

DRAFT

NCP - GENERAL KNOWLEDGE

Suggested Guidelines (Grade 1)

DOMAIN A: DISCOVERING SELF AND IMMEDIATE ENVIRONMENT

Standard 1: Students develop basic self-awareness, awareness of their environment, and understand their role within their community and environment.

Student Learning Outcomes: Students will be able to identify and describe self, others, my body and its functions

Knowledge:

Students will be able to:

- recognize and explain that individuals have different needs and qualities, and different likes and dislikes

Skills:

Students will be able to:

- analyze and describe the ways in which they are same as and different from others with respect to likes and dislikes

- describe themselves briefly. For example, their name, age, likes, games, favorite food, what they want to be when they grow up, etc.
- identify good qualities in themselves and others (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc.).

Assessments

Formative Assessments

Short answer questions: Teachers can pair up students and ask the following, "List down your name, age, and your favorite color, food, games and try to find similarities with your partner."

Summative Assessments

Short answer questions: Teacher can focus on questions that can help students describe themselves. Some examples are as follows:

My name is ...

I am a Boy/Girl

I am years old.

My father's name is ...

My mother's name is ...

My birthday is on ...

My favourite color is ...

My favourite food is ...

I love to play ... (game)

Learning Activities

Keep an Emotion Journal: The class teacher hands students some faces with different emotions drawn on a page. These faces can be drawn to express like or dislike for an activity or textbook chapter/text by putting up relevant emotion on the relevant space. Teachers should acknowledge the different emotions students feel about an activity or event and help students feel more confident in expressing themselves. This journal can be filled across the academic year/half of the academic year as per preference.

Self-portrait: Have students create a self-portrait that they can use in several ways. Provide drawing or construction paper, crayon, markers or paint along with any other of craft materials you think students will need to complete the self-portrait. Once done, hold up each self-portrait and ask students to guess who it is a picture of.

Student Learning Outcomes: Students will be able to name and describe how family, friends, and school are part of their environment

Knowledge:

Students will be able to:

- name and describe members of a family
- name and identify the people they interact with in school (teachers, students, principal, service providing staff etc.)
- tell the name and location of their school

Additional/Advanced SLOs

Concept of rules in community living

Skills:

Students will be able to:

- identify some family members and their relations to them (parents, brothers and sisters, grand-parents, aunts, uncles and cousins (paternal and maternal)
- describe the activities they engage in at school

Additional/Advanced SLOs

- *recognize that they should respect all family members and friends.*
- *narrate the special qualities of some of their friends*
- *share and understand the rules they follow in class and school*

Assessments

Formative Assessments

Fill in the blanks: Students can be provided a family tree with some relations included and some with blanks so the child can fill in the empty spaces with the missing link.

Staying Safe: In this assessment, students will be asked to remember and recall parents' names, their home addresses and/or a general idea about where their home is (such as how long it takes, what direction it lies in, etc.) and also emergency numbers such as their parents' phone numbers if possible, or local police/rescue numbers.

Summative Assessments

Circle the right activity: Students can be given a list of different activities such as sleeping, talking on the phone, studying, playing sports etc. and the teacher can ask the following:

“Color in the activities that you do in school.”

Learning Activities

Exploring home: Students can be given the task to talk to their family members at home such as parents, siblings, grandparents to share their childhood pictures **OR** can be asked to draw their portraits. Once at school, the teacher can help them draw a family tree to see how each member is related to the other.

Role playing: Teachers can ask students to act out the different roles they observe at school such as interactions between teachers and students, principal and teachers/students, etc. This will provide a creative outlet for students to express the different people and/or activities they engage with or observe in school.

Classroom rules: The teacher informs the students that they have to make a list of rules for the class. Students can then raise their hands and the teacher can write suitable rules on the board until there is a list of 4 – 5 classroom rules.

DOMAIN 2: ETHICS AND VALUES

Standard 2: Students identify and practice aspects of good character and good manner in their lives

Student Learning Outcomes: Students will be able to identify aspects of good character and good manners and learn to practice them in their lives.

Knowledge:

Students will be able to:

- recognize common etiquettes and apply them in their lives

Skills:

Students will be able to:

- greet others by saying Assalam o Alaikum, Hello, Good Morning etc.
- demonstrate aspects of good character (punctuality, speaking politely, kindness, honesty and truthfulness)
- demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around)

- identify and demonstrate the etiquettes of using the washroom

Assessments

Formative Assessments

Sorting and Discussion cards: Students will be given pictures of different types of actions in the form of either drawings on board or as cutouts. Teachers can then ask students the following:

“Sort the good habits and bad habits from the following set of activities.”

Afterwards the teacher can discuss the implications of these habits.

Summative Assessments

Select the right answer: Students can be given a list of good and poor behaviors and asked to do the following:

“Can you pick the good behavior among the two behaviors shown below?”

Learning Activities

High five the good behavior: Teacher can draw a pair of hands on the board or paste cutouts – one with a good habit written on it and one with a poor habit written on it. Students can then be called to come up and “high five” the hand with the good habit.

Home behavior progress chart: Teacher can share charts with students to keep at home which describe a list of good manners and hygiene etiquettes which the students can fill out for a week. These can include activities like “Did I say good morning today?”, “Did I brush my teeth in the morning?”, “Did I wash my hands after using the toilet?”, among others.

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DOMAIN 3: RESPONSIBLE CITIZENSHIP

Standard 3: Students recognize the need to respect rules and rights, fulfill their responsibilities and appreciate diversity at local and global level.

Student Learning Outcomes: Students will be able to recognize the importance of rules in collaborative settings and illustrate it

Knowledge:

Students will be able to:

- name the games they like to play
- recognize the importance of following rules
- importance of games and sports
- describe the importance of including all people regardless of their gender, ability, religious/ethnic background in playing games so there is space for everyone

Skills:

Students will be able to:

- identify, observe, and demonstrate the rules when playing a game
- demonstrate the importance of collaboration by participating in group activities and games

- describe the importance of playing games and exercise for better health for all groups

Assessments

Formative Assessments

Discussion with children: Teacher can ask students the following: “Can you share some of the rules that you have observed in the classroom and/or the school?” Upon sharing, the students can be asked the reason for why this rule can be helpful. This will introduce the concept of rules in an inquiry-based learning method and help students understand the concept as opposed to memorizing it.

Summative Assessments

Multiple-choice questions: Teacher can present students with multiple scenarios where someone behaves poorly during a game or in an interaction – the students can then be asked the following: “Which rule could have avoided this?” They can work on collaboratively coming up with rules. This will demonstrate whether the students have understood rules in some basic situations, e.g. crossing the road, sharing with others, listening intently, etc.

Learning Activities

Scavenger hunt: The teacher may place different items in the classroom or across the school – this list of items can be provided to the students who will be divided in groups and asked to find these items in a limited period of time. The collaborative nature of the activity will help students realize the importance of working together.

DOMAIN 4: PATRIOTISM AND KNOWLEDGE OF COUNTRY

Standard 4: Students recognize the respect and value of their country Pakistan, its map, its founders, and the significance of its flag.

Student Learning Outcomes: Students will be able to identify the concept of the flag and its association with their country

Knowledge:

Students will be able to:

- recognize the concept of flag
- recognize that all the countries have a flag
- tell the full name of our country and date of formation

Skills:

Students will be able to:

- draw the flag of Pakistan
- identify and describe the concept of the flag and its association with their country

Assessments

Formative Assessments

Draw the flag of Pakistan: Students can be asked to draw the flag of Pakistan using different materials such as straws or ice cream sticks for the handle, green colored items such as leaves or candy wrappers and white material such as tissues or paper

Summative Assessments

Fill in the blank: Students can be given a short and age-appropriate paragraph on Pakistan with some information replaced with blanks. Students can be asked to fill in the blanks with the right information. An example is given below:

“My full name is _____, but I am more commonly known as Pakistan.

I came into being on this date: _____.

Here is what my flag looks like: _____”

Learning Activities

Drawing a flag of an imaginary country: Students can be asked to create a flag for an imaginary country that they are responsible for. The teacher can probe the students to think what sort of questions they need to consider when choosing what the flag would look like such as what color would their flag be and why, what shape will it be, what will be drawn on the flag, etc.

DOMAIN 5: GOODS AND SERVICES

Standard 5: Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations.

Student Learning Outcomes: Students will be able to identify different means on transportation and differentiate between slow and fast modes of transportation

Knowledge:

Students will be able to:

- identify the means of transportation which people use
- list examples of means of transportation

Skills:

Students will be able to:

- differentiate between and sort slow & fast means of transportation

Additional/Advanced SLO:

- *identify the places where buses and trains stop, airplanes land and ships berth.*
- *describe the activities that take place at a bus stop, railway station, airport, and harbor.*

Assessments**Formative Assessments**

Listening for clues: Students are played the sounds of different kind of vehicles OR teacher/students imitate the sounds of different kind of vehicles, followed by this question: "Can you guess what type of vehicle is this? Also, can you try and guess if this vehicle would be slow or fast by listening to the sound it makes?"

Summative Assessments

Sorting into the right category: Students are given pictures of various transportation and are asked to do the following: “Here are images of some vehicles. Can you identify and sort the vehicles that are slow and fast?”

Learning Activities

Making their own vehicle: Provide pictures of various types of transportation and have the children make it using crayons, paint and markers, etc. Help the children make cut outs in the cardboard boxes as needed to make the vehicles.

DOMAIN 6: LIFE SCIENCES

Standard 1: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to identify parts of their body and match them to the five senses.

Knowledge:

Students will be able to:

- name major parts of the human body
(eyes, nose, ears, mouth, arms, feet, hands and legs)
- identify the functions of various body parts
- name the five senses
- identify senses and sensory descriptions

Skills:

Students will be able to:

- list and label parts of body and its functions
- relate their body parts with the five senses
(which body part helps them to taste, touch, smell, hear and see)
- Match the sensory descriptions of each of the five senses (taste: sweet, sour, bitter, salty; touch: smooth, hard, soft, rough, cold, warm, hot; hearing: loud, soft, high, low; sight: bright, dim and recognize colors; smell: pleasant, unpleasant)
- recognize that some people don't have all the body parts and senses and they are also valuable members of the society.

