



**EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH**



**STUDENTS LEARNING OUTCOMES (SLOs)
GRADE I TO V**

**Bureau of Curriculum & Extension Wing Sindh
Jamshoro**

STUDENTS LEARNING OUTCOMES (SLOs)

GRADE I - V

SUBJECT: ENGLISH

Grade	Student Learning Outcomes (SLOs)
I	<ul style="list-style-type: none"> ▪ Hold, open and turn pages of a book correctly. ▪ Understand that text in English runs from left to right, top to bottom. ▪ Recognize shape of letters (similar and different) in print, colour, and in tactile forms. ▪ Articulate, identify and match capital and small letters of the alphabet in a series and in random order. ▪ Articulate, identify and differentiate between the sounds of individual letters in a word. ▪ Identify, recognize and articulate common sight words and words with common spelling patterns. ▪ Read common naming and action words and match with pictures. ▪ Read aloud words with reasonable level of accuracy in pronunciation. <p>Know that words combine to make sentences.</p> <ul style="list-style-type: none"> ▪ Use pre-reading strategies to ▪ predict story by looking at picture(s) in texts. ▪ Interact with text and use reading strategies (while-reading) to ▪ locate specific factual information. ▪ use pictures or rebus in texts to increase understanding. ▪ guess what follows in a story. ▪ follow sequence in a simple procedure or a picture map ▪ Respond to the text (post-reading) to ▪ express likes /dislikes about the story. ▪ express understanding of story through pantomime. ▪ Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc. ▪ Point out/ name some common objects in a picture or a photograph. ▪ Say a word or two, or a sentence about them. <p>Point out specific information in a calendar like name of the month, and day of the week.</p> <ul style="list-style-type: none"> ▪ Tell what comes before and after an alphabet ▪ Arrange a list of words in alphabetical order. ▪ Brainstorm to gather ideas for various activities/ tasks. ▪ Identify a book by looking at its title. <p>Locate texts/ lessons by looking at titles and pictures.</p> <ul style="list-style-type: none"> ▪ Recite short poems or nursery rhymes with actions ▪ Listen to a story/ fairytale of a few sentences read aloud by the teacher. ▪ Read aloud the same story/ fairytale themselves. ▪ Identify and name characters. <p>Respond orally in <i>yes</i> or <i>no</i>, their likes or dislikes about the story/ character(s).</p>

For writing readiness:

- Hold a pencil correctly
- Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards. Trace and draw circles, loops, curves and strokes.
- Color within lines and create simple patterns.
- Understand that English is written from **left to right**.
- Trace and copy small and capital letters following appropriate writing models of regular shape and size.
- Write small and capital letters in series and in random order. Take dictation of alphabets.
- Copy and write simple one **syllable** words with correct spellings. Leave regular spaces between words.
- Write numbers from 1 to 10 in words.
- Write date and captions on page top.
- Write name and phone number.

Trace /copy simple sentences leaving spaces between words using correct capitalization punctuation and spellings.

- Write appropriate naming and action words) to identify an object or an action in a picture
- List items of a similar category from a given text.
- Show a series of actions in a picture by writing action verbs.

Copy rhyming words from a poem.

- Make/ fill in through guided activity, simple greeting cards:
- Draw illustrations to make greeting cards.
- Copy names of addressee and sender.

Copy appropriate words and formulaic expressions.

Fill in speech bubbles with given appropriate words and formulaic expressions.

- Articulate, recognize and use some **formulaic** expressions to
- offer and respond to basic routine greetings.
- express and offer a few basic social courtesies.
- listen and respond to a few commands.

express limited needs.

- Demonstrate use of common conventions and dynamics of group oral interactions:
- Exchange basic routine greetings
- Exchange few social courtesies
- Introduce themselves
- Participate
- Take turns
- Express likes
- Express needs
- Express enjoyment while playing

Recite poems

Use appropriate body language for different communicative functions.

- Articulate the sounds of letters of the alphabet in series and in random order.

- Match the initial sound of common words depicted in pictures with their corresponding letters.
- Recognize and identify consonant and vowels in the English alphabet.
- Pronounce some common consonant **digraphs** in initial position.
- Match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin with the same sound.
- Identify words that end with the same sound.
- Identify one **syllable** words that rhyme.
- Pronounce familiar one **syllable** words and common irregular **sight words**.
- Differentiate between words ending with /s/and /z/sounds in the plural form of a word
- Pronounce **weak forms** of a and *an* in simple phrases.
- Familiarize themselves with rhythm, **stress** and intonation of English Language for comprehension **by** listening to simple stories and poems read aloud in class.
- Recognize 'English' words used commonly in Urdu/other local languages from immediate environment.
- Recognize different categories of simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left! right) and numbers in words and first, second, third etc.
- Tell left from right.
- Articulate simple rhyming words.
- Use appropriately, common phrases and **formulaic** expressions in class and playground.
- Spell simple *one/ two syllable* words.
- Trace and copy familiar words learnt in class.

Provide the missing letter in simple *one/two syllable* words.

NAMING WORDS (NOUNS)

- Recall and match common naming words with pictures from immediate environment.
- Use naming words in their speech and writing.
- Recognize and change the number of simple naming words by adding or removing 5 (singular/plural).
- Identify gender of naming words from immediate environment (masculine / feminine).
- Recognize that people and places have particular name

SUBSTITUTION WORDS (PRONOUNS)

- Use substitution words me, you, him, her, us, them and I, you, he, she, we, they, it.
- Use words that point to something: this, that, these, those.

Use questioning words: what, who, where, when and why

DOING WORDS (VERBS)

	<ul style="list-style-type: none"> ▪ Physically respond to, and use some common action words. <p>Use <i>am, is, are</i> in short sentences to identify and describe a person, place and thing e.g. <i>I am</i></p> <p>DESCRIBING WORDS (ADJECTIVES)</p> <ul style="list-style-type: none"> ▪ Use some describing words showing quality, size and colour e.g. <i>soft, big, and yellow</i>. <p>Identify and use words showing possession e.g. <i>my, your, his, her, our, their</i>.</p> <p>CAPITALIZATION</p> <p>Apply capitalization to the initial letter of the first word of a sentence.</p> <p>PUNCTUATION:</p> <ul style="list-style-type: none"> ▪ Recognize and use a full-stop at the end of a statement. ▪ Recognize and use a question mark at the end of a question. <p>Recognize and use exclamation mark with words or statements showing emotions.</p> <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ▪ Use and physically respond to simple sentences showing request and command. <p>Comprehend and respond to simple <i>wh-</i> questions.</p>
<p>II</p>	<ul style="list-style-type: none"> ▪ Articulate, identify and differentiate between the sounds of individual letters, digraphs and digraphs in initial and final positions in a word. ▪ Identify, recognize and articulate more sight words. ▪ Read more naming, action and describing words and match with pictures. ▪ Read aloud words and simple sentences with reasonable level of accuracy in pronunciation. ▪ Identify paragraph as a graphical unit of expression. <p>Know that words in a sentence join to make sense in relation to each other.</p> <ul style="list-style-type: none"> ▪ Use pre-reading strategies to ▪ predict story by looking at picture(s) in texts ▪ Interact with text and use reading strategies (while-reading) to ▪ locate specific factual information to answer in a word or two simple short questions. ▪ use pictures or rebus in texts to increase understanding. ▪ guess what follows in the story. ▪ follow sequence in a simple procedure or a picture map ▪ follow instructions in short school, public notices or signs with visuals. ▪ Respond to the text (post-reading)to ▪ express likes /dislikes about the story. <p>express understanding of story through pantomime/ simple role-play.</p> <p>Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.</p> <ul style="list-style-type: none"> ▪ Point out/name some common objects in a picture or a photograph. ▪ Say one or more sentences about them. ▪ Locate: ▪ Specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.

- Month and day in a calendar by reading across and down
- Read simple keys / legends on picture maps.
- Read tables and charts in the classroom.

- Use first and second letter to arrange words in alphabetical order.
- Brainstorm to gather ideas for various activities/ tasks.
- Identify title and table of contents of a book.
- Use textbook pictures/ picture dictionary to aid comprehension and development of vocabulary.
- Use textual aids such as table of contents to locate a particular text/lesson.
- Read and recite short poems or nursery rhymes with actions.
- Listen to a simple story/ fairytale read aloud by the teacher.
- Read aloud the same story/ fairytale themselves.
- Identify and name characters.

Respond orally and in writing, in a sentence, their likes or dislikes about the story/ character(s).

- Write Simple two / three **syllable** words with correct spellings. Leave spaces between words.
- Write numbers from 1 to 50 in words.
- Write numbers in 10's in words.
- Write ordinal numbers 'first to tenth' in words.
- Identify position of objects using ordinal numbers.
- Write date and captions on page top.
- Write name, phone number, and address.
- Re-write sentences by replacing words in given sentences.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spellings.
- Use the texts they read as models for their own writing.
- Fill in the missing information to complete a simple paragraph.

Write a few simple, meaningful sentences of their own on a given topic.

- Write a few sentences to describe a picture and a series of pictures.
- List items of a similar category from a given text/pictures.
- Show a series of actions in a picture by writing action or describing words.
- Recognize the function of selected question words e.g., what, when, to write answers to simple questions.
- Replace rebus with words to complete a given story.
- Fill in words to change/ complete a given story.
- Copy rhyming words from a poem.
- Make/write simple greeting cards:
 - Draw illustrations to make greeting cards.
 - Write names of addressee and sender.

Write appropriate words and formulaic expressions.

Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.

- Articulate, recognize and use some **formulaic** expressions to

- offer and respond to basic routine greetings.
- express and offer some social courtesies.
- introduce self and talk about family.
- listen and respond to more commands.
- express limited needs and feelings.

seek permission to do something.

- Demonstrate use of common conventions and dynamics of group
 - oral interactions:
 - Exchange some routine greetings
 - Exchange some social courtesies
 - Introduce themselves and others
 - Participate
 - Take turns
 - Use polite expressions to seek attention
 - Express likes and dislikes
 - Express needs and feelings
 - Express enjoyment while playing
 - Recite poems

Describe things and objects in surroundings

- Use appropriate body language for different communicative functions.
- Articulate the sounds of letters of the alphabet in random order.
- Match the initial and final sound of common words depicted in pictures with their corresponding letters.
- Recognize and identify consonant and vowels in the English alphabet.
- Identify / classify words that begin with consonant or vowel sounds.
- Pronounce common consonant **digraphs** in initial and final position.
- Identify and pronounce with reasonable 'accuracy' common two- **consonant clusters** in initial positions.
- Match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify/ classify words that begin with the same sound.
- Identify/ classify words that end with the same sound.
- Identify/ classify one/ two **syllable** words that rhyme.
- Pronounce familiar two/ three **syllable** words and common irregular **sight words**.
- Differentiate between words ending with */s/*, */z/* and */iz/* sounds in the plural form of a word.
- Recognize words with one or more **syllables**. Pronounce simple one, two **syllable** words.
- Pronounce the **weak forms** of *a* and *the* in simple phrases and of *be* in **contractions**.
- Familiarize themselves with rhythm, **stress** and intonation of English Language.

Comprehend simple stories and poems read aloud in class

- Recognize 'English' words used commonly in Urdu/other local languages from immediate environment.
- Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left! right) and numbers in words (cardinal and ordinal 1-10) etc.
- Follow multiple-step directions.
- Articulate and recognize simple rhyming words.
- Reproduce common phrases and **formulaic** expressions used in class and school.
- Spell simple *two*/three **syllable** words.
- Trace, copy, and take dictation of familiar words learnt in class.

Provide the missing letter in simple *two*/three **syllable** words.

NAMING WORDS (NOUNS)

- Recognize and match common singular naming words from immediate environment. Classify naming words into different categories such as person, pet, animal, place or thing. Use naming words in their speech and writing.
- Identify and change the number of simple naming words by adding or removing *S* and *es*.
- Identify and classify gender of naming words from immediate environment (masculine / feminine).
- Recognize more particular names of people, pets and places.

SUBSTITUTION WORDS (PRONOUNS)

- Illustrate the use of substitution words learnt earlier. Recognize that some words substitute particular and general naming words.
- Distinguish between and use substitution words.
- Illustrate use of words that point to something.
- Identify and illustrate use of questioning words: *what, who, where, when, why*.

DOING/ ACTION WORDS (VERBS)

- Identify and use more common action words.
- Use *am, is, are* with different substitution and pointing words in short sentences to identify and describe a person, place and thing e.g. *I am ...*
- Use *has, have* to show possession.
- Recognize and use the doing words *can / cannot* to show ability or inability.

DESCRIBING WORDS (ADJECTIVES)

- Identify and match some pairs of describing words showing quality, size, and colour e.g. *soft-hard, big-small, black-white*.
- Identify and use more words showing possession e.g. *my, your, his, her, our, there and its*.

CAPITALIZATION

Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places.

	<p>PUNCTUATION:</p> <ul style="list-style-type: none"> ▪ Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. ▪ Recognize and add comma for series of items in a sentence and after <i>Yes</i> and <i>No</i> in short informal dialogues, e.g. <i>yes, thank you.</i> etc. <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ▪ Use and respond to simple sentences showing requests and command, both physically and in their speech. ▪ Comprehend and respond to simple <i>wh-</i> questions.
<p>III</p>	<ul style="list-style-type: none"> ▪ Articulate and identify words containing digraphs and trigraphs in initial, middle and final position. ▪ Recognize specific parts of words including common inflectional endings. ▪ Read aloud for accurate reproduction of sounds of letters and words. <p>Apply punctuation rules to assist accuracy and fluency in reading.</p> <ul style="list-style-type: none"> ▪ Recognize that ▪ sentences join to make a paragraph. ▪ in a paragraph, sentences join to make sense in relation to each other. <p>Identify paragraph as larger meaningful unit of expression representing unity of thought.</p> <ul style="list-style-type: none"> ▪ Identify and recognize the function of pronouns and transitional devices. <p>Show relationships between sentences in a paragraph.</p> <ul style="list-style-type: none"> ▪ Use pre-reading strategies to ▪ predict some words that might occur in a text by looking at picture! title. ▪ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to ▪ locate specific factual information to answer short questions based on the text. ▪ use common graphical features such as pictures, and tables in texts to increase understanding. ▪ predict what follows in the text using context and prior knowledge. ▪ use context to infer missing words. ▪ follow instructions in maps or short public notices or signs. ▪ ask questions to understand text. <p>Use summary skills to provide the missing words in a gapped summary.</p> <ul style="list-style-type: none"> ▪ Use critical thinking to respond to the text (post-reading): ▪ Apply world knowledge and own opinion to the text read. ▪ Relate what is read to their own experiences. <p>Express understanding of story through pantomime.</p> <ul style="list-style-type: none"> ▪ Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: <ul style="list-style-type: none"> ▪ Factual ▪ Personal response ▪ Interpretive

- Describe events in a picture and a photograph.
- Explain simple position on a picture, photograph or a map.
- Read and use symbols in a picture map. Locate specific simple information in a clock (by half hour).
- Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down.

Read information in a picture graph and a pie chart.

- Use alphabetical order (first and second alphabet to arrange words).
- Familiarize themselves with a dictionary in preparation for its use.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Use textual aids such as table of content to locate a particular text.
- Read simple keys / legends on picture maps.

Read tables and charts in the classroom.

Recite poems with actions

- Find out the characters in a story and give brief general comments about them.

Retell a story in few simple sentences.

- Write **multi-syllable** words with correct spellings.
- Write numbers from 50 to 100 in words.

Write ordinal numbers 'first to thirtieth'.

- Use the reading texts as models for their own writing.
- Make sentences by replacing words and phrases in given sentences.
- Write sentences of their own using correct capitalization, punctuation and spellings.
- Write with reasonable accuracy, some sentences of their own on a given topic.

Fill in the missing information to complete a simple paragraph.

- Make a list of items (e.g. vocabulary) required for a given task! Topic
- Write a few simple sentences to describe / show sequence in a picture / series of pictures.
- Recognize the function of different question words to write short answers.

Complete a simple paragraph using the given words, phrases and sentences.

- Write simple descriptive, **narrative** and **expository** paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by giving general physical description of a person! object.
- narrating an activity from immediate surroundings.

explaining a process or procedure

- Identity the basic elements of a story:
- Beginning, middle and end
- Characters
- Place and time

Write a guided story using these elements

Write a simple poem using a list of rhyming words.

- Read short notes written for selected purposes to write guided short notes of their own to friends and family members.
- Write guided short informal invitations to friends and family members to demonstrate the use of following conventions:
- Purpose
- Date and time
- Venue

Name of addressee and sender

Write sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Revise written work for layout, legibility, and punctuation.

- Identify and use previously learnt and more **formulaic** expressions for greetings and some routine social courtesies according to the age, gender and status of addressees.

- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to
 - offer and respond to greetings.
 - express and show gratitude.
 - express regret.
 - introduce self and talk about family.
 - listen and respond to commands.
 - express likes and dislikes.
 - express needs and feelings.
 - express opinions in simple sentences.
 - respond to simple instructions and directions.

- Demonstrate conventions and dynamics of group oral interaction to
 - exchange routine greetings and courtesies.
 - Introduce self and others.
 - engage in conversation.
 - take turns.
 - use polite expressions to seek attention.
 - agree/ disagree politely.
 - lead and follow.
 - express likes and dislikes.
 - express needs and feelings.

express joy.

Identify and use appropriate tone and non-verbal cues for different **communicative functions**.

- Articulate hard and soft sounds of the letters c and g.

- Pronounce and spell simple words with silent letters such as wr and kn in write and know.

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- Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading
- Pronounce, in minimal pairs, common problems in consonants for Pakistani speakers of English.
- Pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.

- Classify words that begin or end with the same two-**consonant clusters**.
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- Identify and differentiate between vowel letters and sounds.
- Pronounce long and short vowel sounds in minimal pairs.
- Recognize that *ed* has three sounds i.e. /d/, /t/, /ɪd/ as in *looked*, *danced* and *landed*.

	<p>Tell how many syllables each word has.</p> <p>Differentiate between intonation patterns used in statements and questions.</p> <p>Reproduce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class.</p> <ul style="list-style-type: none"> ▪ Recognize and use cognates from immediate and extended environment. ▪ Classify into different categories, and use more naming, action and describing words, from pictures, Signboards, labels etc. in their immediate and extended environment. ▪ Recognize, find out, create and use more rhyming words. ▪ Use more phrases and formulaic expressions learnt in class and from extended environment. ▪ Make anagrams from simple one syllable words. ▪ Identify the word class of a given word in context. <p>Recognize and use words similar and opposite in meaning.</p> <p>Organize vocabulary items learnt in class in a notebook according to selected organizing principles, such as arranging words in alphabetical order and parts of speech.</p> <p>Recognize alphabetical arrangement <i>of</i> words as a preparation for glossary or dictionary use.</p> <ul style="list-style-type: none"> ▪ Spell some words studied in class both orally and in writing. ▪ Copy and take dictation of familiar words studied in class. <p>Recognize and apply spelling change in plural form of nouns and regular verb forms.</p> <p>NOUNS</p> <ul style="list-style-type: none"> ▪ Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment. ▪ Identify and differentiate between countable and uncountable nouns. ▪ ▪ Recall changing number of simple naming words by adding and removing <i>s</i> and <i>es</i>. Identify and change the number of nouns by adding <i>es</i> after words ending in <i>y</i>, <i>o</i>, etc. ▪ ▪ Change the number of irregular nouns. ▪ ▪ Classify and change the gender of nouns from immediate and extended environment (masculine / feminine/ neuter). <p>Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.),</p> <p>PRONOUNS</p> <ul style="list-style-type: none"> ▪ Recall substitution words learnt earlier. ▪ Recognize substitution words as pronouns. Identify and use pronouns in sentences. ▪ ▪ Show possession by using the pronouns <i>my</i>, <i>your</i>, <i>his</i>, <i>her</i>, <i>its</i>, <i>our</i>, and <i>their</i> before nouns. ▪ ▪ Recognize that pronouns agree with their nouns in gender and number.
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- Construct short sentences beginning with words that point to something such as *this, that, these, those, there* to describe pictures.
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- Illustrate use of question words learnt earlier. Identify and use question words *who, whose, which, where*, etc.

