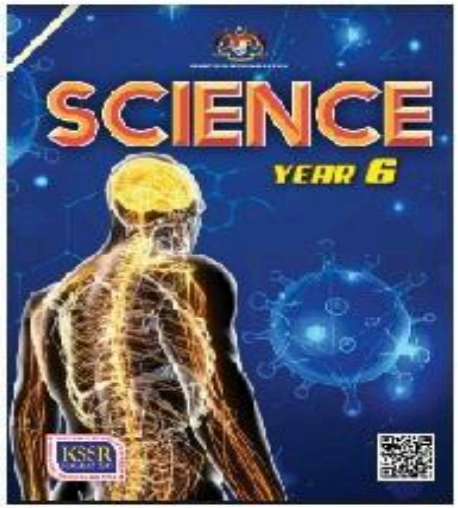
KEMENTERIAN PENDIDIKAN MALAYSIA

RANCANGAN PENGAJARAN TAHUNAN

2022/2023



SCIENCE (DLP)

YEAR SIX

SCHOOL BADGE

SCHOOL NAME : _____

SCHOOL ADDRESS : _____

TEACHER'S NAME : _____

<table>
<tr><th colspan="2">WEEK: 1-2</th><th colspan="2">THEME: INQUIRY IN SCIENCE</th><th colspan="2">TOPIC: 1.0 SCIENTIFIC SKILLS</th></tr>
<tr><th colspan="2" rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th colspan="2">PERFORMANCE STANDARD</th><th rowspan="2">REMARKS</th></tr>
<tr><th>PERFORMANCE LEVEL</th><th>DESCRIPTOR</th></tr>
<tr><td colspan="2" rowspan="2">1.1 Science Process Skills</td><td rowspan="2">Pupils are able to:

1.1.1 Observe by using all the senses involved and tools if necessary to make qualitative observations to explain phenomenon or changes that occur.

1.1.2 Classify by comparing or identifying similarities and differences based on common characteristics.

1.1.3 Measure and use numbers by using appropriate tools and standard units with correct techniques.

1.1.4 Make inferences by stating the initial conclusion or by giving reasonable explanations for the observation made using the information gathered.</td><td>1</td><td>Recall the science process skills.</td><td rowspan="2">Suggested activities:

Carry out investigations to acquire science process skills such as:
(i) Experimenting to determine the factors that affect the frictional force.
(ii) Experimenting to determine the factors that affect the growth of microorganisms.</td></tr>
<tr><td>2</td><td>Describe the science process skills.</td></tr>
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WEEK: 1-2	THEME: INQUIRY IN SCIENCE	TOPIC: 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
	1.1.5 Predict by making reasonable assumptions of an event or phenomenon based on observations, prior experiences or data. 1.1.6 Communicate by recording information or ideas in suitable forms and presenting them systematically. 1.1.7 Use space-time relationship by arranging occurrences of phenomenon or event in a chronological order based on time.	3	Apply the science process skills to perform a task.	

	1.1.8 Interpret data by selecting relevant ideas about an object, event or based on the trend of the data to make an explanation.	4	Analyse the science process skills to solve problems or to perform a task.	

WEEK: 1-2	THEME: INQUIRY IN SCIENCE	TOPIC: 1.0 SCIENTIFIC SKILLS		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
	1.1.9 Define operationally by describing an interpretation of a task carried out and observed in a situation according to determined aspects. 1.1.10 Control variables by determining the responding and constant variables after the manipulated variable in an investigation have been determined.	5	Evaluate the science process skills to solve a problem or to perform a task.	

	1.1.11 Make a hypothesis by making a general statement that can be tested based on the relationship between the variables in an investigation. 1.1.12 Experiment by using the basic science process skills to collect and interpret data, summarise to prove the hypothesis and write a report.	6	Design an experiment to solve a problem systematically and be responsible to oneself, peers and environment.	

