**Based on National Curriculum-2022**

**Model Textbook**

**History**

**Grade**

**6**

**National curriculum Council**

Ministry of Federal Education and professional Tanning

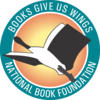
**SLO Based Item Developer**

Sardar Farrakh Abbas Maken

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National Book foundation

Ministory of Federal education and professional Traning

**Formative Type Assessment**

**Subject**: History

**Domain:** Knowledge and Understanding of event, people and changes in Past

**Grade:** 06

**Unit:** 01- World's Ancient Civilization

**Type of Assessment:** Formative

**SLO:** [SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period.

**Type of Task:** Individual Activity

**Level of SLO:** Comprehension

**Task:** Oral Assessment

**Note: Minimum one question for each student for oral assessment**

1. What is History and why we should study History?

2. How many sources of history are there?

3. Define pre- History?

4. What is stone- age?

5. What is metal age?

6. Identify some early river valley civilizations?

9. What do you know about the Sumerian civilization?

10. What is the earliest from of writing?

13. Who were pharaohs? Describe the role of pharaohs in the government of Egypt?

14. What do you know about Hieroglyphics?

15. What do you know about pyramids?

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken**.

**Saima Afzal**

**Reviewer Comments:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject:** History

**Domain:** Knowledge and Understanding of event, people and changes in Past.

**Grade:** 06

**Unit:** 01- Rise of Islamic Civilization

**Type of Assessment:** Summative

**SLO:** [SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period.

**Type of Task:** Essay type

**Level of SLO:** Application of Knowledge

**Task:** Define Civilization also describe the basic characteristic of Egyptian Civilization. **Level of Item:** Comprehension

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur /brief concept of Civilization | Concept of Civilization and Egyptian civilization | Cover few Features of Egyptian civilization ( name examples) | Define of Civilization and characteristic of Egyptian civilization discussed properly. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken.**

**Saima Afzal**

**Reviewer Comments**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain:** B Cause and Effect of Events and Changes of the Past

**Grade:** 06

**Unit:** 02- civilization of Chinese and Indus valley

**Type of Assessment:** Formative

**SLO:** [SLO: H-06-B-02] Begin to use the historical knowledge to critically analyze their own behavior, and make informed choices to bring changes in personal and community future.

**Type of Task:** Group Activity

**Level of SLO:** Comprehension

**Task:** Oral Presentation

**Maximum Marks (07)**

**Note:**

* Divide the class into groups according to class size. Each group consists of not more than 05 students.
* Each group may be given 07 to 10 minutes to present their work at the end of task.

The following task will be assigned to the students.

G-1.Introduce Chines Civilization and describe the main features of Shng and Zhou dynasties rule with the help of Map, pictures and diagram.

G- 2.Describe the early settlements in Mehergarh with the help of pictures.

G- 3. Provide them the Map (given at Page 33) and ask them to label the territories of Indus Valley civilization.

G- 4. Explain the importance of Indus in the establishment of huge settlements (Mohenjo-Daro and Harappa) of Indus valley civilization.

G- 5. Describe the town planning, social structure and lifestyle of Indus Valley civilization with the help of pictures.

G- 6. How the Indus valley civilization did came to a mysterious end?

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-3 Marks** | **Good**  **4-5 Marks** | **Excellent**  **6-7 Marks** |
| Only the blur /brief knowledge of topic. | Short idea and incomplete topic | Answer is correct but in complete | Correct and complete Answer. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken**.

**Saima Afzal**

**Reviewer Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject:** History

**Domain** B: Cause and Effect of Events and Changes of the Past

**Grade:** 06

**Unit:** 02- Civilization of Chinese and Indus valley

**Type of Assessment:** Summative

**SLO:** [SLO: H-06-B-02] Begin to use the historical knowledge to critically analyze their own behavior, and make informed choices to bring changes in personal and community future.

**Type of Task:** Essay type

**Level of SLO:** Application of Knowledge

**Task:** Describe and discuss the salient features of Indus Valley Civilization.

**Level of Item:** Comprehension

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur /brief concept of Indus Valley Civilization | Concept of Indus Valley Civilization | Cover few Features of Indus Valley Civilization( name examples) | Write all the Salient features of Indus Valley Civilization discussed properly. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken. Saima Afzal**

**Reviewer Comments**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain**: Historical Inquiry and interpretation

**Grade**: 6

**Unit**: 3-Persions, Greeks and Romans.

**Type of Assessment**: Formative

**SLO**: (SLO: H -06- d-01) Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people.

**Type of Task**: Group Activity

**Level of SLO**: Comprehension and Analysis

**Note**:

The students will be divided in groups and will be given 10 minutes for preparation and 10 minutes for presentation. Any one of the given activity can be used in class for formative Assessment.

1. **Democracy, Aristocracy and Monarchy**

The students will be divided into groups according to class strength. The groups will represent the countries with different political structures (**Democracy, Aristocracy and Monarchy**). The groups will be given time to discuss and gather maximum information about their relevant topic. Later on students will take turns to mention main features of each political structure, its merits and demerits and its impact on that particular country.

