Understate the concept of chemical Digestion | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

**Define digestion.**

Also differentiate between physical and chemical digestion.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 04

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-11(i)

**Type of Task:** Short question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** | |
| **1** | Definition of digestion | Understand the concept of digestion | **1** |  |
| **2** | Differentiate between physical and chemical digestion. | Understand physical of chemical digestion. | **2**  physical | **2**  chemical |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take some play cards.

Mark the regions of alimentary canal then arrange them in correct order.

Draw the orangs and the play cards and write one function.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  04

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-12

**Type of Task:** activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Arrange in correct order. | Comprehension the concept. | **2** |
| **2** | Drawing of organ and writing of one function. | Drawing of organs. Describing of function of organs. | **3** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

Formative assessment task is fine.

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Explain the working of human digestive system with the help of a diagram.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 04

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-12

**Type of Task:** Long Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Human digestive system is described with sequence of elementary canal. | Describe the sequence of canal. | **5** |
| **2** | The working of digestive organs. | Describe the working of organs. | **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Questions are already given in the assessment frame work.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  04

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-13

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
|  |  |  | **Diagram 5**  **Role of enzymes**  **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Task:**

Q: why the inner inning of small is not smooth?

Q: what is the texture of food when it earlier in small intestine?

.

**Subject:** G.SC

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 04

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-14

**Type of Task:** short questions.

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Describe the nature of small intestine | Reflect the knowledge | **2** |
| **2** | Describe the form of food in small intestine? | Reflect the knowledge | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take a small piece of towel.

Make a solution of soil coarsely grinded wheat with water.

Poor the minlurean the towel.

Some partials remain on the towel rest will absorb.

Students will note the findings of activity.

**Domain: B-** life science

**Grade:** 06

**Unit:**  04

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-14

**Type of Task:** activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students note that towel represent the villi of intestine some food | Under student the absorption of food | **2** |
| **2** | Some food is absorbed and some is unabsorbed. | Part of food is digested body and some is undigested. | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Task:**

Make a chart of three digestive disorders.

Stater the nature of disorder and reason of disorder.

**Subject:** G.SC

**Domain: B** life science

**Grade:** 06

**Unit:** 04

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-A-20

**Type of Task:** activity

**Level of SLO:** knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | List the disorder | Knowledge of the disease | **1** |
| **2** | Reason of the disorders | Knowledge of the reason | **1** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Q which digestive disorders are common in human being?

Q: Give the reasons of some of the digestive disorder.

**Domain: B-** life science

**Grade:** 06

**Unit:**  04

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-A-20

**Type of Task:** Activity

**Level of SLO** knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Students name the disorders. | Knowledge of the diseases | **3** |
| **2** | Students give the reason of these disorders | Knowledge of the reasons of disorders. | **3** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material:**

Flash Cards, Markers

**Activity:**

Three flash cards having dots on them. Spaces between dots categorize solid, liquid and gases.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-10

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Students will distinguish between solid liquid and gas in terms of distance between the particles. | Comprehension about the distance between the particles of solids gases and liquids. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Identify matter in class room

Name the states of matter.

Differentiate between the states of matter on the basis of distance between particles.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-10

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Student will identify matter and name three sates of matter. | Comprehension about the three states of matter in class room. | **2** |
| **2** | Students will differentiate three states of matter on the basis of distance between the particles. | Comprehension about the distance between the particles of solids, liquid & gases. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material:**

Three Glass jars filled with-blowing pipe.

Tiny balls of formic sheet

**Activity:**

Fill jar 1 with formic sheet balls to the brim

Half fill the jar 2 with of formic sheet

In jar 3 add balls a small amount of formic sheet.

Ask student to blow in the jar one by one.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-11

**Type of Task:** Short answer

**Level of SLO** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will about the movement of balls of formic sheet in all the three jars. And relate these movement with solid gas and liquids. | Analysis about the movement of particles of solids, liquids and gases | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

How particles of solids liquids and gases are arranged.

What is the arrangement of particles in desk, water and air.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-11

**Type of Task:** Activity

**Level of SLO:** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will differentiate the arrangement of particles in solids, liquids and gases | Analysis about the arrangement of particles of solids, liquids and gases. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Individual Activity**

**Material**

Bottles of different Shape and size, water, some things from classroom.

**Activity**

Empty bottles have air is them.

When water pour in different bottles. Water will take the shape of bottle. Solids do not take the shape of contains.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 5

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-12

**Type of Task:** Activity

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Students will differentiate and understand that liquid and solid take the shape of contrives but solid do not take the shape of contains. | Comprehension about the shape of solid, liquid and gases. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

1. Differentiate between the solids, liquids and gases in terms of shape.
2. List some characteristics of solids, liquids and gases other than shape.

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 5

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-12

**Type of Task:** Short Question

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (9)** |
| **1** | Students will differentiate between solids, liquid and gases in terms of shape. | Comprehension about the shape of solids, liquids and gases. | **3** |
| **2** | Students will make a list of characteristics of solids, liquids and gases. Other than shape. | Comprehension about the characteristics of solids liquids and gases other than shape. | **6** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

I**ndividual activity.**

**Material:** - Water, beakers, balloons, Wooden black small size.

**Activity**

Pour water from one beakers to other

Blow a balloon.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-13

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Student will explain that water can flow from one contains to other | Comprehension about the flowing of liquid from one contains to other. | **2** |
| **2** | Students will explain that air from mouth will flow into balloon and balloon become flatted | Comprehension about the flowing of one contains to other. | **2** |
| **3** | Students will explain wooden block cannot flow. | Comprehension about the non-flowing of solids. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Why liquid and gases can flow and solid cannot flow?

Explain….

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-13

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Students will explain the flow of liquids and gases but solids cannot flow | Comprehension about the flow of liquid gases and solids | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material**

Salt, Water, Kmno4

**Activity**

Dissolve a spoon of salt in one glass of water.

