

# Syllabus 2021-22

## Class V

### ENGLISH

#### GENERAL AIMS AND OBJECTIVES

##### Aims:

The overall aims and objectives of the course are:

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use English effectively for study purpose across the curriculum.
- (iii) to develop interest in and appreciation of Literature.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce structure already learn.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

##### Objective:

#### LISTENING SKILLS

- (i) understand meaning of words, phrases and sentences in context.
- (ii) understand statements, questions, instructions, and commands.
- (iii) follow simple narratives and description.
- (iv) grasp the substance and central idea of what is heard.
- (v) listen and understand audios.
- (vi) maintain his/her listening attention for a reasonable length of time.

#### SPEAKING SKILLS

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.
- (viii) use polite expressions in appropriate ways e.g. Excuse me, I beg your pardon etc.

#### READING SKILLS

- (i) understand the total content and underlying meaning in the context.
- (ii) follow sequence of ideas, facts etc.
- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.
- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

## WRITING SKILLS

- (i) master the mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) spell words correctly.
- (iii) write neatly and legibly with reasonable speed.
- (iv) use appropriate vocabulary.
- (v) use correct grammatical items.
- (vi) write coherently in more than one paragraph.
- (vii) complete semi controlled compositions like stories, events, processes etc accurately and fluently
- (viii) write description of people, places and things and respond imaginatively to textual questions;
- (ix) write paragraphs, letters, narrative pieces, emails, stories, diary entries etc

## ATTITUDINAL CHANGE

Through the course, the student should be able to - imbibe ethical, moral, national and cultural values through various forms of literature.

### Books:

- Collins Literature Reader 5**
- Just Grammar**
- Booklet for Unseen passages and vocabulary**

Note:- There will be 4 CAs in each term. The CAs will be of 25 marks each with 50 minutes time duration. There will be a revision worksheet before every CA.

Format of the CA and weightage to sections

Each individual assessment will consist of 6 sections.

### A. Reading/Picture Comprehension: (4 Marks)

New/Unseen Passage, similar to work done in class.

### B. Grammar: (4 Marks)

Will consist of new/unseen objective type of questions on applied grammar based on work done in Just Grammar.

### C. Vocabulary: (4 Marks)

Will assess the correct use of words/ phrases done in the Literature Reader. The setting will be new/unseen.

### D. Sentence Reordering or Transformation (2 marks)

Reordering words to make meaningful sentences.

### E. Textual Comprehension: (Literature): (6 Marks)

Short Answers based on lessons in the book: 4 Marks

MCQ: 2 Marks

### F. Writing: (5 Marks)

Includes writing new/unseen sentences/para/letter/picture comprehension etc. based on the work done in the notebook.

CA1	Specific Learning Outcome	Activity
<b>Textual Comprehension</b> L1 The Milky Way	<ul style="list-style-type: none"><li>• Understand how some ancient societies have created some explanation for natural</li></ul>	<ul style="list-style-type: none"><li>• Role play for Textual Comprehension. Identify the situation in the story.</li></ul>

	phenomena (like the creation of the Milky Way)	Add details. Assign roles. Acting out the scenario using minimal props.
<b>Grammar</b> • Sentences • Punctuation	<ul style="list-style-type: none"> <li>• Differentiate between different types of sentences (Imperative, Interrogative, Declarative, Exclamatory)</li> <li>• Learn to use punctuation marks like capitals, commas, full stops, apostrophe, questions marks, and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Read different types of sentences with proper intonations.</li> <li>• Insert punctuation marks in a paragraph.</li> </ul>
<b>Vocabulary</b> • (LR) Synonyms And Antonyms • 20 Vocabulary words from the Vocabulary booklet		<ul style="list-style-type: none"> <li>• Use the Thesaurus to look for antonyms and synonyms of the vocabulary words.</li> <li>• Use new words in sentences.</li> </ul>
<b>Writing</b> • Story Writing-Based on Pictures (3 Writing Activities)	<ul style="list-style-type: none"> <li>• Write about events (based on pictures provided) in chronological order and use tenses correctly.</li> <li>• Use appropriate punctuation marks and adjectives.</li> </ul>	
<b>2 Unseen passages (HOTS)</b>		
<b>CA2</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension</b> L2 (Poem) A Tiger in The Zoo.  L8 (Poem) From A Railway Carriage	<ul style="list-style-type: none"> <li>• Understand certain words used to describe the different movements of the tiger.</li> <li>• Learn figures of speech used in the poem- oxymoron, onomatopoeia.</li> <li>• Sensitize the children about the condition of animals in zoos.</li> <li>• Learn words used to denote sound and movement of trains</li> <li>• Learn figures of speech- simile, onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry Elocution</li> <li>• Discussion on the different things and views students see from the train when they travel.</li> </ul>

	<ul style="list-style-type: none"> <li>Use imagery of the poem to understand the joys of travelling by train.</li> </ul>	
<b>Grammar</b> <ul style="list-style-type: none"> <li>Nouns</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between the different types of nouns i.e. common, proper, abstract, collective, countable and uncountable.</li> <li>Understand the genders: masculine, feminine, neuter and common.</li> <li>Use different types of adjectives: Possessive, Interrogative and Order of Adjectives</li> <li>Use different degrees and order of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures will be shown on the smart screen and the students will make a list of the different nouns they see in it and make a list and also mention their types.</li> <li>The children will then describe those nouns using adjectives and also mention the type of adjectives they are using.</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Figures of speech: Simile, Oxymoron, Onomatopoeia (LR)</li> <li>Vocabulary words from the booklet.</li> </ul>		<ul style="list-style-type: none"> <li>Use the Thesaurus to look for antonyms and synonyms of the vocabulary words. Use the new words in sentences.</li> </ul>
<b>Writing</b> Writing Paragraphs Using Comparative Form Of Adjectives (3 Writing Activities)	<ul style="list-style-type: none"> <li>Write short paragraphs (based on two pictures) using comparative form of adjectives.</li> </ul>	Pictures to be shown on the smart screen and children to draw comparisons using comparative form of adjectives.
<b>2 unseen passages</b> (HOTS)		
<b>CA3</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension</b> L3 A Lesson For The Teacher	<ul style="list-style-type: none"> <li>Children will learn about transitions in characters of the story due to turn of events.</li> <li>Enjoy and understand the subtle humour in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be divided into groups and will be asked to bring some information on Ruskin Bond ( The author of A Lesson For the Teacher)</li> <li>Each group to narrate one short story written by Ruskin Bond.</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>Verbs</li> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between different types of verbs i.e phrasal and irregular and use them correctly in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>A short movie will be shown to the children which will be paused after every scene and the children will describe the actions using appropriate verbs and adverbs.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand different types of adverbs i.e frequency and its correct usage in sentences and paragraphs.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Phrases and Adjectives (LR)</li> <li>Vocabulary words from the booklet</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meaning and usage of phrases and adjectives (given in the text)</li> </ul>	<ul style="list-style-type: none"> <li>Use the Thesaurus to look for antonyms and synonyms of the vocabulary words.</li> <li>Use the new words in sentences.</li> </ul>
<b>Writing</b> Informal Letter (3 Writing Activities)	<ul style="list-style-type: none"> <li>Understand the format of an informal letter and write informal letters on the topics given.</li> <li>Form paragraphs (Introduction, body, conclusion)</li> <li>Write relevant content fluently.</li> <li>Use appropriate verbs and adverbs in the content.</li> </ul>	
<b>2 Unseen passages (HOTS)</b>		
<b>CA4</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension-</b> L4 The Frog Czarina	<ul style="list-style-type: none"> <li>Understand the concept of fairy tales.</li> <li>Get acquainted with fairy tale characters like wizards, witches, talking animals etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be divided into groups and each group will be given a fairy tale which they will rewrite briefly in their own words and end differently</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>Tenses</li> </ul>	Understand the rules and usage of different types of tenses (Perfect tenses) in sentences and paragraphs.	Children will be divided into groups and each group will make a set of 5 sentences using different types of tenses and read them aloud. The other groups will tell which tense/tenses have been used in the sentences.
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>One word for meanings. (LR)</li> <li>20 vocabulary words from the booklet.</li> </ul>	Look for words from text based on the meanings provided.	<ul style="list-style-type: none"> <li>Use the Thesaurus to look for antonyms and synonyms of the vocabulary words.</li> <li>Use the new words in sentences.</li> </ul>
<b>Writing</b> <ul style="list-style-type: none"> <li>Diary Entry (3)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the format and purpose of diary entries.</li> <li>Make suitable paragraphs related to</li> </ul>	