1. **Ancient Greek philosophers and scholars.**

Role Play: The students will take the role of various Greek Philosophers and scholars and will present their teachings and their impact on Society.

1. **Map**

Trace the route of Alexander the Great from Greece to Persia on the map of the world or Color the areas conquered by Alexander the Great during his rule

**Reviewer Comments**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Summative Type Assessment**

**Subject**: History

**Domain**: Historical Inquiry and interpretation

**Grade**: 6

**Unit**: 3- Persians, Greeks and romans

**Type of Assessment**: Summative

**SLO:** (SLO: H -06- d-01) Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people

**Type of Task:** Essay Type

**Level of SLO:** Comprehension and Analysis

**Task:** How Persian society was different from other prevailing societies of the world?

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur /brief knowledge of Persian society | How it was different from other prevailing societies | Cover few Features of Persian society ( name examples) | Write all the main features of Persian society discussed properly. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken. Saima Afzal**

**Reviewer Comments**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain**: Difference, Links, and Comparisons within and across the study Periods

**Grade**: 6

**Unit**: 4-Aryans, kushans and Guptas

**Type of Assessment**: Formative

**SLO**: (SLO: H -06- C-01) Explore differences in information gathered from different study periods.

**Type of Task**: Group Activity

**Level of SLO**: Analysis

**Task:** Oral Presentation

**Note:**

Divide the class into groups according to class size. Each group consists of not more than 05 students.

Each group may be given 7 to 8 minutes to present their work.

The following task may be assigned to the students.

1. Differeiciate between Hinduism, Buddhism, Jainism and Islam through characters. Each character will present the salient features of each religion.

2. Identify various castes of Hindu society through characters.

3. What do you know about Gandhara Civilization?

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken. Saima Afzal**

**Reviewer Comments**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Summative Type Assessment**

**Subject**: History

**Domain**: Difference, Links, and Comparisons within and across the study Periods

**Grade**: 6

**Unit**: 4- Aryans, kushans and Guptas

**Type of Assessment**: Summative

**SLO**: (SLO: H -06- C-01) Explore differences in information gathered from different study periods.

**Type of Task**: Essay Type

**Level of SLO**: Analysis

**Task:** Give a detailed account of the origins and arrival of Aryans in India. Also narrate the impacts of the Aryans on Indian society.

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Needs Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur or Brief concept of Aryans. Who were they? | Concept of arrival of Aryans in India. | Concept of Origins and Arrival of Aryans with their few impacts on Indian Society | Origins and Arrival of Aryans with all of their impacts on Indian Society. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken. Saima Afzal**

**Reviewer Comments**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain:** A Knowledge and Understanding of event, people and changes in Past

**Grade:** 06

**Unit:** 05-Rise of Islamic Civilization

**Type of Assessment:** Formative

**SLO:** [SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period.

**Type of Task:** Group Activity

**Level of SLO:** Application

**Task:** Oral Presentation

**Maximum Marks** (05)

**Note:**

* Divide the class into groups according to class size. Each group consists of not more than 05 students.
* Each group may be given 07 to 10 minutes to present their work at the end of task
* Teacher will also satisfy the quires of students.

The following task will be assigned to the students.

G- 1. Describe the conditions of Arabia before Islam.

G- 2. Describe the life of Rasulullah at Makkah Mukarrama.

G- 3. Describe the life of Rasulullah at Madina Munawwara.

G- 4. Describe Chart of Madina and its significance.

G- 5. Discuss farewell sermon of Hazrat Muhammad Rasulullah Khatam-un -Nabiyeen as the foundation for human Rights charter.

G- 6. Describe the salient features of pious Caliph and there time line

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-3 Marks** | **Good**  **4-5 Marks** | **Excellent**  **6-7 Marks** |
| Only the blur /brief knowledge of topic. | Short idea and incomplete topic | Answer is correct but in complete | Correct and complete Answer. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken**.

**Saima Afzal**

**Reviewer Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject:** History

**Domain:** Knowledge and Understanding of event, people and changes in Past.

**Grade:** 06

**Unit:** 05- Rise of Islamic Civilization

**Type of Assessment:** Summative

**SLO:** [SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period.

**Type of Task:** Subjective type

**Level of SLO:** Application of Knowledge

**Task:** Describe the salient features of pious Caliphate.

**Level of Item:** Comprehension

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur /brief concept of Pious Caliphate | Concept of Pious Caliphate | Cover few Features of Pious Caliphate ( name examples) | Write all the Salient features of Pious Caliphate discussed properly. |

**Name and Signature of Developer**

**Sardar Farrakh Abbas Maken.**

**Saima Afzal**

**Reviewer Comments**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain** **D**: Historical Enquiry and Interpretation