Assessments**Formative Assessments**

Self-portrait: "Draw a self-portrait and label the body parts you see. Can you identify which senses do these body parts help with?"

Summative Assessments

Matching questions: Students match pictures showing senses with pictures of body parts/organs, an example of which is shown below.

Learning Activities

Sense Detection

Teacher will arrange for a couple of things e.g., pictures, toys, jars with lids, closed jars with rice in it, closed jars with pebbles in it, something salty, sweet, bitter or sour to taste, stuff toy, brick, sandpaper, feather, etc for each sense.

Now turn by turn let the students observe:

1. Sight: what can they see, how can they see?
2. Hearing: Shake the containers, are all the sounds same? How can they hear?
3. Smelling: smell different things, which smell is nice which is not. How can they smell?
4. Taste: taste a little bit of each eatable thing how does it taste? How could you taste?
5. Touch: touch different things how does it feel? How did they feel?

Student Learning Outcomes: Students will be able to recognize the importance of good health and hygiene

Knowledge:

Students will be able to:

- Recognize the importance of cleanliness
- list the ways of staying clean
- identify the hazards of eating unhealthy and unhygienic food

Skills:

Students will be able to:

- keep themselves, their clothes and surroundings clean for their health.
- apply different ways to keep themselves clean (washing hands before and after meals and after using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.)
- differentiate between healthy and unhealthy food with examples

Additional/Advanced SLOs

- *identify the unhealthy habits that cause illnesses (like cough and diarrhea etc.)*
- *discuss the importance of keeping their school clean.*

Assessments

Formative Assessments

Sorting: Students will be given images of various types of food and drinks such as water, soda/cold drink, apple, chocolate, candies, among others. The teacher will then ask students:

“Can you help me sort these foods and drinks, so I know which ones are good for my health and which ones are unhealthy?”

Summative Assessments

Sequencing of images: Teachers can give students a worksheet with different steps **OR** draw the different steps on the board for a hygiene activity (for example, washing hands or brushing teeth) in a random order. The teacher can then ask students to do the following:

“Do you know how to brush your teeth? Look carefully at the pictures and number them in the correct order.”

Here is a sample for “Steps in brushing teeth”:

Learning Activities

Play and learn: Teacher should include cleanliness and washing hands as a daily activity in their classrooms i.e., clean hands before and after eating, after playing, clean their classrooms after lunch break etc.

Standard 5: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to differentiate between living and non-living things with examples and explain the necessary conditions required for living things

Knowledge:

Students will be able to:

- identify living and non-living things around them in nature
- describe the concept of living and non-living things
- List properties of living things – feed, grow, move, breathe

Skills:

Students will be able to:

- differentiate between living and non-living things with respect to certain properties
- explain how living things grow and why they need air, water, and food

Assessments

Formative Assessments

Questioning

Students will be shown pictures of different animals and plants. They will be asked to observe the pictures and answer questions about survival of these living things:

- Where do they get food?
- Where do they live?
- What do they use for shelter?
- Do they grow?
- How do they move? Do plants move too?

Summative Assessments

Tick mark the property each item has and put a cross if the item does not have that property:

	grows	moves	eats
tree			
shoe			
Girl			
Hill			
Kitten			
stone			

Learning Activities

Observation

Ask the students to draw the living things they have seen during a walk to school or a visit to a zoo or park.

Learning-by-Doing

Bring some seeds to class, give out each child a seed and a piece of paper. Help them plant the seed in one pot and piece of paper in one. Tell them to water it and put the pots in proper sunlight. Let them observe what happens.

Student Learning Outcomes: Demonstrate the ability to recognize the benefits of plants and trees in their environment

Knowledge:

Students will be able to:

- recognize the importance of plants/ trees as a source of food, shade, and shelter
- identify the things around them that are made up of plants/ trees.
- list the ways to care for plants

Skills:

Students will be able to:

- analyze different ways to save trees; like think of other materials which can be used instead of wood
- demonstrate measures for better care of plants

Additional/Advanced SLOs

- *differentiate between plants around them based on their characteristics.*

Assessments

Formative Assessments

Display/show pictures of: some objects made of wood, fruits and vegetables, someone sitting under the tree etc. Ask the students what these things are made of or where do they get these things from.

Summative Assessments

A worksheet which asks students to circle the pictures that are plants.

Learning Activities

Take the students to a park or garden with different plants. Let them observe the plants closely and observe different kinds of leaves, flowers, colors, stem etc., each plant has. Ask them which plant did they like and why did they like it.

Student Learning Outcomes: Students will be able to differentiate the characteristics between common domestic and wild animals and their habitat.

Knowledge:

Students will be able to:

- identify some common domestic and wild animals and the food they eat
- identify the types of food that they get from animals
- recognize the importance of animals as a source of food, joy, and transport
- identify places where animals are found (desert, jungle, water, mountains etc.)

Skills:

Students will be able to:

- demonstrate measures for better care of domestic and wild animals
- extend their knowledge to analyze different scenarios like 'if you were given a wild animal to keep as a pet, what steps would you take for your own safety and the care of the animal?'

Additional/Advanced SLOs

- *identify the differences between common, domestic and wild animals in terms of physical features*
- *differentiate between animals that can and cannot be kept at home with reasons.*

Assessments

Formative Assessments

Think-Pair-Share

Students are asked to think and write about ways in which they can take care of domestic and wild animals. They are required to pair up with another student and discuss the ways in which they can take care of animals. Students are expected to listen to each other's ideas and to expand on them. Finally, students share their answers/solutions to the questions/problem with the entire class.

Summative Assessments

Some examples of questions:

Which type of animals live in the wild?

- Tame*
- Wild*
- Friendly*
- Wild*

Which of the following animals eat other animals?

a. a lion

b. a cow

c. a deer

d. a giraffe

Fill in the blanks using the words given below:

Jungle Desert Mountain Sea

Camel lives in _____

Monkey lives in _____

Dolphin lives in _____

Markhor lives in _____

Learning Activities

Video

Show the students clips of cartoon movies: Madagascar and Pets and ask them the difference between these group of animals (if possible) otherwise show them pictures of wild animals and domestic animals ask them which animal they would like to keep at home. If they answer any wild animal, ask them questions to make them realize wild animals belong in the wild.

Questioning

Ask students if they have ever kept an animal at their home. How did they take care of the animals?

DOMAIN 7: PHYSICAL SCIENCES

Standard 7: Students recognize simple forms of Physical phenomena (matter & energy) and their uses in their daily lives.

Student Learning Outcomes: Students will be able to identify and demonstrate their understanding of push and pull forces

Knowledge:

Students will

- identify what makes objects move or change direction by pushing or pulling something.
- identify from pictures of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle and car etc.)

Skills:

Students will be able to:

- demonstrate that an object moves when we push it or pull it
- explore how push action moves things away from us while a pull action brings things closer to us.

Assessments

Formative Assessments

P-E-O (Predict-Explain-Observe)

Bring a toy car to class, before demonstration ask the students what will happen to the car when it is pushed (P), Ask them to explain why they think this will happen (E), Now demonstrate pushing the toy car and tell them to observe what happens (O).

Look around your classroom or school. What things can you move by pushing? What things can you move by pulling? What things can you both pull and push? Write them in the table below.

Things I can push	Things I can pull	Things I can push and pull

Summative Assessments

Look at these pictures, which movement is a push, and which is a pull.



Figure 10. Oxford University Press¹

Choose the correct answer.

¹ Source: <https://oup.com.pk/>

i. Which of the following can move by itself?

- a. cat
- b. car
- c. trolley
- d. book

ii. Which of the following animal moves very slowly?

- a. horse
- b. elephant
- c. snail
- d. cow

v. Which of the following is a push force?

- a. closing a door
- b. opening a cabinet
- c. flying a kite
- d. reading a book

Learning Activities

Learning-by-Doing

Take the students outside and bring a ball, ask the students how many ways they can find of getting a ball moving. Some examples include giving it a kick, a push, a punch, a flick or a shove. You could also hit the ball, throw it, pull it or lift it. What happens to a ball of clay or Plasticine if you carry out these same actions?

Share some examples of things the students push and pull in their everyday lives.

Teacher can ask students examples of animals being used to pull heavy things.

DOMAIN 8: EARTH AND SPACE SCIENCE

Standard 7: Students characterize the physical features and environmental changes of Earth and recognize its relationship with celestial bodies in the sky.

Student Learning Outcomes: Earth, Objects in sky

Knowledge:

Students will be able to:

- identify the number and names of planets in our Solar system
- identify Earth as a planet
- recognize the shape of the Earth
- recognize that the Earth is covered with land and water
- earth is covered with land and water
- objects in sky during day and night – Day: sun – Night: moon – stars

Skills:

Students will be able to:

- differentiate between the Sun and Moon with respect to heat and light, being visible in the day and in the night.
- differentiate between stars and planets in basic terms

Assessments

Formative Assessments

Draw the Earth and write 2 facts about it.

Why can't we see the Sun at night? (open ended question)

Summative Assessments

Which of these statements about the Sun is NOT true?

- a. The Sun is a star.
- b. The Sun is smaller than the Earth.
- c. The Sun is hot.
- d. The Sun is bigger than the Earth.

Where does the light of the Moon come from?

- a. Earth
- b. stars
- c. fire
- d. Sun

Can the Moon be seen in the sky during the day?

Draw the things which can be seen in the sky at night?

Learning Activities

Model making

Using playdough or used paper make a model of the Earth. Paint the model with blue and green color to show land and water on Earth.

Cooperative learning

Tell the students to look at the sky at night and draw a picture of what they saw as part of their homework. Next day form groups or pairs, let the students share their drawings and discuss what they drew. After they have discussed ask them about their observations.

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NCP - GENERAL KNOWLEDGE

Suggested Guidelines (Grade 2)

DOMAIN 1: *DISCOVERING SELF AND IMMEDIATE ENVIRONMENT*

Standard 1: Students recognize their own needs, those of others and understand their role within their community and environment.

Student Learning Outcomes: Students will be able to develop basic self-awareness, awareness of their environment, and understand their role within their community and environment.