ARTICLES

- Recall the rules for the use of *a* and *an*. Choose between *a* or *an*. Identify *a* or *an* as articles. Recognize that plural nouns do not take the articles *a* or *an*.

VERBS

- Recognize doing words as verbs. Use action verbs in speech and writing.
- Illustrate use of different forms of the verb *be, do* and *have* with their corresponding pronouns (*I, we, you, he, she, it, they*).
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- Identify and make simple sentences with the verbs *be, done* and *have* as main verbs.
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- Demonstrate use of the verb *can / cannot* to show ability and inability. Identify and use *may / may not* for seeking or giving permission and prohibition.
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- Articulate and use forms of some simple regular verbs including *be, do* and *have*.

TENSES

- Recognize that action takes place in time (Present, past or future). Tense indicates time of action.
- Use Simple Present Tense for habitual actions and for timeless and universal statements.
- Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.

Use Simple Past Tense for completed actions, with or without mention of specific time.

ADJECTIVE

- Identify describing words as adjectives. Use adjectives of quantity, quality, size and colour.

WORDS SHOWING POSITION (PREPOSITIONS)

Demonstrate use of some words showing position.

JOINING WORDS (CONJUNCTIONS)

- Recognize function of joining words. Use joining words *and, or* and *but* to show addition, alternative and contrast within a sentence. Use *because* to express reason.

	<p>CAPITALIZATION</p> <ul style="list-style-type: none"> ▪ Use capitalization according to rules learnt earlier. ▪ Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year. <p>PUNCTUATION</p> <ul style="list-style-type: none"> ▪ Use punctuation according to rules learnt earlier. <p>Recognize and use apostrophe to show possessions and exclamation mark to show strong feelings.</p> <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ▪ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. <p>Demonstrate use of subject-verb agreement according to person and number.</p> <p>TYPES OF SENTENCE</p> <ul style="list-style-type: none"> ▪ Identify and use simple sentences that show instructions and commands. ▪ Identify simple sentences that show strong feelings. ▪ Recognize function of simple <i>wh</i> forms used in questions. ▪ Respond to, and ask simple <i>wh</i> questions.
IV	<ul style="list-style-type: none"> ▪ Articulate words containing digraphs, trigraphs and silent letters. ▪ Recognize specific parts of words including common inflectional endings, and compound words. ▪ Read aloud for accurate reproduction of sounds of words and sentences. ▪ Apply punctuation rules to assist accuracy and fluency in reading. <p>Alternate reading aloud with silent reading for comprehension.</p> <ul style="list-style-type: none"> ▪ Recognize that ▪ in a paragraph, sentences join to make sense in relation to each other through transitional devices. ▪ Identify paragraph as larger meaningful unit of expression representing unity of thought. <p>Recognize each paragraph in a text as a separate meaningful unit of expression.</p> <ul style="list-style-type: none"> ▪ Identify and recognize the function of pronouns and transitional devices. <p>Show relationships between sentences in a paragraph.</p> <ul style="list-style-type: none"> ▪ Use pre-reading strategies to ▪ predict the content! vocabulary of a text from picture and title etc. by using prior knowledge. ▪ guess the meaning of unfamiliar words through context. ▪ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to locate specific information to answer short questions.

- use common **graphical features** such as pictures, tables, diagrams in texts to increase understanding.
- predict what follows in the text using **context** and prior knowledge.
- guess meaning of difficult words from **context**.
- use **context** to infer missing words. locate an opinion.
- distinguish fact from opinion.
- follow instructions in maps or short public notices or signs.
- **generate questions** to understand text.
- Use summary skills to
- mark important points and develop a **mind map** to summarize a text.
- provide the missing information in the **gapped summary**.
- Use critical thinking to respond to the text (**post-reading**):
- Apply world knowledge and own opinion to text read.
- Relate what is read to their own feelings and experiences.
- Express understanding of story through **role play**.
- Apply strategies to comprehend questions for appropriate response by marking **key words**, verbs and tenses in a variety of the following **question types**
- Factual
- Personal response
- Interpretive

Inferential

- Describe a series of events in a picture and a photograph.
- Explain position and direction on a picture, photograph or a map.
- Read and use symbols and directions in a picture/story map.
- Locate specific information in a clock.
- Locate specific information in a calendar and a class timetable.
- Recognize how information is presented in a pie chart and bar graph. Read to compare information given in a pie chart and a bar graph.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Identify and utilize effective study skills e.g., brainstorm for ideas, read a diagram, note-taking.
- Use textual aids such as table of content and glossary for greater comprehension of texts.
- Read simple keys / legends on maps.
- Read tables and charts in textbooks.

Recite poems with actions.

- Describe briefly story elements:
 - Tell when and where the story is set.
 - Describe the characters in a story
 - Express preferences about them.

Retell a story in few simple sentences.

Write **multi-syllable** words with correct spellings.

- Use the reading texts as models for their own writing.
- Make sentences by replacing words and phrases in given sentences.
- Write sentences of their own using correct capitalization, punctuation and spellings.
- Use some strategies to gather ideas for writing, such as **brainstorming**.

- Select and use some strategies to organize ideas for writing such as simple **mind maps** etc.
- Write a guided paragraph using ideas gathered and organized through various strategies.
- Recognize that
 - a simple paragraph comprises a
 - group of sentences that develop a single main idea.
 - the main idea of a paragraph is given in the topic sentence.
- other sentences in the paragraph support the topic sentence.
- Use the above organizing principles of paragraph writing to write an effective and unified paragraph.
- Use appropriate conjunctions to join sentences within a paragraph.
- Classify items (e.g. vocabulary) required for a given task! topic.
- Recognize the function of different question words and key words to write appropriate short answers.
- Complete a simple paragraph using the given words, phrases and sentences.
- Write simple descriptive, **narrative** and **expository** paragraphs.
- Use appropriate vocabulary and tense to write a simple paragraph by
 - giving description of a person! Object/ place.
 - narrating an activity from immediate surroundings.
 - explaining a process or procedure.
- Identity the elements of a story:
 - Beginning, middle and end of a **conflict**
 - Human! animal, imaginary characters and their roles
 - **Setting**
- Write a guided story using the elements of story writing.
- Write a short passage, anecdote, **fable**, etc. for pleasure and creativity.
- Write the central idea of a given poem in simple language.
- Write a simple poem using a poem model.
- Read short notes written for different purposes to write short notes of their own to friends and family members.
- Write short informal invitations to friends, family members and teachers to demonstrate the use of following conventions:
 - Purpose
 - Date and time
 - Venue
 - Name of addressee and sender
- Write replies accepting an invitation.
Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context
- Revise written work for correct
 - Spelling and punctuation.
 - Pronoun -antecedent agreement.
 - Subject -verb agreement.

	<p>Revise written work for layout, legibility, vocabulary and grammar</p> <ul style="list-style-type: none"> ▪ Identify and use previously learnt and more formulaic expressions for greetings, routine social courtesies and some communicative functions according to the age, gender and status of addressee. ▪ Use appropriate expressions in conversation to <ul style="list-style-type: none"> ▪ express regret. ▪ express likes and dislikes. ▪ express needs and feelings. ▪ express opinions. ▪ seek permission to do something. ▪ show ability/ inability to do something. ➤ respond to instruction and directions. ➤ Demonstrate conventions and dynamics of group oral interaction to <ul style="list-style-type: none"> ▪ introduce self and others. ▪ engage in conversation. ▪ take turns. ▪ use polite expressions to seek attention. ▪ Agree/ disagree politely. ▪ lead and follow. ▪ express needs and feelings. express joy. Identify and use appropriate tone and non-verbal cues for different communicative functions. ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i> in different words. ➤ Pronounce and spell simple words with more silent letters such as <i>mb</i> in <i>lamb</i> ▪ <p>Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech</p> <p>Pronounce, in minimal pairs, common problem consonants for Pakistani speakers of English.</p> <ul style="list-style-type: none"> ▪ Pronounce with reasonable accuracy, common three-consonant clusters in initial positions. ▪ Classify words that begin or end with the same three-consonant clusters. ▪ ▪ Identify and classify words that begin with vowel sounds. ▪ <p>Pronounce long and short vowel sounds in minimal pairs. Recognize that <i>ed</i> has three sounds i.e. <i>id/, it/, lid/</i>.</p> <ul style="list-style-type: none"> ▪ Tell how many syllables each word has. <p>Recognize and use the conventions to demarcate a syllable Listen to and identify rising and falling tones in sentences</p>
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Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.

- Recognize and use cognates from immediate and extended environment.
- Classify into different categories, and use more naming, action and describing words, from pictures, Signboards, labels etc. in their immediate and extended environment.
- Recognize, find out, create and use more rhyming words.
- Use more phrases and formulaic expressions learnt in class and from extended environment.

Make anagrams from simple one / two syllable words

Identify in text, and change part of speech of a given word.

- Locate, provide, connect and use words similar and opposite in meaning. Locate, identify, differentiate between, and use few simple pairs of words including homophones.

Understand and locate some compound words from various text sources.

- Break up some common **compound words** into words they are made of.

- Locate difference between the two.

- Use common **compound words** in speech and own writing. Recognize meaning of common adjectives in relation to each other e.g. *huge-big*.
- Use some common **similes** in speech and writing e.q.as *black as coal*.
- Recognize and use some words and phrases that usually go with the verbs *have* and *go*.
- Organize vocabulary items learnt in class and from extended environment (including media) in a notebook, according to parts of speech and **word** family.
- Recognize alphabetical arrangement of words in a glossary or a dictionary.

- Locate an **entry** for a word in a glossary or a dictionary.
- Spell some words studied in class both orally and in writing.
- Copy and take dictation of words studied in class.
- Apply spelling change in plural form of regular and irregular nouns and regular verb forms.
- Recall, and demonstrate use of more common, countable and uncountable nouns from immediate and extended environment. Identify and use collective nouns.

- Change the number of regular and irregular nouns. Recognize and use nouns with no change in number.

- Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter).

- Classify nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.).

PRONOUNS

- Illustrate use of pronouns learnt earlier. Show possession by using the pronouns *my, your, his, her, our, their* and *its*, before nouns.
- Use the personal pronouns *mine, ours, yours, his, hers, its, and theirs*. Demonstrate correct use of *my - mine, your - yours* etc.

- Recognize that pronouns agree with their nouns in gender and number.
-
- Illustrate use of words that point to something. Construct short sentences with the pronoun *it* as subject.
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Illustrate the use of question words learnt earlier. Identify and use question words *when*, *how many*, and *how much* etc.

ARTICLES

Recall the rules for the use of *a* and *an*. Choose between *a* or *an*. Choose between *a* or *an* before words that start with mute consonant letters.

VERBS

- Recognize and use more action verbs from extended environment including other subjects in speech and writing.
- Recognize helping verb as aiding the main verbs. Identify the use of verbs *be*, *do* and *have* as helping verbs.
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- Distinguish between *be*, *do* and *have* as main and helping verbs.
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- Identify and make simple sentences with the verbs *be*, *do* and *have* as main and helping verbs.
-
- Illustrate use of *can / cannot*, *may / may not*. Identify and use *should / should not* to express permission and prohibition.
-
- Articulate, recognize and use forms of simple regular verbs and some irregular verbs.

TENSES

- Illustrate the use of tenses previously learnt in their speech and writing.
- Use Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a **narrative** / recount.
-

Use Future Simple Tense for expressing actions in future.

ADJECTIVE

Classify adjectives of quantity, quality, size, shape, colour, and origin. Articulate, identify and use degrees of regular adjectives.

ADVERBS

- Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time.

	<p>WORDS SHOWING POSITION, TIME AND MOVEMENT (PREPOSITION)</p> <p>Use some words showing position, time and movement</p> <p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ▪ Demonstrate use of <i>and, or</i> and <i>but</i>. ▪ Recognize function of more joining words. ▪ ▪ Use words such as, <i>first, second, next</i> and <i>then</i> to show a sequence. <p>CAPITALIZATION</p> <p>➤ Use capitalization according to rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events and groups.</p> <p>PUNCTUATION</p> <ul style="list-style-type: none"> ▪ Recall the rules of punctuation learnt earlier. ▪ Recognize and use full stop with some abbreviations; apostrophe with contractions and hyphen to join two words that act as one unit. <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ▪ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. ▪ Demonstrate use of subject-verb agreement according to person and number. <p>TYPES OF SENTENCE</p> <p>Identify and make simple sentences to show instructions, commands and strong feelings.</p> <ul style="list-style-type: none"> ▪ Recognize function of more <i>wh</i> forms used in questions. <p>Respond to, and ask more <i>wh</i> questions</p>
V	<ul style="list-style-type: none"> ▪ Articulate and syllabify words containing digraphs, trigraphs and silent letters. ▪ Recognize specific parts of words including common inflectional endings, compound words and affixes. ▪ Read aloud for accurate reproduction of sounds of individual words and connected speech. ▪ Apply punctuation rules to assist accuracy and fluency in reading. <p>Read silently, and with comprehension.</p> <ul style="list-style-type: none"> ▪ Read a paragraph as a larger meaningful unit of expression to recognize that: ▪ the main idea in a paragraph is carried in a sentence, called a topic sentence. ▪ other sentences in the paragraph support the topic sentence. <p>Recognize each paragraph in a text as a separate meaningful unit of expression.</p> <ul style="list-style-type: none"> ▪ Identify and recognize the function of pronouns and transitional devices. <p>Show relationships between sentences in a paragraph, and between paragraphs.</p> <ul style="list-style-type: none"> ▪ Use pre-reading strategies to

- predict the content of a text from topic/ picture, title! headings etc. by using prior knowledge.
- guess the meaning of difficult words through **context**.
- **Scan** a simple text for specific information.
- Apply **critical thinking** to interact with text using intensive reading strategies (**while-reading**) to
 - locate specific information to answer short questions.
 - use common **graphical features** such as pictures, tables, diagrams, maps and graphs, etc. in texts to increase understanding.
 - make simple **inferences** using **context** of the text and prior knowledge.
 - guess meaning of difficult words from **context**.
 - use **context** to infer missing words. locate an opinion.
 - distinguish fact from opinion. follow instructions in maps or short public notices or signs.
- **generate questions** to understand text.
 - distinguish fact from opinion.
 - follow instructions in maps or short public notices or signs.
 - **generate questions** to understand text.
 - Use summary skills to
 - mark important points and develop a **mind map** to summarize a text.
 - follow a process or procedure to provide the missing information in the **gapped summary**.
 - Use critical thinking to respond to the text (**post-reading**):
 - Apply world knowledge and own opinion to the text read.
 - Relate what is read to their own feelings and experiences.
 - Express understanding of story through **role play**.
- Apply strategies to comprehend questions for appropriate response by marking **keywords**, verbs and tenses in a variety of the following **question types**:
 - Factual
 - Interpretive
 - **Inferential**
 - Personal response
 - **Open ended**
- Describe a series of events or sequence in a picture, photograph and diagram.
- Explain position and direction on a picture, photograph or a map.
- Read and use symbols and directions in a map.
- Locate specific information in a clock.
- Locate specific information in a calendar, a class timetable and a report card.
- Read to compare information given in a pie chart and a bar graph.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Identify and utilize effective study skills e.g. brainstorm for ideas, read a diagram, make a mind map, note- taking.

	<ul style="list-style-type: none"> ▪ Use textual aids such as table of content and glossary for greater comprehension of texts. ▪ Read simple keys / legends on maps. <p>Read tables and charts in textbooks.</p> <ul style="list-style-type: none"> ▪ Recite poems with actions. ▪ Express opinion about them ▪ Recognize and describe briefly store elements: ▪ Tell when and where the story is set. ▪ Describe the characters in a story Express preferences about them giving reasons. ▪ Retell a story briefly but sequentially. ▪ Summarize a short folktale through gapped summary exercise. <p>Write multi-syllable words with correct spellings.</p> <ul style="list-style-type: none"> ▪ Use the reading texts as models for their own writing. ▪ Write sentences of their own using correct capitalization, punctuation and spellings. ▪ Select and use some strategies to gather ideas for writing such as brainstorming. ▪ Select and use some strategies to organize ideas for writing such as outlines, mind maps etc. ▪ Write a guided paragraph using ideas gathered and organized through various strategies. ▪ Analyze a simple paragraph to recognize that ▪ a paragraph comprises a group of sentences that develop a single main idea. ▪ the main idea of a paragraph is given in the topic sentence. ▪ other sentences in the paragraph support the topic sentence. ▪ Analyze and use the above organizing principles of paragraph writing to write an effective and unified paragraph. <p>Analyze and use appropriate conjunctions within a paragraph and between paragraphs.</p> <ul style="list-style-type: none"> ▪ Recognize the function of different question words and key words to write appropriate short answers. ▪ Complete a simple paragraph using the given words, phrases and sentences. <ul style="list-style-type: none"> ▪ Identity descriptive, narrative and expository paragraphs to note differences. ▪ Use appropriate vocabulary and tense to write a simple paragraph by ▪ giving physical description and character traits/ characteristics of a person/ object/ place moving from general to specific. ▪ narrating an activity from immediate and extended surroundings. ▪ explaining a process or procedure. <ul style="list-style-type: none"> ▪ Identity the elements of a story: ▪ Beginning, middle and end of a ▪ conflict ▪ Human! animal, imaginary characters and their roles ▪ Dialogues ▪ Setting <p>Write a story using the elements of story writing.</p> <ul style="list-style-type: none"> ▪ Write a short passage, anecdote, fable, etc. for pleasure and creativity. ▪ Write the central idea of a given poem in simple language. ▪ Write a simple poem using a poem model.
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- Read short notes written for different purposes to write short notes of their own to friends and family members.
- Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.

Write replies accepting or declining an invitation.

- Demonstrate the use of conventions of letter writing:
 - Address
 - Date
 - Salutation
 - Body
 - Closing
- Write a reply to a short informal letter from friends and family members

Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

- Revise written work to ensure correct
 - Spelling and punctuation.
 - Pronoun -antecedent agreement.
 - Subject -verb agreement
 - Revise written work for layout, legibility, vocabulary and grammar.
 - Identify and use previously learnt and more **formulaic** expressions for greetings and routine social courtesies according to the age, gender and status of addressee.
 - Use appropriate expressions in conversation to
 - express and respond to opinion.
 - offer and accept apology.
 - request and respond to requests.

give and respond to simple instructions and directions

- Demonstrate conventions and dynamics of group oral interaction to
 - introduce self and others.
 - engage in conversation.
 - take turns.
 - use polite expressions to seek attention.
 - agree! disagree politely.
 - lead and follow.
 - express needs, feelings and ideas.
 - express joy.
 - make polite requests for personal reasons.
 - take leave.
- Identify and use appropriate tone and non-verbal cues for different **communicative functions**.
- Articulate hard and soft sounds of the letters *c* and *g*.
- Pronounce and spell more words with silent letters such as *tch* in *switch*, *sch* in *school*.
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	<p>Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.</p> <p>Pronounce, in minimal pairs, common problem-consonants for Pakistani speakers of English.</p> <ul style="list-style-type: none"> ▪ Pronounce with reasonable accuracy, common three-consonant clusters in initial and final positions. ▪ Classify words that begin or end with the same consonant clusters. ▪ ▪ Classify more words that begin with vowel sounds. ▪ <p>Identify and pronounce long and short vowel sounds in different words.</p> <p>Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /ɪd/.</p> <ul style="list-style-type: none"> ▪ Find out how many syllables a word has. ▪ Use a dictionary to find out how words are divided into syllables. ▪ Listen to and respond appropriately to the sentences with rising and falling intonation patterns. ▪ Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. ▪ Recognize and use cognates from immediate and extended environment. ▪ Classify into different categories, and use more naming, action and describing words, from pictures, Signboards, labels etc. in their immediate and extended environment. <ul style="list-style-type: none"> ▪ Recognize, find out, create and use more rhyming words. ▪ Use more phrases and formulaic expressions learnt in class and from extended environment. ▪ Make anagrams from simple two / three syllable words. ▪ Change part of speech of a given word.\ ▪ Locate, provide, connect and use words similar and opposite in meaning. ▪ Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms ▪ Use common compound words in speech and own writing. ▪ Join some words to make common compound words and use them in speech and writing. ▪ Recognize meaning of common adjectives and verbs in relation to each other ▪ Analyze and use some analogies and more similes in speech and writing. ▪ Use more words and phrases that usually go with the verbs <i>have, go, take</i> and <i>make</i>. ▪ Organize vocabulary items learnt in class and from extended environment (including media) in a notebook according to parts of speech and word family. ▪ Recognize alphabetical arrangement of words in a glossary or a dictionary. <ul style="list-style-type: none"> ▪ Locate an entry for a word in a glossary or a dictionary. <ul style="list-style-type: none"> ▪ Spell some words studied in class both orally and in writing. ▪ Copy and take dictation of words studied in class. ▪ Apply spelling change in plural form of regular and irregular nouns and regular and irregular verb forms.
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- Recall, and demonstrate use of more common, countable and uncountable, collective nouns from immediate and extended environment.
- Change the number of more regular and irregular nouns, and nouns with no change in number.
-
- Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter). Recognize and identify the common gender used for both male and female.
-
- Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.).