	<p>the topic given and write fluently.</p> <ul style="list-style-type: none"> <li>• Write in chronological order using appropriate tenses.</li> </ul>	
<b>2 Unseen passages (HOTS)</b>		
<b>CA5</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension</b> L5 Packing For The Trip	<ul style="list-style-type: none"> <li>• Understand the humour in the story.</li> <li>• Identify the special qualities of each character in the story through their dialogues/ actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be told the summary of the novel 'Three Men in a Boat' and will be asked to talk about their favourite character.</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Direct – Indirect Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between direct and reported speech.</li> <li>• Change from direct to indirect and vice versa.</li> <li>• Use appropriate punctuation marks (commas, full stops, questions marks, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be divided into groups. One group will speak dialogues and the other group will speak the same in indirect speech.</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Phrases from the text. (LR)</li> <li>• One word for a meaning. (LR)</li> <li>• 20 new vocabulary words from the booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new words and their usage from the text.</li> <li>• Use phrases learnt in the text in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be shown some additional phrases on the screen along with their meanings and usage and then they will use them in sentences of their own.</li> </ul>
<b>Writing</b> Advertisement (3)	<ul style="list-style-type: none"> <li>• Write taglines/ jungles</li> <li>• Write phrases</li> <li>• Use appropriate adjectives/ verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Once the children have made the advertisements, they will display their posters and verbally promote their advertisement.</li> </ul>
<b>2 Unseen passages (HOTS)</b>		
<b>CA6</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
Textual Comprehension L 9 Sam Spook's Triumph Part I	<ul style="list-style-type: none"> <li>• Explore the thoughts and fears that run through the mind of a child.</li> </ul>	

	<ul style="list-style-type: none"> <li>See a different perspective of 'the other world'</li> </ul> <p>Enjoy the humour in the story.</p>	
<b>Grammar</b> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Articles</li> </ul>	<ul style="list-style-type: none"> <li>Use suitable correlative conjunctions to connect phrases and sentences</li> <li>Use suitable articles wherever needed in sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Each child to prepare two sentences with errors either in conjunctions or articles and speak them aloud in the class. The children to identify the mistake and correct the sentence.</li> </ul>
<b>Vocabulary</b> 20 New vocabulary words from the Vocabulary booklet.	Learn the meaning and correct usage of new words	
<b>2 Unseen passages</b> (HOTS)		
<b>CA7</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 10 Sam Spook's Triumph Part II	<ul style="list-style-type: none"> <li>Explore the thoughts and fears that run through the mind of a child.</li> <li>See a different perspective of 'the other world'</li> <li>Enjoy the humour in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Children will use their creativity to write a paragraph describing a demon/ evil character. They will describe its appearance and evil powers.</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>Subject Verb Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rules of subject-verb agreement (Page 86 onwards) and frame sentences correctly ensuring that the subject and verb agree with each other.</li> <li>Identify errors related to subject verb agreement in sentences and correct them.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be shown some pictures on the screen. They will frame sentences in simple present tense (keeping subject verb agreement in mind) based on those pictures.</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Using Appropriate Verbs To Complete A Sentence. (LR)</li> <li>20 Vocabulary words from the vocabulary booklet.</li> </ul>	<ul style="list-style-type: none"> <li>Use suitable verbs to complete a sentence.</li> <li>Learn the meaning and correct usage of words.</li> </ul>	<ul style="list-style-type: none"> <li>Use new words in sentences.</li> </ul>
<b>2 Unseen passages</b> (HOTS)		

<b>CAS</b>	<b>Learning Outcome</b>	<b>Activity</b>
<b>Textual Comprehension</b>  Poem: The Wind Song	<ul style="list-style-type: none"> <li>Understand and comprehend the poem and enjoy the different Figures of Speech used in it.</li> </ul>	
	<ul style="list-style-type: none"> <li>Use suitable conjunctions to connect phrases and sentences</li> <li>Use suitable articles wherever needed in sentences and paragraphs</li> </ul>	
<b>Grammar</b> <ul style="list-style-type: none"> <li>Prepositions</li> </ul>	Use suitable prepositions ( direction, instrument)	<ul style="list-style-type: none"> <li>Children will be divided into groups. They will place different items like bottles books etc in different places of the class room and the other group will speak sentences to identify the position of the items.</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>20 Vocabulary words from the vocabulary booklet.</li> </ul>	Learn the meaning and correct usage of words.	
<b>2 Unseen passages (HOTS)</b>		

**Extra Reading:**

1. Kidnapped
2. The Secret Garden
3. The Prince and the Pauper
4. Christmas Carol
5. A Tale of Two Cities

**GENERAL LEARNING OUTCOMES**

**Textual Comprehension**

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

**Grammar**

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

**Vocabulary**

Students will be able to:

- Understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

### **Unseen Passages**

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

### **Writing**

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

## **E.V.S.**

### **GENERAL LEARNING OBJECTIVES**

1. To provide information about certain aspects of our environment.
2. To sensitize children about some of the problems that we are facing vis.a.vis. our environment.
3. To create awareness about immediate surroundings from lived experiences from various themes related to daily life such as family, friends, plants, animals, food, water, shelter, travel etc. (Learning about the environment).
4. To develop various processes/skills through the interaction with immediate surroundings (Learning through the environment).
5. To understand the need to conserve and protect the natural resources such as fuel, food, water, electricity at home and in the community and social environment (Learning for the environment).
6. To value the immediate resources such as water, food, paper, fuel use at house and use them according to the need.
7. To enhance/promote curiosity and creativity in relation to the immediate surroundings.
8. To understand the relationships between natural and social environment through various activities within and beyond classroom.
9. To create awareness and sensitivity towards rights of self i.e. right to education, right to food, dignity of labour, etc.
10. To improvise, make simple things and perform simple experiments.

### **Text Book: Wonder World Environment Studies 5 (Indiannica learning)**

Note:- There will be 4 CAs in each term. The CAs will be of 25 marks each with 50 minutes time duration. There will be a revision worksheet before every CA.

Format of the CA and weightage to sections

Each individual assessment will consist of 3 sections.

**A) Knowledge: 32%**

Will consist of questions covering basic facts, concepts, terms, etc.

**B) Understanding: 32%**

Will consist of questions to assess students' ability to understand, interpret and explain basic facts, concepts, principles, etc.

**C) Application: 36%**

Will consist of questions to assess students' ability to use knowledge, understanding of facts, principles, etc. in new situations/solving problems.