Knowledge:

Students will identify and recognize:

- that the people of Pakistan live in different types of areas (villages, cities, towns, and *kachi abadis*) and they impact the daily lives of people

Skills:

Students will be able to:

- recognize that people from different areas, religions, and cultures can be friends.

- identify some common professions and occupations in Pakistan and the skills required for each profession (tailor, butcher, cobbler, musician etc.).

- differentiate between lifestyles of people living in different areas (villages, cities, towns, *and kachi abadis*).
- analyze the types of professions common in the child's community (tailor, butcher, cobbler, musician, doctor, engineer etc.).
- analyze how the types of professions impact the daily lives of people

Additional/Advanced SLO:

identify key characteristics of different types of areas (buildings, facilities, environment and the work people do).

research about different activities and professions that exist in different regions in Pakistan.

Assessments

Formative Assessments

Comprehension: A passage about 2 friends who go to school together but one of them has moved to this school from a different place in Pakistan. Their mothers and fathers have different professions, and the passage can talk about the similarities and

differences in lifestyles of the two families based on the responsibilities of their parents. After reading out the passage, the teacher can ask students questions about the passage.

Speaking: In this activity, students can be asked to describe the professions they see every day. The teacher can give them an example by narrating his/her day as a professional. The activity is to help students visualize their surroundings and the different people and places they see every day. They can share their experiences by speaking about the kinds of professions they see in the morning when they come to school (Cobblers, shopkeepers, fruit vendors, people going to offices etc.).

Summative Assessments

Writing: Students can write a few sentences about the kind of profession they want to pursue and why.

Learning Activities

Acting Out Professions: In this activity, students can be paired up, or put in groups of three at most and be asked to act out different professions as they understand them. Example – 1 pair can pretend to be tailors and act out fixing someone's clothes, while another student can be a teacher with the partner acting as a student, and then switch. Students can be asked to find out what their parents do a day before and then come into class for a show and tell (mostly tell), followed by the acting activity.

DOMAIN 2: ETHICS AND VALUES

Standard: Students identify and practice aspects of good character and good manner in their lives.

Student Learning Outcomes: Students will be able to identify and practice elements of good character and manners in their daily lives.

Knowledge:

Students will be able to:

- identify common etiquettes and elements of good character in classroom/home setting and the need to share things
- examine short stories and pictures that show ways in which people help each other (at home, in classroom, in village/city, at the time of any need or disaster)

Skills:

Students will be able to:

- list the things they can share with others (toys, books, stationery items, lunch with friends etc.)
- relate with examples from their daily life the ways in which people exhibit good character and good manners even in tough situations (within their homes, within larger families, within the society)

Assessments**Formative Assessments**

Sharing with others in the classroom: The teacher can ask the students to put away their stationery and then sort the students into groups. The teacher then gives 1 pencil, 1 eraser, and 2 color pencils for any writing and drawing activity to each group of 4-5 students. They are then asked to do the activity and the teacher can later on help them understand how they shared and were able to complete the activity. Use this opportunity to ask students how they would feel if nobody shared with them.

Arrange a class activity where students share with each other. (food, stationery, books etc.)

Summative Assessments

What do I share: Teacher provides a set of pictures showing people engaged in different professions. Students analyze how each profession is contributing to the society.

Learning Activities

Picture book: Images can be included in the textbook, showing examples of students helping each other by sharing stationery, food, toys, etc. At home, it can show images of children helping their parents with chores such as washing clothes, cleaning, cooking, etc. Students will then be asked to draw and color a picture of them helping their family or friends with anything that they have learned from the pictures.

Student Learning Outcomes: Students will be able to recognize the importance of respecting others, appreciating their diversity, and being just.

Knowledge:

Students will be able to:

- identify that all human beings are similar, but differ by religion, family, culture, abilities, ethnicity, professions, and should all be respected.

Skills:

Students will be able to:

- demonstrate ways in which they can show respect for all in their daily life

- recognize the importance of respecting everyone despite their religion, family, culture, ethnicity, profession, abilities (including people with special needs) etc.
- recognize what they say and do, can hurt others, and what others do and say, can hurt them (telling lies, pushing others, bullying using derogatory words etc.).
- identify and list actions which can hurt others – including bullying.
- read stories where people make honest mistakes, apologize, and others demonstrate forgiveness.
- recognize that mistakes are a natural outcome of learning and nothing to be ashamed about or to make fun of.
- recognize that making fun of others can cause distress and hurt others.

- demonstrate the ability to wait for one's turn. For example, while speaking in class, in the school, on the bus stop, at canteen and ticketing counters etc.
- differentiate between and give examples of fair and unfair instances/actions/behavior from their daily life.
- show empathy and courtesy in school and at home, especially for the differently abled
- identify bullying behaviors in school and take actions to stop bullying (Teachers will have to make the rules clear, set up a reporting mechanism, and also maintain an open communication with students).

Additional/Advanced SLO:

identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.)

recognize that when people apologize for their mistake, they should be forgiven.

accept responsibility for treating others unfairly and manage their behavior accordingly.

Assessments

Formative Assessments

Story Time: The teacher will read out a story about 2 students who meet each other but don't like each other at first. The story goes through various cases of where one of them is mean to the other, or where one of them sees a person being rude to their family member, then someone else bullies them, etc. Throughout the story, students will be asked how they think the child in the story would be feeling at any particular time, and what the child should do if they did something unfair, with the teacher leading the class to identify positive behaviors such as being honest, helpful, respectful, and apologizing for their mistake.

Summative Assessments

Good or Bad: Students can be given 8-10 images of different behaviors and they have to classify them into good or bad behaviors. For example, images can be of someone waiting in line, someone apologizing, someone crying because of another person in the image, etc.

Learning Activities

Behavior Identification: The teacher will ask students to identify different ways in which people are being treated unfairly at home or in school and suggest ways to reduce unfair behavior/actions/situations (bullying in schools, servants being treated unfairly, not following rules etc.)

DOMAIN 3: RESPONSIBLE CITIZENSHIP

Standard: Students will be able to recognize the need to respect rules and rights, fulfill their responsibilities and appreciate diversity at local and global level.

Student Learning Outcomes: Students will be able to observe and follow traffic rules and explain their importance

Knowledge:

Students will be able to:

- identify some traffic rules
- identify the safety rules they should follow while walking on the road, crossing a road, traveling by a bus/rikshaw/van/bicycle/car etc.

Skills:

Students will be able to:

- give examples of traffic rules they routinely follow in their daily lives (specifically when then go to and from the school)
- give examples of the road signs they see and explain what they mean (traffic lights, zebra crossings, 'slow, stop, speed limit' signs, signs a traffic warden makes while controlling traffic)

Assessments

Formative Assessments

Traffic Signal: Students have to draw and color in a traffic light according to the three different instructions (stop, wait/slow down, go)

What If? What if the light turns red? What if you have to cross the road? What if you are waiting for a bus? Teacher led activity in which the class will be asked questions about different situations and they have to answer.

Summative Assessments

Match traffic lights with actions/road signs with actions: Students will be given images of different traffic signals/ road signs and have to match it to an action (go, slow down, and stop).

Learning Activities

Traffic Jam (Students can make red, yellow, and green traffic signals to use): Game that students can play in which they pretend to be cars, pedestrians, traffic signals, etc. and have to follow commands, e.g. If a student is holding up a red light, the students playing cars will have to stop, a student crossing the road will have to look both ways as 'cars' slowly move across the road. The same can be re-done with a student/teacher pretending to be a traffic warden.

Red light poem: Red light, red light, what do you say? I say stop - stop right away. Yellow light, yellow light, what do you say? I say wait - wait right away. Green light, green light, what do you say? I say go - go right away.

Student Learning Outcomes: Recognize the role of government and identify some services that government provides for the people (health, education, clean water, infrastructure, utilities, safety and security, parks and playgrounds etc.).

Will identify and respect diversity in religious practices and religions.

Knowledge:

Students will be able to:

- the concept and Role of government as a service provider (health, education, clean water, infrastructure, utilities, safety and security, parks and playgrounds etc.).

Skills:

Students will be able to:

- give examples of some services that government provides for the people (health, education, clean water,

- recognize diversity in terms of religions in their community and in the world
- list different religions in Pakistan (Islam, Christianity, Sikhism, Hinduism, Buddhism, Zoroastrianism (Parsi) etc.)
- identify places of worship of religions in Pakistan (masjid, church, Gurdwara, temple).

infrastructure, utilities, safety and security, parks and playgrounds etc.).

- explain why it's necessary to respect all religions and all places of worship (masjid, church, Gurdwara, temple)
- explain how everyone has a right to practice their own religion freely

Additional/advanced SLO:

- *list any three rights of the citizens (right to food, free education, protection, equality and health care).*
- *reflect on their responsibilities towards to the natural world.*
- *discuss careful use of food, water and other resources, regularity and hard work towards education, taking care of surroundings and hygiene, treating everyone equally, and following rules and regulations.*

Assessments

Formative Assessments

Sab ka Haq: The teacher can ask students to volunteer information about any basic rights of people belonging to different religions (Safety, security, freedom to workship, freedom to construct places of workship, freedom to adopt different professions etc.).

Summative Assessments

Writing: Students will list different services that the government provides and how the service is useful for the citizens. Students can also come up with suggestions on how a particular service can be improved. They can also write to a local children's newspaper or write a letter to their local representative.

Learning Activities

My government: In this activity, students can be grouped together and given a chart. They are asked to pretend that they are running the government and have to draw a village/city with all the places and facilities that a government provides. The teacher has to help the students along by giving them tips such as: Where will you play, where would you study, where does the water come from, where would this or that religion practice, etc. The teacher can also stress on how different students in the group can make different things just like different people in a government are responsible for different aspects.

DOMAIN 4: PATRIOTISM AND KNOWLEDGE OF COUNTRY

Standard: Students recognize the respect and value of their country Pakistan, its map, its founders, and the significance of its flag.