Add some crystals of kmno4 in a baker containing draw a diagram of browning water movement

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-14

**Type of Task:** Activity

**Level of SLO** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students examine the dissolving of salt in water and explain the trapping of salt into water to make solution. | Analysis about the dissolution of salt in water. | **2** |
| **2** | Students examine the Brownian movement and explain the steaks of kmno4 in water | Analysis about Brownian movement | **3** |
| **3** | Students will draw Brownian movement. | Analysis of the diagram of Brownian movement. | **2** |

**Nasreen Fatima**

**Reviewer Comments**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Draw a diagram to show the compression of solids, liquids, and gases

Identify which substance is more soluble in water.

Sugar

Salt

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-14

**Type of Task:** Short Question

**Level of SLO:** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Students will draw a diagram using piston or syringes to show the compression of gases, liquids and solids | Analysis about the compression of solids, liquids or gases. | **3** |
| **2** | Students will analysis that sugar is more soluble in water | Analysis about which substance is more soluble in water. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Task:**

Show the process of diffusion with the help of a diagram

Give some daily life examples of diffusion of gases.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-15

**Type of Task:** Short Question

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will explain diffusion with the help of diagram | Comprehension about the process of diffusion | **2** |
| **2** | Students will give some examples of diffusion from daily life.  e.g.,  aroma of food  spray of perfume  spreads in the whole room | Comprehension about the diffusion in daily life. | **2** |

**Nasreen Fatima**

**Reviewer Comments**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Material**

Water, blue ink, crystals of KMno4 Dropper.

**Activity**

Movement of ink molecules and KMno4 in water showing diffusion.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-15

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students will explain the movement of ink and kmno4 in water from higher concentration to lower concentration. | Comprehension about the movement of molecule from higher concentration to low concentration. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material**

Ice Cubes

**Activity**

Observe the meeting of ice cube.

Activity home task

Observe the dryness of wet clothes in homes.

Activity home task. Place a ice cube box fill with water in freezes observe the changes.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  05

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-16

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will explain the state matter when ice cube melt. | Comprehension about the change to solid state in liquid. | **2** |
| **2** | Ice Cube melt students will explain the dryness of wet clothes | Comprehension about the change to liquid state into state into gases state | **2** |
| **3** | Students will explain the freezing of water in ice cube box | Comprehension about the change of liquid state into freezing state. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

How a solid state of matter convert into liquid state give two examples.

Solid change into liquid and liquid can change into gases.

How these changes take place?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 05

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-16

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will explain the conversion of solid state into liquid state with examples. | Comprehension about the conversion of solid state into liquid | **2** |
| **2** | Students explain how the changes of sates of matter one into other. | Comprehension about the assurance of changes of matter from one state to other | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material:** Circles cutting from cardboards Circles should be of different size and colors.

**Activity:**

Circles will show atoms of different sizes.

Two or more atoms of same or different sizes can form molecules.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-01

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will explain that all matter consists of atmos. | Comprehension about the particles of matter. | **02** |
| **2** | Students will explain that molecules are formed by combination of same or different atoms. | Comprehension about the molecules. | **02** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define atom

Name 1st ten elements.

Differentiate between atoms and molecules.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-01

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students will define the atom. | Comprehension about the atom. | **2** |
| **2** | Students will name 1st 10 elements of periodic table. | Comprehension about the 1st then elements of periodic table | **3** |
| **3** | Students will differentiate between atoms and molecules. | Comprehension about atoms & Molecules. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Individual Activity**

**Material:**

Circular flash cards of different sizes

**Activity:** Identify circles of same sizes.

Join their edges from one side with the help of gum or stapler.

Molecules maybe monoatomic diatomic or poly atomic.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-02

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will explain with the help of flesh cards that atoms combine to form molecules. | Comprehension about the combination of atoms to form molecules. | **2** |
| **2** | Students will explain molecules may consist of one or two or many atmos. | Comprehension about monoatomic, diatomic and poly atomic molecules. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Classify different molecules as monoatomic, diatomic, triatomic or polyatomic.

Differentiate between atoms, elements and molecules.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-02

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **01** | Students will explain the differentiate b/w atoms, elements and molecules. | Comprehension about atoms, elements and molecules. | **3** |
| **2** | Student will explain monoatomic, diatomic and poly atomic molecules. | Comprehension about types of molecules. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material:**

20 Flash Cards

**Activity:**

Names of first ten elements on flash cards symbols of that elements on other 10 flash cards.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-03

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (02)** |
| **1** | Students will match the names of elements with their symbols. | Knowledge about the names and symbols of elements. | **02** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Recognize the 1st then elements as metals and non-metals.

Write some properties of metals and some properties of non-metals.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-03

**Type of Task:** Shot Question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Students will recognize 10 elements which are given as metals and non-metals. | Knowledge about the recognition of elements as metals or non-metals. | **5** |
| **2** | Student will list and write some properties of metals and non-metals. | Knowledge about the properties of metals and non-metals. | **5** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

Activity is already given in assessment frame work

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-04

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (05)** |
|  |  |  | **5** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Question is already given in assessment frame work.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-04

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
|  |  |  | **4** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material:** Card board of different colors.

**Activity:** Cut card boards in different size circles.

These circles represent atoms of different elements.

Students are asked to join some circles to from compound.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-05

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **01** | Students will explain the formation of compounds with different kinds of elements | Comprehension about the formation of compounds. | **2** |
| **2** | Students will explain the formation of compounds with two or more elements. | Comprehension about the formation of compounds with two or more elements. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

How compounds are formed

Different between atoms, molecules and compound.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-05

**Type of Task:** Activity

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will explain the formation of compound. | Comprehension about the formation of compound. | **2** |
| **2** | Students will explain the difference between atoms, molecules and compounds. | Comprehension about the difference’s b/w atoms, molecules and compound, | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material:** Flash cards on which names of some elements and compounds Written.

