

Class	Week 3	Date
Subject	Homework Project	Instructions
English	<p><b>TASK 3: Article Writing</b></p> <p><b>Introduction:</b> Every day, we come across different issues and topics that affect our lives. One such important topic is [insert topic here]. It plays a big role in our daily life and is something we should all know about. In this article, we will learn more about [topic], why it is important, and how it affects us.</p> <p><b>Topic:</b> “How I Can Make My City a Better Place”</p> <p><b>Instructions:</b> Write an article (150–200 words) focusing on cleanliness, kindness, traffic rules, etc. Use facts, examples, and your opinions.</p> <p><b>Vocabulary journal:</b> Pick next 10 new words each week from your reading or experiences and use each in a sentence.</p>	
Urdu	<p>مکالمہ نگاری: تحقیقی تحریر</p> <p>سوال نمبر ۱۔ مکالمہ نگاری میں کرداروں کی زبان، جذبات اور پس منظر کو حقیقت کے قریب لانا کیوں ضروری ہے؟ (جواب کم از کم 10 سطروپر مشتمل ہونا چاہیے)</p> <p>سوال نمبر ۲۔ اگر وہ جانور آپس میں بات کریں تو ان کا مکالمہ کیسا ہو گا؟ ایک بندر اور ایک ہاتھی کا دلچسپ مکالمہ لکھیں۔</p> <p>سوال نمبر ۳۔ درج ذیل محاورات کو درست کر کے تحریر کریں۔ نیز ان کے معانی بھی لکھیں اور جملے بنائیں۔</p> <ol style="list-style-type: none"> <li>۱۔ گریبان چڑھانا</li> <li>۲۔ ہر باغ دکھانا</li> <li>۳۔ تاروں سے باتیں کرنا</li> <li>۴۔ گدھ ریچ کر سونا</li> <li>۵۔ ہتھی پر تیل جمانا</li> </ol> <p>سوال نمبر ۴۔ درج ذیل جملوں کو پڑھیے اور اسم مصدر الگ کریں۔</p> <ol style="list-style-type: none"> <li>۱۔ چھوٹوں سے شفقت کا بہر تا و کرنا چاہیے</li> <li>۲۔ دروازہ بند کرنے سے مجھے گھر ابھت ہوتی ہے۔</li> </ol>	<p>طلبه سوالات کا بغور جائزہ لینے کے بعد جوابات تحریر کریں۔</p>

	<p>۳۔ ٹھنڈا پانی پینے سے کھانی ہو سکتی ہے۔</p> <p>۴۔ ہر ماہ تھوڑی بچت ضرور کرنی چاہیے۔</p> <p>۵۔ بچ کی مسکھیت سے ماں کا دل پر سکون ہو گیا۔</p>	
Mathematics	<p><b>Topic:</b> Algebra</p> <p><b>Algebraic Identities</b> – <math>(a + b)^3</math> and <math>(a - b)^3</math></p> <p><b>Objective:</b> Apply cube expansion formulas to solve real-life and mathematical problems.</p> <p> <b>Application-Based Questions</b></p> <p> <b>Q1: Room Renovation</b> A room's side is extended from <math>a</math> meters to <math>(a + 2)</math> meters. Find the cube of the new length using the identity <math>(a + b)^3</math> where <math>b = 2</math>.</p> <ul style="list-style-type: none"> <li>• What is the new volume if <math>a = 3</math>?</li> </ul> <p> <b>Q2: Gift Box Volume</b> A cubic gift box has side length <math>(x - 1)</math>. Use the identity <math>(a - b)^3</math> to find the volume of the box in terms of <math>x</math>.</p> <p> <b>Q3: Juice Cube Problem</b> A company makes cube-shaped juice boxes. If the side of the cube is <math>(x + 1)</math>,</p> <ul style="list-style-type: none"> <li>• Expand <math>(x + 1)^3</math> to find the volume.</li> <li>• If <math>x = 4</math> cm, what is the volume of the juice box?</li> </ul> <p> <b>Q4: Algebraic Expansion</b> Use the identity <math>(a - b)^3</math> to expand the expression where:</p> <ul style="list-style-type: none"> <li>• <math>a = 2x</math>, <math>b = 3</math> Then simplify and find the value when <math>x = 2</math>.</li> </ul> <p> <b>Q5: Car Manufacturing</b> A company increases the side of a cube-shaped battery pack from <math>a</math> to <math>(a + 5)</math>.</p> <ul style="list-style-type: none"> <li>• Write and expand the new volume using <math>(a + b)^3</math>.</li> <li>• If <math>a = 2</math>, calculate the new volume.</li> </ul> <p> <b>Q6: Cubic Storage Box</b> A storage box has side length <math>(3x - 2)</math>.</p> <ul style="list-style-type: none"> <li>• Use the identity <math>(a - b)^3</math> to expand the</li> </ul>	<p><input checked="" type="checkbox"/> <b>Instructions for Students:</b></p> <ol style="list-style-type: none"> <li>1. Solve each question using the correct formula:  <math>(a + b)^3 = a^3 + 3ab(a+b) + b^3</math>  <math>(a - b)^3 = a^3 - 3ab(a-b) - b^3</math></li> <li>2. Show all steps clearly</li> <li>3. Solve at least 5 questions and try the challenge question for bonus marks.</li> <li>4. Write neatly and draw diagrams if required.</li> </ol>

expression for volume.

- Then calculate the volume when  $x = 1$

 Challenge Question:

Prove that:

$$(a + b)^3 - (a - b)^3 = 6ab(a + b)$$

- Use both identities to expand and simplify.
- Then verify the result by putting  $a = 2$ ,  $b = 1$ .

Activities:

 Activity 1: Formula Art Box

Instructions: Write both identities for  $(a + b)^3$  and  $(a - b)^3$

in the center of a colored page.

Around them, write examples and real-life uses (like cube-shaped gift boxes, juice boxes, room sizes).

- Use colors and drawings to make it attractive.
- You may also draw a cube showing expanded volume using one of the formulas.

 Activity 2: Identity Puzzle Match

Match the following expressions to their correct expanded forms using binomial cube identities.