Student Learning Outcomes: Students will be able to

Knowledge:

Students will be able to:

- recognize the map of Pakistan.
- name the provinces and areas (AJK, GB and ICT) of Pakistan.
- identify the national capital of Pakistan
- recognize some of the national symbols of Pakistan such as the national animal, fruit, flower, bird, and sport
- name the festivals of multiple religions in Pakistan and describe how they are celebrated

Skills:

Students will be able to:

- label the map of Pakistan (provinces, capital, their own city)
- identify what the colors and symbols on the national flag represent
- explain what they do at their favorite festival, when is it held, and its significance

Additional/advanced SLO:

- depict the cultural diversity of all provinces and areas of Pakistan.

Assessments**Formative Assessments**

Draw/color the flag: Students will be asked to draw and color the flag of Pakistan and then raise hands to share what the symbols and colors mean.

Label map on board: The teacher can draw a rough sketch of the map of Pakistan on the board and start labelling different provinces and provincial capitals, Islamabad, with the students' help.

Summative Assessments

Matching: Students have to match the name of the province to the area on the map given.

Learning Activities

Pakistan map tracing: Students will trace/label the map and then color it in.

Ask your parents 1 thing about any province and come and share in the class: The class will be divided into 4 groups and each group will be given a different province.

Picture Book: The textbook will contain pictures of clothing styles and festivals from the different provinces and students can be asked to copy any one picture that they like into their workbook.

DOMAIN 5: GOODS AND SERVICES

Standard: Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations.

Student Learning Outcomes: Students will be able to identify different occupations/professions and explain the importance of interdependence as a necessity for healthy communal living

Knowledge:

Students will be able to:

- identify some professions from pictures (teaching, business, farming, medicine etc.).
- list professional achievements of celebrated Pakistanis including women, **transgenders**, minority groups, and mixed ability groups.
- Identify some common professions in their communities

Skills:

Students will be able to:

- State which profession they like the most and why
- analyze how different and unique individual skills give rise to different professions in a community, and how all professions are required and important

Assessments**Formative Assessments**

Who's Who: The teacher can ask students different questions such as who helps when you're hurt, who helps you in school, who makes clothes, who grows crops, etc.

Who is this person? Students will be divided into groups and each group will be given pictures and a few lines about some different celebrated Pakistanis. The teacher will then ask each group to show their picture to the rest of the class and ask them if they know who they are. Regardless of whether the other students know, the group will then share their information by speaking aloud with the rest of the class.

Summative Assessments

Analysis and critical thinking: Students will pick any profession and analyze why it is the most important in their community. Also analyze how their community is dependent on this profession (for example; gardeners/farmers, we are dependent on them for fresh fruits and vegetables).

Learning Activities

What do my parents do: Students will share what their parents do with the class (positive reinforcement is very important here, clapping for each student when they are done).

What do I want to do when I grow up? Speaking activity in which students share what they want to do when they grow up and why. If a student is struggling with the 'why' aspect, the teacher can help.

Student Learning Outcomes: Students will be able to discuss the importance of livestock and list major crops in Pakistan.

Knowledge:

Students will be able to:

- identify major crops and livestock in Pakistan
- process of manufacturing goods from crops (cotton to thread to cloth to garments).
- identify the uses of livestock for humans

Skills:

Students will be able to:

- list the major agricultural crops and livestock in Pakistan.
- Explain, in their own words, the process of manufacturing goods from crops (cotton to thread to cloth to garments).
- discuss the importance of livestock.

Assessments

Formative Assessments

What do I eat? Students will come up with different things they eat or drink and the teacher can write those on the board. The teacher can then ask students to help figure out where those things come from.

Summative Assessments

Cotton Cycle: Students will be given images of cotton processing and have to put them in order (cotton seeds, crop, thread, cloth)

Learning Activities

Draw your farm: Students will be asked to draw their own farm with different crops and livestock.

DOMAIN 6: LIFE SCIENCES

Standard: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around them.

Student Learning Outcomes: Students will be able to identify and list the functions of major parts of plants (root, stem, leaf and flower)

Knowledge:

Students will be able to:

- identify major parts of a plant (root, stem, leaf and flower)

Skills:

Students will be able to:

- draw and label parts of plants (root, stem, leaf and flower)

- list the functions of root, stem, leaf and flower
- identify different shapes of leaves found around them
- identify the roots, stems, flowers, leaves which are eaten by people
- name a few plants around them which have flowers, and which do not have flowers
- identify the fruits which have seeds in them
- identify that soil, light, air and water are needed to grow a plant
- recognize that plants make their own food in the presence of sunlight.
- recognize that certain plants can grow in the scarcity of sunlight/water e.g., indoor plants/cactus

- list the functions of root, stem, leaf and flower
- classify a few plants which give common root vegetables and stem vegetables
- list factors that plant need to grow (soil, light, air, water)
- predict what would happen to the growth of a plant if one of the factors were missing (soil, light, air, water)

Additional/advanced SLO:

- *highlight the importance of plants for a clean environment*

Assessments

Formative Assessments

Draw and Label: Students can be asked to draw a plant, label it and color it in according to instructions given (brown for roots, green for leaves, yellow for stem, and blue for flowers)

Can I eat this? In this activity, the teacher will draw different plants (commonly eaten) on the board, or show a picture to the students, and students have to identify which plant it is and which part of the plant is eaten by people.

Summative Assessments

Will it grow? Students will be given a set of pictures with one or more of the basic requirements of the plants given or missing. They then have to identify which plants will grow and which will not, based on whether all 4 (soil, light, air, and water) are present.

Seeds or No seeds: Students will be given pictures of different fruits and be asked to identify which have seeds and which do not.

Learning Activities

Grow a plant: Need seeds, water, and pots – Teacher led: Students can be divided into groups and instructed on how they can go about it. Packing the pot with dirt, putting the seeds in, and then watering the plant.

Bring 5 different leaves to class: Students can be asked to bring in 5 different leaves that they can collect on their way to school or back home. They can then exchange the leaves with their classmates and the teacher can guide them through the different shapes found by the students.

Standard: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to differentiate between different groups of animals based on their features and identify common land or water animals in their surroundings.

Knowledge:

Students will be able to:

- list the animals they see in their surroundings (land and water).
- recognize the animals that live on land are different in features from those that live in water.
- identify the different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects.
- recognize different animals and their young ones. For example, horse and foal, cat and kitten, dog and puppy, hen and chick, frogs and tadpoles, butterflies and caterpillars etc.).
- identify that some young animals do not look like their parents (frogs and butterflies etc.).

Skills:

Students will be able to:

- classify different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects, based on their features
- describe and compare how the offspring of different animals. grow into adults, including humans, birds, frogs and butterflies.
- list different places where animals live (nest, den, barrow etc.)
- analyze which features enable some animals to live in land as well as water.
- **Additional/Advanced SLOs**
- *list the animals that feed their young ones and look after them*

Assessments

Formative Assessments

Prominent features of animals: Show pictures of some animals from the groups mentioned in the SLOs. Ask the students to identify main/key features of animals and classify into fish, reptiles, mammals, birds, amphibians and insects.

Summative Assessments

Matching: Students can be given sets of pictures with adult and young/infant animals and have to match the adults with the young ones.

Where do I live: Students will be given a set of pictures that shows different animals and will have to write whether they live on land, water, or both.

Learning Activities

Animal Spotting: For this activity, students will be asked to share the names of the animals that they see every day or have seen on any other occasion. They will then be asked if those animals live on land or water, as well as if they take care of their young ones.

DOMAIN 7: PHYSICAL SCIENCES

Standard: Students recognize simple forms of physical phenomena (matter & energy) and their uses in their daily lives.

Student Learning Outcomes: Students will be able to recognize and differentiate between the natural and man-made materials.

Knowledge:

Students will be able to:

- identify that objects are made of materials
- recognize some common materials such as wood, plastic, metal, glass, rock, paper and fabric.
- Identify properties of materials
- identify natural and man-made materials

Skills:

Students will be able to:

- identify and list the materials used in some of the objects around them.
- Sort objects based on their properties (such as color, hardness or strength, texture, sinks or floats, elastic or non-elastic, magnetic or non-magnetic)
- differentiate between the natural and man-made materials.

Assessments**Formative Assessments**

Sort the pictures

- Give some pictures or flashcards of different objects to students and ask them to sort them into natural and human-made materials.

Summative Assessments

Students will be required to fill out a worksheet with **short questions** like:

Fill in the blanks using the words given below:

Land

air

water

Sun

- We need _____ to drink.
- We need _____ to build home.
- We get oxygen to breathe from _____.
- We can see in the daytime because of light from the _____.

1. What are human-made materials?
2. Name 3 natural resources.
3. What is plastic made of?

Learning Activities

Identify the material

A game with different objects can be played. Teacher can show different things like book, table, clothes, fruits and ask students from which material they are formed.

Group activity

Form groups of students and assign one material to each group. Let them discuss in groups about the properties of the material assigned to them. Each group will present about the properties of material assigned to them with respect to colour, hardness or strength, texture, sinks or floats, elastic or non-elastic, magnetic or non-magnetic.

Creativity

Choose a natural resource and think what helpful object you can make out of it.

Standard: Students recognize simple forms of physical phenomena (matter & energy) and their uses in their daily lives.

Student Learning Outcomes: Students will be able to identify sources of, uses of and methods of producing heat and light

Knowledge:

Students will identify...

- sources of heat and light
- methods of producing heat
- uses of heat and light

Skills:

Students will be able to:

- identify sources of heat and light in their homes, schools, and surroundings.
- group sources of light and heat into natural and human made.
- describe methods of producing heat (burning and rubbing etc.)
- list the uses of heat and light.
- recognize that the intensity of heat and light is felt more as they come nearer to the source

Assessments

Formative Assessments

How does heat and light help me: Students will be asked to draw and color an example of themselves doing something that requires heat or light, such as reading, cooking, staying warm, etc.

Summative Assessments

Natural or Man-made: Students can be asked to name three sources of heat or light that they come across in their daily lives. They will then be asked to identify whether these sources are natural or man-made.

Learning Activities

Rubbing Hands Together: The teacher instructs the students to rub their hands together and guides them to the conclusion that rubbing things together produces heat.