**Activity**

Match elements with their compound.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-06

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students will explain the formation of compounds with their elements showing words equation. | Comprehension about the word equation | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

How formation of compound written in word equation.

Write some word equations.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-06

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **01** | Students will explain the word equation and formation of compound. | Comprehension about word equation and formation of compound. | **2** |
| **2** | Students will write some word equations | Comprehension about writing word equation. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Individual Activity**

**Material:** Models of different atoms, charts showing different elements and compounds of formed from that element.

Activity.

Models of different atoms combine to from compounds.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-07

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students will distinguish the elements and compounds. | Comprehension about the difference between elements and compound. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Differentiate between elements & compound.

Give some examples of elements & Compounds.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-07

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students will distinguish the elements and compounds. | Comprehension about the difference between elements and compound. | **2** |
| **2** | Students will illustrate some examples of elements and compounds. | Comprehension about the examples of elements and compounds. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Individual Activity**

**Material:** Some common

Elements carbon aluminum copper, Sulphur and compounds water, salt sugar bring in classroom.

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-08

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will explain the uses of common elements and compounds in daily life. | Comprehension about the elements used in daily life and their importance. | **5** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Some common Elements used in daily life.

Some common compounds used in daily life.

Formula of common compounds Salt, water, sugar,

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-08

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (9)** |
| **1** | Students will explain of some elements (Corban aluminum copper in daily life. | Comprehension about the uses of some elements in daily life. | **3** |
| **2** | Students will explain the uses of some compounds (Salt, sugar, water in daily life). | Comprehension about the uses of some compounds in daily life. | **3** |
| **3** | Students explain common compounds and their constituent elements. | Comprehension about the common compounds and their constituent elements. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Individual Activating**

**Material:** 12 flash cards. On to cards write 1st.

10 elements on two cards write metals or non-mentals.

**Activity**

Identify elements as metals or non mentals

**Subject: G.SC**

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  06

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-09

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will identify elements into metals and non-metals. | Knowledge about the metals and non-metals. | **5** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Some properties of metals describe

Some properties of non-metals.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-09

**Type of Task:** Short Question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (8)** |
| **1** | Students will describe some properties of metals | Knowledge about the properties of metals. | **4** |
| **2** | Students describe some properties of non-metals | Knowledge about the properties if non-Metals. | **4** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material**

Salt, and, sugar, 3 diffident pulses,

**Activity**

Mix a spoon of sugar

In ta leave

Mix a spoon of salt with a poon of sand

Mix all the three pulses

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-17

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Student will explain the formation of mixture in which the components can easily be separated. | Application about the formation of mixture whose components can be separated easily. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define mixture

Give 4 examples of mixtures other than book

Paper at least mixture of your own

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-17

**Type of Task:** Short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Student will define mixture properly | Application about the definition of mixture | **1** |
| **2** | Student will give example of mixture from their daily life. | Application of definition to give examples | **3** |
| **3** | Student will prepare mixture of their own choice | Apply to prepare mixtures of their own choice | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material: -** different types of mixture (salt + stand, sand+ water, salt + water, 3 pluses, 7 -cup

**Activity:** Students are asked to identify which solution is homogeneous or heterogeneous.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-18

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students will identify which solution is homogeneous and which is heterogeneous. | Knowledge about the identification of homogeneous and heterogeneous mixture | **5** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define mixture.

Name the types of mixtures.

Describe the types of mixture.

Give examples of mixture from daily life.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-18

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Student will define mixture and types of mixture | Knowledge about the mixture and type of mixture | **3** |
| **2** | Student will give example of homogenous and heterogeneous mixture from daily life | Knowledge about the mixture from daily life. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material: -** Iron, Sulphur, salt, sugar, corban copies, 7up, water etc.

**Activity**

Student are asked which are elements compound and mixtures

Flash cards on which elements on which compound or mixture are written student are asked to identify

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-19

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Student will be mentioned about the student given. Weather the substance is elements compounds or mixture | Comprehension about the element’s compounds and mixture | **3** |
| **2** | Student will identify the substances written on flash card as element compound or mixture | Comprehension about the element compound and mixture. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Differentiate between element, mixture and compound.

Give example of element mixture and compound.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-19

**Type of Task:** Short Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Student will explain the difference between elements mixture and compounds. | Comprehension about the difference between elements compound and mixture | **3** |
| **2** | Student will give some example of elements mixtures, and compound | Comprehension about elements, compound and mixture. | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material:** Copper, Sulphur, water, sugar, vinegar brass, 3 pulses, 7up, salad bowl. Soap. Sand.

**Activity**

Students are asked to separate pure substances and mixtures; what are elements, what are compound what things present in homogeneous mixture and heterogeneous mixtures.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-20

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Student will explain which substance is pure and which substance is mixture | Comprehension about the pure and impure substances mixtures | **3** |
| **2** | Student will explain weather the substance is elements, compound, homogeneous mixture or heterogeneous mixture. | Comprehension about element, compound homogenous or heterogeneous mixture | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Difference between pure substances and impure substances (mixture)

Give examples of pure substances and mixtures

What are the types of pure substances?

What are the types of mixture?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-20

**Type of Task:** Short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Student will explain the difference between the pure substance and mixture | Comprehension about pure substance & mixture. | **2** |
| **2** | Student will give example of pure substance and mixture | Comprehension about the type of pure substance and mixture. | **2** |
| **3** | Student will explain the type of pure substance |  | **1** |
| **4** | Student will explain the type of mixture |  | **1** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material:**  some metals (copper aluminum, iron, etc. sine allays (Bronze, brass, steel etc.)

Ornaments, Etc.

**Activity**

Student are asked to identify alloys.