**Grade:** 06

**Unit:** 05-1- Emergence of Pious Caliphate

**Type of Assessment:** Formative

**SLO:** [SLO: H-06-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause and effects.

**Type of Task:** Time Line

**Level of SLO:** Knowledge and Comprehensions

**Task:** Complete the following Time Line

**Maximum Marks (05)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **CALIPH** | **AH** | **RULE** | **YEAR** |
| **Hazrat Abu Baker First Caliph** |  |  |  |
| **Hazrat Umar  Second Caliph** |  |  |  |
| **Hazrat Usman Third Caliph** |  |  |  |
| **Hazrat Ali  Forth Caliph** |  |  |  |
|  |  |  |  |

**Name and Signature of Developer**

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**Saima Afzal.**

**Reviewer Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject:** History

**Domain:** Domain D: Historical Enquiry and Interpretation

**Grade:** 06

**Unit:** 05-1- Spread of Islam during Pious Caliphate

**Type of Assessment:** Summative

**SLO:** **[SLO: H-06-D-04] Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause and effects.**

**Type of Task:** Essay type

**Level of SLO:** **Knowledge and Comprehensions**

**Task:** Describe the salient features of Caliphate of Hazrat Abu Baker Siddique****.

**Level of Item: Knowledge and** Comprehension

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
|  |  |  |  |
| Only the blur /brief Concept of Caliphate of Hazrat Abu Baker Siddique . | Concept of Caliphate of Hazrat Abu Baker Siddique. | Cover few Features of Caliphate of Hazrat Abu Baker Siddique. ( name examples) | Write all the Salient features of Caliphate of Hazrat Abu Baker Siddique discussed properly. |

**Name and Signature of Developer**

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**Saima Afzal.**

**Reviewer Comments**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name and Signature of Review**

**Formative Type Assessment**

**Subject**: History

**Domain** **D**: Historical Enquiry and Interpretation

**Grade:** 06

**Unit:** 05-2- Rise of Islamic Civilization

**Type of Assessment:** Formative

**SLO:** [SLO: H-06-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.

**Type of Task:** Multiple choices

**Level of SLO:** Knowledge

**Task:** In circle the correct answer

**Maximum Marks (10)**

**MCQS**

**1- Islam is believed to have started with the proclamation of prophet hood by Hazrat Muhammad Rasulullah in................**

**A. 710AD**

**B. 610AD**

**C. 510AD**

**D. 660AD**

**2- Hazrat Muhammad received his first revelation from the Angel Gabriel in the........**

**A. cave Mousa**

**B. cave Thuwr**

**C. cave Hira**

**D. cave Arafa**

**3- .........was the first Masjid of Islam.**

**A. Masjid Quba**

**B. Masjid Al Haram**

**C. Masjid Aqsa**

**D. Masjid Nabvi**

**4- There are total ............. articles in charter of Madinah.**

**A. 65**

**B. 70**

**C. 60**

**D. 63**

**5- The constitution of ............. is an example of finding solution to the problems in a peaceful manner.**

**A. Makkah**

**B. Arab**

**C. Egypt**

**D. Madinah**

**6- The Mahajireen who left everything in Makkah and came to Madinah were very...........**

**A. rich**

**B. poor**

**C. healthy**

**D. courageous**

**7- The first man who accepted Islam is.......**

**A. Hazrat Umar**

**B. Hazrat Usman**

**C. Hazrat Ali**

**D. Hazrat Abu Bakr**

**8- ...........had a title “Zunnurain” that means holder of two lights**

**A. Hazrat Abu Bakr**

**B. Hazrat Umar**

**C. Hazrat Usman**

**D. Hazrat Ali**

**9- Before Islam the social, economic and political conditions of Arabs were very ........**

**A. good**

**B. great**

**C. fantastic**

**D. bad**

**10- The caliphate time period of second caliph Hazrat Umar was......**

**A. 15 years**

**B. 12 years**

**C. 10 years**

**D. 4.5 years**

**Name and Signature of Developer**

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**Name and Signature of Reviewer**

**Summative Type Assessment**

**Subject:** History

**Domain:** Historical Enquiry and Interpretation

**Grade:** 06

**Unit:** 05-2- Rise of Islamic Civilization

**Type of Assessment:** Summative

**SLO:** [SLO: H-06-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.

**Type of Task:** Essay type

**Level of SLO:** Knowledge and Comprehensions

**Task:** Describe the salient features of Caliphate of Hazrat Ali Bin Abi Talib****.

**Level of Item**: Knowledge andComprehension

**Maximum Marks: 10**

**Scoring Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory**  **0-1 Marks** | **Need Improvement**  **2-4 Marks** | **Good**  **5-7 Marks** | **Excellent**  **8-10 Marks** |
| Only the blur /brief Concept of Caliphate of Hazrat Ali Bin Abi Talib. | Concept of Caliphate of Hazrat Ali Bin Abi Talib. | Cover few Features of Caliphate of Hazrat Ali Bin Abi Talib. ( name examples) | Write all the Salient features of Caliphate of Hazrat Ali Bin Abi Talib discussed properly. |

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**Name and Signature of Review**