Matches: The teacher can show how lighting a match produces heat and light – Explain how rubbing the matches quickly against the box makes the match heat up until it catches fire. So, help students to the conclusion that when this happens because the match got very hot until it caught fire. Use this concept to also show how a fire dies out when it has nothing to burn – by showing how when all the match is burnt, the fire will die.

Candle: Teacher led – The teacher can set up a candle in the classroom and ask students to come close to it in small groups. The teacher can help students understand that the further away from the candle, the less heat they feel, the closer they are, the more heat they can feel. The lights can be turned off to show how a candle also produces light.

Standard: Students recognize simple forms of physical phenomena (matter & energy) and their uses in their daily lives.

Student Learning Outcomes: Students will be able to identify some natural forces and observe the effect of push and pull forces on movement of objects

Knowledge:

Students will be able to:

- recognize how push & pull moves things fast or slow
- identify natural forces (e.g., Gravity, moving water, wind)
- recognize how motion of object can be changed by applying force

Skills:

Students will be able to:

- demonstrate how push & pull moves things fast or slow.
(push and pull as a force)
- list some natural forces (e.g., Gravity, moving water, wind)
- observe and describe how motion of object can be changed by applying force (speed up, slow down, stop, change direction etc.)

Assessments

Formative Assessments

Push or pull:

Students will be asked to share examples of activities that involve push or pull forces.

Gravity

Gather students in a circle. Stand in the center of the circle and throw the ball into the air. Ask students what made the ball fall down? Why didn't it fall upwards?

Summative Assessments

Force of wind

Show some pictures and ask students to circle those where wind can make things move. (for example clothes on a string, curtains on a window, kite, windmill etc.)

Gravity

Ask the students to draw a picture if there was no gravity on Earth. They can explain after drawing what they think would happen if there was no gravity on Earth.

Learning Activities

Classroom observation

Students will be asked to look around their classroom or school. Ask them to observe things they can move by pushing and things which they can move by pulling? Write them in the table below:

Things I can push	Things I can pull

Straw activity

Bring some drinking straws to class. Keep some pieces of papers, erasers, pencils, etc. Ask students to blow through their straws and see which thing moves. Ask them to record their observations in the table below:

Objects which did not move	Object which moved slightly	Objects which moved

DOMAIN 8: EARTH AND SPACE SCIENCE

Standard: Students characterize the physical features and environmental changes of Earth and explore other celestial bodies.	
Student Learning Outcomes: Students will be able to name the planets in the Solar system	
<p>Knowledge: <i>Students will identify...</i></p> <ul style="list-style-type: none"> ▪ solar system is made of a large star and planets ▪ names of planets 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ explain that our solar system is made of a large star and planets ▪ order the eight planets of the solar system, closet to farthest from the Sun
Assessments	
<p><u>Formative assessment</u> Students will be required to label the solar system. Planet names will be provided in a box.</p>	

With the help of pneumonic name the planets:

My Very Education Mother Just Served Us Nuggets

M_____ V_____ E_____ M_____ J_____ S_____ U_____ N_____

Summative assessment

Display a large picture of solar system and ask the following questions:

1. Which of these is not a planet?
2. How many planets are there in our solar system?
3. On which planet do we live on?
4. Name two planets whose names start with M.

Learning Activities

Role play

Choose 9 students; 1 for Sun and 8 for planets. Students will be holding names of planets and move around the Sun. Rest of the students will draw planets and write their names.

Video

Students can be shown an interesting video about Solar system. After they have watched it have a discussion about solar system with the whole class. Ask them what they learnt and what would they like to know further.

Student Learning Outcomes: Students will be able to identify ways of conservation of natural resources

Knowledge:

Students will be able to:

- recognize that the planet Earth is a source of all materials we use, and many useful materials and resources come from it.
- recognize that natural resources are essential for survival of human beings (land, forests/plants, water, air, Sun etc.)
- recognize that people manufacture different things from natural resources to serve human needs.
- recognize the importance of water resources.

Skills:

Students will be able to:

- list the natural sources of water around themselves.
- suggest ways in which they can conserve water in their daily lives
- suggest a way in which an abundant natural resource around them can be used/reused

- recognize that some areas of Pakistan experience shortage of water.
- identify the ways in which human beings waste water.
- identify the ways in which the land is destroyed due to human activity (deforestation).

Assessments

Formative Assessments

How are we wasting water: Students will be asked if they think water is being wasted in their homes or in any place around them, and then they can suggest ways that it can be saved.

How do we use water: Let students come up with all the different ways they use water in their daily lives. The teacher can mention any important ones that are left.

Summative Assessments

Saving the forest: Students will be given a series of images which depict a village with lots of trees and clean running streams. Then next set of images will have tractors clearing the land and blocking rivers, and the final image will have just one tree with a little dirty stream and lots of smoke and buildings. The students will be given statements that they have to complete with right and wrong options:

- a. The tractors are _____ all the trees down. (cutting)
- b. It is important to always _____ more trees than you cut. (plant)
- c. You should always try to take _____ of the forest. (care)

- d. Cutting down too many trees of the forest makes the land and water _____. (dirty)
- e. Forests are a _____ for many animals. (home)

Learning Activities

Explore your surroundings: The teacher can take the students outside and help them understand how much we get from trees and plants and nature, and help students understand that they are a vital part of our environment – Trees and plants clean the air and provide us with shade, fruits, medicine, etc. They are also a home for so many animals who can't survive if the tree or area they live in is cut down. It is important to instill in students the understanding that nature is connected, and we are all affected by something. The teacher can use the example of a nearby tree to help illustrate how the tree provides shade, is a home for animals, and cleans the air for us.

Recycle drive

The students can arrange a campaign/drive/event aimed at collecting all recyclable material and putting it in the right trashcans. They can even make/label existing trashcans in their school.

DRAFT

NCP - GENERAL KNOWLEDGE

Suggested Guidelines (Grade 3)

DOMAIN 1: *DISCOVERING SELF AND IMMEDIATE ENVIRONMENT*

Standard 1: Students develop basic self-awareness, awareness of their environment, and understand their role within their community and environment.

Student Learning Outcomes: Students will be able to recognize the need for personal safety and apply safety rules in their daily life.

Knowledge:

Students will be able to:

- identify the need for personal safety

Skills:

Students will be able to:

- exercise safety while using electric appliances/ sharp objects/ fire

- identify the risks and dangers associated with the use of electric appliances/sharp objects/fire/strangers/animals/water bodies etc.

- exercise caution while in the presence of strangers, water bodies and animals
- express feelings of discomfort, confusion, fear, and danger to their parents/ teachers/ guardians to stay safe from any unexpected situation.

Additional/Advanced SLO:

- *practice safety measures while using electrical appliances.*

list the various hazards they can face at home (bare wires, damaged roof, broken glass, fire, scissor etc.).

identify some natural disasters and ways to stay safe.

Assessments

Formative Assessments

Find the Hazard: Students will be given a picture of a house filled with various hazards (bare wires, damaged roof, broken glass, fire, scissor etc.) They have to circle the hazard in red.

What should you do: The teacher will run through different scenarios with the students (What if you get hurt while playing, What if a stranger is following you, What if you see your friend or classmate with a stranger, What if there is an earthquake, What if you get

lost.) Students can raise their hands and answer with whatever they think should be done in that situation, with the teacher correcting them if necessary.

Summative Assessments

Safe or Dangerous: Students will be given a set of images and they have to classify them as being safe by putting a tick under them, or dangerous by putting a cross under them. The images will be captioned and can be of different situations such (child playing with scissors, standing close to a fire, walking close to broken glass, remaining seated while there is an earthquake, talking to a stranger, etc.)

Learning Activities

Through the maze: Students will be divided into pairs can be given a simple printed out maze in which they have to go from their home to their school, while avoiding different hazards such as dirty puddles, strangers, broken glass, etc. These hazards will be included at various dead-end points on the maze and students have to find a way through. After everyone has solved the maze, the teacher then asks them about the different hazards on the maze and why they have to avoid them.

Earthquake and Fire Drill: Students will be taken through the various steps for the Earthquake and Fire Drill

General Drill: Get up immediately and make an orderly line. File out of the classroom and go out into the grounds or onto the road. Do not go back in until told by the teacher. Students can practice this for 5 times.

Student Learning Outcomes: Students will be able to evaluate the changes from past to present in terms of living style, food, communication, clothes etc.

Knowledge:

Students will be able to:

- describe the concept of *present* and *past*
- recognize that present time is different from the past in terms of living style, food, communication, clothes etc.

Additional/Advanced SLOs

- *concept of chronological order.*

Skills:

Students will be able to:

- evaluate changes from past to present in terms of living style, food, communication, clothes etc.
- evaluate the benefits of changes that happened over the time. (Themes: communication, travel, electricity)

Additional/Advanced SLOs:

- *sequence events in a narrative in chronological order.*
- *identify how schools, communities, and transportation have changed over time (from the given pictures).*

Assessments**Formative Assessments**

Draw yourself in the past: In this activity, students will be asked to draw themselves as if they were living long ago. The instruction can be 'Imagine that you lived in a cave, draw what you would wear, how you would travel, what you would eat, etc. The students can then share their drawings and the teacher can point out discrepancies or things that should not exist during that time in case the students' drawings contain any such aspects.

Summative Assessments

Imaginative Writing: Students imagine how life of a student their age will be different 20 years from now. They write a narrative/story highlighting the key differences in the way he/she would lead their lives.

Learning Activities

The Wheel: The teacher can read out a short story about how humans travelled over time. This can simply state that long ago, humans did not know about the wheel, and so they either walked, or rode horses to travel. They the wheel was invented, and humans made carts and trolleys. After that they made bicycles, motorbikes, and cars. After the story, students will be asked to do some research on one other invention that brought about significant advancement from past to present.

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DOMAIN 2: ETHICS AND VALUES

Standard: Students identify aspects of good character and good manners and learn to practice them in their lives.

Student Learning Outcomes: Students will be able to apply strategies to resolve disagreements/conflicts

Knowledge:

Students will be able to:

- recognize some disagreements/conflicts that occur at home, in school and in the local community
- identify the reasons of disagreements/conflicts
- identify feelings of people in different conflicting situations
- list ways of resolving conflicts

Skills:

Students will be able to:

- identify reasons for disagreements with friends and family members in their own lives
- explore the ways in which people resolve conflicts/ disagreements at home and school
- apply the learnt strategies to resolve conflicts in their daily lives

Additional/Advanced SLO:

apply discussion and problem-solving methods to work out disagreement.