Flash cards substance made up alloys. Student have to identify from which alloy the substance I made of

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-21

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Student will explain what alloys are and what metals are. | Comprehension about the alloys. | **2** |
| **2** | Student will identify the substances made up of alloy. | Comprehension about which substance made up of which alloy. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Describe the alloys write some characteristics of alloys.

Give some examples of alloys. From daily life.

How alloys are made of

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-21

**Type of Task:** Short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Student will explain alloys and what area the ingredients of alloys | Comprehension about the alloys | **3** |
| **2** | Student will explain characteristics of alloys | Comprehension about the characteristics of alloys | **3** |
| **3** | Student will give some examples of alloys | Comprehension about the alloys which are used in daily life. | **2** |
| **4** | Student will explain how the alloys are made of | Comprehension about the ingredients of alloys. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Activity is already given on assessment frame work

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-22

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
|  |  |  | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Question are already given on assessment frame work

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-22

**Type of Task:** Short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
|  |  |  | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material:**  flash cards on which some gases are written (nitrogen, chlorine, hydrogen, oxygen, neon, corban dioxide, chlorine etc.)

Student are asked while showing flash cards which gases present in air

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-23

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Student will explain the gases which are in air | Comprehension about the gases present in air | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Describe the component of air

What are the physical properties of nitrogen gas

Why air is mixture and not a compound?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-23

**Type of Task:** short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Student will explain the compound of air | Comprehension about the component of air | **2** |
| **2** | Student will explain the properties of nitrogen | Comprehension about the properties of nitrogen gases | **2** |
| **3** | Student will explain air is mixture not are compound | Comprehension about the air as mixture or compound | **1** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Individual activity**

**Material:**  mixture of different colors of Beads, mixture of sand and water, mixture of water and salt,

***Activity***

Different grow will separately components of mixture by using different methods.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-24

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Student will explain the separation of mixture by using different methods. | Knowledge about the separation of mixtures | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Recall what is mixture

Define following terms

Evaporation

Filtration

Distillation

Chromatography

How you separate the mixture of mud and water by using distillation process

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-24

**Type of Task:** Short Question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (8)** |
| **1** | Student will define mixture | Knowledge about mixtures | **1** |
| **2** | Student will explain the terms evaporation  Filtration  Distillation  Chromatography | Knowledge about the terms of separating the components of mixtures | **4** |
| **3** | Student will explain the separation of mod from water | Knowledge about the separation of mod from water | **3** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Material,

Sugar, salt, water. Glucose

Activity

Preparation of different solution of water.

Different groups prepare different solution

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  07

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-25

**Type of Task:** activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Student will explain how the prepare solution | Knowledge about the preparation of solution | **4** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Recall solution

How a solution is prepared

What are the component of solution?

Why hate is recalled universal solvent

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 07

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-25

**Type of Task:** Short Question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (8)** |
| **1** | Student will recall the solution | Knowledge about the solution | **1** |
| **2** | Student will explain the preparation of solution | Knowledge about the preparation of solution | **4** |
| **3** | Student will explain the component of solution | Knowledge about the component of solution | **1** |
| **4** | Student will explain water as universal solvent | Knowledge about the as universal solvent. | **2** |

**Nasreen Fatima**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take three blocks of different weights.

Drag them one by one.

Note the amount of energy used in dragging them.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-26

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Place the blocks on table and drag them | Understanding that the more energy is used for heavy objects. | **3** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

List the things in your home that use energy.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-26

**Type of Task:** Short question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | List the thing in their homes which use energy | Recognize that the things work with energy. | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take a catapult hold, a tone in it then release.

Take a toy, wind the key attached to it them place o ground.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-27

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students observe that stretched catapult have P.E | Describe the P.E convert to K. E | **1** |
| **2** | Observe that a the spring in long that P.E which convert to K.E which release | Describe the working of toy | **1** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Give some examples of object which possess both from of energy i.e., K.E and P.E

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-27

**Type of Task:** Short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Student give the examples of objects. | Can relate both types of energy i.e., K.E and P.E. | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Bring a candle in class room. Connect it to electricity. Note the forms of energy it shows.

Also note the transfer of energy from one from to other

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-28

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students note the transfer of energy from one form to other. | Drawing of conclusion that energy never lost. It changes from one form to other. | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Name the types of energy and explain each type with some examples

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-28

**Type of Task:** Short question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Student classify the form of energy. | Classify the forms of energy | **2** |
| **2** | Describe the forms with examples | Describe and distinguish each from | **8** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Make a chart of about three objects like a car, a hammer and a nail and a heater.

Show the energy changes in these objects,

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-29

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Describe the change in the form of energy. | Description of the energy forms | **3** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

State the law of conservation of energy.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-29

**Type of Task:** Short question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Definition of the law | Understanding of law of conservation of energy | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take an arrow and a Bon.

Aim it at a large say a glass bottle.

Note the change what will happen to glass bottle.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-29(2)

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Student will perfrom and role the changes. | Relate the change of energies. And work done by them. | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Salt the law of conservation of energy. Elaborate it with some daily life examples.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-29-2

**Type of Task:** Long Question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
|  | State the law.  Explain it with examples. | Knowledge of law  Understanding of energy changes. | **10** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Question is already given in assessment frame work.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-30

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
|  |  |  | **3** |
|  |  |  | **3** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Question is already given in assessment frame work.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-30

**Type of Task:** Short question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
|  |  |  | **5** |
|  |  |  | **5** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Take a small piece of cloth, wet it then, dry it under the sun or a fan.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-31

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Record the observations. | Understanding the renewable energy sources. | **2** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define renewable energy Give some examples of renewable energy.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-31

**Type of Task:** Long question

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (8)** |
| **1** | Defamation of renewable energy sources. | Knowledge | **2** |
| **2** | Description of its kinds. | Knowledge | **6** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Material**

Solar panel

Electric wires

A bulb

A switch

**Produce**

Take a solar panel

Connect the wires so the solar panel and blub through switch.