WEEK: 3	THEME: LIFE SCIENCE	TOPIC: 2.0 HUMAN		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
2.1 Human Reproduction	Pupils are able to: 2.1.1 Describe the functions of male and female reproductive organs. 2.1.2 Explain the process of human fertilisation until the baby is born. 2.1.3 Provide reasoning on the importance of reproduction to human. 2.1.4	1	Identify male and female reproductive organs.	Notes: Reproductive organs: (i) Testis (ii) Penis (iii) Vagina (iv) Ovary (v) Fallopian tube (vi) Uterus

	Explain the observations of human reproduction through written or verbal forms, sketches or ICT in a creative way.	2	State the main part of the central nervous system.	
		3	Describe the functions of male and female reproductive organs.	

WEEK: 4-6	THEME: LIFE SCIENCE	TOPIC: 2.0 HUMAN		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
2.2 Nervous System	Pupils are able to: 2.2.1 Identify the types of human nervous system. 2.2.2 Describe the central nervous system and its functions. 2.2.3 State the functions of peripheral	4	Provide reasoning on the importance of the reproductive system to human.	Notes: The nervous system consists of central nervous system and peripheral nervous system.

	nervous system. 2.2.4 Predict the condition that occurs if the peripheral nervous system does not function. 2.2.5 Generate ideas on ways to take care of the nervous system. 2.2.6 Explain the observations of the nervous system through written or verbal forms, sketches or ICT in a creative way.	5	Summarise the importance of taking care of the nervous system towards the well-being of human life.	The main parts of central nervous system are the brain and spinal cord. Ways to care of the nervous system such as: (i) Wear helmet when riding a bike. (ii) Carry out daily activities with correct posture.
		6	Communicate creatively and innovatively on the reproductive system and the nervous system and present their findings.	

WEEK: 7-8	THEME: LIFE SCIENCE	TOPIC: 3.0 MICROORGANISMS		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
3.1 Life Processes and Effects of Microorganisms	Pupils are able to:	1	State the types and examples of microorganisms.	Notes: Safety precautions need to be considered when handling the microorganisms.

	3.1.1 Explain with examples the types of microorganisms. 3.1.2 Make generalisation on the meaning of microorganisms. 3.1.3 Describe the life processes of microorganisms by carrying out investigations. 3.1.4 Carry out experiments to determine the factors that affect the growth of microorganisms.			The types of microorganisms are fungi, protozoa, algae, bacteria and virus. Suggested activities: Carry out investigations by using suitable microorganisms to understand the life processes of microorganisms such as breathing, growing and moving.
		2	Describe that microorganisms undergo life processes.	
		3	Explain the harmful effects of microorganisms.	

WEEK: 9	THEME: LIFE SCIENCE	TOPIC: 3.0 MICROORGANISMS		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	

	3.1.5 Describe the effects of microorganisms in daily life. 3.1.6 Explain the observations of microorganisms through written or verbal forms, sketches or ICT in a creative way.	4	Explain with examples the uses of microorganisms.	Notes: Factors of the growth of microorganisms : (i) Temperature (ii) Nutrient (iii) Acidity (iv) Water (v) Air
		5	Conclude the factors that affect the growth of microorganisms.	
		6	Communicate creatively and innovatively on life processes of microorganisms and their effects and present their findings.	

WEEK: 10-11	THEME: LIFE SCIENCE	TOPIC: 4.0 INTERACTION AMONG LIVING THINGS	
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	REMARKS

		PERFORMANCE LEVEL	DESCRIPTOR	
4.1 Interaction among Animals	Pupils are able to: 4.1.1 Describe the types of interaction among living things. 4.1.2 Explain with examples the factors of competition among animals of intraspecies and interspecies. 4.1.3 Explain through examples the types of symbiosis among animals. 4.1.4 Explain the observations of interaction among animals through written or verbal forms, sketches or ICT in a creative way.	1	State the meaning of interaction among living things.	Notes: Types of interaction among animals are prey-predator, competition and symbiosis. Symbiosis among animals are mutualism, commensalism and parasitism.
		2	List the factors of competition among animals.	
		3	Make generalisation on the factors of competition among plants.	
CUTI PENGGAL 1, SESI 2022/2023 (KUMPULAN A: 03.06.2022 - 11.06.2022, KUMPULAN B: 04.06.2022 - 12.06.2022)				