Assessments

-Formative Assessments

How do I feel: The teacher will read out a short story about 3 friends to the students. The story can include 2 of the friends arguing over something, one friend making fun of the other, one friend being told off by his/her parents, and other similar situations. At each situation, students will be asked to imagine themselves in the position of the people in the story and then share how they would feel, and what that person should do or not do, and why.

Summative Assessments

What should I do? Students will be given a set of situations regarding conflict, such as 2 students arguing over whose turn is it next for a swing or slide, a student making fun of their classmate, a student not sharing when asked for a pencil, a parent telling their child to stop watching TV or playing a game, etc. The students will come up with appropriate responses to the situations to quell conflict/settle disagreement.

Learning Activities

Pathway to peace: In this activity, students can be taken outside if possible. They will then be asked to think about a recent conflict or disagreement they had with anyone. Students then progress through this path while walking from one designated point to another while thinking out loud about three things: 1) What is the problem? 2) How do I feel? 3) How does the other person feel? The teacher can set these points at different locations, such as at the door for part 1, the ground for part 2, and a tree or plant for part 3. This is the pathway to peace.

DOMAIN 3: RESPONSIBLE CITIZENSHIP

Student Learning Outcomes: The students will be able to suggest ways the government and people can work together to meet people's needs in a community

Knowledge:

Students will be able to:

- describe the concept of community
- recognize that all people living together are members of a local community
- recognize that people of a community can play an important role in serving their own needs and needs of others (especially the differently abled, religious/ ethnic minorities, poor etc.)
- identify that the government and people can work together to meet people's needs in the community

Skills:

Students will be able to:

- identify ways the community can help meet each other's needs
- suggest ways the government and people can work together to meet people's needs in their community (especially the differently abled, religious/ ethnic minorities, poor etc.)

Additional/Advanced SLO:

- *describe the activities that individuals perform for the welfare of the community*
- *identify key problems in their local area (shortage of drinking water, lack of health and educational facilities, poor sewerage system etc.)*

Assessments

Formative Assessments

Find the problem: Students will be given a set of pictures, each of which will have one or more problems such as dirty water, trash lying around, long lines outside hospitals, small school with no space for students, etc. Students will have a brainstorm session in which they identify similar problems in their community and then come up with suggestions to overcome the problems either by organizing the community or by asking for the government's support.

Summative Assessments

How can I help: In this assessment, students will be given different situations that may arise while living together in a community. These can include someone having an accident, someone needing to find the school, someone needing help carrying something, someone littering, someone stealing something, etc. Students will be given a set of responses and they have to match the appropriate response to each situation.

Learning Activities

Draw your community: Students will be asked to think about everything they see on a daily basis while coming and going from school, as well as during their holidays. They can then draw/write about/talk about their surroundings or the path they take to the school with all the different sights and people they see. This drawing/written piece/exposition will be called 'My Community'.

Group Activity: For this, divide students into 4 groups. The first three groups will be smaller, consisting of 2-3 students each. These students will form different branches of the government, one can be education, one can be medical, and one can be security. The last group of students will each be given a piece of paper they will have different instructions such as: You want there to be more hospitals, someone is hurt but you can't find a doctor, you want there to be a playground in your school, there is trash outside your house and you want it cleaned up, the stream where you get water from is dirty and you want it to be cleaned, etc. The teacher will then guide the students to the respective government branches, who will be told to listen carefully, and note down the problem, and then thank the

person for bringing it to their notice. This will require teacher support but will help students understand how citizens and the government can work together to solve problems.

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DOMAIN 4: PATRIOTISM AND KNOWLEDGE OF COUNTRY

Standard: Students recognize the respect and value of their country Pakistan, its map, its founders, and the significance of its flag.

Student Learning Outcomes: Students will be able to explain the role of M.A. Jinnah, Fatima Jinnah, and Allama Iqbal in the formation of Pakistan

Knowledge:

Students will be able to identify and recognize ...

- Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan
- Allama Muhammad Iqbal as a personality who expounded the idea of Pakistan.
- Fatimah Jinnah as a key figure in the formation of Pakistan.
- major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions, and the date when he died).

Skills:

Students will be able to:

- narrate the major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions, and the date when he died).
- narrate the major events in the life of Allama Muhammad Iqbal (date of birth, national poet, famous poems for children, and the date when he died).
- narrate the major events in the life of Fatima Jinnah (date of birth, major contributions, and the date when she died).
- discuss what they have learnt from the major events/contributions of Quaid-e-Azam.

- major events in the life of Allama Muhammad Iqbal (date of birth, national poet, famous poems for children, and the date when he died)

Assessments

Formative Assessments

Role-play: Students can take up the role of Quaid-e-Azam, Fatima Jinnah and Allama Iqbal. They have to come up turn by turn and tell the class 2 or 3 things about the person they are role playing.

Summative Assessments

Matching: Students will be given different events and achievements and they have to match them with either Quaid-e-Azam, Fatima Jinnah or Allama Iqbal. These can range from birth and death dates, prominent achievements etc.

Learning Activities

Drawing: Students will be given different scenarios that they have to draw and color (Allama Iqbal and Quaid-e-Azam talking about Pakistan, Allama Iqbal writing poems, and Quaid-e-Azam giving a speech to lots of people. Students will be given the option of drawing one picture by themselves of something related to what they learned from the lesson and then they have to tell the class about what is happening in that picture.

DOMAIN 5: GOODS AND SERVICES

Standard: Students understand the concept of interdependence by classifying the role of goods and services in our lives and the need for respect for all occupations.

Student Learning Outcomes: Students will be able to differentiate between types of resources.
Students will be able to analyze how the limited goods and services available guide people’s economic choices.

Knowledge:

Students will be able to:

- define the term “resources”
- identify natural resources (plants, animals, water, air, land, forests and soil), human resources (farmers, builders, painters etc.), capital resources (trucks, computer, factory buildings etc.).
- define the terms: goods, services, buyers and sellers

Skills:

Students will be able to:

- differentiate between types of resources:
 - natural resources
 - human resources
 - capital resources
- identify the main goods and services of their local area
- describe the need for interdependence as not all goods and services are available in their area
- describe scarcity and recognize that people make economic choices because goods and services are limited

Assessments

Formative Assessments

My Business: Students will be given the option of a profession (builder, farmer, or shopkeeper). Students will then draw their different businesses along with the different kinds of resources they will require for that business. Example: A builder will need workers, land, wood, trucks, etc.

Summative Assessments

Resource Matching: Students will be given images of different types of resources, and they have to sort them into human, capital, and natural.

Learning Activities

Barter System: In this activity, you will need simple objects such as unsharpened pencils, erasers, and sharpeners. If there are 30 students, then have 10 of each. Divide the students into three groups and give each group one type of object, such as Group A will have 10 pencils, Group B will have 10 erasers, and Group C will have 10 sharpeners. Now give them students a task such as writing or drawing something. Students will need to trade their own goods (pencil, eraser, or sharpener) with other groups and so every group should end up with a few of each item. Now explain to the students that just like this, there are limited things available and not everyone can have everything. So this is why people trade and are dependent on each other for what they don't have.

What will I Buy: For this activity, students will be told they have 10 rupees, and they will be given the prices of a few different items that they can buy - Example: bat for 5 rupees, ball for 2 rupees, cap for 4 rupees, shoes for 9 rupees, chocolate for 1 rupee, etc. Now they can spend their money to buy different combinations of goods. Students can then share what they bought, and the teacher can use this activity to demonstrate how even when we want more, we have limited resources and can only buy what we want the most.

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DOMAIN 6: LIFE SCIENCES

Standard 6: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to classify animals and plants in their Habitat and analyze how human action can lead to habitat destruction and conservation

Knowledge:

Students will be able to:

- define the term 'habitat'
- recognize the types of habitats for living things (*water (fresh and marine), terrestrial/land*)
- name plants and animals that live in these habitats
- identify the environmental factors (temperature, light, water) that support life in a habitat

Skills:

Students will be able to:

- classify the plants and animals according to their habitats
- analyze how human activities affect the natural habitats
- list some ways in which natural habitats in their own communities can be protected

Assessments

Formative Assessments

Multiple strategies can be used for formative assessment, such as:

KWL charts for assessing prior knowledge of students

Discussion questions

Sequencing picture cards

Class Tests including short question answers, labeling diagrams etc.

Self and peer assessments

Marked Quizzes

Presentations

Projects with criteria/ rubrics

1. Ask students to make a list of animals that live in different habitats.
2. Take your students on a walk around the school grounds, or through a nearby garden or park, and ask them to make a list of all the different animals they see: birds, insects, mammals, lizards.
Ask them, either during the walk or back in the classroom,
What each animal eats and how it might be connected to other animals, to trees, and to humans.
You might even have them think about how outdoor cats and dogs participate in the ecosystem too!
3. Ask students how extremes in temperature, Sun or wind exposure, overabundance or lack of water and over activity by humans affects the living things in a habitat.
4. Inform students that they will be visiting various schoolyard areas to identify factors that might be affecting the living things in each area. Explain to students that they are to look for areas that show evidence of strong Sun exposure, lack of water or over activity. Students will be required to list down factors that are affecting the living things in each area.

Summative Assessments

End of unit tests

Projects/ Performance assessments

Learning Activities

Habitat

1. Begin the lesson by providing students with a piece of paper, and ask them to draw a picture showing what their homes provide to meet their needs.
2. Then discuss how habitats are similar in providing animals and other living things with the same basic needs to survive. Explain that a habitat is an organism's home that provides food, shelter, water and space.

Research and Share

Divide the class into 2 groups – water and land. Their task is to research about the habitat assigned to them by looking up the following pieces of information:

description of the habitat

location of the habitat

animals found in the particular habitat

issues or concerns faced by the habitat.

After researching those items, instruct the students to share with the class, what they have learned. Let those present relevant pictures of the habitat on which they are reporting.