PRONOUNS

- Illustrate use of pronouns learnt earlier. Use the personal pronouns *myself, yourselves, himself, herself, ourselves, themselves and itself*.
- Demonstrate correct use of *my - mine, your - yours* etc.
-
- Recognize that pronouns agree with their nouns in gender and number.
-
- Identify and illustrate extended use of words that point to something.
-

Illustrate the use of question words learnt earlier. Identify and use question words: *why* and *how often* etc.

ARTICLES

- Recall and apply the rules for the use of *a* and *an*. Choose between *a* or *an* before words that start with mute consonant letters. Identify and use the definite article *the*. Differentiate between use of definite and indefinite articles.

VERBS

- Recognize and use more action verbs from extended environment including other subjects in speech and writing.
- Demonstrate the use of *be, do and have* as main or helping verbs in sentences.
-
- Illustrate use of *can / cannot, may / may not, and should / should not* to express permission, prohibition, doubt, and obligation.
-

Recognize and use forms of more regular and irregular verbs.

TENSES

Illustrate the use of tenses (Simple present and continuous, simple past and continuous, and simple future tense) previously learnt in their speech and writing.

ADJECTIVE

- Classify adjectives of quantity, quality, size, shape, colour, and origin.

Articulate, identify and use degrees of regular and irregular adjectives.

ADVERBS

- Identify and use adverbs of manner, time, place, and frequency.

WORDS SHOWING POSITION, TIME AND MOVEMENT (PREPOSITIONS)

- Demonstrate use of words showing position, time and movement and direction.

JOINING WORDS (CONJUNCTIONS)

- Demonstrate use of joining words learnt earlier.

Recognize function of more joining words such as *for example, for instance*, to introduce an example etc.

CAPITALIZATION

- Use capitalization according to rules learnt earlier.

Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.

PUNCTUATION

- Recall the rules of punctuation learnt earlier.
- Recognize and use hyphen to join numbers, quantities and fractions.
- Recognize the function of colon and use it before a series of items.

SENTENCE STRUCTURE

➤ Recognize and use simple SVO pattern sentences with direct and indirect objects. Demonstrate use of subject-verb agreement according to person and number.

TYPES OF SENTENCE

- Identify and make sentences to show instructions, commands, and strong feelings.
- Identify and write sentences that state/ negate something, or ask a question.
- Recognize function of *wh* forms used in questions.

Respond to, and ask *wh* questions.

SUBJECT: SINDHI

Student Learning Outcomes (SLOs)	Grade
<ul style="list-style-type: none"> ▪ سنڌي الف- ب جا آواز ٻڌي، سڃاڻي سگهي. ▪ هر آواز اکرن جا آواز ٻڌي لفظن ۾ انهن جو فرق محسوس ڪري سگهي. ▪ سادا لفظ ٻڌي، انهن جي معنيٰ سمجهي سگهي. ▪ سادا لفظ ٻڌي، انهن جو مفهوم سمجهي سگهي. ▪ سادن جملن تي ٻڌل گفتگوءَ کي سمجهي سگهي. ▪ سنڌيءَ ۾ ڪيل سوال سمجهي سگهي ته جيئن جواب تيار ڪري سگهي. ▪ سنڌيءَ ۾ ڏنل حُڪمن کي سمجهي سگهي ته جيئن انهن تي عمل ڪري سگهي. ▪ سنڌيءَ ۾ ڏنل سادن هاڪاري ۽ ناڪاري جملن کي سمجهي سگهي. ▪ سنڌي ڳالهه ٻولهه ۾ جملن جي تسلسل کي مربوط ڪري معنيٰ ڪڍي سگهي ۽ واقعو يا ڪهاڻي سمجهي سگهي. ▪ آهنگ ۽ لئه جي حوالي سان سادين ستن، شعرن ۽ نظمن کي ٻڌي، لطف حاصل ڪري سگهي. ▪ لطيفا، ٽوٽڪا ۽ پروليون ٻڌي، انهن ۾ لڪل ڏاهپ کي سمجهي سگهي. ▪ سنڌي الف – ب جي آوازن جي صحيح اڏانگي ڪري سگهي. ▪ وڏي آواز سان پڙهڻ جي صورت ۾ الف – ب جي لفظن ۽ جملن کي درست اُچارن سان ادا ڪري سگهي. ▪ الف – ب جا اکر، لفظ ۽ جملا ورجائي سگهي ▪ هر آواز اکرن ۽ لفظن کي ڳالهائڻ وقت، انهن جي هجي واري صورت جو فهم رکي سگهي ▪ پاڻ بابت، گهر، علائقي ۽ ڪمن جي باري ۾ ڳالهه ڪري سگهي ▪ ڳڻپ اکرن لفظن جملن شين نالن ۽ پاڻ بابت سوالن جا جواب ڏئي سگهي ▪ عام گفتگو ۾ حصو وٺي ۽ ڳالهه ٻولهه ڪري سگهي ▪ سنڌي ۾ سادا جملا گيت، نظم، لطيفا پروليون ٻڌائي سگهي ▪ پنهنجي پسند ۽ ناپسند جو اظهار ڪري سگهي ▪ الف-ب کي سڃاڻي سگهي ▪ انساني آوازن ۽ الف – ب جي لاڳاپي جي واقفيت حاصل ڪري سگهي ▪ الف – ب جي حرف صحيح (Consonant) ۽ حرف علت (Vowels) جي آوازن کي ادا ڪري پڙهي سگهي ▪ الف – ب جي اکرن کي ملائي پڌ ۽ پڌن کي ملائي لفظن کي درست اعرابن حرڪتن، (زيرن، زبرن، پيشن، مدن، تنوين وغيره) سان پڙهي سگهي ▪ سادا جملا ۽ انهن تي آڌاريل عبارت سمجهي پڙهي سگهي ▪ اکرن، لفظن ۽ سادن جملن کي اُتاري سگهي ▪ اکرن ۽ لفظن کي جوڙي، توڙي، گڏي لکي سگهي (اکرن جي مختلف شڪلين جي صورت ۾) ▪ ٻه اکري، ٽي اکري، چار اکري، پنج اکري پڌن جا لفظ لکي سگهي ▪ سادا جملا ٻڌي لکي سگهي ▪ استاد جتي مناسب سمجهي ۽ ضرورت موجب ڦرهيءَ/ پٽيءَ سليٽ ۽ قلم جي استعمال جي حوصلو افزائي ڪري ▪ انساني آوازن جي اظهار لاءِ سنڌي الف – ب جو استعمال ڄاڻي سگهي 	1

<ul style="list-style-type: none"> ▪ حرف صحيح (Consonant) ۽ حرف علت (Vowel) جي آوازن ۾ فرق ڪري سگهي ▪ ”هو“ (ماضي) ۽ ”هي“ (حال) جو فرق ڄاڻي سگهي ▪ ”آهي“، ”آهيان“ ۽ ”آهن“ ۾ فرق ڄاڻي سگهي ▪ واحد ۽ جمع جو فرق سمجهي سگهي ▪ مذڪر ۽ مؤنث جو فرق سمجهي سگهي ▪ حرف اضافت (جو، جي، جا، ڪي) ڄاڻي سگهي ▪ عددي رتا (ارڙهن، ارڙهون، ارڙهين، اٺويهه، اٺويهون اٺويهن وغيره) جو فرق سمجهي سگهي ▪ اعرابون (زير، زير، پيش، مد وغيره) لکي ۽ سمجهي سگهي ▪ روز مره جي سنڌي ڳالهه ٻولهه ۾ حصو وٺي سگهي ▪ لکيل نشان ميلن (ڪلوميٽر) جي پٿرن تي لکيل لفظ بورڊ، تختيون ۽ سائن بورڊ پڙهي سگهي 	
<ul style="list-style-type: none"> ▪ واقعا ۽ ڪهاڻيون ٻڌي، خاص رد عمل جو اظهار ڪري سگهي ▪ ٿوري ڊگهي ڳالهه ٻولهه ٻڌي ان جي گفتگو ۽ ڳانڍاپي سان پاڻ کي جوڙي سگهي ته جيئن خاص رد عمل جو اظهار ڪري سگهي. ▪ ٻڌي، سنڌي جي صحيح آوازن ۽ اچارن جو صحيح ادراڪ ڪري سگهي ▪ ٻڌي پڙهڻ لاءِ تيار ٿي سگهي يا پڙهڻ لائق ٿي سگهي ▪ ٻڌي پنهنجو رد عمل زباني، طرح ظاهر ڪري سگهي ▪ ٿوري ڊگهي گفتگو يا ڳالهه کي ٻڌي ۽ ان جي لاڳاپي کي سمجهي، پنهنجو ذاتي رد عمل ظاهر ڪري سگهي ▪ سنڌي ۾ سادا لفظ ۽ جملا درست آوازن ۽ اچارن سان ادا ڪري سگهي ▪ ٻڌي گڏوگڏ ڪهاڻي يا عبارت کي وڏي آواز چئي يا ورجائي سگهي ▪ تصويري آکاڻي تي به ڳالهائي سگهي ▪ سادي عبارت (نثر ۽ نظم) کي سمجهي درست اچارن سان پڙهي سگهي ▪ نظم ۽ نثر ۾ فرق سمجهي پڙهي سگهي ▪ سنڌي ۾ لکيل ڪنهن به پيغام کي پڙهي سگهي ▪ ڪهاڻي، مڪالمي ۽ ڊرامي کي سندس جُزن جي حوالي سان پڙهي سگهي. ان هوندي به استاد جتي محسوس ڪري ته ٻارن جي ذهني پُهچ ان مطابق نه آهي ته ان حالت ۾ سادي مطالعي جو طريقو اختيار ڪري سگهي ▪ فطرت (Nature) جي باري ۾ نظم ۽ نثر مان لطف حاصل ڪري سگهي ▪ جملن کي بيهڪ جي نشانين موجب اُتاري سگهي ▪ پنهنجو نالو لکي سگهي ▪ تصوير ڏسي شين جا نالا لکي سگهي ▪ پنهنجي گهر جو پتو لکي سگهي ▪ خاص لفظي ذخيري جي املا کي ياد ۽ ڏسي لکي سگهي ▪ فاعل، فعل ۽ مفعول جي ترتيب کي سمجهي سگهي ▪ بي ترتيب لفظن مان جملو ٺاهي (ترتيب ڏئي) سگهي ▪ مذڪر ۽ مؤنث اسمن جا سادا جمع ٺاهي سگهي مثال طور: گهوڙو مان گهوڙا، چوڪرو مان چوڪرا، چوڪري مان چوڪريون، جهرڪي مان جهرڪيون ▪ حرف جر جو درست استعمال ڪري سگهي 	11

<ul style="list-style-type: none"> ▪ الف - ب وار ترتيب سان لفظن کي درج ڪري سگهڻي ▪ هاڪاري ۽ ناڪاري سواليا ۽ بيانبي جملا ٺاهي ۽ سڪي سگهڻي ▪ بيهڪ جي نشانين کي سمجهي ۽ سواليا جملا ٺاهي سگهڻي ▪ پوري ۽ اڻ پوري جملي ۾ فرق سمجهي سگهڻي ▪ روزاني سنڌي ڳالهه ٻولهي ۾ حصو وٺي سگهڻي ۽ ان کي پنهنجي عادت بناڻي ڇڏي ▪ پنهنجي پسند، ناپسند ۽ دلچسپين بابت ڳالهه ٻول ۾ حصو وٺي سگهڻي ▪ سڌ سماءَ جي ذريعن (اخبارن، ريڊيو، سيٽلائيٽ، چينلن) ۾ ٻارن جا پروگرام ڏسي سمجهي سگهڻي ۽ ذاتي پسند ۽ ناپسند جو اظهار ڪري سگهڻي 	
<ul style="list-style-type: none"> ▪ ڊگها ۽ سادا جملا ۽ انهن تي ٻڌل عبارت واقعو يا ڪهاڻي ٻڌي ان جي جُزن جهڙوڪ ڪردارن، ماڳن، فردن، واقعن وغيره بابت خاص رد عمل ظاهر ڪرڻ لاءِ تيار ٿي سگهڻي ▪ ڊگهي گفتگو ڳالهه يا تقرير ٻڌي ان جي جُزن (ابتدا اهم نقطن ۽ نتيجن) جو ادراڪ ڪري سگهڻي ▪ ٻڌي ڳالهين جو تجزيو ڪري سگهڻي ۽ سوالن جي جوابن ڏيڻ لاءِ پاڻ کي تيار ڪري سگهڻي ▪ ٻڌي، پاڻمرادو، پڙهڻ لکڻ (املا) لاءِ آماده ٿي سگهڻي ▪ ڌيان سان ٻڌي پنهنجو رد عمل ترتيب سان ظاهر ڪري سگهڻي ▪ پنهنجي ذاتي رد عمل ۽ خيالن جي اظهار لاءِ خاص ۽ گهربل لهجو انداز درست آواز ۽ اُچار ڪم آڻي سگهڻي ▪ ڪنهن ڪهاڻيءَ يا عبارت کي بلند آواز سان ورجائيندي لهجي، انداز، اُچار ۽ لئ وغيره جو خيال رکي سگهڻي ▪ مڪالماتي يا تمثيلي طريقي موجب مڪالما (Dialogue) ادا ڪري سگهڻي ▪ نظر ۽ نثر کي اُچارڻ آهنگ لئ ۽ رواني سان پڙهي سگهڻي ▪ سنڌي ۾ لکيل ڪنهن به پيغام عبارت يا علامتن کي سمجهي بنا هڪ جي پڙهي سگهڻي ▪ بنيادي خواندگي جي سطح تي عبارت کي پڙهي سگهڻي ▪ ڪهاڻي مڪالمي ڊرامي کي نتيجن جي حوالي سان پڙهي سگهڻي ▪ فطري موضوعن تي ڏنل لکڙين مان لُطف حاصل ڪري سگهڻي ▪ جملن جا خال حرف جر جو، جا، جي، جي وغيره سان ڀري لکي سگهڻي ▪ پاڻ بابت ڪنهن به حوالي سان ڏهه جملا لکي سگهڻي، مثال طور منهنجو گهر، منهنجا جانور، منهنجا دوست، منهنجا پڪي، منهنجو پيءُ ماءُ، منهنجو ڪتابن جو ٿيلهو وغيره ▪ سبق پڙهي شين جي نالن بابت جواب لکي سگهڻي ▪ امري (حڪميا) پيغام لکي سگهڻي مثال طور: اڄ منهنجي گهر اچ، سلام ڪر، اٿي بيهه وڃ! ▪ خاص سطح تي جملن جي زباني املا صورتخطي لکي سگهڻي ▪ جملي جي جوڙجڪ ۾ زمان جي تبديلي ”اهي“ ”هو“ ۽ ”ٿيندو“ موجب ڪري سگهڻي ▪ ساڳي معنيٰ وارن لفظن کي سمجهي سگهڻي ▪ معنيٰ جي خيال کان متضاد لفظ سمجهي سگهڻي ▪ بيهڪ جي نشانين ”ڊر“ ۽ ”آڌ ڊر“ جو استعمال ڪري سگهڻي ▪ لفظن جا حالتن موجب جمع ٺاهي سگهڻي مثال: گهوڙن (تي) گهوڙن (جو) ٻڪرين (۾) ٻڪرين (تي) ▪ بيهڪ جي نشانين (پوري ڊر سوال جي نشاني) کي ڪم آڻي سگهڻي ▪ لفظ جي مقرر معنيٰ کان واقف ٿي سگهڻي ▪ سوالِي جملن کي هاڪاري ۽ ناڪاري جملي ۾ بدلائي سگهڻي 	<p style="text-align: center;">III</p>

<ul style="list-style-type: none"> ▪ ضمير متکلم ”آء“ ”ان“ ”اسين“ ”اسان“ جو استعمال ڪري سگهي ▪ روزاني سنڌي ڳالهه ٻولهي ۾ حصو وٺي سگهي، پنهنجي پسند ناپسند ۽ دلچسپين بابت ڳالهه ٻولهي ۾ حصو وٺي سگهي ۽ ٻين جي پسند ۽ ناپسند تي راءِ ڏئي سگهي ▪ ننڍڙيون ننڍڙيون ڪهاڻيون يا پروليون نه رڳو پڙهي سگهي پر پنهنجي دوستن کي به ٻڌائي سگهي ▪ سڌ سما جي ذريعن يا ٻين اهڙن ئي ذريعن وٽان نظم ۽ گيت ٻڌي ۽ ٻين کي به ٻڌائي 	
<ul style="list-style-type: none"> ▪ ڳالهه ٻولهي يا تقرير، هدايتون يا اعلان ٻڌي ۽ اشتهار ڏسي/ ٻڌي ان تي ڌيان ڏئي جوڳو عمل ڪري سگهي ▪ غلط ۽ صحيح اچار، ادائينگي ۽ لهجو، ٻڌي سهي اچار ادائينگي ۽ لهجي کي ڌيان ۾ آڻي مفهوم جو ادراڪ ڪري سگهي ▪ ٻڌي بي ربطي ۽ عدم تسلسل جو ادراڪ ڪري سگهي ▪ سنڌي ۾ ٻڌل ڳالهين ياد رکي سگهي ▪ پسنديدگي ۽ تنقيد واري گفتگو ٻڌي سمجهي سگهي ▪ ڪنهن به واقعي يا ڪهاڻي کي پنهنجن لفظن ۾ ورجائي سگهي ▪ ڪنهن به ڳالهه تي پنهنجن هڪ جيڏن سان سنڌي ۾ ڳالهه ٻولهي ڪري سگهي ▪ پنهنجي اندر جو آواز ربط ۽ ترتيب سان درست لهجي جي خيال کان اد ڪري سگهي پنهنجي حافظي ۾ موجود نظم نثر مان ڪو نڪتو بيان ڪري سگهي ▪ ڪنهن گفتگو يا لکڻي جون اهم ڳالهيون بيان ڪري سگهي ▪ سادن ۽ مرڪب جملن تي آڌاريل (نظم ۽ نثر) عبارت کي سمجهي پڙهي سگهي ▪ عام معلومات ۽ فطري موضوعن تي آڌاريل لکڻيون سمجهي ۽ پڙهي سگهي ▪ ڪهاڻي ۽ نظم جا بنيادي خيال عنصر ۽ نتيجا ڪڍي سگهي ▪ ڌار ڌار لفظ ملائي جملا ٺاهي سگهي (خيالي جاين ۾ حرف جو ڪم آڻي سگهي) ▪ سبق پڙهي فعلن جي باري ۾ جواب لکي سگهي ▪ شعر پڙهي سوالن جا نثري جواب لکي سگهي ▪ ڪنهن به عنوان تي ڏهه جملا لکي سگهي ▪ خط / لفافي تي ڏس، پتو (Address) لکي سگهي ▪ زباني املا صورتخطي کي درست ۽ رواني سان لکي سگهي ▪ ڊائري لکي سگهي هر قافيه لفظن جي فهرست تيار ڪري سگهي ۽ لفظ بورڊ تي لکي سگهي ▪ پنهنجي ڪلاس آڏو پنهنجي يا پنهنجي ساٿين پاران ذاتي مشاهدن کي ڪجهه گهڙين لاءِ بنا هٻڪ ۽ اعتماد سان پيش ڪري سگهي ▪ سادي جملي جي جوڙجڪ تي عبور حاصل ڪري سگهي ▪ متن مان مذڪر ۽ مؤنث لفظن جي نشاندهي ڪري سگهي ▪ اسم خاص ۽ اسم عام جي وصف سمجهڻ کان سواءِ خاص نالن ۽ عام نالن ۾ فرق ڪري سگهي ▪ هر معنيٰ ۽ متضاد لفظن جي فرق کي سمجهي سگهي ▪ جمع کي واحد ۾ تبديل ڪري سگهي ▪ عربي طريقي سان به جمع جوڙي سگهي ▪ بيهڪ جي نشانين جو درست استعمال ڪري سگهي ▪ الف - ب وار ڏسڻي (Index) موجب لفظ ڳولي سگهي 	IV