WEEK: 11-12	THEME: LIFE SCIENCE	TOPIC: 4.0 INTERACTION AMONG LIVING THINGS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
4.2 Interaction among Plants	Pupils are able to: 4.2.1 Describe the factors of competition among plants by carrying out investigations. 4.2.2 Explain through examples the types of symbiosis among plants. 4.2.3 Explain the observations of interaction among plants through written or verbal forms, sketches or ICT in a creative way.	4	Explain through examples the types of symbiosis among plants and animals.	Notes: Types of interaction among plants are competition and symbiosis. Symbiosis among plants are commensalism and parasitism. Importance of interaction among living things to ecosystem such as: (i) Survival of species (ii) Control the population of living things in a habitat. (iii) Maintain the natural resources. (iv) Restore the balance of nature.
		5	Summarise the interaction among animals and the interaction among plants.	
		6	Communicate creatively and innovatively on the importance of interaction among living things to the ecosystem.	

WEEK: 13-15	THEME: LIFE SCIENCE	TOPIC: 5.0 PRESERVATION AND CONSERVATION		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
5.1 Preservation and Conservation for the Balance of Nature. .	Pupils are able to: 5.1.1 State the meaning of preservation and conservation of animals and plants. 5.1.2 Generate ideas on ways of preservation and conservation of animals and plants. 5.1.3 Explain with examples the extinct animals. 5.1.4 Explain through examples the animals and plants that are facing the threat of extinction. 5.1.5 Describe the factors that cause the threat of extinction to animals and plants.	1	State the examples of extinct animals.	
		2	Describe the plants and animals that are facing the threat of extinction.	

WEEK: 13-15	THEME: LIFE SCIENCE	TOPIC: 5.0 PRESERVATION AND CONSERVATION		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
	5.1.6 Generate ideas on the effects of preservation and conservation of animals and plants that are facing the threat of extinction. 5.1.7 Explain the observations of preservation and conservation through written or verbal forms, sketches or ICT in a creative way.	3	Describe the factors that cause the threat of extinction to animals and plants.	
		4	Explain through examples the ways of preservation and conservation of animals and plants.	
		5	Provide reasoning on preservation and conservation of animals and plants.	
		6	Communicate creatively and innovatively on the role of oneself in the effort to preserve and conserve the nature for sustainability.	

<table>
<tr><th colspan="2">WEEK: 16</th><th colspan="3">THEME: PHYSICAL SCIENCE</th><th colspan="2">TOPIC: 6.0 FORCE</th></tr>
<tr><th rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th colspan="2">PERFORMANCE STANDARD</th><th rowspan="2">REMARKS</th></tr>
<tr><th>PERFORMANCE LEVEL</th><th>DESCRIPTOR</th></tr>
<tr><td rowspan="3">6.1 Force and its Effects</td><td rowspan="3">Pupils are able to:

6.1.1 State the meaning of force by carrying out activities.
6.1.2 Explain with examples the effects of force by carrying out activities.
6.1.3 Explain the observations of force and its effects through written or verbal forms, sketches or ICT in a creative way.</td><td>1</td><td>State the meaning of force.</td><td rowspan="3">Notes:

Force is a pull or a push which acts upon an object.

Effects of force:
i) Changes the shape of an object.
ii) Changes the direction of an object.
iii) Changes the speed of an object.
iv) Moves a stationary object.
v) Stops a moving object.</td></tr>
<tr><td>2</td><td>Describe the effects of force.</td></tr>
<tr><td>3</td><td>Explain with examples the frictional force.</td></tr>
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WEEK: 17-18	THEME: PHYSICAL SCIENCE	TOPIC: 6.0 FORCE		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
6.2 Frictional Force	Pupils are able to: 6.2.1 State the meaning of frictional force by carrying out activities. 6.2.2 Describe the effects of frictional force. 6.2.3 Carry out experiments to determine the factors that affect the frictional force. 6.2.4 Generate ideas to solve problems on frictional force in daily life. 6.2.5 Explain the observations of frictional force through written or verbal forms, sketches or ICT in a creative way.	4	Conclude the factors that affect frictional force.	Notes: Frictional force occurs when two surfaces are in contact. Factors that affect frictional force are: (i) Mass of an object (ii) Type of surface
		5	Solve problems by applying knowledge on appropriate ways to increase and decrease frictional force.	