Models in Clay

After listening to the report of each group, assign a different habitat to each group (to check how much they have comprehended from the report). Let them make a model of the habitat by using clay. The model must include the animals found in the habitat. Discuss the rubrics that will be used in grading their work, including attention to detail, research, and presentation. Present this information.

Student Learning Outcomes: Students will be able to identify and differentiate between the stages of a lifecycle in plants and animals

Knowledge:

Students will be able to:

- define the concept of life cycle
- identify and list the key stages in the life cycle of an animal (frog, hen) and a plant

Skills:

Students will be able to:

- compare different stages of the life cycle of plants and animals (from pictures, through observation / Video etc.).

Assessments

Formative Assessments

Ask students short questions like:

What will happen if living things stop reproducing?

What is a life cycle?

What stages do life cycles include?

What is the first stage of most plant life cycles?

What is the first stage of an animal life cycle?

Summative Assessments

Label

Label the diagram of plant life cycle.

Sequencing picture cards

Ask students to put the cards showing different stages of a hen/frog's lifecycle in sequence

Ask students: What are the stages in the life cycle of a butterfly, fish and a frog?

Learning Activities

Learning about the frog

Display the poem on a chart paper

POEM

Tiny eggs in the water, waiting there to hatch

Swimming tadpoles, with tails that make them hard to catch

Once they grow legs and the tail goes away

They become a frog and their own eggs they'll lay

- Ask students to identify the different stages of life of a frog as narrated in the poem.

- Ask students to suggest a name for the poem. Teach students the actions to go along with each line. Read each line, model the action, and have students follow you.

Lifecycle of pea

Students will do the germination experiment with peas.

After the germination of seed students will identify the parts of seedling.

Ask students to record the results, and make chart of the life cycle of pea plant.

Standard: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to list and differentiate between healthy and unhealthy habits

Knowledge:

Students will be able to:

- identify that healthy living requires healthy habits like eating a balanced diet, keeping clean, sleeping well, and exercising regularly, drinking clean water, brushing teeth, getting enough sleep)

Skills:

Students will be able to:

- differentiate between healthy and unhealthy food students eat during a meal/in a day in their own lives
- brainstorm which good hygiene and healthy habits (wearing masks, washing hands and covering face when sneezing,

- identify certain food groups as fruits, vegetables, grains, dairy product, meat and dry fruit and their relative proportions
- recognize that certain diseases are infectious, and vaccinations can help prevent such diseases. Such diseases are caused due to infection by germs, which can pass from one person to another

visiting doctor when unwell) can control the spread of diseases

Additional/Advanced SLO:

- *investigate professions of people who use science in their local area e.g., restaurant chefs, dietitians, food manufacturers, dairy farmers*

Assessments

Formative Assessments

My plate

Ask students to draw the healthy food they would like to eat on a plate diagram like below:

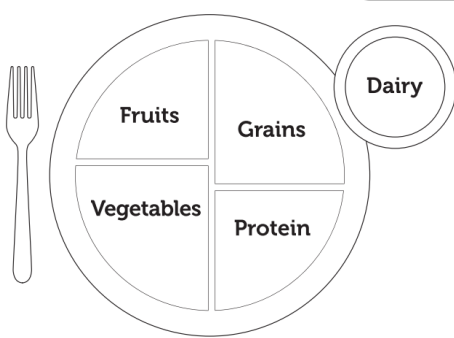


Figure 1: Choose My Plate Image (n.d.)²

Discussion questions

Ask the students what will happen if they don't:

- eat a balanced diet,
- keep clean,
- sleep well,
- drink clean water

What foods would you serve to provide a balanced diet for the three meals of one day. Make a list and then compare your list with your classmates.

COVID precautions

Ask students what precautions they take to avoid COVID.

Summative Assessments

- Choose one of the foods from a balanced diet Draw a picture and write a few sentences about it in your notebook.
- List three ways to stay healthy.

Learning Activities

My plate

² Choose my plate lesson plan [Image] (n.d.). Retrieved from

<http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/ documents/lesson-plans/lesson1.pdf>

Begin the discussion by saying, “*Did you know there are five food groups?*” Allow the children to respond. Then say, “*What about My Plate? Have you ever heard of it?*” Encourage the children to respond. Point to the MyPlate poster, and say, “This is My Plate; it is made up of the five food groups and shaped like a plate. Let’s learn the food groups together.” Point to each food group, starting with the grains group and discuss it. For example, say, “Look at the orange section of the plate; this is the grains group. *Can you say, ‘grain’? Do you know what foods you would find in this group?*” Prompt the children to name foods such as bread, crackers, cereal, pasta, etc. Continue the discussion with the vegetables, fruits, dairy, and protein groups. Say, “Eating different foods from each food group will help you grow and think and give you energy to play!”

Food group

Prior to this activity, find pictures of food from magazines or the internet to correspond with each of the five food groups. Paste the pictures onto construction paper that corresponds to each food group color. For example, paste a picture of a slice or loaf of bread on orange construction paper. Show the children the pictures and say, “This is a picture of bread. Do you remember what food group bread belongs to?” Allow time for children to answer and provide lots of praise and encouragement!

Building Awareness

Make a poster to tell people about the importance of keeping clean in order to stay healthy.

DOMAIN 7: PHYSICAL SCIENCES

Standard 7: Students recognize simple forms of physical phenomena (matter & energy) and relate it to their lives.

Student Learning Outcomes: Students will be able to identify and list natural sources and uses of energy and relate it to their lives.

Knowledge:

Students will be able to:

- identify and list natural sources of energy (e.g., the Sun, wood, flowing water, wind, coal, oil, gas)
- recognize that energy is required for doing work
- list uses of energy

Skills:

Students will be able to:

- produce examples from their daily lives to show that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances etc.).
- demonstrate with activities done in class that energy is present in all matter and in sound, light, and heat

Assessments**Formative Assessments**

Following techniques can be used:

- KWL charts for assessing prior knowledge of students
- Discussion questions
- Sequencing picture cards
- Class Tests including short question answers, labeling diagrams etc.
- Self and peer assessments
- Marked Quizzes
- Presentations
- Projects with criteria/ rubrics

Select some students, tell them each to do one of the following (walk, jump, talk, stand, sit etc.). Ask students what is being done. Ask questions till they respond 'work'. Ask them what you need to do work (answer should be energy).

Ask the students to make a class list of all the ways in which they have used energy or seen it being used so far today.

Summative Assessments

Match energy with the way we use it

Students will be required to match different sources of energy with the way we use it e.g., wind with wind turbine.

Learning Activities

- Use common items found in classroom to demonstrate force.
- Ask one student to move the chair in class. Now ask two students to push the chair from opposite directions to demonstrate balance and unbalanced forces.

Pushes and Pulls Hunt

Put together a list of items that require a push, pull, or both to operate or use. For example, you might list a door that needs to be pushed to open, a box with a top that needs to be pulled off, or a pencil, which requires both a push and a pull.

Vehicles

Show pictures of vehicles of the past that used animals and humans to work (Tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle and car etc.)

Ask students to compare these types of vehicles

Experiment

1. Take a balloon and blow the balloon.
2. Now note down the size of the balloon.
3. Now press the balloon from mid and again note down the size of the balloon.

Observation: The shape of the balloon have changed.

Conclusion: On applying force, the shape of an object changes.

Creative work

Prepare a toy car according to the figure show below by using a match box, broomsticks and rubber caps, now perform the activities given in the table below and conclude that by applying force, the speed of an object can be increased and decreased.

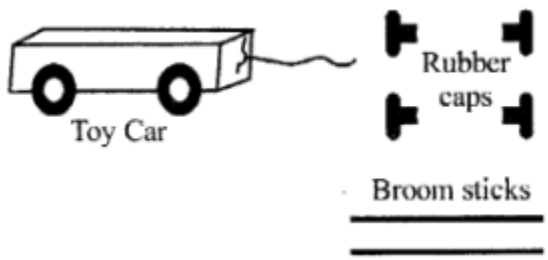


Figure 2. Experiment on Applying Force (n.d.)³

Action 1

³ Experiment on applying force [Image] (n.d.). Retrieved from

<https://www.sarthaks.com/813754/explain-through-an-experiment-that-the-shape-of-an-object-can-be-changed-on-applying-force>

To apply force in forward direction by pulling the string of stationary toy car on a plane surface.

Observation

The toy car Changes its state from rest to

Action 2

To apply force on the moving toy car in the direction of its

Observation

The speed of the toy car increase

Action 3

To apply force on the moving toy in the opposite direction of its direction of

Observation

The speed of the toy car decrease

Student Learning Outcomes: Students will be able to identify different states of matter and differentiate between them

Knowledge:

Students will be able to:

- define matter
- identify materials as either solids, liquids or gases and describe their properties
- identify different states of water

Skills:

Students will be able to:

- explain the relation between matter and energy
- differentiate between the different states of matter with respect to their properties
- observe objects around them and their states of matter

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ demonstrate and explain change of matter such as water, through physically observable properties (shape and size) |
|--|---|

Assessments

Formative Assessments

Following techniques can be used:

- KWL charts for assessing prior knowledge of students
- Discussion questions
- Sequencing picture cards
- Class Tests including short question answers, labeling diagrams etc.
- Self and peer assessments
- Marked Quizzes
- Presentations
- Projects with criteria/ rubrics

Sorting activity

Show flashcards or pictures of different things and ask students to sort them in groups of solid, liquid, and gas.

Discussion question

Talk about some of the objects in your classroom. What are they made of?

Match the objects with states of matter

Give a list of objects to match with solid, liquids, or gas.

Summative Assessments

Students will be required to write down three properties and two examples each of solids, liquids, and gases;

Solids	Liquids	Gases

Students will be required to draw three pictures to show that water can be found in the three states of matter.

Learning Activities

States of Matter

Observe around your home and school and record your observations in the table below:

	Color	Shape	Smell
--	--------------	--------------	--------------

Solid 1			
Solid 2			
Solid 3			
Liquid 1			
Liquid 2			
Liquid 3			

Air contains water vapor

The air we breathe contains water vapor. Set up the experiment below to show that the statement is true.