<ul style="list-style-type: none"> ▪ حرف ندائي (تمنائي ۽ متشڪي) جملا جوڙي سگهي ▪ فاعل ۽ مفهوم جي علامتن (جا، جي، سو، سا) جو درست استعمال سگهي ▪ حرف جر حرف جملي ۽ حرف ندا جو استعمال ڪري سگهي ▪ روز مره جي سنڌي ڳالهه ٻولهي ۾ حصو وٺي سگهي ۽ ماحول ۽ معاشرتي جي واقعن بابت ڳالهه ٻولهي ۾ حصو وٺي سگهي ▪ ڪنهن شي يا جڳهه بابت وضاحت سان ٻڌائي سگهي عام اشتها پڙهي سگهي ▪ ڪهاڻيون ۽ نظر پڙهي ۽ ٻڌي سمجهي سگهي ۽ نتيجو ۽ اخلاقي سبق بيان ڪري سگهي وغيره ▪ دوستن کي واڌارين وغيره يا خط لکي سگهي مختلف موقعن ۽ ڏٺن تي ڪارڊ ۽ دعوت ناما ٺاهي سگهي ▪ ٻارن جي تقريبن ۽ سالگراهن وغيره ۾ ساڻي ڪمپير جا فرض سرانجام ڏئي سگهي ▪ لائبرريءَ ۾ وڃڻ ۽ واڏو مطالعي جي عادت پيدا ڪري سگهي 	
<ul style="list-style-type: none"> ▪ ڳالهه ٻولهي يا تقرير هدايتون يا اعلان ٻڌي انهن جو تجزيو ڪري اهم ڳالهين تي ڌيان ڏئي سگهي ۽ گهربل عمل ڪري سگهي ▪ ربط ۽ تسلسل کان سواءِ گفتگو ۽ ڳالهه يا تقرير ٻڌي پنهنجي سکيا جي آڌار تي خال پري سگهي ▪ ٻڌي بي مقصد بي معنيٰ ۽ اجائي گفتگوءَ جو ادراڪ ڪري سگهي ۽ گهربل مفهوم تائين پهچي سگهي ▪ ٻڌل ڳالهين تي مڪمل سمجهه سان حافظي ۾ رکي سگهي ▪ جن ادارن ۾ ٻڌڻ جون جديد مددي شيون موجود هجن اتي شاگرد انهن مان لاپ پرائي سگهن ڪنهن به واقع يا ڪهاڻي کي پنهنجن لفظن ۾ ورجائيندي پنهنجو خاص لهجو/ انداز ڪتب آڻي سگهي ▪ پنهنجي علم ۽ تجربتي جي روشنيءَ ۾ مربوط ۽ منطقي گفتگو ڪري سگهي ▪ حافظي ۾ موجود نظر ۽ نثر ٻڌائي سگهي ▪ عبارت کي بيهڪ جي نشانين کي آڏو رکي خاص لهجي ۽ لئ سان پڙهي سگهي ▪ نصاب کان سواءِ ٻار اخباري صفحن رسالن ۽ مخزنن ۾ مضمون ۽ ڪهاڻيون ليکڪ جي مراد مقصد ۽ نتيجي موجب پڙهي سگهي ▪ توڻڪن ۽ پرولين ۾ لڪل ڏاهپ جي پروڙ رکي پڙهي سگهي ▪ اخبارن رسالن ۽ مخزنن خبرن فيچرن ايڊيٽوريلن رپورٽن اشتهارن ڪالمن ۽ ايڊيٽر ڏي لکيل خطن کي رواني سان پڙهي سگهي ▪ شعر - نظم کي پڙهي ان کي نثري صورت ۾ بن ، تن ستن ۾ لکي سگهي ▪ تصويرن ۽ اشارن جي مدد سان ڪهاڻي پوري ڪري سگهي ▪ دوستن مائٽن ڏانهن خط جا خاص حصا ۽ ڪجهه سٽون لکي سگهي ▪ تقريب جا اهم نڪتا لکي سگهي ▪ خبرن ۽ فيچرن جي متن کي اتاري سگهي ۽ اهم سوالن جا جواب لکي سگهي ▪ درخواست لکڻ جي قاعدن موجب درخواست جا حصا لکي سگهي واقعي يا ماحول جو مشاهدو ڪري ڪجهه ستن واري عبارت لکي سگهي ▪ زباني صورتخطي (املا) کي درست ۽ رواني سان لکي سگهي ▪ رسيدون لکي سگهي 	V

- پنهنجي ڪلاس آڏو پنهنجي ۽ پنهنجي ساٿين پاران ذاتي مشاهدن ۽ تجربن کي ڪجهه گهڙين لاءِ بنا هٻڪ ۽ اعتماد سان پيش ڪري سگهي
- پنهنجن مشاهدن خيالن ۽ تجربن کي مربوط روان ۽ مناسب انداز ۾ لکڻ جي صلاحيت پيدا ڪري سگهي
- عنوان مشاهدي تجربتي جو تجزيو ترتيب ۽ پيشڪش پڄاڻي ۽ وغيره کان آگاهه ٿي سگهي
- سادي جملي ۾ خالي جاءِ پري سگهي
- لکڻي ۾ ”زمان“ معلوم ڪري سگهي ۽ ان کي ٻي زمان ۾ بدلائي سگهي
- لغت جي مدد سان لفظن جون معنائون ڳولي سگهي
- غلط جملي کي درست ڪري سگهي
- ٽنهي زمانن موجب جملا جوڙي سگهي
- فعل مان فاعل بنائي سگهي ۽ فعل جو فاعل ۽ مفعول سان گردان ڪري سگهي
- حرف ندا عجب افسوس وغيره جو استعمال ڪري سگهي
- اعرابن (زيرن، زبڙن، پيشن) ملائڻ سان معنيٰ جون تبديليون سمجهي سگهي
- اسم عام اسم خاص ۽ اسم ذات جو استعمال سمجهي سگهي
- روز مره جي سنڌي ڳالهه ٻولهه ۾ حصو وٺي سگهي ۽ ماحول ۽ سماجي واقعن بابت ڳالهه ٻولهه ۾ حصو وٺي سگهي
- ڪنهن ماڳ يا سفر وغيره جون ننڍيون وڏيون شيون بيان ڪرڻ ۾ حصو وٺي سگهي
- ٻارن جا رسالا ۽ اخبارون وغيره پڙهي سگهي ٻارن جي رسالن ۽ اخبارن ۾ پنهنجو تخليقون موڪلي سگهي
- دوستن کي خط دعوت ناما ۽ مبارڪباد جا ڪارڊ لکي سگهي
- عام نوعيت جي سادي درخواست لکي سگهي
- ٻارن جي تقريبن ۾ ميزبان / ڪمپيئر جا فرض انجام ڏئي سگهي
- پنهنجي اسڪول ۽ پاڙي جي لائبرري ۾ وڃي عام معلومات تي ٻڌل رسالن ۽ ڪتابن جو مطالعو ڪري سگهي

Student Learning Outcomes (SLOs)	Grade
<ul style="list-style-type: none"> • اردو حروف تہجی کی اصوات کو سن کر پہچان سکے۔ • ہم صوت حروف کی آواز سن کر مختلف الفاظ میں ان کا امتیاز محسوس کر سکے۔ • سادہ الفاظ سن کر ان کے معنی سمجھ سکے۔ • سادہ جملے سن کر ان کا مفہوم سمجھ سکے۔ • سادہ جملوں پر مشتمل گفتگو کو سمجھ سکے۔ • اردو میں کیا گیا سوال سمجھ سکے تاکہ اس کا جواب تیار کر سکے۔ • اردو میں دیے گئے احکام کو سمجھ سکے تاکہ ان پر عمل کر سکے۔ • اردو میں دیے گئے معروف و منکر کے سادہ امر و نہی کو سن کر سمجھ سکے۔ • اردو بول چال میں جملوں کے تسلسل کو مربوط کر کے معنی اخذ کر سکے اور واقعے یا کہانی کو سمجھ سکے۔ • آہنگ اور لے کے حوالے سے سادہ مصرعوں، شعروں، نظموں کو سن کر لطف اٹھا سکے۔ • لطیفہ یا پہیلی سن کر اس میں پوشیدہ دانش کو سمجھ سکے۔ • اردو حروف تہجی کی صحیح ادائیگی کر سکے۔ • بلند آواز پڑھنے کی صورت میں اردو کے حروف تہجی، الفاظ اور جملوں کو صحیح تلفظ کے ساتھ ادا کر سکے۔ • حروف تہجی، الفاظ اور جملے دہرا سکے۔ • ہم صوت حروف کو بولتے ہوئے ان کے حروف تہجی کا فہم رکھ سکے۔ • بنیادی سادہ الفاظ اور جملے ان کے مفہوم کے تین کے ساتھ ادا کر سکے۔ • اپنی ذات، گھر، علاقے اور کاموں کے بارے میں بات کر سکے۔ • گنتی، حروف، الفاظ، جملوں، اشیاء، نام، ذات کے حوالے سے سوالوں کا جواب دے سکے۔ • عام گفتگو میں حصہ لے سکے اور بات چیت کر سکے۔ • اردو میں سادہ جملے، مصرعے، شعر، لطیفے، پہیلیاں اور واقعات سنا سکے۔ • اپنی پسند ناپسند کا اظہار کر سکے۔ • حروف تہجی کی شناخت کر سکے۔ • انسانی اصوات اور حروف تہجی کے تعلق سے واقفیت حاصل کر سکے۔ • حروف تہجی کی صحیح اور علت کی آوازیں ادا کرتے ہوئے پڑھ سکے۔ • حروف تہجی کو ملا کر ارکان اور ارکان کو ملا کر الفاظ کو صحیح حرکات کے ساتھ پڑھ سکے۔ • سادہ جملے اور ان پر مبنی عبارت سمجھ کر پڑھ سکے۔ • حروف، الفاظ، جملوں کو نقل کر سکے۔ • حروف، الفاظ کو جوڑ توڑ کے ساتھ لکھ سکے (حروف کی مختلف شکلوں کی صورت میں)۔ • دو حرفی، سہ حرفی اور چار حرفی ارکان الفاظ لکھ سکے۔ • سادہ جملے سن کر لکھ سکے۔ • استاد جہاں مناسب سمجھے اور حالات بھی ہوں وہاں تختی، سلیٹ اور قلم کے استعمال کی حوصلہ افزائی کرے۔ 	<p>I</p>

<ul style="list-style-type: none"> • انسانی اصوات (Phonemes) کے اظہار کے لیے اردو حروف تہجی کا استعمال جان سکے۔ • حروف صحیح (Consonant) اور حروف علت (Vowel) کی آوازوں میں امتیاز کر سکے۔ • ”تھا“ (ماضی) اور ”ہے“ (حال) کا فرق جان سکے۔ • ”ہے“، ”ہوں“ اور ”ہیں“ کا فرق جان سکے۔ • واحد اور جمع کا فرق سمجھ سکے۔ • مذکر اور مؤنث فعل کا فرق سمجھ سکے۔ • حرف اضافت (کا، کی، کے) کو جان سکے۔ • عددی ترتیب (اٹھارواں، اٹھارویں، انیسواں، انیسویں) کا فرق سمجھ سکے۔ • حرکات کی علامات زبر، زیر، پیش، تونین، مد، شد وغیرہ کو سمجھ سکے۔ • روزمرہ اردو بول چال میں حصہ لے سکے۔ • محررہ نشانات، سنگ میل اور سائن بورڈوں کی خواندگی کر سکے۔ 	
<ul style="list-style-type: none"> • واقعات یا کہانی سن کر اس قابل ہو سکے کہ مخصوص رد عمل کا اظہار کر سکے۔ • ذرا طویل گفتگو یا بات سن کر اس کے باہمی ربط سے متعلق ہو سکے تاکہ مخصوص رد عمل کا اظہار کر سکے۔ • سن کر اردو کی صحیح آوازوں اور تلفظ کا صحیح ادراک کر سکے۔ • سن کر پڑھنے کے لیے تیار ہو سکے یا ساتھ ساتھ پڑھنے کے قابل ہو سکے۔ • سن کر اپنے رد عمل کا زبانی اظہار کر سکے۔ • ذرا طویل گفتگو یا بات سن کر اور اس کے باہمی ربط کو سمجھ کر اپنے ذاتی رد عمل کا اظہار کر سکے۔ • اردو میں سادہ الفاظ، جملے درست آواز اور تلفظ کے ساتھ ادا کر سکے۔ • سن کر ساتھ ساتھ کہانی یا عبارت کو بلند آواز میں بول سکے یا دہرا سکے۔ • تصویر کی کہانی پر بھی گفتگو کر سکے۔ • سادہ عبارت (نظم و نثر) کو سمجھ کر درست تلفظ کے ساتھ پڑھ سکے۔ • نظم اور نثر میں امتیاز کر کے پڑھ سکے۔ • اردو میں لکھے ہوئے کسی بھی پیغام کو پڑھ سکے۔ • کہانی، مکالمے، ڈرامے کو اس کے عناصر کے حوالے سے پڑھ سکے۔ • تاہم استاد جہاں محسوس کرے کہ بچوں کی ذہنی استعداد اس کے مطابق نہیں وہ سادہ مطالعے کا طریقہ اختیار کرے۔ • فطرت سے متعلق نظم و نثر سے لطف اٹھا سکے۔ • جملوں کو رموز و قاف کے ساتھ نقل کر سکے۔ • تصویر دیکھ کر اشیاء کے نام لکھ سکے۔ • اپنا نام لکھ سکے۔ • اپنے گھر کا پتا لکھ سکے۔ • مخصوص ذخیرہ الفاظ کی زبانی املا کو تحریر کر سکے۔ • فاعل، فعل، مفعول کی ترتیب سمجھ سکے۔ 	II

<ul style="list-style-type: none"> • بے ترتیب الفاظ سے جملہ مرتب کر سکے۔ • مذکر اور مؤنث اسماء کی عام جمع بنا سکے جیسے گھوڑا سے گھوڑے۔ • حروف چار کا صحیح استعمال کر سکے۔ • الفبائی ترتیب سے الفاظ کو درج کر سکیں۔ • امالہ کو حروف (نے، کو میں، پر) کے حوالے سے سمجھ سکے۔ • امر و نہی اور منفی و سوالیہ جملے بنا سکیں۔ • رموز او قاف میں سوالیہ کا استعمال کر سکے۔ • مکمل کلمہ اور مہمل جملے میں فرق جان سکے۔ • روزمرہ اردو بول چال میں حصہ لے سکے اور اسے اپنی عادت ثانیہ بنا سکے۔ • اپنی پسند ناپسند اور دلچسپیوں سے متعلق بات چیت میں حصہ لے سکے۔ • ذرائع ابلاغ میں بچوں کے پروگرام وغیرہ دیکھ کر سمجھ سکے اور ذاتی پسند یا ناپسند کا اظہار کر سکے۔ 	
<ul style="list-style-type: none"> • طویل سادہ جملے اور ان پر مشتمل عبارت، واقعہ یا کہانی سن کر اس کے اجزا مثلاً کردار، مقامات، افراد، واقعات وغیرہ کے بارے میں مخصوص رد عمل کا اظہار کرنے کے لیے تیار ہو سکے۔ • طویل گفتگو، بات یا تقریر سن کر اس اجزائے کلام (ابتداء، اہم نکات، نتائج) کا ادراک کر سکے۔ • سن کر باتوں کا تجزیہ کر سکے اور سوالوں کا جواب دینے کے لیے تیار ہو سکے۔ • سن کر از خود پڑھنے لکھنے کے لیے راغب ہو سکے۔ (املا) • توجہ سے سن کر اپنے رد عمل کا ترتیب وار اظہار کر سکے۔ • اپنے ذاتی رد عمل و خیالات کے اظہار میں مخصوص و مطلوب لب و لہجے، درست آواز اور تلفظ کو استعمال کر سکے۔ • کسی کہانی یا عبارت کو بلند آواز میں دہراتے ہوئے لب و لہجے اور تلفظ، آہنگ وغیرہ کا لحاظ رکھ سکے۔ • مکالماتی اور تمثیلی طریقہ کار کے مطابق مکالمہ ادا کر سکے۔ • نظم و نثر کو تلفظ، آہنگ، لے، روانی کے ساتھ پڑھ سکے۔ • اردو میں لکھے ہوئے کسی بھی پیغام، عبارت یا علامت کو سمجھ کر اگلے بغیر پڑھ سکے۔ • بنیادی خواندگی کی سطح پر عبارت کو پڑھ سکے۔ • کہانی، مکالمے، ڈرامے کو اس کے نتائج کے حوالے سے پڑھ سکے۔ • فطری موضوعات پر دی گئی تحریروں سے لطف اٹھا سکے۔ • جملوں میں خالی جگہوں پر حروف اضافت (کا، کی، کے) لکھ سکے۔ • اپنے حوالے سے کسی عنوان پر درس جملے لکھ سکے، مثلاً میرا گھر، میرے جانور، میرے دوست، میرے ابو، میرا بستہ۔ • سبق پڑھ کر اشیاء کے ناموں کے بارے میں جواب لکھ سکے۔ • کوئی حکمیہ پیغام لکھ سکے۔ (آج میرے گھر آؤ۔ یہ مضمون ضرور پڑھو وغیرہ) • مخصوص سطح کے جملوں کی زبانی املا کو تحریر کر سکے۔ • جملے کی ساخت میں زمانہ کی تبدیلی ”ہے“، ”تھا“، ”ہوگا“ سے کر سکے۔ • ہم معنی مترادف الفاظ کو سمجھ سکے۔ 	<p>III</p>