		6	Communicate creatively and innovatively on the application of frictional force in technology.	

WEEK: 16-18	THEME: PHYSICAL SCIENCE	TOPIC: 6.0 FORCE		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
6.3 Air Pressure	Pupils are able to: 6.3.1 Describe the existence of air pressure in surrounding by carrying out activities. 6.3.2 Relate air pressure with level of height. 6.3.3 Explain through examples the application of air pressure in daily life. 6.3.4 Explain the	1	State the existence of air pressure.	Notes: Air pressure is caused by collisions of air particles on the surface of an object. Air pressure at the peak of a mountain is lower than air pressure at the foot of a mountain. Suggested activities: Observations on the existence of air pressure

	observations of air pressure through written or verbal forms, sketches or ICT in a creative way.	2	Describe the application of air pressure in daily life.	through activities such as: (i) A cup of water covered with a hard cardboard is turned upside down. (ii) A bottle of water is closed tightly and punched with holes at the bottom of the bottle.
		3	Explain with examples the relationship between height and air pressure.	

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
		4	Provide reasoning on the importance of air pressure in daily life.	Notes: Examples of problems in daily life such as clogged sink.

		5	Solve problems by applying knowledge of air pressure in daily life.	
		6	Design a model by applying the knowledge of air pressure and present it creatively and innovatively.	

WEEK: 19-21	THEME: PHYSICAL SCIENCE	TOPIC: 7.0 SPEED		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**REMARKS**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
7.1 Speed of Objects	Pupils are able to: 7.1.1 State the units of speed. 7.1.2 Carry out experiments	1	Arrange the examples of vehicles according to the speed.	Notes: Units of speed: i) kilometre per hour (km/h)

	to determine the relationship between speed, distance and time. 7.1.3 Solve problems related to speed using formula. 7.1.4 Define operationally the speed by carrying out activities. 7.1.5 Explain the observations of speed through written or verbal forms, sketches or ICT in a creative way.	2	State the units of speed.	ii) metre per second (m/s) iii) centimetre per second (cm/s) Suggested activity: Carry out an experiment using a trolley or a toy car on a ramp to determine the relationship between speed, distance and time.
		3	Calculate to determine the speed, distance or time using formula.	
		4	Conclude the relationship between speed, distance and time.	
		5	Interpret data using space- time relationship by analysing the graph of a moving object.	
		6	Define operationally the speed by carrying out an activity.	

WEEK: 22-23	THEME: MATERIAL SCIENCE	TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
8.1 Food Spoilage	Pupils are able to:		List the characteristics	

	8.1.1 Explain with examples the characteristics of spoilt food. 8.1.2 State that food spoilage is caused by the action of microorganisms. 8.1.3 Explain the observations of food spoilage through written or verbal forms, sketches or ICT in a creative way.	1	of spoilt food.	
		2	State the purpose of food preservation.	
		3	Explain with examples the methods of preservation and relate them with factors of the microorganisms' growth.	
CUTI PENGGAL 2, SESI 2022/2023 (KUMPULAN A: 02.09.2022 - 10.09.2022, KUMPULAN B: 03.09.2022 - 11.09.2022)				

WEEK: 24	THEME: MATERIAL SCIENCE	TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY	
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	REMARKS

		PERFORMANCE LEVEL	DESCRIPTOR	
8.2 Food Preservation	Pupils are able to: 8.2.1 Describe the purpose of food preservation. 8.2.2 Relate the methods of food preservation with the factors that affect the growth of microorganisms. 8.2.3 Carry out food preservation projects on a type of food using various methods. 8.2.4 Summarise that some food can be preserved using more than one preservation methods. 8.2.5 Make generalisation that some food can be preserved by combining more than one preservation methods.	4	Provide reasoning on the importance of food preservation technology.	Notes: The purpose of food preservation is to prevent or slow down the life processes of microorganisms. Food preservation methods such as drying, boiling, cooling, vacuum packing, pickling, freezing, canning, bottling, pasteurising, salting, smoking and waxing. Example of combined preservation methods for salted fish: salting, drying and vacuum packing.
		5	Summarise that some food can be preserved by combining more than one preservation methods for longer shelf-life.	
		6	Communicate creatively and innovatively on the role of food preservation technology for sustainable life.	