Expose the solar panel to sun.

Turn on the switch

The blub will light.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-32

**Type of Task:** Activity

**Level of SLO** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students assemble the material and demonstrate the model. | Assembles the parts and make the model work. | **05** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Will the model work identify the fault?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-32

**Type of Task:** Provide the missing

In the model

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Write the fault/reason, why the model is not working | Explain the reason | **3** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Develop a solar room heater

Solar panel

Pipes

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  08

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-33

**Type of Task:** Activity

**Level of SLO** synthesis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Construct the model of solar room heater | Design and assemble and the component of room heater | **10** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Design the solar room heater.

Explain it’s working off with the help of diagram?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 08

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-33

**Type of Task:** Long question

**Level of SLO:** Synthesis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Design and construct the model of solar room heater | Design and draw the model | **3** |
| **2** | Explanation of its working | Explain its working | **5** |

**Nabeela Ishtaiq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Put on a woolen sweater

After some line put off what will you observe while putting off.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-34

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (2)** |
| **1** | Students observe that the seater get charged. | Understand the phenomena of static electricity. | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define Static Electricity explain the phenomenon with the help of everyday life.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** formative

**SLO: (M-…-B-)** S-06-B-34

**Type of Task:** Long Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students define the static electricity and give daily life examples. | Understanding of the phenomenon.  static electricity | **7** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Materials: a cell two wires a bulb

Procedure:

Connected the wires with positive end of cell and then with bulb.

Take another wire, coned it with end of cell and another end with (--) side of bulb.

The current fallows and bulb will light up.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-07-B-35

**Type of Task:** Activity

**Level of SLO** knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (3)** |
| **1** | Students assemble the parts Ice. cell, wire and bulb in required sequence. | Knowledge of flow of electrons. | **3** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Q: what is a difference between a cell and a battery?

Q what is an electric circuit?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** summative

**SLO: (M-…-B-)** S-07-B-35

**Type of Task:** short questions

**Level of SLO:** knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students state the difference between cell and a battery | Difference between cell and battery | **2** |
| **2** | Students define the circuited | Knowledge of circuited | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Draw the diagram of a simple circuited

Explain its basic components

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** formative

**SLO: (M-…-B-)** S-07-B-36

**Type of Task:** activity

**Level of SLO** comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Drawing of a simple circuited which shows the bulb, cell and wires. | Understanding | **5** |
| **2** | Explain its basic components | Explanation of components | **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

While down and explain the component t of a simple circuited

Q: draw simple electric circuit

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** summative

**SLO: (M-…-B-)** S-06-B-36

**Type of Task:** short questions

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students list the component of a circuit and give short detail of each component | Describe the component of a circuit | **5** |
| **2** | Drawing of a simple electric circuit showing bulb, all and wires. | Explanation of circuit through drawing. | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Make your own electric circuit by using the following material

Light bulb

Cell

Switch

Connecting wires. Why the circuit does not work

Q: Give reason it any one of the object missing.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-37

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students set the apparatus and make the circuit to work | Describe the flow of changes in circuit | **5** |
| **2** | Identify the fault in the circuit | Identification of fault | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Q: differentiate between open and closed circuit. Also draw the diagram of both circuits.

**Domain: B** Physical Science

**Grade:** 08

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-37

**Type of Task:** short question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Student is explain the meaning of open and close circuits | Understanding the concept of both types of circuits | **5** |
| **2** | Drawing circuits both open and close | Knowledge of circuits open and close | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

**Activity Individual**

Draw the block diagram of an open an open and closed circuited

Open circuit closed circuit

What will happen it latch is missing in the circuit?

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-07-B-38

**Type of Task:** Activity

**Level of SLO** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Students draw the diagram of circuit using symbols. | Knowledge of electric symbols. | **5** |
| **2** | Explains the importance of the latch. | Knowledge about the completing of circuit | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Write the electric symbols of the components Write

Blub

Open switch

Closed switch

Cell battery

Motor

**Domain: B** Physical Science

**Grade:** 08

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-07-B-38

**Type of Task:** Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Draw the electric symbols of the given components. | Relate the symbols with electric component. | **7** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

1.Draw the series circuit

2. Draw the parallel circuit

3.Labell the circuit both in series and parallel.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-07-B-39

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Studends draw the circuit in series | Understand the concept in series circuit | **2** |
| **2** | Student draw the circuit in parallel. | Understand the concept in parallel circuit | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Q: describe the characteristics

Q: describe the characteristics parallel circuits.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-39

**Type of Task:** Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Students give the description of charade rof series circuit | Knowledge of series circuit | **5** |
| **2** | Students give the description of parallel circuit | Knowledge of parallel circuit | **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Construct a circuit in series with the help of bulbs, wires, cell,

Construct a circuit in parallel with the help of bulbs wires, and cells.

Also explain its working

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-40

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Assemble the parts and make a series circuit | Understand the circuit in series. | **2** |
| **2** | Assemble the parts and make a parallel circuit | Understand the circuit in parallel. | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Draw the circuit diagram of series circuit

Draw the circuit diagram of parallel circuit

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-40

**Type of Task:** Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Drawing of a circuit in series | Knowledge of circuit in series. | **2** |
| **2** | Drawing of a circuit in parallel. | Knowledge of circuit in parallel. | **2** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Test the brightness of the bulb providing the conditions.