<ul style="list-style-type: none"> • معنی کے لحاظ سے متضاد الفاظ کو سمجھ سکے۔ • رموز اور تلافی ”وقفہ“ اور ”سکتہ“ کا استعمال سیکھ سکے۔ • الفاظ کی جمع امالہ کے لحاظ سے بنا سکے جیسے: ”گھوڑا“ سے ”گھوڑوں“ (پر)، ”گھوڑوں“ (کو)، ”گھوڑوں“ (میں) وغیرہ۔ • رموز اور تلافی میں کولن (تفصیلیہ)، سوالیہ کا نشان استعمال کر سکے۔ • لفظ کے وضعی معنی سے آگاہ ہو سکے۔ • استفہامی کو اقراری اور انکاری جملوں میں بدل سکے۔ • ضماں شخصی میں ”ہم“، ”آپ“ کا خاص طور پر استعمال کر سکے۔ • روزمرہ اردو بول چال میں حصہ لے سکے۔ اپنی پسندنا پسند اور دلچسپیوں سے متعلق بات چیت میں حصہ لے سکے اور دوسروں کی پسندنا پسند پر رائے دے سکے۔ • چھوٹی چھوٹی کہانیاں یا پہیلیاں نہ صرف پڑھ سکے بلکہ اپنے ساتھیوں کو بھی سنائے۔ • ذرائع ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں اور گیت وغیرہ سنے اور دوسروں کو بھی سنائے۔ 	
<ul style="list-style-type: none"> • گفتگو یا تقریر، ہدایات یا اعلانات سن کر ان پر توجہ دے سکے اور مطلوبہ عمل کر سکے۔ • غلط اور صحیح لہجے، تلفظ اور ادائیگی سن کر صحیح لہجے، تلفظ اور ادائیگی کو ذہن میں لا کر مفہوم کا ادراک کر سکے۔ • سن کر بے ربطی اور عدم تسلسل کا ادراک کر سکے۔ • اردو میں سنی ہوئی باتوں کو یاد رکھ سکے۔ • استحسان اور تنقیدی گفتگو سن کر سمجھ سکے۔ • کسی بھی واقعے یا کہانی کو اپنے لفظوں میں دہرا سکے۔ • کسی بھی بات پر اپنے ہم جویوں کے ساتھ اردو میں گفتگو کر سکے۔ • اپنا مافی الضمیر ربط اور ترتیب، لہجے اور ادائیگی کے لحاظ سے ادا کر سکے۔ اپنی یادداشت میں موجود نظم و نثر میں سے کوئی بات بیان کر سکے۔ • کسی بھی گفتگو یا تحریر کی اہم باتیں بیان کر سکے۔ • سادہ اور مرکب جملوں پر مشتمل (نظم و نثر) عبارت کو سمجھ کر پڑھ سکے۔ • معلومات عامہ اور فطری موضوعات پر مبنی تحریروں کو سمجھ کر پڑھ سکے۔ • کہانی اور نظم کے بنیادی خیال، عناصر اور نتائج اخذ کر سکے۔ • مختلف الفاظ ملا کر جملے بنا سکے (خالی جگہوں میں حروف جار لکھ سکے)۔ • سبق پڑھ کر افعال کے بارے میں جواب دے سکے۔ • شعر پڑھ کر سوالوں کا نثری جواب دے سکے۔ • کسی بھی عنوان پر درس جملے لکھ سکے۔ • خط / لفاظی پر پتہ لکھ سکے۔ • زبانی املا کو صحت اور عام رفتار کے ساتھ تحریر کر سکے۔ • ڈائری لکھ سکے۔ ہم قافیہ الفاظ کی فہرست بنا سکے اور الفاظ تختہ تحریر پر لکھ سکے۔ • اپنی جماعت کے سامنے اپنی یا اپنے ساتھیوں کی طرف سے ذاتی مشاہدات کو چند لہجوں تک بے جھجک بیان کر سکے۔ • سادہ جملے کی ساخت پر عبور حاصل کر سکے۔ 	IV

<ul style="list-style-type: none"> • متن سے مذکر اور مؤنث الفاظ کی نشاندہی کر سکے۔ • اسم خاص اور اسم عام کی تعریف سمجھے بغیر خاص ناموں اور عام ناموں میں امتیاز کر سکے۔ • مترادف اور متضاد کے فرق کو سمجھ سکے۔ • جمع کو واحد میں تبدیل کر سکے۔ • عربی طریقے پر بھی جمع کو سیکھ سکے۔ • رموز اوقاف کا درست استعمال کر سکے۔ استقہامیہ اور واوین کا استعمال سیکھ سکے۔ • اشاریہ میں الفبائی ترتیب سے الفاظ تلاش کر سکے۔ • تمنائی اور شکی موضوعات پر جملے بنانا سیکھ سکے۔ • علامت فاعل "نے" اور علامت مفعول "کو" کا صحیح استعمال سیکھ سکے۔ • حرف جار، عطف، شرط و جزا استعمال کر سکے۔ • روزمرہ اردو بول چال میں حصہ لے سکے اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت میں حصہ لے سکے۔ • کسی شے یا مقام کے متعلق وضاحت سے بتا سکے۔ عام اشتہارات وغیرہ پڑھ سکے۔ • کہانیاں اور نظمیں وغیرہ پڑھ سنے کر سمجھ سکے اور نتیجہ / اخلاقی سبق بیان کر سکے۔ • دوستوں کو مبارک باد وغیرہ کا خط لکھ سکے۔ مختلف مواقع اور تہواروں پر کارڈ اور دعوت نامے بنا سکے۔ • بچوں کی تقریبات سالگرہ وغیرہ میں معاون میزبان / کمپیئر کے فرائض سرانجام دے سکے۔ • لائبریری میں جانے اور اضافی مطالعے کی عادت اپنا سکے۔ 	
<ul style="list-style-type: none"> • گفتگو یا تقریر، ہدایات یا اعلانات سن کر ان کا تجزیہ کر کے اہم باتوں پر توجہ دے سکے اور مطلوبہ عمل کر سکے۔ • بے ربط اور عدم تسلسل کی حامل گفتگو یا تقریر سن کر خالی جگہوں کو اپنے تعاقب کی بنا پر پُر کر سکے۔ • سن کر گفتگو کی بے مقصدیت لایعنیت اور غیر ضروری پن کا ادراک کر سکے اور مطلوبہ مفہوم تک رسائی حاصل کر سکے۔ • سنی ہوئی چیزوں کو حافظے میں مکمل فہم کے ساتھ محفوظ رکھ سکے۔ • جن اداروں میں جدید سمعی معاونات میسر ہیں وہاں طلبہ ان سے استفادہ کر سکتے ہیں۔ • کسی بھی واقعے یا کہانی کو اپنے لفظوں میں دہراتے ہوئے اپنا مخصوص لف و لہجہ استعمال کر سکے۔ • اپنے علم اور تجربے کی روشنی میں مربوط اور منطقی گفتگو کر سکے۔ • حافظے میں موجود نظم اور نثر پارے کو ادا کر سکے۔ • عبارت کو رموز اوقاف اور مخصوص لہجے، آہنگ کے ساتھ پڑھ سکے۔ • نصاب کے علاوہ بچوں کے اخباری صفحات، رسائل اور جرائد میں مضامین اور کہانیاں مصنف کے منشا و مقصد اور نتیجہ کے ساتھ پڑھ سکے۔ • لطائف اور پہیلیوں کو ان میں پوشیدہ دانش لطیف کے ساتھ پڑھ سکے۔ • اخبارات، رسائل و جرائد میں خبروں، فیچروں، اداروں، رپورٹوں، اشتہاروں اور خطوط بنام مدیر کو روانی سے پڑھ سکے۔ • شعر، نظم پڑھ کر نثر میں ایک دو سطور میں تحریر کر سکے۔ • تصویروں اور اشاروں کی مدد سے کہانی مکمل کر سکے۔ • دوستوں رشتہ داروں کے نام خط کے اجزا اور چند سطریں لکھ سکے۔ • کسی تقریر کے اہم نکات لکھ سکے۔ 	<p>V</p>

- خبروں، فیچروں کے متن کی نقل کر سکے اور اہم سوالوں کا جواب تحریر کر سکے۔
- درخواست لکھنے کے اصولوں کے مطابق اجزا درج کر سکے۔ واقعہ یا ماحول کا مشاہدہ کر کے چند سطر ہی عبارت لکھ سکے۔
- زبانی املا کو صحت اور موزوں رفتار کے ساتھ تحریر کر سکے۔
- اپنی جماعت کے سامنے اپنی یا اپنے ساتھیوں کی طرف سے ذاتی مشاہدات کو چند لہجوں تک نے جھجک بیان کر سکے۔
- اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھنے کی صلاحیت پیدا کر سکے۔
- عنوان، مشاہدہ کا تجزیہ، ترتیب اور پیشکش، اختتامیہ وغیرہ سے آگاہ ہو سکے۔
- سادہ جملے میں خالی جگہ پُر کر سکے۔
- تحریر میں زمانہ تلاش کر سکے۔ اور اسے دوسرے زمانے میں لکھ سکے (ماضی کو حال اور مستقبل کو ماضی وغیرہ میں)۔
- لغت کی مدد سے الفاظ کے معنی معلوم کر سکے۔
- غلط فقرات کو درست کر سکے۔
- زمانے کے لحاظ سے تمام جملے بنانا اور ایک سے دوسرے زمانوں میں تبدیل کرنا سیکھ سکے۔
- فعل سے فاعل بنا سکے اور فعل کی فاعل اور مفعول کے ساتھ مطابقت پیدا کر سکے۔
- حروف نداء، استعجاب، افسوس وغیرہ کو استعمال کر سکے۔
- اعراب بدلنے سے معنی کی تبدیلی کو پہچان سکے۔
- اسم معرفہ کی مختلف قسموں کو جملوں میں شناخت کر سکے۔
- روزمرہ اردو بول چال میں حصہ لے سکے اور ماحول اور معاشرتی واقعات کے بارے میں بات چیت میں حصہ لے سکے۔
- کسی مقام یا سفر وغیرہ کی جزئیات بیان کرنے میں حصہ لے سکے۔
- بچوں کے رسائل، اخبار وغیرہ پڑھ سکے۔
- بچوں کے رسائل اور اخبار میں اپنی کاوشیں بھیج سکے۔
- دوستوں کو خط، دعوت نامے اور تہنیتی کارڈ تحریر کر سکے۔
- عام نوعیت کی سادہ درخواست وغیرہ تحریر کر سکے۔
- بچوں کی تقریبات وغیرہ میں میزبان / کمپیئر کے فرائض سرانجام دے سکے۔
- اپنے اسکول اور محلے کی لائبریری وغیرہ میں جا کر عمومی معلومات پر مبنی رسائل اور کتب کا مطالعہ کر سکے۔

SUBJECT: SOCIAL STUDIES

Grade	Student Learning Outcomes (SLOs)
IV	<p>All the students will be able to:</p> <ul style="list-style-type: none">▪ Understand that north is towards the North Pole and south is towards the South Pole.▪ Understand the up is away from the Earth and down is towards the Earth.▪ Identify the differences between the shapes of things as seen from the ground with shapes seen from above.▪ Define the terms globe and map. Distinguish between a "globe" and a "map".▪ Locate and name the continents and oceans on the "globe" and world's "maps".▪ Name the key elements of a map.▪ Understand that all map titles show areas mapped and particular features▪ Identify the area mapped and features shown on different maps.▪ Understand that real objects can be represented by pictures or symbols on a map. <p>Use the legend for interpreting pictorial and other symbols, dots, lines, colours used on maps.</p> <ul style="list-style-type: none">▪ Define the terms "cardinal" and "intermediate" directions.▪ Name familiar places located in the cardinal (North, East, West, South and intermediate (North-West, North-East, South-West, South-East) direction of their school.▪ Identify the position of things on maps using the terms cardinal and intermediate directions.▪ Determine distance between two points on a map using the scale given on the map.▪ Compute distance between two points on maps of different scale.▪ Make simple large scale maps of familiar areas such as classroom, house, and neighborhood using all map elements▪ Gather information about an area (city/province) from two or more maps; use the information to draw conclusions (e.g. rainfall and agricultural production).▪ Describe the major historical events of the province.▪ Interpret timelines of major local and provincial historical events.▪ Construct timelines of major local and provincial historical events.▪ Identify social problems and solutions from narratives of the past.

- Identify short and long term *effects* of solutions to problems in the past.
- Identify ways people of the province have progressed overtime.
- Identify the *effects* of key historical events at that time and today.
- Use maps to explain the geographic setting of historical events.
- Identify the viewpoints in historical narratives
- Compare life in any two provinces today.
- Construct personal historical narratives (own self, family, school) using photographs, letters, and interviews with family members a sources of information.
- Identify examples of personal virtue in past and present key personalities of the province.
- Identify contributions (social, political, religion) of key personalities for the development of the province.
- Define heroism.
- Identify the qualities of the personalities (social, political, religious) that we admire.
- Understand the importance of heroism in our daily lives.
- Explain how individual beliefs, culture, time and situations change our choices of heroes/heroines.
- Identify how common people, male and female in different circumstances become heroes and ideas.
- Name the various physical features (plains, mountain etc.) in the province.
- Locate the physical features of the province on an outline map of the province.
- Represent in tabular form the physical features of their province, in tabular form, their location and importance for the people of the province.
- Define the terms population, census, migration.
- Explain the importance of a census.
- Identify the causative factor of population growth in the province.
- Identify thickly and thinly populated area of their province.
- State the reasons why volume of population varies in different provinces.
- List the major problems caused by over population.
- Compare the land features and the way people live on them.
- Explain how different processes engaged in by the people change the natural environment (e.g. deforestation, building dams etc.).
- Explain how natural phenomena change the land.
- Identify how changes in the land affect people.

- Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data (e.g. minerals found, industries, City - population density).
- Conduct an inquiry about a geographic problem (water logging & salinity, deforestation, etc.) of the province and share findings with classmates.
- Define the term weather
- Explain the factors that affect weather.
- Construct a table showing the instrument and units of measurement related to weather (temperature, pressure, wind speed and direction, humidity, precipitation).
- Make weather instruments from low cost and no cost materials.
- Compare temperature and rainfall of any two provinces in summer and winter.
- State the importance of forecasting, measuring and recording weather.
- Identify how daily weather conditions affect the human body, (food we eat, the clothes we wear, and our recreational activities.)
- Explain how common natural disasters occur (floods, earthquakes, cyclones, avalanches).
- Identify safety measures that can be taken in case of natural disasters.
- Define the terms society, democracy, law, government, and rule give example.
- Identify the reasons for a provincial government.
- List the main branches of the provincial government (legislature, judiciary and executive).
- Describe the formation of the provincial assembly.
- Conduct an election to select the class monitor.
- Describe the work of the executive branch of the government.
- Identify the functions of a court.
- Explain the role of a judge in a court Demonstrate understanding of the working of a court through a role play.
- Collect information about the role of the branches of the provincial government (through newspaper, books, and elders) and present the information in a written report.
- Describe how local and provincial government institutions serve to provide citizens with their rights.
- Define the term citizens.
- Identify the ways people become citizens.
- State the importance of rights of citizens of a country.

- List important rights and responsibilities of citizens.
- Identify the ways in which individuals can behave as responsible citizens at provincial level (demonstrate responsible citizenship (provincial)).
- Identify the groups that citizens form to protect and promote their rights (professional associations, welfare institution (etc.)).
- Define the terms 'economic choice' and 'opportunity cost'.
- Identify economic choice and opportunity cost from personal examples (such as having to choose between buying an ice cream and a packet of chips).
- Explain cause and effect resulting from economic decisions. (Spending money for buying a book to buy an ice-cream).
- Recognize that governments make economics choices because of limited resources.
- Identify the goods and services used in their daily life.
- Compare price, quality and features of similar goods and services used in their daily lives (chips, sweets, transport, and health services).
- Explain the term culture with examples.
- Describe their family culture (language, food, dress, how the festivals are celebrated etc.)
- Compare their own family culture with that of a family in another country.
- Compare the culture of different provinces of Pakistan.
- Identify the ways in which the people of their province are similar and different with each other.
- Recognize that culture is dynamic and keeps changing over time.
- Define the terms conflict and peace.
- Identify the possible consequences of peace and conflict.
- Understand that their attitude may result in peace or conflict.
- Identify ways to create peace.
- Recognize that conflicts are inevitable and can be managed (dealt with positively).
- Identify ways of resolving conflicts.
- Explain that communication is a way for resolving conflict.
- Use problem solving method to suggest solution to a personal (home, school) problem.
- Identify the forms of communication.
- Trace the history of anyone modern form of communication.
- Identify the advantages and disadvantages of any one modern form of communication.
- Explain the ways in which computers have made communication easier.

	<ul style="list-style-type: none"> ▪ Design a postcard and write a message and post it to a friend. ▪ Use a telephone directory to identify the telephone numbers of emergency services in their area (police, fire brigade, ambulance).
V	<p>All the students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand that there are 180 imaginary lines of latitude and 360 imaginary lines of longitude. ▪ Name the main lines of latitude and longitude. ▪ Locate on a globe and on a map of the world main lines of latitude & longitude. ▪ Use longitude and latitude to locate major cities of Pakistan and of the world. ▪ Use the index of an atlas to locate places. ▪ Use latitudes and longitudes in determining direction. ▪ Identify time zones and relate them to longitude. ▪ Identify the significance of the location of Pakistan. ▪ Recognize that there are many kinds of maps and choose the best map for the purpose at hand. ▪ Use different maps to explain the geographical setting of historical and current events. ▪ Read and interpret scales (expressed as a statement or bar) on different maps. ▪ Use the map scale to measure roads and rivers and determine distance between places. ▪ Define the term "regions" and give examples ▪ Identify the key physical regions of Pakistan. ▪ Describe the distinctive characteristic / features of each physical region of Pakistan. ▪ Locate physical regions sharing similar characteristics on a world map. ▪ Compare the life of the people living in different physical regions of Pakistan with people living in similar regions in other countries. ▪ Locate, interpret and present information in the form of a tourist guide book of the country of their choice. ▪ Define the term Interdependence. ▪ Identify the variety of ways in which people are interdependent. ▪ Describe the ways the people of Pakistan are interdependent. ▪ Explain various ways in which the countries of the world are dependent. ▪ Define climate. ▪ Explain the reasons for differences in climate.

- Differentiate between climate & weather.
- Identify the general types of climate (based on latitude).
- Identify the different climatic regions on a world map.
- Compare different climatic regions.
- Describe the climate in the different physical regions of Pakistan.
- Describe how climate of different physical regions affects the life over there.
- Use given information to calculate the average temperature and monthly rainfall of different places.
- Construct bar graphs from given climatic data.
- Explain the various ways in which human activities affect climate.
- Explain how human activities are responsible for the greenhouse effect.
- Identify individual and societal actions that can be taken to reduce adverse effects of human activities on climate.
- Differentiate between solar & lunar calendars.
- Use solar and lunar calendars to differentiate intervals of time.
- Differentiate between Decades, Centuries and Millennia.
- Place key events on a timeline using the time intervals of decades.
- Describe major historical events that led to the creation of Pakistan.
- Construct timelines of major historical events (Pakistan, other country/world).
- Interpret timelines of major historical events (Pakistan, world).
- Identity different viewpoints in historical narratives.
- Recognize that events in various parts of the world *affect* each other.
- Compare life in Pakistan's early years with life in Pakistan today.
- Construct narratives of key current events (Pakistan, world) using internet, news magazines, newspapers, etc.
- Identify examples of good character from lives of important men and women in history (Pakistan, world).
- Construct narratives of key historical events (Pakistan/ world) using literature, newspapers, magazines etc.
- Identify problems and solutions from narratives of the past and the short and long-term effects of the solutions.
- Identify problems that started in the past and still exist today
- Identify alternative solutions to problems of the past and recognize their possible implications.
- Recognize that particular individuals, ideas, events and decisions have had a great impact on history.

- Predict how events might have turned out differently if specific individuals/groups had chosen their steps differently.
- Explain the reason for exploration.
 - Identify key past explorations and explorers (Marco Polo, Ibn-e-Batuta, Neil Armstrong, Vasco De Gama, etc.).
 - Identify the *effects* of past explorations.
 - Trace the route of any voyager on a world map.
 - Identify what motivated past explorers to conduct exploration.
 - Construct a third person account of the experiences of any explorer.
 - Explain the successes and challenges faced by the explorer of their choice.
 - Predict areas of future exploration and changes that could result from these explorations.
 - Give reasons for the need of a federal government.
 - Compare the formation of government at provincial and federal levels.
 - Compare the working of the three branches of government.
 - Describe the functions of political parties in a democratic system.
 - Explain the relationship between the provincial and federal governments in Pakistan.
 - Identify the steps of the law making process in Pakistan.
 - Construct a simple chart to show the relationship and processes between the different courts in Pakistan.
 - Discuss the importance and authority of Supreme Court over the High Court.
 - Identify a major issue and investigate how the law can help to solve the issue.
 - Understand the importance of the Constitution.
 - Interpret some rights of citizens given in the Constitution of Pakistan.
 - Identify behaviours that have been guided by the concerns for the law.
 - Identify behaviours that have been guided by the concerns for the law.
 - Participate in projects designed to help others in their local community.
 - Identify a national/current issue and find the actions that the government is taking and suggest alternative actions to solve the problem.
 - Identify the various means of information.
 - Differentiate between mass and non-mass media.
 - Identify the advantages and disadvantages of various means of information.
 - Identify the role of the media in the political process.
 - Distinguish between relevant and irrelevant information.