**Type of questions:**

- New/unseen objective/ VSA questions (including drawing/labeling of diagrams)
- New/ unseen SA questions

**TERM 1**

<b>CA1</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.1 Shifting homes	<ul style="list-style-type: none"> <li>a) Define migration, immigration, emigration and differentiate between the two.</li> <li>b) Cite reasons for migration.</li> <li>c) Define displacement and the factors for displacement and their effects.</li> <li>d) Know about generations within a family.</li> <li>e) Know about family structures and values.</li> </ul>	a) Draw a family tree and write the names of all family members. Identify the number of generations.
Ch.2 Different but special	<ul style="list-style-type: none"> <li>a) Learn to respect everyone in terms of likes, dislikes, looks, habits, religion, choices, etc.</li> <li>b) Learn to be compassionate for people with special needs.</li> </ul>	a) Collage making on 'We respect differences' (group activity) showing different features of any one state of India.
<b>CA2</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.3 Games and sports	<ul style="list-style-type: none"> <li>a) Differentiate between individual and team games, national and international teams.</li> <li>b) Explain how playing affects our body and mind.</li> <li>c) Differentiate between inhalation and exhalation.</li> </ul>	a) Competition on a traditional game.
Ch.4 Organ Systems	<ul style="list-style-type: none"> <li>a) List the major organ systems of the human body.</li> <li>b) List the body parts associated with each organ system.</li> <li>c) Define the role of each body system.</li> </ul>	a) Role play to show the functions and working of different organ systems.

	d) Describe in detail about each organ system.	
<b>CA3</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.5 Dignity of labour	<ul style="list-style-type: none"> <li>a) Define dignity of labour.</li> <li>b) State the importance of dignity of labour.</li> <li>c) State how to promote dignity of labour.</li> </ul>	a) Interview of a domestic helper.
Ch.9 Forests	<ul style="list-style-type: none"> <li>a) Define forest</li> <li>b) Explain the importance of forest.</li> <li>c) Classify different types of forest.</li> <li>d) Define deforestation and differentiate it from afforestation.</li> <li>e) Learn about the ways to protect forests.</li> <li>f) Differentiate between a sanctuary, biosphere reserve and national park.</li> <li>g) Know about different tribes of India.</li> </ul>	a) Project on endangered animals-To find about the causes, reasons and steps taken for the protection of these endangered animals.
<b>CA4</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.8 How plants grow	<ul style="list-style-type: none"> <li>a) Understand basic processes and functions of plant growth and reproduction including photosynthesis, respiration, vegetative propagation, fertilization and dispersal of seeds.</li> <li>b) Learn about the origin of some plants.</li> </ul>	<ul style="list-style-type: none"> <li>a) Germination of seeds.</li> <li>b) Stem cutting to be demonstrated for vegetative propagation.</li> </ul>
Ch.11 Food for plants	<ul style="list-style-type: none"> <li>a) Describe the phenomena of photosynthesis, transpiration and respiration.</li> <li>b) Illustrate the relationship between light and photosynthesis.</li> <li>c) Explain the role of stomata in leaves.</li> </ul>	<ul style="list-style-type: none"> <li>a) Experiment to prove that water and sunlight are essential for photosynthesis.</li> <li>b) Observing stomata in a leaf under the microscope.</li> </ul>

	<p>d) Explain the role of chlorophyll in the process of photosynthesis.</p> <p>e) Know about plants that can't make their own food.</p> <p>f) Tell about the interdependence of plants and animals (food chain)</p>	c) Lego- Pitcher plant that hunts insects.
<b>CA5</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.10 Food and health	<p>a) Define healthy, balanced diet.</p> <p>b) Understand the importance of different food nutrients in a balanced diet for our body.</p> <p>c) Evaluate the benefits of including different Vitamins and Minerals in our diet.</p> <p>d) Understand the importance of glucose (blood sugar)</p> <p>e) Define malnutrition</p> <p>f) Learn about the diseases caused due to malnutrition and the symptoms of these diseases.</p> <p>g) Cite the reasons of food wastage and learn how to save food from wastage.</p> <p>h) State the causes of food shortage.</p> <p>i) Differentiate between famine and drought.</p> <p>j) Understand the concept of Public Distribution System.</p> <p>k) Be aware of the consequences of not preserving food.</p> <p>l) Define the role of temperature that plays in microbial growth.</p> <p>m) Learn different food preservation techniques and link them to everyday lives.</p> <p>n) State the importance of 'use by' and 'best by' dates on packaged food.</p>	<p>a) Share any 5 interesting facts about the food group allotted to you.</p> <p>b) Comparing shelf life of some food</p> <p>c) Nutrient comparison</p> <p>d) Create a healthy plate.</p>
Ch.17 Travel and fuel	<p>a) Define fossil fuels and identify fossil fuels.</p> <p>b) Discuss advantages and disadvantages of fossil fuels.</p>	<p>a) Comparison of fuel rates in 5 different states of India.</p> <p>b) Lego- Building a solar car</p>

	<p>c) Understand the significance and impact of fossil fuels on environment and on our daily life.</p> <p>d) Differentiate between renewable and non-renewable fuels.</p>	<p>c) Lego- Building a wind powered car.</p>
<b>CA6</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.12 Meeting farmers	<p>a) Learn about different types of farmers depending on the kind of crops they produce and types of fields they own.</p> <p>b) Distinguish between the types of farmers and their work.</p> <p>c) Know about the different requirements for farming.</p> <p>d) Understand the concept of organic farming, vermicomposting.</p> <p>e) Learn about the importance of irrigation.</p> <p>f) Understand the problems faced by farmers.</p> <p>g) Cite reasons behind changing food habits.</p> <p>h) Define and differentiate cash crops and food crops.</p>	<p>a) Research on problems faced by Indian farmers due to increased import of fruits and vegetables.</p> <p>b) Lego- Building a water wheel.</p> <p>c) Lego- Simple machine- Lever.</p>
Ch.21 Growing food	<p>a) Define and distinguish between cultivation and agriculture.</p> <p>b) Discuss about various tools and machines used in farming and their importance.</p> <p>c) Discuss various methods of supplying water to the crops.</p> <p>d) Discuss the importance of drip irrigation and sprinklers.</p> <p>e) Draw a flow chart to show the journey of rice and its importance at each step.</p>	<p>a) Compare the different tools, utensils, appliances used in your kitchen to your grandparent's time.</p>
<b>CA7</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.13 Water	<p>a) Identify different water bodies and differentiate between them.</p> <p>b) Explain the role of water for humans and crop cultivation.</p>	<p>a) To check solubility of different substances, what sinks and what floats in water?</p>

	<ul style="list-style-type: none"> <li>c) Understand how water plays a role of different crop cultivation.</li> <li>d) Understand the law behind natural flow of water.</li> <li>e) Cite ways of enabling water to flow upwards.</li> <li>f) Explain the difference between weather and climate and how the amount of water vapour in the air affects the weather of a place.</li> <li>g) Give conditions regarding why some things float while some sink in water.</li> <li>h) Explain the force acting on an object immersed in water.</li> <li>i) Define and explain up-thrust force.</li> </ul>	<ul style="list-style-type: none"> <li>b) To check if a clay boat or a clay ball floats or sinks in water?</li> <li>c) Lego- Rain water harvesting system.</li> </ul>
Ch.14 Life in water	<ul style="list-style-type: none"> <li>a) Explain how aquatic plants and animals are interdependent.</li> <li>b) Discuss various features of underwater plants.</li> <li>c) Define water weeds and their drawback to other plant and animal life.</li> <li>d) Learn about different deep sea water animals.</li> <li>e) Cite the factors of adaptation of deep sea animals.</li> <li>f) Define water pollution and various causes of water pollution.</li> <li>g) Explain about algae and its harmful effects on aquatic life.</li> <li>h) Explain and draw the life cycle of a mosquito.</li> <li>i) Cite diseases that spread through mosquitoes and preventive measures to be followed.</li> </ul>	<ul style="list-style-type: none"> <li>a) Comparison of tap water, lake water by observing the microbes present in them using a microscope in your school lab.</li> <li>b) An outing to the Botanical Garden, (Sarangpur) to observe the aquatic plants growing in the ponds there.</li> </ul>
<b>CAS</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
Ch.16 Times of emergency	<ul style="list-style-type: none"> <li>a) Define emergency, natural disasters and identify different natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Create an evacuation plan to be followed in school during an emergency.</li> </ul>