- You will need a mirror, or something made of glass.
- First, open your mouth and breathe hard out of your mouth onto the palm of your hand. Is your breath warm or cold?
- Now breathe out onto the mirror. What happens?
- What happens to the surface of the mirror? What does this tell you?

Liquid takes shape of container

Take the jug of water and pour some of it into a bowl, a glass, and a cup. Explain that the water has taken the shape of the bowl, glass, and cup. Ask a few students to repeat this with the bottle of cold drink and the packet of juice. Liquids take the shape of the container into which they are poured. Liquids also have weight and we can see and touch liquids, and liquids can be poured.

Air is gas

Give each student an empty balloon. Ask them to feel their balloon to see that there is nothing in it. Now ask them to fill the balloons with air. What happens to the balloons? They become inflated with the air that the students have blown into them. Ask them to release the air and feel the balloon moving as the air rushes out. Explain that air is present all around us. We cannot see air but we can feel it, for example, when we run, or when we put our hand out of the window of a moving car.

Experiment

Ask the students to sit in pairs and explore how liquids take the shape of their container. Give each pair a paper cup and a paper dish. They should pour some water into each container and observe. Help them hold a class discussion and then write a few lines on the result of their experiment.

Student Learning Outcomes: Students will be able to explore the construction of simple circuit
Students will be able to describe the uses, and safety hazards of electricity

Knowledge:

Students will be able to:

- describe uses of electricity
- identify the basic components of a simple circuit: cells, wires, and bulb
- list ways to be safe with electricity/appliances

Skills:

Students will be able to:

- brainstorm things they wouldn't be able to do without electricity in their daily lives
- list safety hazards of electricity
- explore the construction of simple circuit either by video/experiment/model making

Assessments**Formative Assessments****Things which need electricity:**

Ask the students to think about all the things they used today that need electricity. Name or draw three of them.

Make a list of the games you have that need electricity to work.

Circuit:

What will happen if we remove battery from the circuit?

Safety precautions:

Show different scenarios where the students have to state how to be safe around electricity or electrical appliances.

Summative Assessments

Label the simple circuit diagram.

Students will be shown a picture containing electrical dangers. They will need to identify all the electrical dangers they can see.

Learning Activities

Construction of simple circuit

Help students build a simple circuit using a small bulb, wires and battery together.

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DOMAIN 8: EARTH AND SPACE SCIENCE

Standard: Students characterize the physical features and environmental changes of Earth and explore other celestial bodies.

Sub-domain: Students will be able to identify cardinal directions
Students will be able to analyze the effects caused by the Sun on Earth and its environment.

Knowledge:

Students will be able to:

- recognize that heat and light of the Sun helps to sustain life on Earth which is the only known planet where life exists
- explain how the rotation of the Earth causes day and night
- identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'.
- identify South and North with respect to East and West, namely, South and North.

Skills:

Students will be able to:

- explore the formation of shadows with respect to positioning of the sun
- explore how the size and direction of the shadow can be used to estimate (guess) time

Additional/Advanced SLOs

- *name places towards North, South, East and West of the school/home.*

Assessments

Formative Assessments

Short answer questions

Ask the students the following questions

What time did the Sun set yesterday? What time did it rise today? How can you find out? At what time of the day and the year is the Sun hottest? How do you feel when you go out in the daytime?

Ask the students what sunrise is and what is sunset. Ensure they do not think sunrise and sunset happens because of the movement of Sun but it happens due to Earth's movement around Sun.

Day and night

Draw a diagram to show how the rotation of the Earth causes day and night.

Cardinal directions

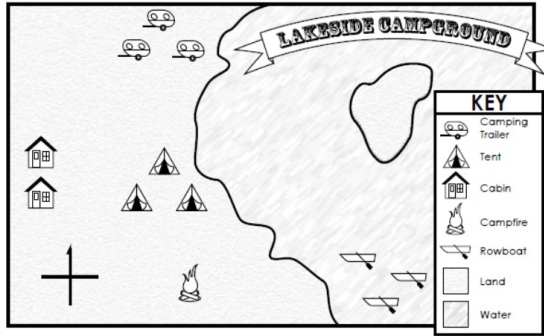
Label the classroom walls with each direction (north, south, east or west). Place few things around the classroom and ask questions like:

- Towards which side is the teacher's desk?
- What is near east wall?
- On which wall is the door?

Summative Assessments

Students will be required to fill a worksheet with MCQs, short question answers etc.

Students can be asked to mark cardinal directions on an image for example:



Label **N**, **S**, **E**, and **W** on the compass rose.

Figure 3. Reading a map. (Reading a Map: Cardinal Directions, n.d.)⁴

Short questions

What is the natural source of heat and light?

Name the direction starting with:

N _____

E _____

W _____

⁴ Reading a map: cardinal directions [Image] (n.d.). Retrieved from

<https://www.superteacherworksheets.com/featured-items/pz-cardinal-directions-camp-ground.html>

S _____

Learning Activities

Day and Night

Ask three students to come in front of the class. One student will be given the football, which is the Sun. The second student will be given the tennis ball, which is the Earth. The third student will be given the table tennis ball which is the Moon. The Sun will remain standing in one place. The Earth will rotate while moving slowly around the Sun. At the same time the Moon will revolve around the Earth.

- Remind the students that the Sun does not move; it is stationary. The Earth revolves on its axis, which is an imaginary line in the centre of the Earth. When a part of the Earth faces the Sun, it is bright and it is day. On the other side of the Earth it is dark, and it is night. This movement of the Earth is in the east-west direction. This is the reason that the Sun always appears to rise in the east and set in the west. It takes twenty-four hours for the Earth to spin on its axis.
- Place a globe and a torch on the teacher's table. Rotate the globe slowly, while shining the light on it. The part of the globe on which the light shines will have light or daytime, while on the other side it will be dark or nighttime.

Cardinal directions

- Give students a blank piece of paper and ask them to draw a circle in the center of the paper.
- Instruct students to draw a horizontal and vertical line through the circle to create a compass rose.
- Have students fill in the cardinal directions on the compass rose.
- Have students stand up while they are holding the compass rose.

- Ask the students to turn so the north on the compass rose actually points north.
- Discuss with the students why they were not able to correctly turn towards north. If some students are facing the correct direction ask them why they are facing that direction as some people have a natural sense of direction.

Map

- Give students a compass and a map with the cardinal points already labeled.
- Have students stand holding the compass in one hand and face North.
- Have students turn slowly in a circle and observe what happens with the compass needle.
- Repeat the process while holding a map.
- Discuss the concept that no matter which way you are actually facing, up is always north on a map.
- Discuss how this concept may cause problems when trying to navigate using a map in an unfamiliar place.

Standard: Students begin to understand and demonstrate curiosity about basic concepts and processes of the living world around themselves.

Student Learning Outcomes: Students will be able to demonstrate care and concern for natural resources, endangered and extinct animals, pollution.

Knowledge:

Students will be able to:

- define the term pollution
- identify different types of pollution (land, water, air, noise).
- list ways to reduce pollution (3Rs: Reduce, Reuse, Recycle)
- define natural resources

Skills:

Students will be able to:

- identify pollution and sources of pollution in their immediate surroundings and suggest ways to reduce it (using the 3 R's).
- suggest ways in which pollution can be reduced in a personal capacity and in communal capacity (by organizing their community for this cause)
- predict what would happen if natural resources were all used up

Additional/Advanced SLOs:

identify the endangered animals of Pakistan (Indus dolphin, markhor, blackbuck etc.).

suggest ways to protect the endangered animals.

identify animals, which are extinct (dinosaurs, etc.).

Assessments

Formative Assessments

Ask the students:

- How does our Earth get polluted?
- What are the different types of pollution?
- How can we avoid land pollution?
- How can we avoid water pollution?
- How can we avoid air pollution?
- How can we avoid noise pollution?
- What will happen if we used all the trees?
- What kind of pollution takes place when we pollute water?

Summative Assessments

Concept map

Students will be required to fill in the concept map for types of pollution.

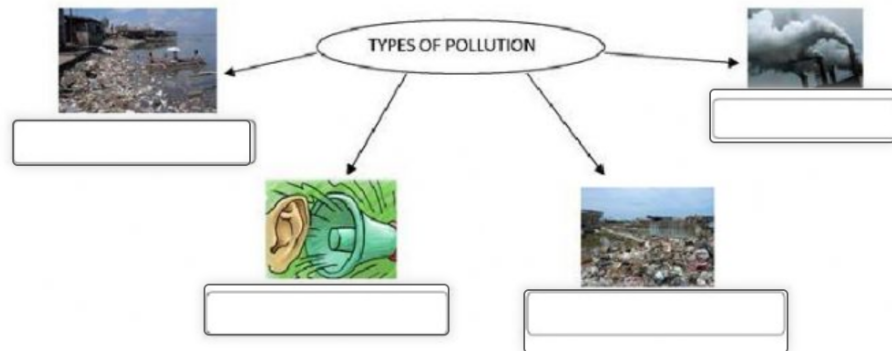


Figure 5. Types of pollution. (Pollution Worksheet, n.d.)⁵

Match the term

Match the pictures with the type of pollution

Write two ways in which we can reduce pollution.

Learning Activities

Happy Earth, Sad Earth

Students will be required to put pictures of things that are beneficial for the Earth, and those that are not, into the appropriate category. The activity can be conducted in groups, or as a class.

⁵ Pollution worksheet [Image] (n.d.). Retrieved from <https://busyteacher.org/8884-pollution-worksheet.html>

Demonstration

Demonstrate air pollution by dropping a lit match into the jar, quickly put the lid on, so that the smoke is caught in the jar. You can demonstrate air pollution by showing the jar. Keep two jars with water, now put different things like soil, paper, plastic pieces in that jar and show to students how polluted water and clean water look.

Water pollution

Give each student a clean cup of water. Add few drops of food coloring to each cup of water. The kids then stir the solution, and observe the fact that they can see the “pollution.” In the next step add vinegar drop to the water to make them observe that they can smell “pollution”. Lastly add salt to the cup. Tell them that not all pollutants can be seen or smelled (once the salt has dissolved).

Cleaning drive

Arrange a cleaning drive in school.

-End-