Expression	Match to Expansion
$(x + 2)^3$	$x^3 + 6x^2 + 12x + 8$
$(a - 1)^3$	$a^3 - 3a^2 + 3a - 1$
$(2x + 3)^3$	$8x^3 + 36x^2 + 54x + 27$
$(y - 4)^3$	$y^3 - 12y^2 + 48y - 64$
$(3a + 1)^3$	$27a^3 + 27a^2 + 9a + 1$

 Activity 3: Algebra Challenge Cards

1. Complete all activities

	<p>Make 3 challenge cards using chart paper or plain sheets. On one side, write:  “Expand <math>(a + b)^3</math>” or “Find the value of <math>(x - 2)^3</math> when <math>x = 3</math>”  On the back side, write the full solution using the identity.</p>	<p>neatly.</p> <ol style="list-style-type: none"> <li>2. Use proper algebraic formulas Solve using step-by-step method.</li> <li>3. Be creative with the drawing and design activities.</li> </ol>
	<p> <b>Activity 4: Real-Life Application – Cube It!</b>  Read the story and answer the question:  Sarah is designing cube-shaped Eid gift boxes. The side of each box is <math>(x + 1)</math> cm.  a) Use the identity to expand and find the volume.  b) If <math>x = 4</math>, what is the total volume of the box?  c) If Sarah makes 5 boxes, what is the total volume?</p>	<ol style="list-style-type: none"> <li>4. Use colors and diagrams where needed. Enjoy learning algebra!</li> </ol>
	<p> <b>Activity 5: Algebra Riddle Time!</b>  Use the identity <math>(a+b)^3=a^3+3a^2b+3ab^2+b^3</math>  Practice 2.13</p>	
Science	<p>Activity no 3: Backyard Food Web Scavenger Hunt</p> <p><b>Objective:</b>  To observe and document local organisms in a food web, demonstrating how energy flows through an ecosystem.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Notebook &amp; pencil</li> <li>• Camera/smartphone (optional)</li> <li>• Colored pens/markers</li> </ul> <p><b>Analyze &amp; Reflect</b></p> <ul style="list-style-type: none"> <li>• Write 3 Observations: <ol style="list-style-type: none"> <li>1. Which organism is most common? Why?</li> <li>2. Did you find any decomposers? How do they help?</li> <li>3. How do humans impact this food web?</li> </ol> </li> </ul>	<p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Explore Your Ecosystem <ul style="list-style-type: none"> <li>• Where to Look: Garden, park, or even a balcony with potted plants.</li> <li>• Time: Early morning or evening (best for spotting insects/birds).</li> </ul> </li> <li>2. Find and Record</li> </ol> <p><b>Organisms</b></p> <p>Search for:</p> <ul style="list-style-type: none"> <li>• Producers (Plants): Grass, trees, shrubs, algae.</li> <li>• Primary Consumers (Herbivores): Grasshoppers,</li> </ul>

	<p>Document Your Findings</p> <ul style="list-style-type: none"> <li>• Sketch or Photograph each organism.</li> <li>• Label Their Role (producer/consumer/decomposer).</li> </ul>	<p>caterpillars, seed-eating birds.</p> <ul style="list-style-type: none"> <li>• Secondary Consumers (Carnivores/Omnivores): Lizards, spiders, frogs.</li> <li>• Decomposers: Earthworms, fungi, ants.</li> </ul> <p>3. Use foolscap sheets to complete the task.</p>
Social Studies	<p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• <b>INTRODUCTION:</b></li> <li>• <b>VIDEO'S LINK:</b>  <a href="https://www.youtube.com/watch?v=8636iW_2QRY">https://www.youtube.com/watch?v=8636iW_2QRY</a></li> <li>• <b>AFTER WATCHING THE VIDEO</b>  <b>WRITE THE SUMMARY OF THE VIDEO</b></li> <li>• <b>10 QUESTIONS FOR STUDENTS</b></li> </ul> <p>After watching the video attentively, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. According to the video, besides the owners, who else can benefit from the outputs of industries?</li> <li>2. What kind of support does the government sometimes provide for setting up industries in less developed areas?</li> <li>3. What are some examples of the incentives mentioned that the government might offer?</li> <li>4. What is one of the primary reasons the video suggests for why industrialization is important for a country's economy?</li> <li>5. How do industries contribute to reducing unemployment and poverty in a region?</li> <li>6. What is the video's example of a place that developed into a city due to industrialization?</li> <li>7. Which specific industries were mentioned as being established in the example city?</li> <li>8. How did the establishment of these initial industries lead to further industrial growth in the area?</li> </ol>	<p>Students should watch the video carefully and answer the questions from that video</p>

	<p>9. According to the video, what are the three key benefits of industrialization highlighted?</p> <p>10. What does the video suggest the government does to encourage industrial growth in backward areas?</p> <p>"Beyond economic growth and job creation, critically analyze the multifaceted impacts of industrialization on a society. Consider both positive externalities (e.g., technological advancement, improved living standards) and negative externalities</p>	
Computer Studies	<p>Integrated Project: Recipe to Flowchart to Algorithm</p> <p>Objective: Connect real-life processes with computational thinking.</p> <p>Guidelines:</p> <p>Choose a recipe (e.g., sandwich)</p> <p>Write a detailed algorithm (steps)</p> <p>Convert to flowchart using correct symbols</p> <p>Note: You may use Google Sheets to calculate ingredient quantities for different servings</p>	<p>Presentation: Use A4-sized assignment sheets for all work. Take a print of your assigned work. Write neatly with a blue pen. Label each sheet with name, class, section, roll number, and topic.</p> <p>Organization: Complete tasks week-wise and arrange them in Computer Subject File. Staple or clip sheets in order before submission.</p>

Class	Week 4	
Subject	Homework Project	Instructions
English	<p>Write a short news report (150–200 words) using proper grammar. Make sure to:</p> <p>Use past tense for actions/events.</p> <p>Use conjunctions to join ideas smoothly.</p> <p>Start with a strong lead sentence (Who, What, When, Where).</p> <p>End with your own reflection or the community's response.</p> <p>Example Prompt:</p> <p>"Report on a clean-up campaign that happened in your area last weekend. Who organized it, what</p>	<p>Objective:</p> <p>Use correct grammar in a real-world context by writing a short news report.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Think of a recent event in your school or neighborhood (e.g., a sports match, school competition, charity</li> </ol>