- Differentiate between on different points of view on a subject in newspaper articles and news reports.
- Identify bias in advertisements and news reports.
- Interpret information from newspapers, television and internet.
- Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, jokes, etc.).
- Create a public service message on a current social or environmental issue for radio, television, newspaper or internet.
- Conduct a survey with students in their school to identify the most and least popular TV program and share the information (organize information in the form of tables, graphs and charts).
- Defend their position on which is the most important means of information today.
- Identify the different cultural groups living in Pakistan.
- Identify the common characteristics of different cultures.
- Describe the cultural diversity of Pakistan (crafts, languages, festivals, clothes, important events, foods).
- Identify the advantages of a multicultural society.
- Compare (similarities and differences) the culture of Pakistan with that of another country.
- Identify the main institutions that socialize children into culture (religious institutions, family, school etc.).
- List the ways families socialize their children into their culture.
- Show through an example how culture changes to accommodate new ideas.
- Recognize that there are different values.
- Identify the factors that influence values (culture, education, religion, etc.).
- Describe their personal values and how they developed these values.
- Identify values from given scenarios.
- Recognize the values underpinning their behaviours.
- Understand that responses to a given situation may differ because of different values.
- Define the terms public goods and services, exports and imports.
- Differentiate between public and private goods and services.
- Identify some public goods and services
- Identify the ways in which the government provides goods and services (taxes and loans).
- Explain the importance of international trade for the development of Pakistan.

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| <ul style="list-style-type: none">▪ Identify the three largest exports and three largest imports by interpreting the data from the bar graph.▪ Trace the origin of common imported items and explain how they are brought to Pakistan.▪ Narrate with examples the evolution of money.▪ Understand that different countries have different currencies.▪ Describe the role of money in people's lives.▪ Interpret a graph of wages and professions to identify the relationship between the two.▪ List the various ways in which income is generated and describe how a business is run.▪ Describe the role of bank in the lives of individuals and businesses.▪ Identify the role of state Bank of Pakistan.▪ Understand the role of federal government in the economy of Pakistan.▪ Describe the economic system of Pakistan. |
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SUBJECT: GENERAL KNOWLEDGE

Grade	Student Learning Outcomes (SLOs)
I	<p><i>All the students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Recognize that Almighty 'Allah has created us. ▪ Recognize that everything in the world is created by Almighty 'Allah. ▪ Name the creations of Almighty 'Allah (human beings, animals, plants, trees, stars, sun etc.). ▪ Recite Kalimah Tayyibah with its meaning. ▪ Recite Ta' awwuz and Tasmiyyah with their translation. ▪ Describe themselves briefly. ▪ Identify good qualities in themselves (telling the truth; respecting elders; getting up early in the morning). ▪ Recognize the good qualities in others. ▪ Identify the ways in which they are same and different from others with respect to physical characters and likes and dislikes. ▪ Name major parts of the human body (eyes, nose, Ears, mouth, arms, feet and legs). ▪ Identify the functions of various body parts. ▪ Name the five senses. ▪ Identify 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). ▪ Identify the ways and means by which they can keep themselves clean (washing hands, clipping/trimming nails, brushing teeth, taking bath etc.). <p>Recognize the importance of keeping themselves clean for their health.</p> <ul style="list-style-type: none"> • Identify some family members (parents, brothers and sisters, grand-parents, aunts and uncles and cousins (paternal and maternal)). • List family members that live with them. • Recognize that they should respect all family members. • List food items that they usually eat at home. • Name the food items they like to eat. • Recognize the importance of different food items they eat. • Recognize the importance of washing hands before and after eating. <p>Demonstrate the etiquettes of eating. Recite <i>Du'aboth</i> before and after taking meal</p> <ul style="list-style-type: none"> • Name the games they like to play. • Identify different games from the given pictures. • Identify the general rules of playing a game. • Recognize the importance of following rules.

Observe the rules when playing a game.

- Identify some professions from pictures (teaching, farming, medicine).
- State what they would like to be when they grow up and why.

Gather information from other students in their class regarding what they would like to be when they grow up.

- Identify key events in their lives.
 - Make a pictorial timeline for the key events in their life (birth of a sibling, a trip, some wedding or a party, a picnic).
 - Identify changes that have occurred in their own lives (crawling to walking).
 - Inquire about the key events in the lives of their parents and grandparents.
 - List things that people did differently in past from today.

 - Name prophets (Hazart 'Ibrahim (A.S), Hazart Moosa, (A.S), and Hazart 'Isa (A.S) and Hazrat Mohammad (Sallallah-u-talalhi wa alihi wa sallam)).
 - Recognize that Hazrat Mohammad (Sallallah-u- 'alaihi wa alihi wa sallam) is the last prophet of Almighty 'Allah.
 - Narrate the biography/Seerat of Hazrat Mohammad (Sallallah-u-talalhi wa alihi wa sallam) (birth, early upbringing and character).
 - Recognize that they should recite \$allallah-u-'alaihi wa alaihi wa sallam whenever they read, say, and hear name of Hazart Mohammad (Sallallah-u-talalhi wa alihi wa sallam).
 - Recite with translation the short form of Darood.
 - Recognize that members of a family live together in a home.
 - Describe and draw a picture of their home.
 - Name family members living with them in their homes.
 - Identify the different kinds of houses families live in (bungalow, mud house, hut, and apartment).
- List ways in which they can keep their homes clean.
- Recognize that many families living in a locality make a neighbourhood.
 - Describe their neighbourhood (in terms of people, mosque, shop, street, park etc.).
 - Identify key places on a pictorial map of a neighbourhood.
 - Describe and draw a picture of their school.
 - Identify the people they interact with in school (teachers, students, principal, service providing staff etc.).
 - List the activities they engage in at school.
 - List the rules they follow in the classroom.
 - Follow class rules.
 - Recognize that they should respect everyone in their school (teachers, class fellows, service providing staff etc.).
 - Recognize that people pray to thank God for His blessings and bounties.
 - Recognize that people pray in different ways.
 - Name the five prayers that Muslims *offer* daily.
 - Recognize - Azan as a call for Narnaz.
 - Find out a Mosque/Masjid in their neighbourhood.
 - Inquire about other places of worship in their neighborhood (church, temple etc.).
 - Recognize that they should respect all places of worship.
 - Recognize that in case of illness they require medical assistance/treatment.
 - List people who provide health care (doctors,nurses etc.).
 - Name the nearest health care facility in their neighborhood.
 - Describe an incident where they or another family member had fallen sick and took medical treatment.
 - Identify the causes of illness.
 - Identify unhealthy habits that cause common illnesses (cough, diarrhea etc.).
 - List various ways of protecting oneself from diseases (keeping self and surroundings clean, drinking clean water and eating healthy food, getting vaccinated).
 - Recognize the difference between a shop and a market.

- List things they can buy from a market/shop.
 - List various kinds of shops in their neighborhood (meat shop, grocery stores, bakery etc.).
 - Identify the different things sold in particular shops (e.g. carrots, onions in green grocer).
- Recognize that different things have different prices
- Identify the need for parks in a neighborhood (for playing, doing exercise, riding, meeting with friends and other people).
 - List different things in their Neighborhood Park/ playground.
 - List ways to keep parks/playgrounds clean.
- Design the park they would like to go to.
- Identify the means of transportation which people use in their surroundings.
 - Differentiate between slow & fast means of transportation in their surroundings.
 - Identify slow & fast means of transportation from charts and pictures (cycle, aero plane, car etc).
 - Identify the places where buses and trains stop, aero planes land and ships berth.
 - Describe the activities that take place at a bus stop, station, airport, and harbor.
 - Identify some traffic rules.
 - Identify the safety rules they should follow while walking on the road, crossing a road, traveling by a bus etc.
 - Identify what makes their neighborhood dirty.
 - List the ways by which they can keep their neighborhood clean.
 - Recognize that a clean neighborhood is important for living a healthy life.
 - State the ways they kept their neighborhood clean.
 - Identify instances of inclusion and exclusion in pictures and stories.
 - Narrate an incident of including someone in an activity in class, at home, in neighborhood etc.
 - Greet everyone by saying Salam, Hello, Good Morning etc.
 - Use *please* and *thank you* when asking for and receiving something.
 - Recognize the importance of telling the truth, being honest, speaking politely, being kind etc. to others.
- Identify the qualities of a good human being.
- Name the Holy Books revealed by Almighty 'Allah.
 - Identify the Prophet to whom Almighty 'Allah revealed each Holy Book.
 - Recognize that Quran is the last Holy Book revealed by Almighty 'Allah.
 - Recognize that the Quran and other Holy Books tell us how to live a good life.
 - Recognize the importance of respecting all Holy Books.
 - Identify the plants they see around them.
 - Recognize the differences between the plants they see around them.
 - 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.
 - Identify the animals they see around them.
 - Identify the differences between the animals they see around them.
 - Identify the food which different animals eat.
 - Recognize the importance of animals as a source of food, and transport.
 - Identify the homes of animals (nest, burrow).
 - Differentiate between animals that can and cannot be kept at home.
 - Identify the measures for the better care of domestic animals.
 - Recognize that plants and animals need water, food, and air to live.
 - List ways in which they can take care of things around them.
 - Name different objects in their surroundings (home, school, and neighborhood).

	<ul style="list-style-type: none"> • Recognize that objects are different in shape, size, texture and weight. • Group objects based on shape (circle, triangle, square, and rectangle), size (big, little; large, small), texture (rough, smooth, hard, soft), and weight (heavy, light). • Recognize that many objects make sounds. • Identify that sounds can be made in different ways (hitting, shaking, blowing, and plucking). • Recognize that they hear sounds with ears. • Recognize that sounds heard are low when they are far away. • Recognize that light is needed to see objects in the dark. • Recognize that some lights are intense and some are dim. • Recognize that objects are made of different materials. • Group objects based on the materials they are made of (wood, paper, plastic etc.). • Identify materials that can be hard or soft, smooth or rough. • Recognize that the same material can be used for making different objects. • Recognize that the same object can be made from different materials. • Recognize that some objects are made of more than one material. • Identify the shape of the Earth. • Recognize that the Earth is covered with land and water. • Identify objects in the sky during day and night. • Recognize that the sun shines very brightly during the day and gives us heat and light. <p>Recognize that the moon and stars shine at night.</p> <ul style="list-style-type: none"> • Identify the daily weather conditions (sunny, rainy, cloudy, and windy). • Predict daily weather conditions (through observations) . • Name four seasons (spring, summer, autumn, and winter). • Illustrate the key characteristics of the four seasons (summer: hot, winter: cold, autumn: leaves fall, spring: new flowers and leaves). • Relate seasonal weather conditions to appropriate choices for clothing, food and recreational activities.
<p>II</p>	<p>All the students will be able to:</p> <p>Recognize that Almighty Allah gives us innumerable Blessings/Bounties (home, family, food etc.).</p> <ul style="list-style-type: none"> • Recognize that everyone should thank Almighty 'Allah for His blessings/Bounties. • Recite brief connotations in Arabic that Muslims use in daily life with their meanings (Insha 'Allah, Ma sha 'Allah, 'al-Harndu lillah, Yarhamu kallah). • Recognize the map of Pakistan. • Name the four provinces of Pakistan. • Narrate the major events in the life of Qauld-e- Azam (date of birth, founder of Pakistan, few major contributions, and the date when he died). • Recognize the significance of the national flag • Draw the flag of Pakistan. • Identify what the colours and symbols on the flag represent. • Recognize that all countries have a flag. <ul style="list-style-type: none"> • Recognize that the people of Pakistan live in villages and cities. <ul style="list-style-type: none"> • Identify key characteristics of a village (buildings, facilities, noise and the work people do). • Identify key characteristics of a city. • Compare village and city life. • Describe a day in the life of villagers (male and female). • List some of the common vocations/professions of a village / city (cobbler, musician, tailor, butcher etc.). • List similarities and differences of their city or village with that of other cities or villages in different parts of the country/world. <p>Indicate choice of place to live and give reasons.</p> <ul style="list-style-type: none"> • Conduct an inquiry into the ways in which their village/city has changed over time (from elders, books, and other sources) and present findings orally. • Construct a pictorial timeline of key events in their village/city. • Identify key persons in the history of their city/village (political, social, and cultural).

	<p>Recognize good character and personal virtues in key persons in the history of their village/city.</p> <ul style="list-style-type: none"> • Recognize the importance of fasting for people of all faiths. • Recognize that people of all faiths fast at different times of the year. • Recognize that Ramadan is the month of fasting for Muslims. <p>Identify what Muslims do during the month of Ramadan.</p> <ul style="list-style-type: none"> • Describe how people celebrate 'ETd-ul-Fitr& 'ETd- ul-Azha. • Identify other cultural and religious festivals celebrated in their village/ city. <ul style="list-style-type: none"> • Recognize that just like parents head a family, a principal runs a school; there are people who take responsibility for their village/city. <ul style="list-style-type: none"> • Identify some goods and services that government provides for the people of the village/city (water, roads, electricity, education and hospitals). • List three rights they have (Right to education, play, health care). • Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of play equipment and do not pluck flowers in parks, wash fruits and vegetables before eating, boil water). <ul style="list-style-type: none"> • Recognize that the natural environment comprises living and non living things. • Name some natural resources. • Recognize the importance of natural resources. • Recognize the importance of the resources of land. • List the ways in which people use the land. <ul style="list-style-type: none"> • Recognize the importance of water for living things. • Identify the natural sources of water. • Identify the main sources of water in their locality. • Recognize the importance of the resources of water. • Narrate how water gets from a natural source to the taps in their home. • List the daily activities in which they use water. • Recognize that clean water should be used for drinking purposes. • Recognize that there are some people who always face shortage of water. • Name the plants that grow in their surroundings. • Identify major parts of a plant. • List the functions of the root, stem, leaf and flower. • Identify the different kinds of leaves found around them. • Identify the roots that are eaten by people. <ul style="list-style-type: none"> •Name the plants around them which have flowers and which do not have flowers. • Identify that all fruits have seeds in them. • Recognize that some plants grow from seeds. • Identify that soil and water is needed to grow a plant. <p>Identify the ways in which plants are used (food, clothing, shelter etc.).</p> <ul style="list-style-type: none"> • List the animals they see in their surroundings (land, air and water). • Recognize that animals that live on land are different in features from those that live in air and water. • Recognize that all animals have young that grow into adults. • Name different animals and their young ones (horse and foal, swan and cygnets, frogs and tadpoles, butterflies and caterpillars). • Identify that some young animals do not look like their parents (frogs and butterflies). • List the animals that feed their young and look after them until they are grown. • Recognize that there is a need for shelter for living things. • Name different places where animals live. <ul style="list-style-type: none"> • Recognize that human being use the resources of the Earth to meet their needs (land for farming, river/ sea for fishing etc.). • Recognize that people work to earn for living and through their work help each other.
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	<ul style="list-style-type: none"> • Differentiate between the materials that are found naturally and the objects that are made from these materials by humans. • List the major crops grown and animals reared in Pakistan. • Recognize that people process the crops they grow for making products (cotton to thread to cloth to garments). • Identify the natural source of common products sold in the market (biscuits made from wheat). • Identify the differences in the ways buildings are constructed in cities and villages (size, area covered, materials used, and style). • Identify the materials and tools used by people to construct buildings. • Identify the properties of the materials that make them useful for construction purposes. • Recognize that materials can change shape when we push or pull them. • Identify famous buildings in the world from given pictures. • Identify the different job/ labour needed to construct buildings (masonry, carpentry, painting, plumbing etc.). • Identify the ways human being waste water. • Identify problems caused by wastage of water. • Suggest ways to save water. • Recognize the importance of forests for them. • Identify the ways in which the land is destroyed due to human activity (deforestation). • Suggest ways to reduce deforestation. • Identify sources of heat and light in their homes, schools and surroundings. • Group sources of light and heat into natural and human made. • Identify and describe methods of producing heat (burning and rubbing). • 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. • Narrate events from the Biographyj Seerat of Hazarat Mohammad (Sallallah-u-talaihi wa alihi wa sallam). • Narrate events from the life of Hazarat MOsa (A.S) and Hazarat 'Isa (A.S). • Identify examples of good character from the life history of Hazarat Mohammad (Sallallah-u-talaihi wa alihi wa sallam) (truthfulness, love, forgiveness). • List the things they share with others (toys with friends etc). • Identify from given pictures and stories the ways in which people help each other (at home, in classroom, in village city). • Narrate an incident when they helped someone by sharing food, toys, books, etc. • Identify ways in which people are similar and different. • Recognize the need to respect all people as they are born equal and with human dignity. • Identify ways in which they can show respect for others. • State the importance of taking turns. • Identify occasions when it is important to wait for one's turn. • Recognize what they say and do, can hurt others, and what others do and say, can hurt them (telling lies, pushing others, using derogatory words). • Identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.). <p>Recognize that when people hurt them, they have to forgive them.</p> <ul style="list-style-type: none"> • Identify fairness and unfairness in stories. • Identify ways of making unfair situations fair. • Accept responsibility for treating others unfairly. • Change behaviour when it is shown to be unfair.
III	<p><i>All the students will be able to:</i></p> <ul style="list-style-type: none"> • Recognize that heat and light of the Sun help to sustain life on Earth. • Define the term habitat. • Describe the different habitats for living things (Polar Regions, desert, forest, sea and rivers). • Identify the environmental factors (temperature, light, water) that support life in a habitat. • Name plants and animals that live in each of the different habitats. • Identify the ways plants and animals adapt to their habitat (camel, fish, polar bear, cacti, lotus, pine trees etc.). • Identify the ways human activities affect the natural habitats.

- Describe the effects of human activity on the habitats.
- Compare young plants and animals with their parents (from pictures, through observation etc.).
- Identify the changes that animals and plants undergo during their life (hen, frog butterfly, cat, sunflower, rose).
- Interpret diagrams of the life cycles of animal and plant to identify the different stages.
- Sequence the stages of the life cycle of a plant/animal.

Illustrate the life cycle of an animal and a plant.

- Recognize that while living on the Earth we see the sun rising in the East and setting in the West.
- Name the four cardinal directions.
- Name places towards North, South, East and West of the school/home.
- Describe the size of the shadow with the position of the sun.
- Recognize that the size of the shadow created by the position of the sun was used to tell the estimated time.
- Define the terms natural resources, human resources, and capital 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.
- Identify how a good or service is made available.
- Identify the main goods and services of their local area.
- Recognize the concept of specialization (being an expert in one job or service or product).
- Recognize the need for interdependence as not all goods and services are available in their area.
- Define scarcity.
- Recognize that people make economic choices because goods and services are limited.
- Describe ways in which humans have changed the natural environment.
- Predict that what would happen if natural resources were used up.
- Suggest ways to save natural resources.
- Design a poster to communicate ways to conserve natural resources.
- Identify the endangered animals of Pakistan.
- Suggest ways to protect the endangered animals.
- Identify animals, which are extinct.
- Recognize that different animals have different diets.
- Identify that the shape of teeth helps animals to eat their particular foods.
- Recognize that healthy living requires eating a balanced diet, keeping clean, getting a good night sleep and exercising regularly.
- Classify foods into the basic food groups.
- Define a balanced diet.
- Identify foods for the three meals of a day to prepare a balanced diet.
- Prepare a flyer to educate others of the importance of cleanliness for healthy living.
- Recognize the importance of appropriate rest and a good night's sleep for healthy living.
- Identify the ways to get sufficient exercise to stay healthy.
- Recognize that present time is different from the past.
- Identify how schools, communities, transportation have changed over time (from the given pictures).
- Sequence events in a narrative in chronological order.
- Explain why inventors are important.
- Identify the qualities/attributes of an inventor.
- Identify major objects invented and their inventors over the last century.
- Imagine how life would be without anyone major invention.
 - Classify inventions that improved farming, household chores, space exploration and communication.
- Compose a paragraph about their favorite invention.
- Predict how an invention could change life in the future.
- Identify recent inventions (personal computers, fax machines, microwaves, CDs etc.) and how they

have changed the way people work and play.
Gather and organize information and write a report about a recent invention.