No of batteries one/two

Not of bulbs one/two

Types of wires copper /aluminum

Length of wires 20cm

Thickness of wires this/thick

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Circuit  Setup | No. of  Batteries | No. of  Bulbs | Type of wires | Length of wires | Thickness of wires | Brightness  Dim, bright  , v. bright |
| 1 | One | One | Copper | 20cm | Thin |  |
| 2 | Two | One | Copper | 40cm | Thick |  |
| 3 | One | Two | Aluminum | 20cm | thin |  |

Q. Inter the result after every observation.

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-42

**Type of Task:** Activity

**Level of SLO** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Students invest gate and note the result for different setups. | Categorize the result of different setups. |  |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Which set up gives maximum brightness

Which set up gives minimum brightness

Which type of wire give more brightness

Which thirdness give more brightness.

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-42

**Type of Task:** Question

**Level of SLO:** Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (4)** |
| **1** | Student record the result and analyses | Distinguish and compare the results. | **4** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject: G.SC**

**Group Activity**

Sit in a car driving seat do not tie the seat belt the car alarm start to beep explain why the alarm beep?

**Domain: B-** Physical Science

**Grade:** 06

**Unit:**  09

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-43

**Type of Task:** Activity

**Level of SLO** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Students explain that the seat belt is chipped to the buckle the circuit of the alarm breaks. Therefore it does not beep. | Construction of circuit | **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Construct seat belt alarm for a car and explain its working?

**Domain: B** Physical Science

**Grade:** 06

**Unit:** 09

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-07-B-43

**Type of Task:** Question

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (7)** |
| **1** | Students draw the figure of the alarm and | Construction of seat belt alarm | **2** |
| **2** | Explain its working | Summarizing it’s working. | **5** |

**Nabeela Ishatiaq**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material Required**

Bar magnet, Compass, paper, pen/pointer.

**Methodology**

Place magnet bar in middle to one of the poles, and put pencil dot where compass next prints. Move compass and mask until it returns to other pole. Join the dots. Add arrows to show N&S pole.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-44

**Type of Task:** Activity Based

**Level of SLO:** Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Curious to use magnetic Compass. | Knowledge about properties of magnet, magnetic compass. | **2** |
| **2** | Recognize effect of electric current that makes electric field around it. | Knowledge of North pole and south pole. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

**Task**

Describe an experiment to illustrate formation of magnetic field.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-44

**Type of Task:** Extended Question

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Write properties of magnets. | Knowledge about properties and functions of magnet. | **5** |
| **2** | How magnetic field can be formed around the magnetic using compass. | Understanding of magnetic field on North & South pole. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Activity**

Suspend bar magnet with threat from wooden stand. Observe the swing created on magnet bar. Identify North and south pole.

**Material Required**

Magnetic bar, thread, Stand.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-45

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Knowing south and North pole. By using magnet. | Knowledge about natural alignment of magnetic poles. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

**Task:**

Describe earth’s Magnetic field also write on experiment illustrating natural alignment of magnetic poles.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 5

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-12

**Type of Task:** Extended Question

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Differentiate between North and south pole. | Knowledge about North South Direction. | **5** |
| **2** | Observe movement of freely suspended magnetic bar. | Understanding Natural alignment of magnetic pole. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity (I)**

Make two groups of students (collaborative/team work) will make observation sheet after conducting experiment as:

Rub magnet bar to paper, cloth and iron. Observe magnetic field.

|  |  |  |
| --- | --- | --- |
| **Sr.no** | **Materials** | **Effect** |
| 1 | Paper | No. E. F observed |
| 2 | Cloth | Less. E.F Observed |
| 3 | Iron | E.F observed |

**Group Activity (I)**

Will make observation sheet after conducting an activity.

Magnet bar hit with hard surface.

Magnet bar hit with soft surface.

|  |  |  |
| --- | --- | --- |
| Sr.no | Activity | E.F observed |
| 1 | Hit with hard surface | No |
| 2 | Hit with Soft surface | no |

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-46

**Type of Task:** Activity Based

**Level of SLO:**  Compressive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Predict how to magnetize a magnetic material to make a magnetic field. | Knowledge about various method to magnetize a magnet. | **5** |
| **2** | Investigate the effect of hammering a magnet on magnetic field. | Understanding about effect of demagnetization on magnetic field. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Describe how to magnetize and demagnetize a magnetic material or Magnet.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-46

**Type of Task:** Extended Question

**Level of SLO:**  Compressive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Predict effect of magnetization on election field. | Knowledge about magnetism and formation of electric field. | **5** |
| **2** | Investigate effect of demagnetization on electric field formation. | Understanding about effect of demagnetization on electric field. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Structured observation worksheet will be made by teacher.

Students will observe & record by identifying presence or absence of electromagnet win following home appliances.

**i.e.** Mobile phones, Electric bell, sewing Machine, Hand Beater, Television Remote control.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-47

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Investigation of electromagnetic principles used in home appliances. | Knowledge about Electromagnetic principle in home appliances. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

What are applications of electromagnet. Explain it by giving examples from home appliances.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-47

**Type of Task:** Extended Question

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Investigate application of electromagnet in home appliances. | Knowledge about use of electromagnetic in-home appliances. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Peer interaction creative project**

Students will design their own flashcards making clues about permanent, temporary or electromagnet.

Drawing attached, attracted or repelling forces towards some specific iron object. Then student will test each other.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-48

**Type of Task:** Activity Based

**Level of SLO:**  Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Reproduce previsions knowledge about properties of magnets. | Understanding about properties of magnets to classify various magnets. | **2** |
| **2** | Compare various types of magnets. | Knowledge about types of magnets. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Differentiate between various types of magnets. On basis of their properties

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-48

**Type of Task:** Extended Question

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (05)** |
| **1** | Compare various types of magnets on basis of their properties. | Knowledge about permanent, temporary electromagnet types of magnets with daily life examples. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Take a long nail. Put in on arm of stand. Spread some iron pins, on bare of stand. It is seeing that pins do not get attracted to nails. Some pins cling to nail as end of magnet is brought close to head of tail. When magnet removed pins fall down.