	<p>happened, and what was the impact?"</p> <p>Vocabulary journal: Pick the next 10 new words each week from your reading or experiences and use each in a sentence.</p>	drive, or environmental activity).
Urdu	<p>لئک میں علامہ اقبال کی مشہور نظم "ماں کا خواب" بیان کی گئی ہے اس نظم کو بار بار سینے یاد کیجیے اور مندرجہ ذیل سوالات کے جوابات دیں۔</p> <p>سوال نمبر ۱۔ نظم ماں کا خواب کو نثری صورت میں تحریر کریں۔</p> <p>سوال نمبر ۲۔ نظم کا مرکزی خیال تحریر کریں۔</p> <p>سوال نمبر ۳۔ "ماں کا خواب" نظم میں علامہ اقبال نے ماں اور بچے کے رشتے کو کس طرح جذباتی اور روحانی انداز میں پیش کیا ہے؟</p> <p>سوال نمبر ۴۔ علامہ اقبال کی بچوں کے لیے کچھی گئی شاعری میں امید اور ثبت سوچ کا عنصر کس طرح نمایاں ہے؟ کسی نظم سے مثال دیں۔</p> <p>سوال نمبر ۵۔ درج ذیل حروف فجیلہ اور حروف استجایہ کو الگ الگ کریں نیز ان کے جملے بھی بنائیں۔</p> <p>اوھو، مر جہا، شاباں، آفرین، توبہ، اُف</p> <p>سوال نمبر ۶۔ درج ذیل ضرب الامثال کے مفہومیم واضح کریں۔</p> <p>کاٹ تو بدن میں لہو نہیں</p> <p>گھر کا بھیدی لزکاڑھا کے</p> <p>گیہوں کے ساتھ گھن بھی پس جاتا ہے</p> <p>بہت مر داں مدد خدا</p> <p>صح کا پیالہ، اکسیر کا نوالہ</p>	<a href="https://youtu.be/Ke5WUva_bXo?feature=shared">https://youtu.be/Ke5WUva_bXo?feature=shared</a>
Mathematics	<p>Topic: Division of Polynomials</p> <p>☞ Part A: Simple Division Questions</p> <p>Solve the following polynomial divisions step by step:</p> <p>Divide : <math>x^2+5x+6 \div (x+2)</math></p> <p>Divide <math>(2x^2+7x+3) \div (x+1)</math></p> <p>Divide <math>(3x^3-6x^2+9x) \div (3x)</math></p> <p>Divide <math>(x^3+8) \div (x+2)</math></p> <p>Divide <math>(x^3-3x^2-x+3) \div (x-1)</math></p> <p>Q1: Juice Box Volume</p> <p>A factory makes cube-shaped juice boxes. The total volume of the box is given by the polynomial:</p> <p><math>V(x)=x^3+3x^2+3x+1</math></p> <p>Divide this by <math>x+1</math> to find the simplified expression representing side length <math>\times</math> height.</p>	<p><input checked="" type="checkbox"/> Instructions for Students:</p> <ol style="list-style-type: none"> <li>1. Read each question <b>ظ</b>carefully.</li> <li>2. Show complete working for each division.</li> <li>3. Use long division or synthetic division methods (whichever is</li> </ol>

	<p> Q2: Paint Area Calculation A wall has an area given by <math>A(x)=x^2+10x+21</math>. The length of the wall is <math>x+3</math>. · Find the width of the wall by dividing the area by its length.</p>	<p>required).</p> <ol style="list-style-type: none"> <li>4. Solve at least 4 simple and 3 application-based questions.</li> <li>5. Complete your homework neatly in full escape sheets .</li> <li>6. Try the bonus challenge question for extra credit!</li> </ol>
	<p> Q3: Packaging Boxes A company packs products in boxes. The polynomial <math>x^3-x^2-x+1</math> represents the volume of a packaging box. · Find the expression for height if the base area is <math>x-1</math></p>	
	<p> Q4: Building Construction A builder uses concrete slabs with a surface area of <math>4x^2+12x</math>. Each slab has a fixed length of <math>x</math>. Find the width by dividing the total area by the length.</p>	
	<p> Bonus Challenge Question: The dividend is <math>x^3+6x^2+11x+6</math> and the divisor is <math>x+1</math> Perform the division and check your answer by multiplying the quotient with the divisor. Does it match the dividend?</p>	
Science	<p>Activity no.4 : Balance the following chemical equations.</p> <ol style="list-style-type: none"> <li>1. <math>H_2 + O_2 \rightarrow H_2O</math></li> <li>2. <math>Mg + O_2 \rightarrow MgO</math></li> <li>3. <math>Na + Cl_2 \rightarrow NaCl</math></li> <li>4. <math>Fe + O_2 \rightarrow Fe_2O_3</math> (Rusting of Iron)</li> <li>5. <math>C + O_2 \rightarrow CO_2</math> (Burning of Carbon)</li> <li>6. <math>Zn + HCl \rightarrow ZnCl_2 + H_2</math></li> <li>7. <math>Al + O_2 \rightarrow Al_2O_3</math></li> <li>8. <math>CaCO_3 \rightarrow CaO + CO_2</math> (Heating Limestone)</li> <li>9. <math>CH_4 + O_2 \rightarrow CO_2 + H_2O</math> (Burning of Methane)</li> <li>10. <math>Pb(NO_3)_2 \rightarrow PbO + NO_2 + O_2</math> (Heating Lead Nitrate)</li> </ol>	<p>Instructions: Use foolscap sheets to balance these chemical equations. (you can take help from your textbook.</p>
Social Studies	<p>HISTORY: INTRODUCTION:</p>	<p>Students should watch the video carefully and answer the questions</p>

	<p>The Cold War was a geopolitical rivalry that lasted from the mid-1940s until the early 1990s, primarily between the United States and its allies (the Western Bloc) and the Soviet Union and its satellite states (the Eastern Bloc). It was characterized by an ideological conflict between capitalism and communism, a nuclear arms race, proxy wars, and intense diplomatic and economic competition, but without direct large-scale military conflict between the two superpowers. The Cold War profoundly shaped international relations, global politics, and economic systems for nearly half a century.</p> <p>VIDEO'S LINK:</p> <p><a href="https://www.youtube.com/watch?v=gxVsVA72wRU">https://www.youtube.com/watch?v=gxVsVA72wRU</a></p> <p>. AFTER WATCHING THE VIDEO WRITE THE SUMMARY OF THE VIDEO.</p> <p>10 QUESTIONS FOR STUDENTS: After watching the video attentively, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What were the primary opposing ideologies and aims of the United States and the Soviet Union that led to mistrust after World War II?</li> <li>2. What event in 1941 caused the Soviet Union to unexpectedly join forces with the United States against Nazi Germany?</li> <li>3. What was the Lend-Lease Act, and how did it facilitate cooperation between the US and the USSR during World War II?</li> <li>4. According to Winston Churchill, what symbolic division descended through Europe in 1946, signaling the beginning of the Cold War?</li> <li>5. What were some of the ways the United States and the Soviet Union antagonized</li> </ol>	<p>from that video</p>
--	--	------------------------