	<ul style="list-style-type: none"> <li>b) Cite examples for various natural disasters.</li> <li>c) Give at least one key fact for each type of natural disaster.</li> <li>d) Learn about different precautions to be taken before/during emergency.</li> <li>e) Define relief camps and their importance in times of emergency.</li> <li>f) define first aid.</li> <li>g) Learn about the basic first aid that can be given in case of emergency situations.</li> </ul>	Mention various precautions and safety measures you would follow.
Ch.18 The Universe	<ul style="list-style-type: none"> <li>a) Define star, planets and other celestial bodies.</li> <li>b) Differentiate between natural and man-made satellites.</li> <li>c) Explain different phases of moon.</li> <li>d) Learn about important travelers to space and their contributions.</li> <li>e) State the importance of satellites in our lives.</li> </ul>	<ul style="list-style-type: none"> <li>a) Designmate videos on the Solar System with detailed study of each planet.</li> <li>b) Lego- The Solar System.</li> </ul>

## **MATHS**

### **GENERAL OBJECTIVES OF MATHS**

1. To appreciate the usefulness, power and beauty of mathematics
2. To organize life as numbers are needed in counting, subtraction, multiplication, division, weighing, selling, buying, percentages, exchanges, commissions, discounts, profit and loss, areas, volumes etc., which have got an immense practical value in life.
3. To develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics for occupations like accountancy, banking, tailoring, carpentry, taxation, insurance etc.
4. To enable the students to make appropriate estimations.
5. To increase pupils engagement by creating interest and love for mathematics.

### **Text Book: Alpha Mathematics -5 (Scholastic)**

Note: There will be 4 CAs in each term. The CAs will be of 25 marks each with 50 minutes time duration. There will be a revision worksheet before every CA.

Format of the CA and weightage to sections:  
Each individual assessment will consist of 4 sections.

**A) Mental Maths: 10%**

Will assess students' ability to perform basic calculations mentally in a fixed time period.

**B) Revision: 20%**

Will consist of areas of difficulty experienced by students in the previous CA.

**C) Basic Mathematical Operation**

Will assess students' ability to perform basic operations.

**D) Understanding & Application**

Will assess understanding of basic mathematical concepts. Will consist of problem/statement sums related to such aspects.

**Section C and D will comprise 70%**

**Note:**

1. All questions will be new/unseen but based on the type of questions done in the course of CW/HW.
2. Unless specifically mentioned in the question, no marks will be deducted for students who may choose to employ an alternate (appropriate) method-other than taught in class-to solve a question.

**Type of questions:**

- New / unseen Objective/VSA questions (including drawing/labelling of diagrams)
- New/Unseen SA questions

**TERM 1**

<b>CA/Chapter Name</b>	<b>Learning Outcomes</b>	<b>Activities</b>
<b>CA1</b> Ch-1 Whole Numbers.	<ul style="list-style-type: none"><li><input type="checkbox"/> Student will be able to read, write, and order whole numbers up to the millions using base ten numerals, number names, and expanded form.</li><li><input type="checkbox"/> Student will be able to add and subtract up to 7 digits.</li><li><input type="checkbox"/> Student will be able to solve two-step word problems using the 4 operations.</li><li><input type="checkbox"/> Student will be able to apply operations of numbers in daily life.</li><li><input type="checkbox"/> Student will be able to perform four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.</li><li><input type="checkbox"/> Students will be able to find factors and multiples of a number and relate them.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Framing larger numbers using the number strips to understand order of operations (Maths lab kit).</li><li><input type="checkbox"/> Dienes Blocks to show ones, tens hundreds &amp; thousands</li></ul>

<b>CA2</b> Ch-2 Multiplication and Division of Whole Numbers	<input type="checkbox"/> Student will be able to multiply and divide the whole numbers and use these operations in real life . <input type="checkbox"/> Student will be able to select the most useful form of the quotient and interpret the remainder.	<input type="checkbox"/> Children will find different number patterns of any month using the calendar. <input type="checkbox"/> Children will frame two real life situations on multiplication
<b>CA3</b> Ch-3 Fractions	<input type="checkbox"/> Student will acquire understanding about fractions <input type="checkbox"/> Student will be able to find the number corresponding to part of a collection. <input type="checkbox"/> Student will be able to identify and forms equivalent fractions of a given fraction. <input type="checkbox"/> Student will be able to use equivalent fractions as a strategy to add and subtract fractions. <input type="checkbox"/> Student will be able to solve word problems with addition, subtraction, multiplication, and division of fractions and relate them in daily life	<input type="checkbox"/> Comparing fractions with fraction strips.
<b>CA4</b> Ch-5 Decimals	<input type="checkbox"/> Student will understand place value concepts through thousandths. <input type="checkbox"/> Student will be able to convert decimals to fractions. <input type="checkbox"/> Student will be able to add and subtract decimals. <input type="checkbox"/> Student will be able to multiply and divide decimals by whole numbers. <input type="checkbox"/> Student will be able to solve problems with multiplication and division of decimals.	<input type="checkbox"/> Addition and subtraction of the given shaded grids. <input type="checkbox"/> Dienes Blocks to show ones, tens hundreds & thousands
<b>CA5</b> Ch-4 Angles  Ch-7 Average	<input type="checkbox"/> Student will be able to classify angles into right angle, acute angle, obtuse angle and straight angle. <input type="checkbox"/> Student will be able to apply the sum of the angle measures of a triangle.  <input type="checkbox"/> Student will be able to find the average of a group of data.	<input type="checkbox"/> Identifying the types of angles formed using the clock.  <input type="checkbox"/> Finding the average of the hours they studied for a week.
<b>CA6</b> Ch-12 Solids	<input type="checkbox"/> Students will be able to identify the solid that can be made from a net.	<input type="checkbox"/> To find the perimeter and area of the

<p>Ch-13 Volume (Area and Perimeter will be done through the worksheet)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to recognize and name 3D shapes (cube, cuboid, cone, sphere, cylinder).</li> <li><input type="checkbox"/> Students will be able to estimate and measure volume in cubic units.</li> <li><input type="checkbox"/> Students will be able to identify 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabets and shapes.</li> </ul>	<p>softboard, desk, handkerchief</p>
<p><b>CA7</b> Ch-6 Percent  Ch-11 Tessellations (Non-Testing)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to solve problems with percent.</li> <li><input type="checkbox"/> Students will be able to convert fractions to percents.</li> <li><input type="checkbox"/> Students will be able to find a percent of a number.</li> <li><input type="checkbox"/> Students will be able to identify patterns in the environment.</li> <li><input type="checkbox"/> Students will be able to extend and create patterns.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To find the different percentage using the number grid.</li> </ul>
<p><b>CA8</b> Ch-9 Circles Ch-10 Graphs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to represent data related to various daily life situations, in tabular form and as bar graphs and interprets it.</li> <li><input type="checkbox"/> Students will be able to describe the properties of a circle (circumference, diameter, radius, segment, etc)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children will understand different parts of circle using paper folding like diameter, radius, sector, segment etc.</li> <li><input type="checkbox"/> Draw a bar graph to show the marks scored in different subjects in CA 5</li> </ul>

## **HINDI**

### पाठ्यक्रम को पढाने का उद्देश्य

- पाठ्यक्रम के अनुसार हिंदी का सही रूप से प्रयोग करना ।
- साहित्य को पढने की रुचि को बढाना ।
- भाषा के चार कौशल-सुनना, बोलना, पढना और लिखना को विकसित करना ।
- पूर्व ज्ञान को दोहराना ।
- शब्दों के अर्थ समझकर वाक्यों में प्रयोग करना ।
- पाठ को सुनकर अपने शब्दों में व्यक्त करना ।
- हिंदी का सही उच्चारण करना ।

- पढने की आदत को विकसित करना ।
- व्याकरण का ज्ञान करवाना ।
- अनुच्छेद, चित्र पठन, औपचारिक पत्र, अनौपचारिक पत्र एवं कहानी लिखना सिखाना ।
- साहित्य में प्रश्नों के उत्तर लिखना सिखाना
- हिंदी भाषा के प्रति रुचि पैदा करना ।

**Text Book(s): ihNdl swihœX : plwS ihNdl pwTmwllw -5, gulmohr ±Xwkrx -5**

Note: There will be 4 CAs in each term. The CAs will be of 25 marks each with 50 minutes time duration. There will be a revision worksheet before every CA.