- Recognize that people in the past used tools to make their work easier.
- Name the tools from the past given in the pictures and describe their functions.
- Recognize that people today use different tools and machines to make their work easier.
- Name some simple machine they see/use at home (scissors, hammer, pliers).
- Explain how simple machines make work easier.
- Recognize that the position and shape of an object can be changed by a force (push or pull)
- Recognize that push and pulls move things fast or slow.
- Recognize from pictures of the past that force applied by humans and animals moved vehicles while today vehicles are moved by machines (Tonga, bullock cart, cycle, pushcart, bus, motorcycle, and car).
- Observe and describe how motion of vehicles can be changed by applying force (speed up, slow down, change direction etc.).
- Recognize that greater the force, the greater the change in the motion of an object.
- Describe the activities that individuals perform for the welfare of the local community.
- Identify key public issues in their local area (drinking water, school, sewage system etc.).
- Inquire into one issue, identify its causes, suggest solutions and take a responsible action to solve the issue.
- Recognize that people organize themselves to meet their needs.
- Describe what government does to meet the needs of the people.
- Suggest ways the government and people can work together to meet people's needs in the area.
- Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions).

Identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty and respect for the rights of others.

- Identify the disagreements/conflicts that occur at home, in school and in the local community (from stories and role plays).
- Identify the feelings of people in different conflicting situations.
- Identify causes of conflict.
- Describe the impact of conflict on the people involved and the larger community.
- Identify the ways in which people resolve conflicts at home, in school and in the local community.
- Suggest strategies for preventing conflicts.
- Use discussion and problem solving methods to work out disagreement.

SUBJECT: MATHS

Grade	Student Learning Outcomes (SLOs)
1	<ul style="list-style-type: none"> ▪ Identify numbers 1 - 9. ▪ Identify 0 as a number. ▪ Read numbers up to 9 in numerals and in words. ▪ Write numbers up to 9 in numerals and in words. ▪ Count objects up to 9 and represent in numbers. ▪ Match the numbers 0 - 9 with objects. ▪ Count backward from 9. ▪ Arrange numbers in ascending and descending order. ▪ Identify which number (up to 9) comes before/after a number. ▪ between two numbers. ▪ Identify 10 as a number. ▪ Compare and order the numbers 0 - 10. ▪ Read numbers up to 99. ▪ Write numbers up to 99. ▪ Count numbers up to 99. ▪ Recognize the place values of numbers (tens and ones). ▪ Identify the place value of the specific digit in a two digit number. ▪ Compare one and two digit numbers. ▪ Write numbers in increasing and decreasing order. ▪ Place the mixed numbers in order. ▪ Order the set of numbers from 0 to 99 in increasing and decreasing order. ▪ Identify which number (up to 99) comes before/ after a number. ▪ between two numbers. ▪ Write numbers in increasing and decreasing order up to 99. ▪ Count in tens and recognize 100 as a number. ▪ Identify and write missing numbers in a sequence from 1 to 100. ▪ Count and write the number of objects in a given set. ▪ Identify the position of objects using ordinal numbers such as first, second, tenth, including representations 1st, 2nd etc. ▪ Compare two or more groups in terms of number of objects. ▪ Match objects having one to one correspondence. ▪ Identify the number of objects in two groups to show 'more than' or 'less than'. ▪ Compare numbers from 1 to 20 to identify 'How much more' one is from the other. ▪ Recognize and use symbols of addition '+' and equality '='. ▪ Add two one-digit numbers (sum up to 9). ▪ Add a two-digit number with one-digit number. ▪ Add a two-digit number with 10s. ▪ Add two two-digit numbers. ▪ Complete equation such as $\square + 4 = 7$ (include questions that sum up to 20). ▪ Add mentally the numbers using real life examples. ▪ Construct addition equations from given pictures. ▪ Compare numbers from 20 and find 'How much smaller?' ▪ Recognize and use the symbol of subtraction '-'. ▪ Subtract ones from ones. ▪ Subtract ones from 2-digit numbers. ▪ Subtract tens from 2-digit numbers. ▪ Subtract 2-digit numbers from 2-digit numbers.

	<ul style="list-style-type: none"> ▪ Fill up the equation, such as $9 - \square = 7$, with proper number. ▪ Subtract mentally the numbers given in simple real life examples. ▪ Construct subtraction equation from given pictures. <p>Compare objects to identify:</p> <ul style="list-style-type: none"> ▪ long, longer, longest, ▪ short, shorter, shortest, ▪ tall, taller, tallest, ▪ high, higher, highest, ▪ heavy, heavier, heaviest, ▪ light, lighter, lightest. ▪ Identify Pakistani currency coins (Rs. 1,2 and 5). ▪ Identify Pakistani currency notes (Rs. 10, 20, 50 and 100). ▪ Match a group of coins/notes to an equivalent group of different denominations. ▪ Add and subtract money using the prices of objects (e.g. toys). ▪ Recognize money change (up to 100) to its equivalent denominations. ▪ Determine if enough money is available to make a purchase. ▪ Add different combinations of coins/notes. ▪ Recognize the hour and minute hands of an analog clock. ▪ Read and tell time in hours from the analog clock e.g., two o'clock. ▪ Read and tell time in hours from the digital clock. ▪ Name in order the days of the week. ▪ Identify which day comes after/ before a particular day. ▪ Name (orally) the solar months of the year. ▪ Recognize and match objects, from daily life, of similar shape. ▪ Identify the following basic shapes: <ul style="list-style-type: none"> ▪ rectangle, ▪ square, ▪ circle, ▪ oval, ▪ triangle. ▪ Identify the basic shapes from real life objects. ▪ Match similar basic shapes. ▪ Identify and describe patterns with 2 or 3 elements. ▪ Extend a given pattern of 2 to 3 elements. <p>Identify whether an object is placed</p> <ul style="list-style-type: none"> ▪ inside or outside, ▪ above or below, ▪ over or under, ▪ far or near, ▪ before or after, ▪ right or left, of a given picture.
II	<ul style="list-style-type: none"> ▪ Write ordinal numbers from first to twentieth. <p>Write numbers 1 - 100 in words.</p> <ul style="list-style-type: none"> ▪ Recognize the place value of a 3-digit number. ▪ Identify the place value of a specific digit in a 3-digit number. ▪ Compare 2- or 3-digit numbers (hundreds, tens and ones). ▪ Read numbers up to 999. ▪ Write numbers up to 999 in numerals. ▪ Identify numbers given in ascending or descending order.

- Count backward ten step down from any given number.
- Arrange numbers up to 999, written in mixed form, in increasing or decreasing order.
- Count and write in 10s (e.g. 10,20,30, ...).
- Count and write in 100s (e.g. 100,200,300,...).
- Identify the smallest/largest number in a given set of numbers.
- Recognize that 1000 is one more than 999 and the first four digit number.
- Recognize fraction as equal parts of a whole.
- Identify half, one third and quarter with the help of objects and figures (without writing $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$).
- Represent half, one third and quarter in numerical form as $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$
- Shade the equal parts of a given figure to match a given fraction.
- Recognize and name unit fractions up to $\frac{1}{2}$.
- Recognize fractions like two third, three fourth, four fifth and so on using $\frac{2}{3}, \frac{3}{4}$,
.....
- Add ones and ones.
- Add ones and 2-digit numbers with carrying.
- Add 2-digit numbers and 2-digit numbers with carrying.
- Solve real life problems, involving addition of 2- digit numbers, with carrying.
- Add 3-digit numbers and ones without carrying.
- Add 3-digit numbers and 2-digit numbers without carrying.
- Add 3-digit numbers and 3-digit numbers without carrying.
- Solve real life problems, involving addition of 3- digit numbers, without carrying.
- Add 3-digit numbers and ones with carrying of tens and hundreds.
- Add 3-digit numbers and 2-digit numbers with carrying of tens and hundreds.
- Add 3-digit numbers and 3-digit numbers with carrying of tens and hundreds.
- Solve real life problems with carrying of tens and hundreds.
- Verify commutative property with respect to addition (sum should not exceed 100).
- Subtract ones from 2-digit numbers with borrowing.
- Subtract 2-digit numbers from 2-digit numbers with borrowing.
- Solve real life problems of subtraction with borrowing.
- Subtract ones from 3-digit numbers without borrowing.
- Subtract 2-digit numbers from 3-digit numbers without borrowing.
- Subtract 3-digit numbers from 3-digit numbers without borrowing.
- Solve real life problems of subtraction without borrowing.
- Subtract ones from 3-digit numbers with borrowing.
- Subtract 2-digit numbers from 3-digit numbers with borrowing.
- Subtract ones from 3-digit numbers with borrowing.
- Solve real life problems of subtraction with borrowing.
- Solve simple problems regarding addition and subtraction with carrying/borrowing in mixed form.
- Recognize and use multiplication symbol 'x'.
- Recognize multiplication as repeated addition (e.g. $2 + 2 + 2 = 6 \sim 3 \text{ times } 2 = 3 \times 2 = 6$).
- Complete number sequences in steps of 2,3,4,5 and 10 (e.g. in steps of 2 the sequence is expressed as 2, 4,6,...).
- Develop multiplication tables of 2, 3, 4, 5 and 10 till the multiplication 10×10 .
- Multiply numbers within multiplication table.
- Verify commutative property of multiplication.
- Solve real life problems on multiplication.
- Recognize and use division symbol '+'.
Note: The original text contains a typo where the division symbol is represented as '+', which has been corrected to '÷'.
- Recognize division as successive subtraction.
- Divide numbers within the multiplication tables with remainder zero.

	<ul style="list-style-type: none"> ▪ Solve real life problems involving division. ▪ Solve real life problems (using Pakistani currency as well) involving addition, subtraction, multiplication and division. ▪ Recognize the standard units of length, i.e. meter, centimeter. ▪ Read and write standard units of length including abbreviations. ▪ Use appropriate units of length to measure (with straightedge/ ruler) the objects. ▪ Solve real life problems involving measurements. ▪ Recognize the standard units of mass/ weight, i.e. kilogram, gram. ▪ Read and write standard units of mass/ weight including abbreviations. ▪ Solve real life problems involving mass/ weight. ▪ Compare capacity of different objects (jug, glass, cup etc.). ▪ Recognize and use the standard unit of capacity/ volume, i.e. liter. ▪ Read and write standard units of capacity/ volume including abbreviations. ▪ Solve real life problems involving capacity/ volume. ▪ Know the number of hours in a day and number of minutes in an hour. ▪ Read and write the time from a clock in hours and minutes (with five minute intervals) e.g., read 8: 15 as eight fifteen and 8:50 as eight fifty. ▪ Recognize a.m. and p.m. ▪ Draw hands of a clock to show time in hours and minutes (with five minute intervals). ▪ Use solar calendar to find a particular date. ▪ Use lunar calendar to find a particular date. ▪ Identify the figures like square, rectangle, triangle, circle, semi-circle and quarter-circle. Identify vertices and sides of a triangle, rectangle and square. ▪ Differentiate between a straight line and a curved line. ▪ Identify straight and curved lines from the given line drawings. ▪ Use straightedge/ ruler to draw a straight line of given length (exclude fractional lengths).
III	<ul style="list-style-type: none"> ▪ Read Roman numbers up to 20. ▪ Write Roman numbers up to 20. ▪ Identify even and odd numbers up to 99 within a given sequence. ▪ Write even or odd numbers within a given sequence. ▪ Identify the place values of numbers up to 6-digits. ▪ Read and write given numbers up to 100,000 (hundred thousand) in numerals and in words. ▪ Compare two numbers using symbols '<', '>' and '='. ▪ Write the given set of numbers in ascending and descending order. ▪ Represent a given number on number line. ▪ Identify the value of a number from number line. ▪ Add numbers up to four digits (with and without carrying) vertically and horizontally. ▪ Add numbers up to 100 using mental calculation strategies. ▪ Solve real life problems involving addition. ▪ Subtract numbers up to four digits with and without borrowing. ▪ Subtract numbers up to 100 using mental calculation strategies. ▪ Solve real life problems involving subtraction. ▪ Use the term 'product' for multiplication of two numbers. ▪ Develop multiplication tables for 6, 7, 8 and 9. ▪ Multiply 2-digit numbers by 1-digit numbers. ▪ Multiply a number by zero. ▪ Apply mental mathematical strategies to multiply numbers up to the table of 10. ▪ Solve real life problems involving multiplication of 2-digit numbers by 1-digit numbers.

	<ul style="list-style-type: none"> ▪ Divide 2-digit numbers by 1-digit numbers (with zero remainder). ▪ Apply mental mathematical strategies to divide numbers up to the table of 10. ▪ Solve real life problems involving division of 2-digit numbers by 1-digit numbers. ▪ Express the fractions in figures and vice versa. ▪ Match the fractions with related figures. ▪ Identify equivalent fractions from the given figures. ▪ Write three equivalent fractions for a given fraction <p>Differentiate between proper and improper fraction.</p> <ul style="list-style-type: none"> ▪ Compare fractions, with same denominators, using symbols '<', '>' and '='. ▪ Add two fractions with same denominators. ▪ Represent addition of fractions through figures ▪ Subtract fractions with same denominators. ▪ Represent subtraction of fractions through figures. ▪ Read standard units of length (kilometer, meter and centimeter) including abbreviations. ▪ Measure and write standard units of length including abbreviations. ▪ Add measures of length in same units with and without carrying. ▪ Solve real life problems involving same units of length for addition with and without carrying. ▪ Subtract measures of length in same units with and without borrowing. ▪ Solve real life problems involving same units of length for subtraction with and without borrowing. ▪ Read standard units of mass/ weight (kilogram and gram) including abbreviations. ▪ Measure and write standard units of mass/ weight including abbreviations. ▪ Add measures of mass/ weight in same units with and without carrying. ▪ Solve real life problems involving same units of mass/ weight for addition with and without carrying. ▪ Subtract measures of mass/ weight in same units with and without borrowing. ▪ Solve real life problems involving same units of mass/ weight for subtraction with and without borrowing ▪ Read standard units of volume (liter and milliliter) including abbreviations. ▪ Measure and write standard units of volume including abbreviations. ▪ Add measures of volume in same units with and without carrying. ▪ Solve real life problems involving same units of volume for addition with and without carrying. ▪ Subtract measures of volume in same units with and without borrowing. ▪ Solve real life problems involving same units of volume for subtraction with and without borrowing. ▪ Use am. and p.m, to record the time from 12-hour clock ▪ Read and write time from analog and digital clocks. ▪ Read and write days and dates from the calendar. ▪ Add units of time in hours. ▪ Solve real life problems involving units of time for addition in hours. ▪ Subtract units of time in hours. ▪ Solve real life problems involving subtraction of units of time in hours. ▪ Recognize point, line segment, ray. ▪ Classify figures according to number of sides as quadrilaterals (rectangles, squares) and triangles. ▪ Identify circle, its radius and diameter. ▪ Calculate perimeters of squares, rectangles and triangles. ▪ Read and interpret a picture graph
IV	<ul style="list-style-type: none"> ▪ Identify place values of digits up to one hundred million. ▪ Read numbers up to one hundred million. ▪ Write numbers up to one hundred million.

	<ul style="list-style-type: none"> ▪ Recognize numbers in words up to one hundred million. <p>Compare and order numbers up to 8 digits</p> <ul style="list-style-type: none"> ▪ Add numbers up to 6 digits. ▪ Solve real life problems involving addition of numbers up to 6 digits. ▪ Subtract numbers up to 6 digits. ▪ Solve real life problems involving subtraction of numbers up to 6 digits. ▪ Multiply numbers up to 5 digits by numbers up to 3 digits. ▪ Solve real life problems involving multiplication. ▪ Divide numbers up to 4 digits by numbers up to 2 digits. ▪ Solve real life problems involving division ▪ Use mixed operations of addition & subtraction and multiplication & division ▪ Solve real life problems (using Pakistani currency as well) involving addition, subtraction, multiplication and division. ▪ Identify divisibility rules for 2, 3, 5 and 10. ▪ Use divisibility tests for 2,3,5 and 10 on numbers up to 5 digits. ▪ Define prime and composite numbers. ▪ Differentiate between prime and composite numbers. ▪ List factors of a number up to 50. ▪ List the first twelve multiples of a 1-digit number. ▪ Differentiate between factors and multiples. <p>Factorize a number by using prime factors.</p> <ul style="list-style-type: none"> ▪ Determine common factors of two or more 2-digit numbers. ▪ Find HCF of two or more 2-digit numbers using <ul style="list-style-type: none"> ▪ Venn diagram, ▪ prime factorization. ▪ Solve real life problems involving HCF. ▪ Determine common multiples of two or more 2-digit numbers. ▪ Find LCM by <ul style="list-style-type: none"> ▪ common multiples, ▪ prime factorization. ▪ Solve real life problems involving LCM. ▪ Define a fraction. ▪ Recognize like and unlike fractions. ▪ Compare two unlike fractions by converting them to equivalent fractions with the same denominator. ▪ Arrange fractions in ascending and descending order. ▪ Simplify fractions to the lowest form. ▪ Identify unit, proper, improper and mixed fractions. ▪ Convert improper fraction to mixed fraction and vice versa. ▪ Add fractions with unlike denominators. ▪ Verify the commutative property of addition of fractions with same denominators. ▪ Verify the associative property of addition of fractions with same denominators. ▪ Subtract fractions with unlike denominators. ▪ Multiply fractions with whole numbers. ▪ Multiply two or more fractions (proper, improper and mixed fractions). ▪ Verify the commutative property of multiplication of fractions. ▪ Verify the associative property of multiplication of fractions. ▪ Divide a fraction by a whole number. ▪ Divide a whole number by a fraction. ▪ Divide a fraction by another fraction (proper, improper and mixed fractions). ▪ Know a decimal number as an alternate way of writing a fraction. ▪ Define decimal as a fraction whose denominator is 10 or a power of 10. ▪ Recognize the places occupied by the digits, after the decimal point, as decimal places.
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- Identify the place value of a digit in decimals.
- Convert a given fraction to a decimal if denominator of the fraction is 10 or a power of 10.
- denominator of the fraction is not a power of 10 but can be converted to.
- Convert decimals (up to three decimal places) to
- Add and subtract decimals (up to two decimal places).
- Multiply a decimal by 10, 100 and 1000.
- Multiply a decimal by a 2-digit number.
- Divide a decimal by a 1-digit number (quotient being a decimal up to two decimal places).
- Convert
 - kilometers to meters,
 - meters to centimeters,
 - centimeters to millimeters.
- Add and subtract expressions involving similar units of length.
- Use appropriate units to measure the length of different objects.
- Solve real life problems involving conversion, addition and subtraction of units of length.
- Add and subtract expressions involving similar units of mass/ weight.
- Use appropriate units to measure the mass/ weight of different objects.
- Solve real life problems involving conversion, addition and subtraction of units of mass/ weight.
- Convert liters to milliliters.
- Add and subtract expressions involving units of capacity/ volume.
- Use appropriate units to measure the capacity/ volume of different objects (utensils etc.)
- Solve real life problems involving conversion, addition and subtraction of units of capacity/ volume.
- Read time in hours, minutes and seconds.
- Convert hours to minutes and minutes to seconds.
- Convert years to months, months to days and weeks to days.
- Add and subtract units of time without carrying /borrowing.
- Solve simple real life problems involving conversion, addition and subtraction of units of time.
- Know instruments of a Geometry Box i.e., pencil, straightedge/ruler, compasses (sometimes called a pair of compasses), dividers (sometimes called a pair of dividers), set squares and protractor.
- Recognize the use of pencils of grade Hand HB. Demonstrate the use of H and HB pencils by drawing different lines.
- Measure the length of a line in centimeters and millimeters using straightedge/ruler and dividers.
- Draw a straight line of given length using a straightedge/ruler and dividers.
- Draw a curved line and measure its length using thread/dividers and straightedge/ruler.
- Recognize horizontal and vertical lines.
- Draw a vertical line on a given horizontal line using set squares.
- Recognize parallel and non-parallel lines.
- Identify parallel and non-parallel lines from a given set of lines.
- Draw a parallel line to a given straight line using set squares.
- Draw a line which passes through a given point and is parallel to a given line (using set squares).
- Recognize an angle through non-parallel lines.