	<p>each other during the Cold War without engaging in direct "hot war"?</p> <ol style="list-style-type: none"> <li>6. What was the purpose of the "buffer zone" created by Stalin in Eastern Europe, and how did it violate agreements made with the US and Great Britain?</li> <li>7. What was the U.S. policy of containment, and what were two key actions taken by the US under this policy in response to Soviet expansion?</li> <li>8. How did Stalin respond to the merging of Western zones of occupation in Germany, and what significant event in Berlin resulted from this response?</li> <li>9. What were the outcomes and significant costs (in terms of finances and lives) for both the US and the USSR in the Korean and Vietnam Wars?</li> <li>10. What were the key events and resolutions of the Berlin Crisis of 1958-1961 and the Cuban Missile Crisis of 1962?</li> </ol> <p>Evaluate whether the concept of 'peace' during this period was truly achieved, or if it was merely a prolonged state of 'negative peace' (absence of direct large-scale violence). Discuss the implications of this distinction for understanding international relations during and after the Cold War era."</p>	
Computer Studies	<p>Flowcharts: Morning Routine Flowchart</p> <p>Objective: Introduce decision-making and process representation.</p> <p>Guidelines:</p> <ul style="list-style-type: none"> <li>Start and end points</li> <li>Daily steps in order (e.g., wake up, brush teeth, eat)</li> <li>Use decision boxes (e.g., "Do I have homework?")</li> <li>Use of correct flowchart symbols.</li> </ul>	<p>Presentation: Use A4-sized assignment sheets for all work. Take a print of your assigned work. Write neatly with a blue pen. Label each sheet with name, class, section, roll number, and topic.</p> <p>Organization: Complete tasks week-</p>

		wise and arrange them in Computer Subject File. Staple or clip sheets in order before submission.
--	--	---

Class	Week 5	Date
Subject	Homework Project	Instructions
English	<p>Think about it:</p> <p>Q: If I could change one rule at school, what would it be and why?"</p> <p>Q: If I could invent a machine to solve one problem in the world, what would it do?</p> <p>Q: If I had a superpower today, what would it be and how would I use it to help others?</p> <p>Q: Watch carefully this Shakespeare's movie of "KING LEAR"</p> <p><a href="https://youtu.be/NFi_AQkrRKY?si=Mv2RcmUHSUGT7-LB">https://youtu.be/NFi_AQkrRKY?si=Mv2RcmUHSUGT7-LB</a></p> <p>Question:</p> <ol style="list-style-type: none"> <li>1. What are the dangers of giving up power without a proper plan, as Lear did? Can you think of any real-life political or business leaders who faced similar consequences?</li> <li>2. King Lear suffers a mental breakdown due to stress, guilt, and loss. How does the play raise awareness about the impact of emotional strain on mental health, and what can we learn from it in today's context?</li> </ol>	<p>Objectives:</p> <p>To encourage students to reflect on school life, think critically about fairness and improvement, and express their ideas with reasons.</p> <p>Objectives:</p> <p>Encourage students to think critically and creatively about real-world issues and how technology or innovation could solve them.</p> <p>Objectives:</p> <p>Think of any superpower: flying, healing, talking to animals, time travel, invisibility, creating peace, making people smile, etc.</p> <p>– Be as creative as you like!</p>

Urdu	<p>دیئے گئے نک میں موجود افسانے "ٹوبہ ٹیک سنگ" کا بغور مطالعہ کیجیے اور اس کے بارے میں دیئے گئے سوالات کے جوابات دیجیے۔</p> <p>پینوارڈ کے انگلوانڈیں پاگلوں کو ہندوستان کی آزادی</p> <p>مندرجہ ذیل سوالات کے جوابات تحریر کریں۔</p> <p>پاکستان اور ہندوستان کی حکومتوں نے پاگلوں کے تبادلے کا فیصلہ کیوں کیا تھا؟</p> <p>لاہور کے پاگل خانے میں پاگلوں نے پاکستان کے بارے میں کیا لچپ چہ میگویاں کی تھیں؟</p> <p>بعض پاگل جو دراصل قاتل تھے، وہ ہندوستان کی تقسیم اور پاکستان کے بارے میں کیا سمجھتے تھے اور کیا نہیں جانتے تھے؟</p> <p>وہ پاگل جو درخت پر چڑھ کر تقریر کرنے لگا تھا، وہ ہندوستان اور پاکستان کے مسئلے پر کیا موقف رکھتا تھا؟</p> <p>ام. ایس. سی. پاس ریڈیو انھیں مسلمان پاگل میں کیا تبدیلی آئی تھی؟</p> <p>پورا اور انگریزوں کے جانے پر کیا پریشانی لاحظ تھی؟</p> <p>بشن سنگھ (ٹوبہ ٹیک سنگھ) کی کیا خصوصیات تھیں؟ اس کی زبان سے نکلنے والے الفاظ کیا تھے اور اس کے سونے جانے کا کیا معمول تھا؟</p> <p>بشن سنگھ کا ٹوبہ ٹیک سنگھ کے بارے میں کیا سوال تھا، اور مختلف لوگ اسے کیا جواب دیتے تھے؟</p> <p>تبادلے کے دن واہگہ بارڈر پر پاگلوں کو سنبھالنا کتنا مشکل تھا اور بشن سنگھ کے ساتھ آخر میں کیا واقعہ پیش آیا؟</p> <p>اس افسانے کے ذریعے منصف نے ہندوستان کی دو حصوں میں تقسیم کے حوالے سے لوگوں کے جزبات کو کیسے پیش کیا ہے؟</p> <p>انسان پڑھنے کے بعد آپ کو کیا لگتا ہے مصف ہندوستان کی تقسیم کی حمایت میں ہے یا نہیں؟ وضاحت کیجیے۔</p> <p>سوال نمبر ۲: مندرجہ ذیل محاورات اور الفاظ کے معانی اور جملے تحریر کریں۔</p>	<p><a href="https://1drv.ms/b/c/ebb81fd3285d0306/Ee1MgALm955Dn9IVQelbQOUBFOQ6Y3kuQPbvBkJshlO55w?e=YRFSmw">https://1drv.ms/b/c/ebb81fd3285d0306/Ee1MgALm955Dn9IVQelbQOUBFOQ6Y3kuQPbvBkJshlO55w?e=YRFSmw</a></p>
------	---	--