WEEK: 24	THEME: MATERIAL SCIENCE	TOPIC: 8.0 FOOD PRESERVATION TECHNOLOGY

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
	8.2.6 Describe the importance of food preservation technology to fulfill the needs of food supply. 8.2.7 Explain the observations of food preservation through written or verbal forms, sketches or ICT in a creative way.			Notes: The importance of food preservation technology such as preparing food supply during off-season, long lasting, avoid wastage and easy storage .

WEEK: 25-27	THEME: MATERIAL SCIENCE	TOPIC: 9.0 WASTE MATERIAL

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
9.1 Waste Management	Pupils are able to: 9.1.1 Identify waste materials based on the types of materials. 9.1.2 State the meaning of biodegradable and non-biodegradable waste materials. 9.1.3 Classify the waste materials into biodegradable and non-biodegradable materials. 9.1.4 Provide reasoning on the usage of biodegradable and non-biodegradable waste materials wisely.	1	State the examples of waste materials.	Notes: Examples of waste materials such as glass, paper, plastic, metal, toxic waste, leftover food and faeces. Suggested activities: (i) Produce organic fertiliser. (ii) Record and analyse waste materials discarded by oneself and plan ways to reduce them. (iii) Conduct 5R projects (Reuse, Reduce, Recycle, Repair and Refuse).
		2	Classify the waste materials into biodegradable and non-biodegradable materials.	
		3	Explain through examples the proper ways of waste management.	

WEEK: 25-27	THEME: MATERIAL SCIENCE	TOPIC: 9.0 WASTE MATERIAL		
CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
	9.1.5 Describe proper ways of waste management for sustainable life. 9.1.6 Explain the observations of waste management through written or verbal forms, sketches or ICT in a creative way.	4	Summarise the uses of biodegradable and non- biodegradable waste materials wisely.	
		5	Generate ideas on the effects of improper waste disposal.	
		6	Communicate creatively and innovatively one's role in managing waste materials in the environment for a sustainable life.	

<table>
<tr><th colspan="2">WEEK: 28-31</th><th>THEME: EARTH AND SPACE</th><th colspan="3">TOPIC: 10.0 ECLIPSE</th></tr>
<tr><th colspan="2" rowspan="2">CONTENT STANDARD</th><th rowspan="2">LEARNING STANDARD</th><th colspan="2">PERFORMANCE STANDARD</th><th rowspan="2">REMARKS</th></tr>
<tr><th>PERFORMANCE LEVEL</th><th>DESCRIPTOR</th></tr>
<tr><td colspan="2" rowspan="3">10.1 Eclipse of the Moon and Eclipse of the Sun Phenomena</td><td rowspan="3">Pupils are able to:
10.1.1 Describe eclipse of the Moon phenomenon based on the position of the Moon, the Earth and the Sun by carrying out a simulation.
10.1.2 Describe eclipse of the Sun phenomenon based on the position of the Moon, the Earth and the Sun by carrying out a simulation.
10.1.3 Relate eclipse of the Moon and eclipse of the Sun phenomena with the properties of light.
10.1.4 Predict the condition on the Earth during the occurrence of eclipse of the Moon and eclipse of the Sun.
10.1.5 Explain the observations of eclipse of the Moon and eclipse of the Sun phenomena through written or verbal forms, sketches or ICT in a</td><td>1</td><td>State the position of the Moon, the Earth and the Sun of an eclipse phenomenon.</td><td rowspan="3">Notes:
Safety precaution that needs to be considered while making observation on eclipse of the Sun is to avoid looking directly at eclipse of the Sun with naked eyes.</td></tr>
<tr><td>2</td><td>Describe the Milky Way galaxy.</td></tr>
<tr><td>3</td><td>Explain the eclipse phenomena.</td></tr>
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	creative way.			