Format of the CA and weightage to sections.

Each individual assessment will consist of 6 sections.

**A. Reading Comprehension: 16%**

Unseen passage, similar to work done in class.

**B. Grammar: 16 %**

Will consist of new / unseen questions on work done in text and exercise books.

**C. Vocabulary: 16%**

Will consist of words / meanings / phrases etc and their usage in sentences / fill ups etc in new / unseen settings.

**D. Spellings : 8%**

Will consist of spellings from the books.

**E. Textual Comprehension (Literature): 24%**

Will consist of new / unseen VSA and SA type of questions based on work done in text and exercise books.

**F. Writing: 20%**

New / unseen composition activity like writing sentences, paragraphs, letters etc. similar to work already done.

CA1		Learning Outcome	Activities
साहित्य	<input type="checkbox"/> पाठ-1 पेड़ का दर्द (कविता)  <input type="checkbox"/> पाठ-2 क्रिकेट का खेल (निबंध)	<input type="checkbox"/> वृक्षों के महत्व को समझना, वृक्ष लगाने के लिए प्रोत्साहित करना।  <input type="checkbox"/> खेलों का महत्व समझते हुए उनमें भाग लेना।	“पेड़ ही जीवन है” पोस्टर बना कर एक प्रभावशाली शीर्षक दीजिए।
व्याकरण	<input type="checkbox"/> भाषा और व्याकरण  <input type="checkbox"/> संज्ञा (भेद सहित)	<input type="checkbox"/> भाषा और विचारों का आदान-प्रदान सीखना  <input type="checkbox"/> किसी भी व्यक्ति, वस्तु या स्थान की पूरी जानकारी हासिल करना	

शब्द भंडार	<input type="checkbox"/> शब्द-अर्थ <input type="checkbox"/> पर्यायवाची शब्द (1-19) पेज-27-28	<input type="checkbox"/> विभिन्न शब्दों के अर्थ जानना <input type="checkbox"/> एक ही शब्द के अन्य शब्द जानना।	
रचना कार्य	<p>अनुच्छेद-</p> <input type="checkbox"/> अपने स्कूल के पुस्तकालय के बारे में लिखिए। <input type="checkbox"/> अध्यापक का आपके जीवन में स्थान के बारे में लिखिए।	<input type="checkbox"/> पुस्तकालय की पूर्ण जानकारी प्राप्त करना। <input type="checkbox"/> अध्यापक की महत्त्वता को समझना।	
<b>CA 2</b>		<b>Learning Outcome</b>	<b>Activities</b>
साहित्य	<input type="checkbox"/> पाठ-3-अब्दुल कलाम <input type="checkbox"/> पाठ-4-सभ्यता की कहानी	<input type="checkbox"/> जीवन में नैतिक मूल्यों का विकास करना। <input type="checkbox"/> प्राचीन मिश्र से जुड़े रोचक तथ्यों से अवगत कराना।	भारत रत्न से सम्मानित किन्ही 3 महान पुरुषों / महिलाओं के बारे में बताइए और उनका देश के प्रति क्या योगदान रहा कक्षा में चर्चा कीजिए।
व्याकरण	<input type="checkbox"/> सर्वनाम (भेद सहित ) <input type="checkbox"/> वचन-(1-18) पेज 57-58 पहली तथा दूसरी पंक्ति	<input type="checkbox"/> संज्ञा के स्थान पर प्रयोग किए जाने वाले शब्दों की जानकारी हासिल करना। <input type="checkbox"/> एक से अनेक बनाना।	
शब्द भंडार	<input type="checkbox"/> शब्द अर्थ <input type="checkbox"/> अनेकार्थी शब्द (1-12) पहली पंक्ति पेज 37-38	<input type="checkbox"/> शब्दों के अर्थ जानना। <input type="checkbox"/> एक शब्द के विभिन्न अर्थ जानना।	
रचना कार्य	<input type="checkbox"/> औपचारिक पत्र- दुर्घटनाग्रस्त होने के कारण अवकाश हेतु प्रधानाचार्या जी / मुख्याध्यापिका जी को प्रार्थना पत्र। <input type="checkbox"/> जुर्माना माफी के लिए प्रधानाचार्या जी / मुख्याध्यापिका जी को प्रार्थना पत्र।		
<b>CA3</b>		<b>Learning Outcome</b>	<b>Activities</b>

साहित्य	<input type="checkbox"/> पाठ-5-पंच परमेश्वर <input type="checkbox"/> पाठ-7-रंगीला राजस्थान	<input type="checkbox"/> सत्य तथा न्याय के रास्ते पर चलने के लिए प्रोत्साहित करना। <input type="checkbox"/> राजस्थान की कला व संस्कृति से अवगत कराना।	राजस्थान की प्रसिद्ध इमारतों के चित्र एकत्रित करके पी.पी.टी द्वारा उनकी सुरक्षा के लिए उठाए गए कदमों की चर्चा करना।
व्याकरण	<input type="checkbox"/> विशेषण <input type="checkbox"/> मुहावरे -1-12 (पेज 110)	<input type="checkbox"/> विशेषता बताने वाले शब्दों की जानकारी प्राप्त करना	
शब्द भंडार	<input type="checkbox"/> शब्द अर्थ <input type="checkbox"/> अनेक शब्दों के लिए एक शब्द (1-27) पेज- 33-34	<input type="checkbox"/> भाषा को संक्षिप्त तथा प्रभावशाली बनाना सीखना।	
रचनाकार्य	अनुच्छेद- <input type="checkbox"/> वृक्ष लगाओ, धरती बचाओ। <input type="checkbox"/> कचरा प्रबंधन का महत्त्व ।	<input type="checkbox"/> बच्चों की सोचने की शक्ति का विकास करना	
<b>CA4</b>		<b>Learning Outcome</b>	<b>Activities</b>
साहित्य	<input type="checkbox"/> पाठ-8-गुलीवर की यात्रा <input type="checkbox"/> पाठ-9-मज़दूर (कविता)	<input type="checkbox"/> विचित्र परिस्थितियों का सामना करना सिखाना <input type="checkbox"/> श्रम तथा श्रमिक के महत्त्व को जानना।	मज़दूर रहित जीवन की कल्पना करते हुए एक कोलाज तैयार कीजिए और उचित शीर्षक दीजिए।
व्याकरण	<input type="checkbox"/> काल <input type="checkbox"/> श्रुतिसम भिन्नार्थक शब्द-1-24 (पेज 40)	<input type="checkbox"/> समय के भाषिक रूप को जानना। <input type="checkbox"/> सुनने में समान शब्दों के भिन्न अर्थ जानना।	
शब्द भंडार	<input type="checkbox"/> विलोम शब्द-1-29 (पेज 29-30) <input type="checkbox"/> शब्द अर्थ		
रचना कार्य	<input type="checkbox"/> अनौपचारिक पत्र-छोटे भाई को पढाई के साथ-साथ अन्य गतिविधियों में भी भाग लेने की प्रेरणा देते हुए पत्र। <input type="checkbox"/> अपने सखी/मित्र को पशु-पक्षियों के प्रति अच्छा व्यवहार करने की सीख देते हुए पत्र।	<input type="checkbox"/> अपनी बात दूसरों तक पहुँचाने के साधन को जानना।	
<b>CA5</b>		<b>Learning Outcome</b>	<b>Activities</b>