	<p>محاورات:</p> <ol style="list-style-type: none"> <li>1. چھان بیان کرنا:</li> <li>2. خبر ہونا / خبر رکھنا:</li> <li>3. دل بھر آنا:</li> <li>4. کانوں کاں خبر نہ ہونا:</li> <li>5. دل کی آواز بند ہونا:</li> </ol> <p>مشکل الفاظ:</p> <ol style="list-style-type: none"> <li>1. لواحیں:</li> <li>2. ماؤف:</li> <li>3. محنت میں گرفتار:</li> <li>4. دورہ سرد پڑنا:</li> <li>5. فلک شگاف:</li> </ol> <p>سوال نمبر ۳۔ اس افسانے میں سے ۱۵ امز کرتلاش کر کے ان کے موٹت لکھیں۔</p>	
Mathematics	<p>Topic : Real Numbers</p> <p> A. Application-Based Questions</p> <ol style="list-style-type: none"> <li>1. Daily Wage Calculation A person earns Rs. 450.50 per day. a) How much will he earn in 6 days? b) How much in 1.5 weeks (Assume 6 working days a week)?</li> <li>2. Dividing Chocolates If 72 chocolates are divided equally among 8 friends, how many chocolates does each get? What operation did you use?</li> <li>3. Decimal to Fraction Convert the following decimals to fractions in lowest terms: a) 0.25 b) 1.2 c) 3.75</li> </ol>	<p> Instructions:</p> <ul style="list-style-type: none"> <li>• Solve one task each day or follow your own pace.</li> <li>• Use a separate notebook or file for your work.</li> <li>• Show all steps clearly.</li> <li>• Use color where needed to highlight key parts.</li> <li>• Ask your parents/guardians to check your work weekly.</li> </ul>

4. Real-Life Scenario: Grocery Bill  
 A bill includes the following:

- Milk: Rs. 160.75
- Bread: Rs. 85.50
- Rice: Rs. 145.30
- Tea: Rs. 300

a) Find the total bill.  
 b) If Rs. 1000 was given, how much change should be returned?

5. Identify the Number Type  
 Classify the following numbers as natural, whole, integer, rational, irrational, or real:

- a)  $\sqrt{3}$
- b) 0
- c)  $5/2$
- d) -8
- e)  $\pi$
- f) 2.5
- g)  $\sqrt{49}$

 B. Fun-Based Questions

1. Number Riddle  
 “I am a number. If you double me and subtract 6, the result is 10. What number am I?”

- Create 2 such riddles using operations and share them with classmates.

2. Fill in the Blanks

- a) The sum of a number and its negative is \_\_\_\_\_.
- b) The product of any number and 0 is \_\_\_\_\_.
- c) Any number divided by 1 is \_\_\_\_\_.
- d) A number that cannot be written as a fraction is called \_\_\_\_\_.

	<p>3. Who Am I?</p> <p>a) I am a positive number, less than 10, but not whole. I cannot be written as a simple fraction. Who am I?</p> <p>b) I am the result of dividing a pizza into 4 equal parts and taking 3 of them. Who am I?</p>	
	<p> C. Activity-Based Tasks</p> <p>1. Real Number Classification Chart</p> <p>Make a colorful tree chart showing the classification:</p> <p>Natural → Whole → Integers → Rational &amp; Irrational → Real</p> <p>Add 2 examples of each. Use your creativity!</p> <p>2. Number Line Design</p> <p>Draw a number line from -10 to +10.</p> <p>On it:</p> <ul style="list-style-type: none"> <li>○ Plot 2 integers</li> <li>○ Plot 2 fractions</li> <li>○ Plot 2 decimals</li> <li>○ Show <math>\sqrt{4}</math> and <math>\sqrt{9}</math></li> </ul> <p>Use colors and label each clearly.</p> <p>3. Grocery Budget Planner</p> <p>Create a list of 5 household items with estimated prices in decimals.</p> <ul style="list-style-type: none"> <li>○ Add the total.</li> <li>○ Calculate 10% discount.</li> <li>○ Write the final amount to be paid.</li> </ul> <p>(You may include actual shop prices if you like!)</p>	
	<p> Bonus Challenge (Optional)</p> <p>1. Write 3 numbers that are rational and 3 that are irrational.</p>	

	<ol style="list-style-type: none"> <li>2. Write the decimal form of <math>1/3</math>, <math>1/4</math>, <math>2/5</math>. Are they terminating or repeating?</li> <li>3. Create your own short story involving the use of operations on real numbers (e.g., shopping, travel, or sharing).</li> </ol>	
Science	<p>Activity no. 5: Simple Experiment to Prove the Law of Conservation of Mass</p> <p>Objective: To demonstrate that mass is neither created nor destroyed in a chemical reaction, only rearranged.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> <li>✓ A ziplock plastic bag (small, sealable)</li> <li>✓ Baking soda (<math>\text{NaHCO}_3</math>) – 1 spoon</li> <li>✓ Vinegar (<math>\text{CH}_3\text{COOH}</math>) – 30 mL (approx. 2 tablespoons)</li> <li>✓ Electronic kitchen scale (or a simple balance)</li> <li>✓ Measuring spoon &amp; cup</li> <li>✓ Tissue paper (optional, to wrap baking soda)</li> </ul> <p>Procedure:</p> <p>Step 1: Measure Initial Mass</p> <ol style="list-style-type: none"> <li>1. Place the empty ziplock bag on the scale and record its mass.</li> <li>2. Add 1 spoon of baking soda to the bag and measure the total mass (bag + baking soda).</li> <li>3. Pour 30 mL vinegar into a small cup and measure its mass separately.</li> <li>4. Calculate the total initial mass: <ul style="list-style-type: none"> <li>○ <math>\text{Mass of bag} + \text{baking soda} + \text{vinegar} = \text{Initial mass}</math></li> </ul> </li> </ol> <p>Step 2: Set Up the Reaction</p> <ol style="list-style-type: none"> <li>1. Carefully pour the vinegar into the ziplock bag without spilling.</li> <li>2. Quickly seal the bag tightly to prevent gas from escaping.</li> </ol>	<p>Instructions:</p> <p>⚠ Do not use glass bottles (pressure can break them).</p> <p>⚠ Seal the bag properly to avoid spills.</p> <p>⚠ Perform the experiment on a flat, clean surface.</p> <ul style="list-style-type: none"> <li>● Use foolscap sheets to submit your report.</li> <li>● Take help from the shopkeepers in your area to calculate the mass of reactants and products under the supervision of your parents.</li> </ul>

	<p>3. Gently shake the bag to mix the baking soda and vinegar.</p> <ul style="list-style-type: none"> <li>○ <i>Observation:</i> Bubbles (CO<sub>2</sub> gas) will form, but the bag will inflate slightly.</li> </ul> <p>Step 3: Measure Final Mass</p> <ol style="list-style-type: none"> <li>1. After the reaction stops, place the closed bag back on the scale.</li> <li>2. Record the final mass and compare it with the initial mass.</li> </ol> <p>Student Report Format (To Submit):</p> <ol style="list-style-type: none"> <li>1. Title: <i>Law of Conservation of Mass Experiment</i></li> <li>2. Aim: To prove that mass is conserved in a chemical reaction.</li> <li>3. Materials Used: (List all items)</li> <li>4. Procedure: (Briefly describe steps in your own words)</li> <li>5. Observations: (Record masses before &amp; after)</li> <li>6. Conclusion: (Explain in 2-3 lines why mass stays the same)</li> <li>7. Challenges Faced (if any): (Example: Gas leaked, measurement errors)</li> </ol>	
--	---	--