**Domain: B-** PhysicalScience

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-49

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Observing magnetic force. | Knowledge about magnetic forces. | **2.5** |
| **2** | Recognize space around magnet and its effect as magnetic force. | Understanding effect if magnetic force around a magnet. | **2.5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

What do you understand by magnetic power and discuss briefly will magnet lose their power over time?

**Domain: B-**  Science

**Grade:** - 06

**Unit:** 06

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-49

**Type of Task:** Extended Question

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Observing magnetic force. | Knowledge about magnetic force. | **5** |
| **2** | Recognize space around magnet around it and its effect as magnetic force. | Understanding effect of magnetic force around a magnet. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**1)** Take a piece of paper. Put some soil on it and rub the manet from other side of paper below soil. Iron p articles in soil if any will attach to magnet and will move as you move the magnet.

**2)** Repeat same activity for soil and salt too.

**3)** Observation from various material in a worksheet.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-50

**Type of Task:** Activity Based

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Drawing a magnetic field of a bar magnet using iron fillings | Knowledge about magnetic field around a conductor. | **2** |
| **2** | Illustrate interaction of magnets with other materials.  **i.e.**, sand, slate, soil, iron fillings. | Understanding the interaction of magnet with other materials.  **i.e.,** Sand, salt soil iron fillings. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Give short Answer to the following questions;

1. What materials interact with magnet and what does not?
2. Why iron fillings attracted towards magnet bar?

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-50

**Type of Task:** Short Question

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Illustrate of magnet with materials.  Sand, soil, salt, iron fillings. | Knowledge about interaction of magnet with other materials sand, soil salt, iron fillings. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

1. Where is magnetic field stronger?
2. Which is the strongest magnetic field.
3. What is the metal in Earth’s core.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-51

**Type of Task:** Short Q/A

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Describe Earth’s magnetic field. | Knowledge about Earth’s magnetic field. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define Earth’ magnetic field.

Explain each component of magnetic field along with labelled diagram.

**Domain: B-** Physical Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-51

**Type of Task:** Descriptions.

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Describe Earth’s magnetic field. | Understanding about Earth’s magnetic field along with their alignment with poles. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Material**

Locally available plants, 3 plots, soil fertilizer

**Method**

Take any seasonal plant seed and plant them in 3 pots (A, B, C) with potting soil. Add no fertilizer in pot A, 5 fertilizers in pot B. and 10 gms fertilizer in pot C.

Make an observation sheet of report the growth of plant in A, B C, mention the difference in growth for various time periods.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-52

**Type of Task:** Activity Based

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Grow seasonal plant in pot. | Knowledge about seasonal and local plants available around the students. | **2** |
| **2** | Asses the growth of plant. | Understanding about collection of data. | **1.5** |
| **3** | Identify effect of fertilizer on plant growth. | Knowledge about relation between fertilizer and plant growth. | **1.5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

**Task**

Why do plants need fertilizers? **Explain** their role in plant.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-52

**Type of Task:** Exclusive Question

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Make observational sheet to collect data for assessing growth of plant and, how fertilizer effect its growth. | Knowledge about strong observations. In collecting the data for specific experiment. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

**Flash Card Activity**

1. Divide students in 3 groups / items.
2. Make a score chart on board.
3. Make at least is questions on flash card.

**i.e.**

* What are micro-organisms?
* Are they harmful or beneficial?
* Can we eat bacteria?
* Define fermentation?
* Which are main products in cheese and yogurt?

1. Shuffle them
2. Each team will pick 5 and will and record their answer.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-53

**Type of Task:** Activity Based

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Enlist useful Bacteria’s. | Knowledge about useful bacteria’s | **1** |
| **2** | Discover process of fermentation. | Understanding about fermentation | **2** |
| **2** | Interpret effect of Beneficial Bacteria on milk. | Knowledge about preparation of yogurt and cheese from milk 4 Beneficial Bacteria’s. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

**Extended Question (Task)**

Write ingredients and methodology to make yogurt.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-53

**Type of Task:** Ext. Question

**Level of SLO:**  Application

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Reproduce process of fermentation. | Knowledge about effect of Bacteria on milk. | **5** |
| **2** | Recapitulate benefits of eating heathy diet for good health. | Understanding about role of useful bacteria in our diet can be beneficial for our health. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

Students will be assigned a home task to record the time for meeting of ice by keeping it in sunlight.

**Material Req:**

* Ice Cubes-02
* Stop watch

**Mothered**

Place the ice-cube in room and one in sunlight. Record the time in which ice melts in room temp and under sunlight.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-54

**Type of Task:** Home work

**Level of SLO:** Synthesis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Devise a plan to convert solar energy into heat energy. | Knowledge about type of energy produced from sun. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Project based activity with Presentations**

Students will devise a solar oven buy using Re-cycled materials available in their houses. And then present then project about solar oven (Energy Conservation).

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-54

**Type of Task:** Project based

**Level of SLO:**  Synthesis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Relate solar Energy to heat energy. | Knowledge about solar energy as heat Energy. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Group Activity**

1. Teacher will take a model of circuit of bell by putting batteries and bell with wires on formic sheet.
2. Model as (Av-aid) made by teacher will be used for demonstration purpose. And also, for formative assessment. Teacher will ask short questions from students.

**i.e.**

* Name the material used as power supply.
* Function of power source or batteries.
* What will happen when we remove power supply.
* What is function of wires used in it?

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-B-55

**Type of Task:** Demonstration

**Level of SLO:** Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Design a circuit diagram. | Knowledge about circuit diagram. | **2** |
| **2** | Demonstrate circuit of doorbell. | Understanding about transfer of electrical energy to ring a bell. Via wires and power source. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Group Activity**

Draw a well labelled Diagram showing electric circuit for a door bell.