साहित्य	<input type="checkbox"/> पाठ-10-हार की जीत <input type="checkbox"/> पाठ-11-बालक चंद्रगुप्त	<input type="checkbox"/> बच्चों में ऊँचे और पवित्र विचारों का विकास करना। <input type="checkbox"/> जीवन की कठिनाइयों का सूझ-बूझ से सामना करना सिखाना।	<input type="checkbox"/> अपने जीवन का कोई ऐसा अनुभव बताइए जिसमें आपको हार में भी जीत नज़र आई हो।
व्याकरण	<input type="checkbox"/> कारक <input type="checkbox"/> लिंग-1-34 (पेज 52-53) पहली व दूसरी पंक्ति	<input type="checkbox"/> क्रिया के साथ संबंध जोड़ने वाले शब्दों का ज्ञान लेना। <input type="checkbox"/> पुरुष तथा स्त्री वर्ग के शब्दों का ज्ञान लेना।	
शब्द भंडार	<input type="checkbox"/> पर्यायवाची शब्द 20-38 (पेज 27-28) <input type="checkbox"/> शब्द अर्थ	<input type="checkbox"/> एक ही अर्थ के विभिन्न शब्दों की जानकारी हासिल करना।	
रचना कार्य	अनुच्छेद- <input type="checkbox"/> आज के युग में कम्प्यूटर का महत्त्व । <input type="checkbox"/> नैतिक मूल्यों का हमारे जीवन में स्थान ।	<input type="checkbox"/> बच्चों का बौद्धिक विकास करना	
<b>CA6</b>		<b>Learning Outcome</b>	<b>Activities</b>
साहित्य	<input type="checkbox"/> पाठ-12-ईमानदार बालक <input type="checkbox"/> पाठ-13-काबुलीवाला	<input type="checkbox"/> बच्चों में ईमानदारी के गुण को विकसित करना। <input type="checkbox"/> मानवीय भावनाओं को समझना व उनका सम्मान करना सीखना	
व्याकरण	<input type="checkbox"/> क्रिया <input type="checkbox"/> वचन-19-36 (पेज 57-58)	<input type="checkbox"/> कार्य के होने या करने के शब्दों का ज्ञान लेना <input type="checkbox"/> पुरुष या स्त्री जाति के शब्दों का ज्ञान प्राप्त करना।	
शब्द भंडार	<input type="checkbox"/> अनेक शब्दों के लिए एक शब्द-28-54 (पेज 34) <input type="checkbox"/> शब्द अर्थ	<input type="checkbox"/> भाषा को सुगठित बनाने वाले शब्दों का ज्ञान प्राप्त करना।	<input type="checkbox"/> वर्ग-पहेली
रचना कार्य	औपचारिक पत्र- <input type="checkbox"/> टेलीफ़ोन खराब होने की शिकायत करते हुए क्षेत्रीय अधिकारी को पत्र <input type="checkbox"/> अपने क्षेत्र में बिजली संकट से उत्पन्न कठिनाइयों के विषय में जानकारी देते हुए पत्र।	<input type="checkbox"/> बच्चों का बौद्धिक विकास करना।	

<b>CA7</b>		<b>Learning Outcome</b>	<b>Activities</b>
साहित्य	<input type="checkbox"/> पाठ-15-अभ्यास का महत्त्व <input type="checkbox"/> पाठ-16-हिमालय की यात्रा	<input type="checkbox"/> विद्या ग्रहण करने के लिए अभ्यास के महत्त्व को समझना <input type="checkbox"/> पहाड़ों के सौंदर्य तथा खतरों से अवगत कराना	<input type="checkbox"/> सफलता के लिए आवश्यक गुणों की सूची तैयार करना
व्याकरण	<input type="checkbox"/> विराम चिन्ह <input type="checkbox"/> अनेकार्थी शब्द-13-24 (पेज 37-38)	<input type="checkbox"/> मौखिक भाषा की विभिन्न चेष्टाओं को लिखा भाषा में व्यक्त करना सीखना <input type="checkbox"/> किसी शब्द के अनेक अर्थों को जानना	
शब्द भंडार	<input type="checkbox"/> श्रुतिसम भिन्नार्थक शब्द-13-24 (पेज 40) <input type="checkbox"/> शब्द अर्थ		
रचना कार्य	अनुच्छेद- <input type="checkbox"/> प्रातःकाल की सैर <input type="checkbox"/> समय का महत्त्व	<input type="checkbox"/> बच्चों का बौद्धिक विकास करना	
<b>CA8</b>		<b>Learning Outcome</b>	<b>Activities</b>
साहित्य	<input type="checkbox"/> पाठ -17 गैजिट : मित्र या शत्रु <input type="checkbox"/> पाठ -18 असाधारण मोर	<input type="checkbox"/> बच्चे आधुनिक उपकरणों का समझदारी से प्रयोग करना सीखेंगे। <input type="checkbox"/> बच्चों में चतुराई से सच झूठ का निरणय लेने की क्षमता विकसित होगी।	<input type="checkbox"/> बचे हुए सामान से (Waste Material) एक गैजिट तैयार करके उस के लाभ और हानी के बारे में बताइए।
व्याकरण	<input type="checkbox"/> समुच्चयबोधक, संबंधबोधक अव्यय <input type="checkbox"/> मुहावरे 13-25 (पेज 110)	<input type="checkbox"/> दो शब्दों या वाक्यों को जोड़ने वाले शब्दों की जानकारी प्राप्त करना	
शब्द भंडार	<input type="checkbox"/> विलोम शब्द 30-71 (पेज 30) <input type="checkbox"/> शब्द अर्थ	<input type="checkbox"/> शब्दों के अंतर को पहचानना	
रचना कार्य	अनौपचारिक पत्र- <input type="checkbox"/> अपनी सखी को उसके जन्मदिन पर उपस्थित न होने का कारण बताते हुए <input type="checkbox"/> पिताजी से रुपए मँगवाने के लिए पत्र		

## GENERAL LEARNING OUTCOME

### साहित्य-

- कविता में आए नए शब्दों के अर्थ समझकर उनका वाक्यों में प्रयोग करना सीखेंगे ।
- कहानी को पढ़कर नए शब्दों के अर्थ को समझ पाएँगे ।
- कहानी में आए पात्रों के बारे में समझ पाएँगे ।
- प्रश्नों के उत्तर बनाना सीखेंगे ।

### व्याकरण-

संज्ञा, सर्वनाम, क्रिया, विशेषण और विराम चिह्नों का उचित प्रयोग करना सीखेंगे ।

### रचना कार्य-

- अनुच्छेद लिखना सीख जाएँगे
- औपचारिक एवं अनौपचारिक पत्र के प्रारूप को सीखेंगे ।
- चित्रों एवं संकेतों की सहायता से कहानी लिखना सीख जाएँगे
- नए-नए वाक्य बनाना सीखेंगे ।
- विराम चिह्नों का उचित प्रयोग करना सीखेंगे

## PUNJABI

## GENERAL LEARNING OUTCOME

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸ਼ੁੱਧ ਉੱਚਾਰਣ ਕਰਨਾ ਸਿਖਾਉਣਾ ।
- ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਉਤਸੁਕਤਾ ਪੈਦਾ ਕਰਨਾ ।
- ਭਾਸ਼ਾ ਨੂੰ ਸੁਣਨਾ, ਬੋਲਨਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਕਰਨਾ ।
- ਪੂਰਵ ਗਿਆਨ ਦੀ ਪਰਖ ਤੇ ਦੁਹਰਾਈ ਕਰਨਾ ।
- ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝ ਕੇ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ ।
- ਪਾਠ ਨੂੰ ਸੁਣ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਮਝਾਉਣਾ ।
- ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਪਾਠ ਪੁਸਤਕ ਪੜ੍ਹਨ ਦੀ ਆਦਤ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ।
- ਵਿਆਕਰਨ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਿਸੇ ਖ਼ਾਸ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਲਿਖਣਾ ਸਿਖਾਉਣਾ ।
- ਤਸਵੀਰ ਵੇਖ ਕੇ ਉਸ ਦੇ ਬਾਰੇ ਲਿਖਣਾ ।
- ਰਸਮੀ ਪੱਤਰ, ਲੇਖ ਅਤੇ ਪੱਤਰ ਅਤੇ ਕਹਾਣੀ ਲਿਖਣਾ ਸਿਖਾਉਣਾ ।
- ਸਾਹਿਤ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲਿਖਣਾ ਸਿਖਾਉਣਾ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਤੀ ਰੁਝਾਨ ਪੈਦਾ ਕਰਨਾ ।

### Giyān Rishma Book-3.

### Language- Punjabi Bhasha da viaakaran-5 (Paramvir Publication)

Note: There will be 3 CAs in each term. The CAs will be of 25 marks each with 50 minutes time duration. There will be a revision worksheet before every CA.