Social Studies

## Make a Brochure on Lahore Museum

### HISTORY OF MUSLIM LEAGUE

#### INTRODUCTION:

This video delves into the pivotal formation of the **All India Muslim League in 1906**, a significant event in the history of Indian nationalism. It explores how the League emerged with the core objective of **protecting the political and other rights of Muslims in India**, particularly at a time when they faced challenges in safeguarding their interests. You'll learn about the December 1906 meeting in Dhaka where the League was founded, its aim to ensure the **recognition of Muslim importance**, and its efforts to **represent Muslim needs to the government**, as well as address the community's educational and other pressing problems.

#### VIDEO'S LINK:

[https://www.youtube.com/watch?v=H3X4\\_s3\\_Bbo](https://www.youtube.com/watch?v=H3X4_s3_Bbo)

#### AFTER WATCHING THE VIDEO WRITE THE ANSWERS OF THE FOLLOWING QUESTIONS:

1. When was the All India Muslim League founded?
2. Where did the delegation of Muslim leaders meet the Viceroy?
3. What was the purpose of the Muslim delegation meeting the Viceroy?
4. How did the video describe the Muslim community in India at the

**Instruction about Brochure:**  
**Step 1: Choose Your Format**  
**Step 2: Gather Key Information**

 Inside Pages

**Page 1: Introduction**

**Page 2: History**

**Page 3: Main Attractions**

**Page 4: Special Collections**

**Page 5: Educational Value**

**Page 6: Visitor Information**

**Step 3: Design and Decoration**

**Step 4: Tools You Can Use**

**Handmade: A4 sheets, color markers, printed photos, glue**

	<p>time of the All India Muslim League's formation?</p> <ol style="list-style-type: none"> <li>5. What event in 1901 is mentioned as a precursor to the league's formation?</li> <li>6. Who presided over the founding meeting of the All India Muslim League?</li> <li>7. Where was the founding meeting of the All India Muslim League held?</li> <li>8. What resolution was passed during the founding meeting?</li> <li>9. According to the video, what were some of the difficulties faced by Muslims in safeguarding their interests?</li> <li>10. What was the Muslim community's reaction to the Communal Award?</li> </ol> <p>11. Would you like to explore anything else about this video?</p> <p><b>CONSIDERING THE OBJECTIVES OF THE ALL INDIA MUSLIM LEAGUE AS PRESENTED IN THE VIDEO, HOW MIGHT ITS FORMATION AND ACTIONS HAVE INFLUENCED THE SUBSEQUENT PARTITION OF INDIA IN 1947?</b></p>	
Computer Studies	<p>Topic 3: Google Sheets</p> <p>Guidelines:</p> <ol style="list-style-type: none"> <li>1: Create a table listing 5 of your favorite fruits and their prices.</li> <li>2: Add a column to calculate the total cost if you buy 2 of each fruit.</li> <li>3: Create another sheet in the same Google Sheets file listing 5 household items and their prices.</li> <li>4: Add a column to calculate the total cost if you buy 3 of each item.</li> </ol>	<p><b>Presentation:</b> Use A4-sized assignment sheets for all work. Take a print of your assigned work. Write neatly with a blue pen. Label each sheet with name, class, section, roll number, and topic.</p> <p><b>Organization:</b> Complete tasks week-wise and arrange them in Computer Subject File. Staple or clip sheets in order before submission.</p>

Class	Week 6	Date
Subject	Homework Project	Instructions
English	<p><b>EDUCATIONAL TRIP: Museum Review Article</b></p> <p>Title: "Why Everyone Should Visit the Lahore Museum Once!"</p> <p>Write a one-page review article including:</p> <p>A brief introduction about the museum (location, history).</p> <p>A description of your favorite gallery and why it stood out.</p> <p>Use descriptive language to explain how the museum makes history feel alive.</p> <p>End with a rating (stars or out of 10) and a recommendation.</p>	<p><b>Presentation:</b> Use A4-sized assignment sheets for all work. Write neatly with a blue pen. Label each sheet with name, class, section, roll number, and topic.</p> <p><b>Organization:</b> Complete tasks week-wise and arrange them in English Subject File. Staple or clip sheets in order before submission.</p>
Urdu	<p>اسم صفت</p> <p>لنك میں موجود ویڈیو کیھنے بعد درج ذیل سوالات کے جوابات تحریر کریں۔</p> <p>ہدایات: ہر سوال کے چار مکانہ جوابات ہیں، درست جواب کا انتخاب کریں۔</p> <p>سوال 1: ایسا اسم جو کسی اسم (نام) کی خوبی یا خامی بیان کرے، کیا کہلاتی ہے؟</p> <p>الف) اسم ضمیر ب) اسم معرفہ ج) اسم صفت د) اسم فعل</p> <p>سوال 2: "بچہ ہے" اس جملے میں "ہے" اسم صفت کی کون سی قسم ہے؟</p> <p>الف) صفت عددی ب) صفت ذاتی ج) صفت نسبی د) صفت مقداری</p> <p>سوال 3: وہ صفت جو کسی اسم کی مقدار، وزن یا ناپ کو ظاہر کرے، کیا کہلاتی ہے؟</p> <p>الف) صفت عددی ب) صفت ذاتی</p> <p>ج) صفت نسبی د) صفت مقداری</p> <p>سوال 4: "الماری میں دس کتابیں ہیں" اس جملے میں "دس" اسم صفت کی کون سی قسم ہے؟</p> <p>الف) صفت مقداری ب) صفت نسبی</p> <p>ج) صفت عددی د) صفت ذاتی</p> <p>سوال 5: وہ صفت جو کسی اسم کو کسی جگہ، ذات یا جیز سے منسوب کرے، کیا کہلاتی ہے؟</p> <p>الف) صفت ذاتی ب) صفت عددی</p> <p>ج) صفت نسبی د) صفت مقداری</p> <p>سوال 6: "مجھے عربی زبان پسند ہے" اس جملے میں "عربی" اسم صفت کی کون سی قسم ہے؟</p> <p>الف) صفت مقداری ب) صفت ذاتی</p> <p>ج) صفت عددی د) صفت نسبی</p>	<p><a href="https://www.youtube.com/watch?v=L83j4yFwNfo">https://www.youtube.com/watch?v=L83j4yFwNfo</a></p>