	<ul style="list-style-type: none"> ▪ Draw an angle AOB with vertex (O) and arms (OA,OB) to recognize the notation \angle AOB for an angle AOB. ▪ Recognize right angle through horizontal and vertical lines. ▪ Demonstrate acute and obtuse angles via the right angle. ▪ Recognize the standard unit for measuring angles as one degree (1°) which is defined as $\frac{1}{360}$ of a complete revolution. ▪ Measure angles using protractor ▪ where upper scale of protractor reads the measure of angle from left to right. ▪ lower scale of protractor reads the measure of angle from right to left. ▪ Draw a right angle using protractor. ▪ Draw acute and obtuse angles of different measures using protractor. ▪ Draw an angle (using protractor) ▪ equal in measure of a given angle, ▪ twice the measure of a given angle, ▪ equal in measure of the sum of two given angles ▪ Identify centre, radius, diameter and circumference of a circle. ▪ Draw a circle of given radius using compasses and straightedge/ruler. ▪ Construct squares and rectangles with sides of given measure using protractor, set squares and straightedge/ ruler. ▪ Read and interpret simple bar graphs given in horizontal and vertical form. ▪ Read and interpret line graph.
V	<ul style="list-style-type: none"> ▪ Read numbers up to 1 000 000 000 (one billion) in numerals and in words. ▪ Write numbers up to 1 000 000 000 (one billion) in numerals and in words. ▪ Add numbers of complexity and of arbitrary size. ▪ Subtract numbers of complexity and of arbitrary size. ▪ Multiply numbers, up to 6 digits, by 10, 100 and 1000. ▪ Multiply numbers, up to 6 digits, by a 2-digit and 3- digit number. ▪ Divide numbers, up to 6 digits, by a 2-digit and 3- digit number. ▪ Solve real life problems involving mixed operations of addition, subtraction, multiplication and division ▪ Recognize BODMAS rule, using only parentheses (). ▪ Carryout combined operations using BODMAS rule. ▪ Verify distributive laws. ▪ Find HCF of three numbers, up to 2 digits, using ▪ prime factorization method, ▪ division method . ▪ Find LCM of four numbers, up to 2 digits, using ▪ prime factorization method, ▪ division method . ▪ Add and subtract two and more fractions with different denominators. ▪ Multiply a fraction by a number and demonstrate with the help of diagrams. ▪ Multiply a fraction by another fraction. ▪ Multiply two or more fractions involving brackets (proper, improper and mixed fractions). ▪ Verify distributive laws. ▪ Solve real life problems involving multiplication of fractions. ▪ Divide a fraction by a number. ▪ Divide a fraction by another fraction (proper, improper and mixed). ▪ Solve real life problems involving division of fractions. <p>Simplify expressions involving fractions using BODMAS rule.</p> <ul style="list-style-type: none"> ▪ Add and subtract decimals ▪ Recognize like and unlike decimals. ▪ Multiply decimals by 10, 100 and 1000. ▪ Divide decimals by 10, 100 and 1000

- Multiply a decimal with a whole number.
 - Divide a decimal with a whole number.
 - Multiply a decimal by tenths and hundredths only.
 - Multiply a decimal by a decimal (with three decimal places).
 - Multiply a decimal by a decimal (in the same way as for whole numbers and then put in the decimal point accordingly).
 - Divide a decimal by a decimal (by converting decimals to fractions).
 - Divide a decimal by a decimal using direct division by moving decimal positions.
 - Use division to change fractions into decimals.
 - Simplify decimal expressions involving brackets (applying one or more basic operations).
 - Round off decimals up to specified number of decimal places.
 - Convert fractions to decimals and vice versa.
 - Solve real life problems involving decimals.
 - Recognize percentage as a special kind of fraction.
 - Convert percentage to fraction and to decimal and vice versa.
 - Solve real life problems involving percentages.
 - Convert measures given in
 - kilometers to meters,
 - meters to centimeters,
 - centimeters to millimeters, and vice versa.

 - Add and subtract measures of distance.
 - Solve real life problems involving conversion, addition and subtraction of units of distance.
 - Convert hours to minutes, minutes to seconds and vice versa.
 - Add and subtract units of time with carrying /borrowing.
 - Convert years to months, months to days, weeks to days and vice versa.
 - Solve real life problems involving conversion, addition and subtraction of units of time.
 - Recognize units of temperature in Fahrenheit and Celsius.
 - Solve real life problems involving conversion, addition and subtraction of units of temperature.
 - Describe the concept of unitary method.
 - Calculate the value of many objects of the same kind when the value of one of these objects is given.
 - Calculate the value of a number of same type of objects when the value of another of the same type is given (unitary method).
 - Define ratio of two numbers.
 - Define and identify direct and inverse proportion.
- Solve real life problems involving direct and inverse proportion (by unitary method).
- Recall an angle and recognize acute, right, obtuse, straight and reflex angle.
 - Use protractor to construct
 - a right angle,
 - a straight angle,

 - reflex angles of different measure.
 - Describe adjacent, complementary and supplementary angles.
 - Define a triangle.
 - Define triangles with respect to their sides (i.e., equilateral, isosceles and scalene triangle).
 - Define triangles with respect to their angles (i.e., acute angled, obtuse angled and right angled triangle).

- | | |
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| | <ul style="list-style-type: none"> ▪ Use compasses and straightedge/ruler to construct equilateral, isosceles and scalene triangles when three sides are given. ▪ Use protractor and straightedge/ruler to construct equilateral, isosceles and scalene triangles when two angles and included side are given. Measure the lengths of the remaining two sides and one angle of the triangle. ▪ Define hypotenuse of a right angled triangle. ▪ Use protractor and straightedge/ruler to construct a triangle when two angles and included side are given. ▪ Use protractor and straightedge/ruler to construct acute angled, obtuse angled and right angled triangles when one angle and adjacent sides are given. ▪ Recognize the kinds of quadrilateral (square, rectangle, parallelogram, rhombus, trapezium and kite). ▪ Use protractor, set squares and straightedge/ruler to construct square and rectangle with given side(s). ▪ Recognize region of a closed figure. ▪ Differentiate between perimeter and area of a region. ▪ Identify the units for measurement of perimeter and area. ▪ Write the formulas for perimeter and area of a square and rectangle. ▪ Apply formulas to find perimeter and area of a square and rectangular region. ▪ Solve appropriate problems of perimeter and area. ▪ Define an average (arithmetic mean). ▪ Find an average of given numbers. ▪ Solve real life problems involving average. ▪ Draw block graphs or column graphs. ▪ Read a simple bar graph given in horizontal and vertical form. ▪ Interpret a simple bar graph given in horizontal and vertical form. ▪ Define and organize a given data. |
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SUBJECT: ISLAMAIT

Grade	Student Learning Outcomes (SLOs)
III TO V	<p style="text-align: center;">تدریسِ اسلامیات کے مقاصد</p> <p style="text-align: right;">عمومی مقاصد:</p> <p>نصاب کی تکمیل کے بعد طلبہ اس قابل ہو جائیں کہ</p> <p>۱۔ اُن کے قلوب واذہان میں اسلام کے بنیادی عقائد کا یقین راسخ ہو جائے اور روزمرہ زندگی میں اُن پر ایمانیات کی اہمیت اور افادیت واضح ہو جائے یعنی وہ جان لیں کہ:</p> <p>☆ اللہ تعالیٰ ایک ہے۔ اُس کا کوئی شریک نہیں وہی سب کا خالق و مالک ہے</p> <p>☆ تمام انبیاء کرام عَلَیْهِمُ السَّلَام اللہ تعالیٰ کی طرف سے لوگوں کی ہدایت کے لیے بھیجے گئے ہیں اور حضرت مُحَمَّد صَلَّی اللہُ عَلَیْہِ وَاٰلِہٖ وَسَلَّمَ اللہ تعالیٰ کے آخری نبی اور رسول ہیں۔ اس لیے آپ صَلَّی اللہُ عَلَیْہِ وَاٰلِہٖ وَسَلَّمَ سے محبت، احترام اور آپ صَلَّی اللہُ عَلَیْہِ وَاٰلِہٖ وَسَلَّمَ کا اتباع سب پر لازم ہے اور ایمان کے لئے ضروری ہے۔ عقیدہ ختم نبوت یعنی آپ صَلَّی اللہُ عَلَیْہِ وَاٰلِہٖ وَسَلَّمَ کے بعد قیامت تک کوئی رسول اور نبی نہیں آئے گا۔</p> <p>☆ تمام الہامی کتابیں خصوصاً آخری الہامی کتاب قرآن مجید اللہ تعالیٰ کی طرف سے لوگوں کی راہنمائی کے لیے نازل کی گئی اور اُن میں یہ یقین پیدا ہو جائے کہ اب قرآن مجید ہی ہدایت کے لیے آخری مستند صحیفہ ہے۔ اس لیے اس کی تلاوت کرنا، اس کے مفادیم کو سمجھنا اور اس کے احکامات پر عمل کرنا ضروری ہے اور یہ کہ قرآن مجید کی تعلیمات اور آپ صَلَّی اللہُ عَلَیْہِ وَاٰلِہٖ وَسَلَّمَ کے ارشادات کی روشنی میں انہیں زندگی گزارنا ہے اور اس پیغام میں امن و سلامتی کو عام کرنا ہے۔</p> <p>☆ فرشتے اللہ تعالیٰ کی مخلوق ہیں اور وہ مختلف امور کی انجام دہی پر مقرر ہیں اور ہمہ وقت اللہ تعالیٰ کی بندگی اور حمد و ثنا کرتے ہیں۔</p> <p>☆ آخرت ایک حقیقت ہے، قیامت قائم ہوگی جس میں اعمال کا حساب و کتاب ہوگا اور ہر انسان کے اعمال کے حوالے سے جزا و سزا کا تعین عدل و انصاف کی بنیاد پر ہوگا۔</p>

- ۲۔ وہ قرآن مجید کی صحیح تلفظ کے ساتھ تلاوت کر سکیں، تلاوت کی اہمیت اور آداب سے واقف ہوں نیز قرآن مجید کے مجوزہ نصاب کا مفہوم سمجھ سکیں اور حتی المقدور اس پر عمل کر سکیں۔
- ۳۔ وہ حضرت مُحَمَّد صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ کی حیاتِ طیبہ اور اسوۂ حسنہ سے آگاہ ہوں اور حدیثِ رسول صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ کی عظمت و اہمیت جان سکیں اور معاشرے میں ان تعلیمات کے فروغ کا فریضہ انجام دے سکیں۔
- ۴۔ وہ عبادات کی اہمیت و افادیت سے آگاہ ہو جائیں تاکہ اُن کو بجالا سکیں۔
- ۵۔ وہ زندگی کے ہر شعبے میں دین کی اہمیت کو سمجھیں اور عملی طور پر اس کو اپنائیں نیز وہ انسانی اخوت، اتحادِ ملی، تحمل و بردباری، رواداری، مساوات، ایفائے عہد، عدل و انصاف، اخلاص، تقویٰ، صداقت، وقت کی پابندی، صفائی و پاکیزگی، خدمتِ خلق، حقوقِ العباد، وطن اور اہل وطن سے محبت اور قومی اتحاد و یکجہتی جیسے اچھے اخلاق و اوصاف سے متصف ہو جائیں۔
- ۶۔ وہ روزمرہ زندگی میں سادگی اور میانہ روی اختیار کریں۔ فضول خرچی، فخر و غرور، نمود و نمائش، بے جا تکلفات اور منافقت کی جملہ صورتوں سے اجتناب کر سکیں۔
- ۷۔ وہ اُمّتِ مُسَلِمَہ کے علمی، سائنسی، روحانی، سیاسی اور عسکری کارناموں سے روشناس ہو جائیں تاکہ اُن میں اسلام کی عظمتِ رفتہ کی بحالی کا شعور آ جا کر ہو جائے۔
- ۸۔ وہ حقوق و فرائض کے متعلق اسلامی تعلیمات اور اُن کی اہمیت سے واقف ہو جائیں تاکہ روزمرہ زندگی میں ان پر عمل پیرا ہو کر ایک مثالی مسلمان کا کردار انجام دے سکیں۔
- ۹۔ وہ انبیاء کرام عَلَيْهِمُ السَّلَام، ازواجِ مطہرات، اہل بیت اطہار اور صحابہ کرام رَضِيَ اللَّهُ عَنْهُمْ کی پاکیزہ زندگیوں سے آگاہ ہوں تاکہ اُن میں ان کی اتباع کا ذوق پیدا ہو۔
- ۱۰۔ وہ نظریہ پاکستان اور آزادی کی اہمیت سے آگاہ ہو جائیں تاکہ وہ پاکستان سے محبت، پاکستان کے استحکام، خوشحالی، ملی یکجہتی اور امن باہمی کے لیے عملی جدوجہد کا فریضہ انجام دینے کا شعور پاسکیں۔

خصوصی مقاصد:

اس نصاب کی تکمیل کے بعد طلبہ اس قابل ہو جائیں گے کہ وہ:

- ۱- ایمان کی اہمیت سے آگاہ ہوں تاکہ ایمان کو دنیا کی ہر چیز سے زیادہ عزیز سمجھیں۔
- ۲- اللہ تعالیٰ کی محبت اور عظمت محسوس کرتے ہوئے اپنی زبان اور اپنے عمل سے اس کا اظہار کریں۔
- ۳- حضرت مُحَمَّد صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ کی محبت اور احترام کو عین ایمان جانیں۔ آپ صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ کو خاتم النبیین تسلیم کریں اور آپ صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ کے اتباع کو اپنے لیے باعث افتخار سمجھیں نیز اپنے قول و عمل سے اس کا اظہار کریں۔
- ۴- اسلام کے کامل، عالمگیر اور آخری دین ہونے پر یقین رکھیں۔
- ۵- قرآن مجید کے مجوزہ نصاب کو پڑھ سکیں، ترجمہ کر سکیں اور منتخب احادیث کے اردو ترجمے کو پڑھ کر اصل مفہوم کو آسانی سے سمجھ سکیں اور عملی زندگی کے ساتھ اس کا تعلق جوڑ سکیں۔
- ۶- اللہ تعالیٰ کی عبادت کو زندگی کا شعار بناتے ہوئے اس کی رضا و خوشنودی کو اپنا نصب العین سمجھیں اور ارکان اسلام کی پابندی کرنے والے بنیں۔
- ۷- دنیا و آخرت کی فوز و فلاح کے لیے سیرت طیبہ سے کسب فیض کرنے والے بنیں۔
- ۸- اُمتِ مسلمہ کے شاندار ماضی سے آگاہ ہوں۔ اسلاف کے علمی، سائنسی، روحانی، سیاسی اور عسکری کارناموں کے بارے میں معقول معلومات رکھتے ہوں۔
- ۹- اخلاق، آداب، حقوق العباد اور احترامِ انسانیت کے حوالے سے مجوزہ نصاب کا مطالعہ کریں اور اس کا عملی نمونہ پیش کریں۔

SUBJECT: ETHICS

AIMS & OBJECTIVES

The specific aims and objectives devising the progressive, liberal and constructive curriculum of "Ethics" are as follows:

- 1) Build character of the students to enable them to play a vital and positive role in the society.
- 2) Provide students with pure teachings and social skills to bring about a change in their thought and behavior towards fellow human beings.
- 3) Understand the primacy of religious teachings and their value in social life.
- 4) Translate human values into practice, through "role-models". (Therefore, various remarkable and outstanding personalities are included in the curriculum.)
- 5) Develop etiquettes and mannerism in students
- 6) Create and develop students as the responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
- 7) Practice and promote socialization among members of all faiths.(For achieving this, some festivals have been included from different religions.)

Student Learning Outcomes (SLOs)

Grade – III

Unit – I

Introduction to Religions:

Brief introduction to primitive Religions : Nature Worship

- Sky gods
- Earth gods
- Mythologies (Greek, Babylonian, Egyptian)

Brief introduction to primitive Religions: Animism and Magic

- Totemism
- Fables & Myths

* Note:

The material will contain relevant short stories, which will help students to understand why people used to worship nature.

The language, length and presentation will be developed according to age & cognitive level of students.

Unit – II

Introduction to Religious Ethics:

- Importance of moral values
- Relation between religion and ethics

Ethical Values:

Importance of Life:

- Respect for Human Life
- Respect for the Life on Earth (animals, plants)
- Plant Life

Respect for Humans:

- All human beings are born equal
- Respect for all people irrespective of race, gender, social status, profession and religion

Self Respect:

- Maintain ones own dignity as human being with the sense of equality and justice.

Education:

- Importance of knowledge and its impact on character

Health:

- Looking after oneself
- Cleanliness and hygiene
- Keeping environment clean

Unit – III

Personalities:

Prophet Abraham:

- Life & Traveling
- Strong believer in God
- Uprightness
- Sacrifice (Eldest Son)

Grade – IV

Unit – I

Introduction to Religions:

- Concept of main religions
 - System of beliefs, human conduct and Worship on the basis of following: (Hinduism, Buddhism, Zoroastrianism, Judaism, Christianity, Islam, Sikhism...)
 - Brief introduction, founders and holy books

Unit – II

Hinduism:

- Introduction
 - Origin
 - Development
- Sacred Books
 - Vedas, Upanishads, Ramayana, Mahabharata & Bhagavad-Gita
 - Brief History & Teaching of Vedas with focus on moral concepts
- Main Concepts
 - Om (brief concept)
 - Brahma (brief concept)
 - Mukti (in detail)

Buddhism:

- Introduction
- Origin
- Development
- First Sermon of Buddha under the tree

Unit – III

Ethics & Values:

- Respect for Parents, family, brothers & sisters
- Respect for teachers and class fellows
- Honesty & truthfulness

Unit – IV

Personalities:

Lord Krishna

- Life
- Teachings (Gita)

Gautama Buddha:

- Life
- Parables

Grade – V

Unit – I

Introduction to Religions:

- **Semitic Religions:**
 - Introduction
 - Origin
 - Main Prophets; (Adam, Noah, Abraham, Jacob, Moses, Jesus Christ, Muhammad (Peace Be Upon Them), their relationship with these religions (very briefly).

Unit – II

Judaism:

- Introduction
- Scripture and other books (Talmud, Kabala)
- Prophet Moses
 - Life
 - Teaching
 - Ten commandments
 - Belief in God (in detail)

Christianity:

- Introduction
- Scriptures (The Bible [K.J.V])
- Jesus Christ
 - Life
 - Teachings
 - Sermon on the mount
 - Parable of the Good Samaritan

Islam:

- Introduction
- Scripture (Quran)
- Prophet Muhammad (P.B.U.H)
 - Life
 - Teachings:
 - a- Mithaq Madina: selected clauses related to muslims' relationship with the people of other faiths
 - b- Last Sermon of Holy Prophet (P.B.U.H)

Unit – III

Ethical Values:

- Respect for neighbours
- Respect for elders
- Respect for all religions
- Keeping neighbourhood clean
- Helping others (elderly, class fellows, special people & needy)
- Importance of time and punctuality

Note: Ethical and moral values will be built on some concrete concepts through stories from everyday life and focus on how to apply these concepts and values to real life situations that students face.

Unit – IV

Personalities:

Prophet David

- Life
- Psalms

St. Paul

- Life
- Contribution