Format of the CA and weightage to sections.  
Each individual assessment will consist of 6 sections.

**A. Reading Comprehension: 16%**

Unseen passage, similar to work done in class.

**B. Grammar: 16 %**

Will consist of new / unseen questions on work done in text and exercise books.

**C. Vocabulary: 16%**

Will consist of words / meanings / phrases etc and their usage in sentences / fill ups etc in new / unseen settings.

**D. Spellings : 8%**

Will consist of spellings from the books.

**E. Textual Comprehension (Literature): 24%**

Will consist of new / unseen VSA and SA type of questions based on work done in text and exercise books.

**F. Writing: 20%**

New / unseen composition activity like writing sentences, paragraphs, letters etc. similar to work already done.

CA1		Learning Outcome	Activities
ਸਾਹਿਤ	ਪਾਠ-1 ਮਾਂ ਦੀ ਗੋਦੀ ਪਾਠ-2 ਕਾਰਡ ਵਾਲਾ ਜਹਾਜ਼	ਆਪਣੀ ਗ਼ਲਤੀ ਦਾ ਅਹਿਸਾਸ ਹੋਣਾ ਅਤੇ ਮਾਫ਼ੀ ਮੰਗਣਾ। ਪਾਠ-4 ਮਾਂ ਦੀ ਗੋਦੀ-ਭੇਣ-ਭਦਾ ਦੇ ਪਿਆਰ ਬਾਰੇ	ਕਿਸੇ ਨੂੰ ਦਿੱਤੇ ਤੋਹਫ਼ੇ ਬਾਰੇ ਰਚਨਾਤਮਿਕ ਲੇਖਣ
ਵਿਆਕਰਨ	ਪਾਠ-1 ਭਾਸ਼ਾ ਜਾਂ ਬੋਲੀ	ਬੱਚੇ ਭਾਸ਼ਾ ਅਤੇ ਬੋਲੀ ਬਾਰੇ ਜਾਨਣਗੇ ਅਤੇ ਵੱਖਰੇ-ਵੱਖਰੇ ਦੇਸ਼ਾਂ ਦੀ ਅਤੇ ਇਲਾਕਿਆਂ ਦੀ ਬੋਲੀ ਬਾਰੇ ਉਨ੍ਹਾਂ ਨੂੰ ਦੱਸਿਆ ਜਾਵੇਗਾ	
ਸ਼ਬਦ ਭੰਡਾਰ	ਲਿੰਗ ਬਦਲੋ		ਬੱਚੇ ਇਸਤਰੀ-ਲਿੰਗ ਅਤੇ ਪੁਲਿੰਗ ਦਾ ਅਮਾਰ ਸਮਝਣਗੇ
ਰਚਨਾ	ਤਾਸਵੀਰ ਵਟਖ ਕੇ ਸਤਰਾਂ ਲਿਖੋ	ਬੱਚਿਆਂ ਨੂੰ ਵਾਕ ਬਨਾਉਣ ਦਾ ਤਰੀਕਾ ਸਮਝਾਇਆ ਜਾਵੇਗਾ ਅਤੇ ਤਾਸਵੀਰ ਨੂੰ ਵੇਖ ਕੇ ਆਪਣੇ- ਆਪ ਹੀ ਲਿਖਣਗੇ	
CA3		Learning Outcome	Activities
ਸਾਹਿਤ	ਪਾਠ-5 ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਪਾਠ-6 ਸਿਆਣਾ ਬੀਰਬਲ	ਸ੍ਰੀ ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਕਿਸੇ ਦੀ ਕਲਾਕਾਰੀ ਬਾਰੇ ਦੱਸਣਾ	ਰਚਨਾਤਮਿਕ ਲੇਖ ਰਚਨਾਤਮਿਕ ਲੇਖ
ਵਿਆਕਰਨ	ਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਉਸ ਦੇ ਭੇਦ	ਨਾਂਵ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਕਰਨੀ	ਨਾਂਵ ਦੇ ਭੇਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਅਤੇ ਉਹਨਾਂ ਦੀ ਚੋਣ
ਸ਼ਬਦ ਭੰਡਾਰ	ਵਿਰੋਧੀ ਸ਼ਬਦ		ਸ਼ਬਦਾਂ ਦੇ ਉਲਟ ਅਰਥਾਂ ਦੀ ਪਛਾਣ
ਰਚਨਾ	ਲੇਖ-ਚੰਗਾ ਵਿਦਿਆਰਥੀ		ਚੰਗੇ ਵਿਦਿਆਰਥੀ ਦੇ ਗੁਣ ਬਾਰੇ ਜਾਣਕਾਰੀ
CA4		Learning Outcome	Activities
ਸਾਹਿਤ	ਪਾਠ-7 ਪੁਸਤਕਾਂ ਨੱਚ ਪਈਆਂ ਪਾਠ-8 ਸਾਡਾ ਘਰ (ਕਚਿਤਾ)	ਘਰ ਅਤੇ ਘਰ ਵਿੱਚ ਵਸਦੇ ਲੋਕਾਂ ਅਤੇ ਜੀਵਾਂ ਬਾਰੇ	ਆਪਣੇ ਘਰ ਬਾਰੇ ਰਚਨਾਤਮਿਕ ਲੇਖ