**Subject:** G.SC

**Domain: B-** Physical Science

**Grade:** - 6

**Unit:** 11

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-B-55

**Type of Task:** Diagram

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Recall circuits from previous chapter. | Knowledge about circuit diagram as electrical energy. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Materials**

Flash Cards.

Students will identify various planets on basis of their shape, surface temperature. Period of rotation and period of revolution. Which will also be mentioned on flash card for each planet.

Students can identify on basis of these characteristics.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-01

**Type of Task:** Group Activity

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Describe solar system. | Knowledge about solar system. | **2** |
| **2** | Classifying various types of planets on baris of characteristics. | Knowledge about various types of planets. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Define Planets & Classify them by drawing a solar system showing their positions in order of proximity to sun.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-01

**Type of Task:** Extended Question

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Describe solar system with major forces on planets. | Knowledge about solar system. | **5** |
| **2** | Classify planets on basis of special traits. | Understanding about various types of planets. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Work sheet**

Teacher will make work sheet on (Astronomical object sort work bank).

**i.e.,** shooting start, minor planet, pieces of rocks or iron, pieces of ice, rock and dust, glowing tails, size few mm to 1000k.

Students will sort these words in separate block of Asteroid, Meteorite and comets.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-02

**Type of Task:** Activity Based

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (9)** |
| **1** | Describe characteristics of asteroids. | Knowledge about asteroids whether they are solid body or made of multiple pieces of rock, ice & Dust. | **3** |
| **2** | Describe characteristics of meteorites. | Understanding about meteorites meteorite and meteors. | **3** |
| **3** | Describe characteristics of commits. | Knowledge about characteristics of comet | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Describe characteristics of Asteroids, Meteorites and commits.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-02

**Type of Task:** Extended Question

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Describe characteristics of asteroids, meteorites and commits. | Knowledge about Asteroids, meteorites & commits. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Worksheet**

Teacher will make a comprehensive paragraph on:

1. Research satellite
2. Weather satellite
3. Communication satellite
4. GPS satellites
5. Earth observation satellite without mentioning their topic name.
6. Student will read the paragraph and identify “which satellite am I?”

**Domain: B-** Science

**Grade:** - 06

**Unit:** 10

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-03

**Type of Task:** Worksheet

**Level of SLO:**  Knowledge

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Describe various satellites in space. | Knowledge about various satellites in space. | **2** |
| **2** | Explain uses of satellites in space. | Knowledge about uses of satellites in space with examples from daily life. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Describe various types of satellites and their utilization in daily life.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-03

**Type of Task:** Extended Question

**Level of SLO:**  Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Describe various type satellite in space and it’s uses. | Knowledge about various satellites with its uses by giving some examples from daily life. | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

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**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

Teacher will give keywords to students Like.

1. Space science
2. Researchers
3. NASA
4. Astronomy
5. Space Shuttle
6. Telescopes

And students will Elaborate each terminology. Lastly students will interact with each other and compile a whole topic.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-04

**Type of Task:** Activity

**Level of SLO:**  Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (8)** |
| **1** | Write about space science. | Knowledge about space. | **2** |
| **2** | Write about space research. | Knowledge about space research | **2** |
| **3** | Relate space research with NASA | Knowledge about space research organization | **2** |
| **4** | Formulate importance of artificial satellite | Knowledge about importance of artificial satellites. | **2** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Extensive Question

Write a description note on NASA and its function in space sciences.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-04

**Type of Task:** Extended Question

**Level of SLO:**  Analysis

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Investigate how artificial satellite have improved our knowledge about space and are used or space research. | Knowledge about artificial satellite and its importance | **10** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Worksheet: What Am I”**

1. Spherical shape:\_\_\_\_\_\_\_\_\_\_
2. Must orbit sun: \_\_\_\_\_\_\_\_\_\_
3. Orbit sun: \_\_\_\_\_\_\_\_\_\_
4. Round shape: \_\_\_\_\_\_\_\_\_\_
5. Self-Gravity &to overcome rigid body: \_\_\_\_\_\_\_\_\_\_
6. Note a moon: \_\_\_\_\_\_\_\_\_\_

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-05

**Type of Task:** worksheet

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Differentiate between planets and dwarf plants | Knowledge about differences b/w planets and dwarf planets. | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Extensive Question

Differentiate between planet and dwarf planet in tabulated form.

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-05

**Type of Task:** Extended Question

**Level of SLO:**  Comprehensive.

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (6)** |
| **1** | Differentiate between planets and planet dwarf. | Knowledge about how planets are different from dwarf planet. | **6** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Formative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Group Activity**

**Worksheet**

Comprehension from page 161. (Halley’s cornet).

Write answer to these questions.

1. When Halley’s comet visible from earth
2. How much time Halley

connect takes to orbit the sun?

1. Who and when comet identified for first time?
2. Why ancient people afraid of comet?

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Formative

**SLO: (M-…-B-)** S-06-C-06

**Type of Task:** Worksheet

**Level of SLO:**  Comprehension

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (5)** |
| **1** | Identify Halley’s comet. | Knowledge about Halley’s comet. | **2** |
| **2** | Explain what ancient people feel about it. | Understanding for fear of people from comet and how astronomical advancement change their view point. | **3** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**

**Summative**

**\*\*\*\*\*\*\***

**Subject:** G.SC

**Task:**

Discuss the history of most famous and fascinating comet in astronomy

**Domain: B-** Earth Science

**Grade:** - 06

**Unit:** 12

**Type of Assessment:** Summative

**SLO: (M-…-B-)** S-06-C-06

**Type of Task:** Extended Question

**Level of SLO:**  Comprehensive

**Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sr. No.** | **Expected Response** | **Skill Observed** | **Score (10)** |
| **1** | Explain concept of Halley’s comet. | Knowledge about Halley’s comet | **5** |

**Bushra Gul Yousaf Zai**

**Reviewer Comments:**

**Dr. Tooba Saleem**