WEEK: 32-34	THEME: EARTH AND SPACE	TOPIC: 11.0 GALAXY		
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**REMARKS**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
11.1 The Milky Way Galaxy	Pupil are able to: 11.1.1 State the meaning of galaxy. 11.1.2 Describe the Milky Way galaxy. 11.1.3 Summarise that the Solar System is in the Milky Way galaxy. 11.1.4 Carry out a simulation to show the size of the Solar System in the Milky Way galaxy and amaze with God's creation. 11.1.5 Explain the observations of galaxies through written or verbal forms, sketches or ICT in a creative way.	4	Sketch diagrams to show eclipse of the Sun and eclipse of the Moon phenomena.	Notes : Galaxy consists of millions of stars, gases and dust. Suggested activities : Show videos/pictures of the Milky Way galaxy.
		5	Summarise that the size of the Solar System is very small compared to the Milky Way galaxy by carrying out a simulation.	

		6	Communicate creatively and innovatively on the types of galaxies in the universe and present their findings	

WEEK: 35-36	THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE		TOPIC: 12.0 STABILITY AND STRENGTH	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**REMARKS**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
12.1 Stability and Strength of Objects and Structures	Pupils are able to: 12.1.1 Describe the meaning of stability and strength by carrying out activities. 12.1.2 Explain with examples the structures that are strong and stable. 12.1.3 Carry out experiments to determine the factors that affect the stability of an object.	1	Give examples of strong and stable structures.	Notes: Factors that affect the stability are base area and height (centre of gravity). Factors that affect the strength are type of material and shape of a structure. Suggested activity: Create a strong and stable model structure using waste materials.
		2	State the meaning of stability and strength.	

		3	Describe the factors that affect the stability and the strength of a structure.	
CUTI PENGGAL 3, SESI 2022/2023 (KUMPULAN A: 09.12.2022 - 31.12.2022, KUMPULAN B: 10.12.2022 - 31.12.2022)				

WEEK: 37-38	**THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE**		**TOPIC: 12.0 STABILITY AND STRENGTH**	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE LEVEL**		**REMARKS**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
	12.1.4 Carry out experiments to determine the factors that affect the strength of a structure. 12.1.5 Generate ideas on the importance of strong and stable structures for sustainable life. 12.1.6 Create a strong and stable model structure using suitable recyclable materials.	4	Summarise the importance of strong and stable structures for sustainable life.	
		5	Create a strong and stable model structure.	

	12.1.7 Explain the observations of stability and strength of objects and structures through written or verbal forms, sketches or ICT in a creative way.	6	Communicate creatively and innovatively on the strength and stability of the built model and give suggestions to improve it.	

WEEK: 39	THEME: TECHNOLOGY AND SUSTAINABILITY OF LIFE		TOPIC: 13.0 TECHNOLOGY	
CONTENT STANDARD	**LEARNING STANDARD**	**PERFORMANCE STANDARD**		**REMARKS**
		PERFORMANCE LEVEL	**DESCRIPTOR**	
13.1 Advantages and Disadvantages of Technology	Pupils are able to: 13.1.1 State the meaning of technology and its importance. 13.1.2 Describe the development of technology in various fields. 13.1.3 Explain through examples the advantages and	1	State the meaning of technology.	Notes: Technology is one of the applications of science knowledge to overcome human limitations. Development of technology in various fields such as agriculture, medicine, transportation,
		2	Give examples of appliances that make life easier.	
		3	Explain with examples the development of technology in certain fields.	

	13.1.4	disadvantages of technology in daily life. Explain the observations of advantages and disadvantages of technology through written or verbal forms, sketches or ICT in a creative way.	4	Provide reasoning on the importance of technology to human.	construction and communication.
			5	Relate the effects of the uses of technology with sustainable life.	
			6	Communicate creatively and innovatively on the need of future technology in certain fields.	

41	ULANGKAJI
42	PENTAKSIRAN AKHIR TAHUN
43	PENGURUSAN AKHIR TAHUN
CUTI AKHIR PERSEKOLAHAN SESI 2022/2023 (KUMPULAN A: 17.02.2023 - 11.03.2023, KUMPULAN B: 18.02.2023 - 12.03.2023)	

#MEMERLUKAN RPH LENGKAP UNTUK SETAHUN?