سوال 7: "تھوڑا پانی" میں "تھوڑا" کون سی صفت ہے؟ الف) صفت ذاتی ب) صفت مقداری

ج) صفت عددی د) صفت نسبتی

سوال 8: اسم صفت کی وہ قسم جو کسی چیز کی اچھائی، برائی، حالت یا کیفیت کو ظاہر کرے؟

الف) صفت نسبتی ب) صفت مقداری

ج) صفت ذاتی د) صفت عددی

سوال 9: "میر پر چند سیب پڑے ہیں" - اس جملے میں "چند" کون سی صفت ہے؟

الف) صفت ذاتی ب) صفت عددی (غیر متعین)

ج) صفت مقداری د) صفت نسبتی

سوال 10: درج ذیل میں سے کون سالفظ اسم صفت نہیں ہے؟

الف) خوبصورت ب) میٹھا

ج) لڑکا د) بہادر

سوال نمبر ۲۔ "اپنے پسندیدہ کار ٹوں کردار یا افسانوی ہیر و کو اسم صفت کے قوانین کے مطابق بیان کریں۔ اس کی صفت ذاتی کیا ہو گی، وہ کس صفت نسبتی سے تعلق رکھتا ہو گا، اور اس کے پاس کتنی صفت عددی خصوصیات ہیں؟ ایک مراہیہ انداز میں وضاحت کریں۔"

سوال نمبر ۳۔ درج ذیل ضرب الامثال کا جملوں میں استعمال کریں۔

اوچی ڈکان پھیکا کپو ان

تیکی اور پوچھ پوچھ

آسمان سے گرا کھور میں اٹکا

دور کے ڈھول سہانے

ساقچ کو آنچ نہیں

تینی کر دریا میں ڈال

سوال نمبر ۴۔ درج ذیل الفاظ کے متضاد لکھیں۔

ترقی، قبیل، بیماری، انسان، ممکن، جلد

نصف، مختلف، لمبائی، سخت، آگے، عروج

سوال نمبر ۵۔ مندرجہ ذیل ذو معنی الفاظ کے معانی تحریر کریں اور جملے بنائیں۔

دام دام، تیل تیل، عالم عالم،

سونا سونا، سنگ سنگ

Mathematics	<p>Topics: Properties of Real Numbers &amp; Order of Real Numbers</p> <p> <b>A. Application-Based Questions</b></p> <ol style="list-style-type: none"> <li>1. Using Properties Identify the property used in each of the following:             <ol style="list-style-type: none"> <li>a) <math>5+0=5</math></li> <li>b) <math>3\times 4=4\times 3</math></li> <li>c) <math>(2+3)+4=2+(3+4)</math></li> <li>d) <math>9\times(1/9)=9</math></li> <li>e) <math>6\times(4+2)=6\times 4+6\times 2</math></li> </ol> </li> <li>2. Fill in the blanks using properties of real numbers:             <ol style="list-style-type: none"> <li>a) <math>7+ \underline{\hspace{1cm}} = 7</math> (Identity property)</li> <li>b) <math>6\times \underline{\hspace{1cm}} = 0</math> (Multiplication property of zero)</li> <li>c) <math>\underline{\hspace{1cm}} + (-3) = 0</math> (Additive inverse)</li> <li>d) <math>5\times(3+2) = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}</math> (Distributive property)</li> </ol> </li> <li>3. Real-Life Use of Ordering Temperature readings in <math>^{\circ}\text{C}</math>: Karachi: 32.5, Murree: 16.8, Quetta: 21.7, Lahore: 35.3             <ol style="list-style-type: none"> <li>a) Arrange them in ascending order</li> <li>b) Which city is the hottest?</li> <li>c) Which is the coldest?</li> </ol> </li> </ol> <hr/> <p> <b>B. Fun-Based Tasks</b></p> <ol style="list-style-type: none"> <li>1. Math Riddle Time! “I am a number. When added to 0, I remain the same. When multiplied by 1, I remain unchanged. What am I? Name the properties involved.” (Create 2 more such riddles and write the related property.)</li> <li>2. Magic Sorting Write the following numbers and place them in descending order: <math>\sqrt{2}</math>, 1.5, 0.75, -3, <math>-\sqrt{4}</math>, <math>\frac{2}{3}</math>, 2.5</li> </ol>	<p> Instructions for Students:</p> <ul style="list-style-type: none"> <li>• Complete all tasks neatly in full escape sheets or a project file.</li> <li>• Use a ruler, compass, protractor, and colored pencils.</li> <li>• You may use graph paper for accuracy where required.</li> <li>• Attempt all parts. Marks will be given for creativity, effort, and neatness.</li> <li>• Parents may guide, but the work should reflect your understanding.</li> </ul>
-------------	---	--

	<p><i>(Hint: Convert roots and fractions to decimals before ordering.)</i></p> <p>3. True or False?</p> <ol style="list-style-type: none"> <li>The sum of two real numbers is always a real number.</li> <li><math>a+b = b+a</math> is called Associative Property.</li> <li><math>5+(3+4)=(5+3)+4</math> shows Commutative Property.</li> <li>All integers are real numbers.</li> </ol> <p><i>(Correct the false ones.)</i></p>	
	<p> C. Activity-Based Tasks</p> <p>1. Properties Poster</p> <p>Create a colorful poster or chart that shows the main properties of real numbers:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Commutative</li> <li><input type="radio"/> Associative</li> <li><input type="radio"/> Identity</li> <li><input type="radio"/> Inverse</li> <li><input type="radio"/> Distributive</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Property name</li> <li><input type="radio"/> Definition</li> <li><input type="radio"/> 1 example for each</li> <li><input type="radio"/> A real-life application if possible</li> </ul> <p>2. Real Number Ladder Game</p> <p>Make a number ladder of real numbers (fractions, decimals, roots, integers).</p> <p>Arrange them from least to greatest and decorate the ladder.</p> <p>Example:</p> <p><math>-5, 0, 1/2, \sqrt{2}, 1.5, \pi, -5, 0, 1/2, \sqrt{2}, 1.5, \pi</math></p> <p>3. Number Sorting Activity</p> <p>Cut out 10 small number cards with values like:</p> <ul style="list-style-type: none"> <li><input type="radio"/> <math>-2, 0.5, 3, \sqrt{4}, -1.5, \pi, 2/3, 1, 5, -\sqrt{9}</math></li> </ul> <p>Paste them on a sheet in the correct</p>	

	<p>increasing order and label each as:</p> <ul style="list-style-type: none"> <li>○ Rational or Irrational</li> <li>○ Integer or Non-integer</li> </ul>																					
	<p> <b>Bonus Challenge (Optional)</b></p> <ol style="list-style-type: none"> <li>1. Prove using a number example that: <math>a+0=a</math> = , and <math>a\times 1=a \times 1 =a</math></li> <li>2. Write any 3 real-life examples where ordering real numbers is important. (e.g., temperatures, exam scores, stock market prices)</li> <li>3. Is 0 a rational number? Why?</li> </ol>																					
Science	<p>Activity no.6: Balancing Equations &amp; Practical Applications</p> <p>Study the following reactions and guess the type of changes. Follow the example given below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Chemical reaction</th> <th style="text-align: left; padding: 5px;">Type of reaction</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><math>2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}</math></td> <td style="padding: 5px;">Combination</td> </tr> <tr> <td style="padding: 5px;"><math>2\text{H}_2\text{O}_2 \rightarrow 2\text{H}_2\text{O} + \text{O}_2</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>4\text{Al} + 3\text{O}_2 \rightarrow 2\text{Al}_2\text{O}_3</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>\text{CaCO}_3 \rightarrow \text{CaO} + \text{CO}_2</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>\text{Zn} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>\text{AgNO}_3 + \text{NaCl} \rightarrow \text{AgCl} + \text{NaNO}_3</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>\text{Zn} + 2\text{HCl} \rightarrow \text{ZnCl}_2 + \text{H}_2</math></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><math>\text{Fe} + \text{CuSO}_4 \rightarrow \text{FeSO}_4 + \text{Cu}</math></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Chemical reaction	Type of reaction	$2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$	Combination	$2\text{H}_2\text{O}_2 \rightarrow 2\text{H}_2\text{O} + \text{O}_2$		$4\text{Al} + 3\text{O}_2 \rightarrow 2\text{Al}_2\text{O}_3$		$\text{CaCO}_3 \rightarrow \text{CaO} + \text{CO}_2$		$\text{Zn} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2$		$\text{AgNO}_3 + \text{NaCl} \rightarrow \text{AgCl} + \text{NaNO}_3$		$4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$		$\text{Zn} + 2\text{HCl} \rightarrow \text{ZnCl}_2 + \text{H}_2$		$\text{Fe} + \text{CuSO}_4 \rightarrow \text{FeSO}_4 + \text{Cu}$		<p>Instructions:</p> <ul style="list-style-type: none"> <li>● Use colored A4 sheets to complete the given task.</li> <li>● Take help from the textbook to complete the table.(see chapter no.6)</li> </ul>
Chemical reaction	Type of reaction																					
$2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$	Combination																					
$2\text{H}_2\text{O}_2 \rightarrow 2\text{H}_2\text{O} + \text{O}_2$																						
$4\text{Al} + 3\text{O}_2 \rightarrow 2\text{Al}_2\text{O}_3$																						
$\text{CaCO}_3 \rightarrow \text{CaO} + \text{CO}_2$																						
$\text{Zn} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2$																						
$\text{AgNO}_3 + \text{NaCl} \rightarrow \text{AgCl} + \text{NaNO}_3$																						
$4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$																						
$\text{Zn} + 2\text{HCl} \rightarrow \text{ZnCl}_2 + \text{H}_2$																						
$\text{Fe} + \text{CuSO}_4 \rightarrow \text{FeSO}_4 + \text{Cu}$																						
Social	HISTORY OF LAHORE RESOLUTION	VIDEO'S LINK:																				

Studies	<p><b>INTRODUCTION:</b>  This video from Study Solution with Shafeen offers a comprehensive look at the Pakistan Resolution. It begins by establishing the historical backdrop and the complex circumstances that ultimately paved the way for the resolution's proposal. The video then delves into the specifics of the resolution itself, carefully examining its core components, the precise language used, and the key ideas it put forward. Furthermore, it explores the reaction to the Pakistan Resolution, specifically focusing on the Hindu community's response and the reasons behind their disapproval. This video serves as an informative resource for understanding the Pakistan Resolution, its context, content, and the varied responses it elicited.</p> <p><b>MAKE A TIMELINE FROM 1905 TO 1945.</b></p> <p><b>10 QUESTIONS FOR STUDENTS:</b>  After watching the video attentively, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the definition of a resolution as explained in the video?</li> <li>2. By what name was the 27th annual session of the All India Muslim League known?</li> <li>3. In what city and year was the Pakistan Resolution formally presented?</li> <li>4. Who presided over the All India Muslim League session during which the Pakistan Resolution was introduced?</li> <li>5. What was the primary demand put forth by the Muslims in the Pakistan Resolution?</li> <li>6. According to the video, what were the aspirations of Hindus living in the subcontinent?</li> <li>7. What significant reason was given in the video for the Muslim community's insistence on a separate state?</li> <li>8. How did Quaid-e-Azam Muhammad Ali Jinnah justify Muslims being considered a</li> </ol>	<p><a href="https://www.youtube.com/watch?v=yiRQExfON04">https://www.youtube.com/watch?v=yiRQExfON04</a></p>
---------	---	--

	<p>distinct nation?</p> <p>9. What term did the Hindu press use to refer to the Lahore Resolution?</p> <p>10. What was the reaction of the Congress party once the Pakistan Resolution was passed?</p> <p>GIVEN THE HISTORICAL CONTEXT AND THE DIFFERING REACTIONS TO THE PAKISTAN RESOLUTION AS PRESENTED IN THE VIDEO, HOW MIGHT THE WORDING AND SPECIFIC DEMANDS OF THE RESOLUTION HAVE SIMULTANEOUSLY FUELED ASPIRATIONS FOR A SEPARATE STATE AMONG MUSLIMS WHILE INTENSIFYING OPPOSITION AND DISTRUST AMONG OTHER COMMUNITIES IN BRITISH INDIA?</p>	
Computer Studies	<p>Topic 2: Computational Thinking (Algorithms and Flowcharts)</p> <p>Guidelines:</p> <p>1: Write an algorithm for how to prepare for school in the morning (at least 5 steps).</p> <p>2: Draw a flowchart for the same algorithm.</p> <p>3: Create an algorithm for cleaning your room (at least 5 steps).</p> <p>4: Create a flowchart for the same</p>	<p>Presentation: Use A4-sized assignment sheets for all work. Take a print of your assigned work. Write neatly with a blue pen. Label each sheet with name, class, section, roll number, and topic.</p> <p>Organization: Complete tasks week-wise and arrange them in Computer Subject File. Staple or clip sheets in order before submission.</p>