ਵਿਆਕਰਨ	ਕਾਲ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ	ਬਚਿਆ ਨੂ ਸਮੇ ਦੇ ਹਿਸਾਬ ਨਾਲ ਬੈਦ ਦਾ ਪਤਾ ਲੱਗਣਾ	ਵਾਕਾਂ ਵਿਚੋ ਕਾਲ ਦੀ ਚੋਣ ਕਰਨੀ
ਸ਼ਬਦ ਭੰਡਾਰ	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾ ਤੇ ਇੱਕ ਸ਼ਬਦ		
ਰਚਨਾ	ਜ਼ਰੂਰੀ ਕੰਮ ਦੀ ਛੁਟੀ ਲਈ ਮੁਖ ਅਧਿਆਪਕਾ ਨੂ ਬਿਨੇ ਪਤਰ		
<b>CA5</b>		<b>Learning Outcome</b>	<b>Activities</b>
	ਪਾਠ-10 ਸਾਵਣ ਦਾ ਮਹੀਨਾ ਪਾਠ-9 ਸਿਆਣਾ ਗਿੱਦੜ	ਸਾਉਣ ਦੇ ਮਹੀਨੇ ਦੀ ਜਾਣਕਾਰੀ ਸਿਆਣਪ ਨਾਲ ਵਡੀ ਤੇ ਵਢੀ ਮੁਸੀਬਤ ਤੇ ਬਚਿਆ ਜਾ ਸਕਦਾ ਹੈ	ਮੀਹ ਵਾਲੇ ਦਿਨ ਦੀ ਵਿਚਾਰ ਚਰਚਾ
ਵਿਆਕਰਨ	ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ	ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਉਸ ਦੇ ਭੇਦ	ਕਿਰਿਆ ਦੇ ਭੇਦਾਂ ਦੀ ਜਾਣਕਾਰੀ
ਸ਼ਬਦ ਭੰਡਾਰ	ਵਚਨ ਬਦਲੇ	ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਉਸ ਦੇ ਭੇਦ	ਇੱਕ ਵਚਨ ਅਤੇ ਬਹੁਵਚਨ ਸ਼ਬਦਾਂ ਦੀ ਜਾਣਕਾਰੀ
ਰਚਨਾ	ਸਮਝਦਾਰ ਬਕਰੀਆ		
<b>CA7</b>		<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ	ਪਾਠ-15 ਨਿਕੀ ਦੀ ਵਡੀ ਗੱਲ ਪਾਠ-16 ਕਾਲੇ ਛਿਟੇ	ਪਾਣੀ ਬਚਾਓ ਬਾਰੇ ਵਹਿਮਾਂ ਭਰਮਾਂ ਨੂੰ ਸਮਝਣ ਬਾਰੇ	ਪਾਣੀ ਬਚਾਓ, ਜੀਵਨ ਬਚਾਓ ਬਾਰੇ ਰਚਨਾਤਮਿਕ ਲੇਖਣ ਕਹਾਣੀ ਲੇਖਣ
ਵਿਆਕਰਨ	ਪੜਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ	ਵਾਕ ਵਿਚੋ ਪੜਨਾਂਵ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਕਰਨੀ	ਬੱਚੇ ਪੜਨਾਂਵ ਸ਼ਬਦਾਂ ਨੂ ਭੇਦਾਂ ਅਨੁਸਾਰ ਚੋਣ ਕਰਨਾ ਸਿੱਖਣਗੇ
ਸ਼ਬਦ ਭੰਡਾਰ	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾ ਤੇ ਇੱਕ ਸ਼ਬਦ		
ਰਚਨਾ	ਆਪਣੇ ਮਿੱਤਰ ਜਾਂ ਸਹੇਲੀ ਨੂੰ ਪੰਹਵੀ ਜਮਾਤ ਵਿੱਚੋਂ ਪਾਸ ਹੋਣ ਦੀ ਵਧਾਈ ਪੱਤਰ		
<b>CA8</b>		<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ	ਪਾਠ-13 ਸੱਤਰੰਗੀ ਤਿਤਲੀ ਪਾਠ-14 ਪੀਲੇ ਫੁਲਾਂ ਵਾਲਾ ਰੁੱਖ	ਆਪਣੇ ਤੇ ਹੰਕਾਰ ਨਾ ਕਰਨਾ ਰੁੱਖਾਂ ਦੀ ਸੰਭਾਲ ਅਤੇ ਫੁਲਾਂ ਨਾਲ ਪਿਆਰ ਕਰਨਾ	ਰਚਨਾਤਮਿਕ ਲੇਖ ਰਖਾਂ, ਫੁਲਾਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਲਾਭਾਂ ਬਾਰੇ ਲਿਖਣਾ
ਵਿਆਕਰਨ	ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ	ਵਿਸ਼ੇਸ਼ਣ ਦੇ ਭਦਾਂ ਦੀ ਚੋਣ ਕਰਨਾ ਸਿੱਖਾਇਆ ਜਾਵੇਗਾ	
ਸ਼ਬਦ ਭੰਡਾਰ	ਵਿਰੋਧੀ ਸ਼ਬਦ		
ਰਚਨਾ	ਸੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ	ਗੁਰੂ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇਗਾ	

ਸਾਹਿਤ:

- ਕਵਿਤਾ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝ ਕੇ ਉਨ੍ਹਾਂ ਦੀ ਵਾਕ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨਾ।
- ਕਹਾਣੀ ਨੂੰ ਪੜ੍ਹ ਕੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਗੇ।
- ਕਹਾਣੀ ਵਿੱਚ ਆਏ ਨਵੇਂ ਪਾਤਰਾਂ ਦੇ ਬਾਰੇ ਸਮਝਣਗੇ।
- ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਬਣਾਉਣਾ ਸਿੱਖਣਗੇ।

ਵਿਆਕਰਨ:

ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ ਆਦਿ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ ਸਿੱਖਣਗੇ।

ਰਚਨਾ:

- ਕਿਸੇ ਵਿਸ਼ੇ ਦੇ ਬਾਰੇ ਲਿਖ ਸਕਣਗੇ।
- ਨਿਜੀ ਪੱਤਰ ਅਤੇ ਪੱਤਰ ਦੇ ਅੰਤਰ ਸਮਝਣਗੇ।
- ਤਸਵੀਰ ਵੇਖ ਕੇ ਕਹਾਣੀ ਲਿਖਣਾ ਸਿੱਖ ਜਾਣਗੇ।
- ਵਾਕ ਬਣਾਉਣਾ ਸਿੱਖਣਗੇ।

## **GENERAL KNOWLEDGE**

### **Text Book: Millennium's "Now, I Know It"**

Note: There will be 2 CAs in each term. The CAs will be 25 marks each (20 from book and 5 from worksheet) with 30minutes time duration.

Worksheet of CA2 & CA6 will be based on Local Knowledge.

Worksheet of CA4 & CA8 will be based on Current Affairs.

A composite report card showing grades (A+ to D) will be given out at the end of each term.

## **TERM 1**

### **CA2**

- |     |                 |                               |
|-----|-----------------|-------------------------------|
| 1.  | Page 5          | Herbs that cure               |
| 2.  | Page 6          | Wonder waterfalls             |
| 3.  | Page 7          | Bird watch                    |
| 4.  | Page 10         | World epithets                |
| 5.  | Page 11         | Islands of the world          |
| 6.  | Page 12         | The mystery of stonehenge     |
| 7.  | Page 13         | World famous residences       |
| 8.  | Page 14         | Great emperors in history     |
| 9.  | Page 15         | The challengers               |
| 10. | Page 16         | Natural disasters             |
| 11. | Page 17         | Amazing structures in India   |
| 12. | Page 18-19      | Indians the world looks up to |
| 13. | Local Knowledge |                               |

### **CA4**

- |    |         |                         |
|----|---------|-------------------------|
| 1. | Page 20 | Indian institutes       |
| 2. | Page 21 | Midnight's children     |
| 3. | Page 22 | Incredible India        |
| 4. | Page 23 | Indian social reformers |

- |     |                 |                              |
|-----|-----------------|------------------------------|
| 5.  | Page 24         | Indian rupee                 |
| 6.  | Page 26         | Everyday chemicals           |
| 7.  | Page 28         | The mathematics of life      |
| 8.  | Page 29         | Great scientific masterminds |
| 9.  | Page 30         | Milestones of ITC revolution |
| 10. | Page 31         | Books with benefits          |
| 11. | Page 32         | How time flies               |
| 12. | Current Affairs |                              |

## **TERM 2**

### **CA6**

- |     |                 |   |
|-----|-----------------|---|
| 1.  | Page 35         | Most loved children's writer's in the world |
| 2.  | Page 36-37      | Eureka-Eureka                               |
| 3.  | Page 38         | Palindromes                                 |
| 4.  | Page 43         | Important official documents                |
| 5.  | Page 44         | Understanding sign boards                   |
| 6.  | Page 45         | Bon Voyage                                  |
| 7.  | Page 46         | Moments of 21 <sup>st</sup> century         |
| 8.  | Page 47         | Ace Asia sports personalities               |
| 9.  | Page 48-49      | India in Olympics                           |
| 10. | Page 50         | Football facts                              |
| 11. | Page 51         | Badminton quiz                              |
| 12. | Local Knowledge |   |

### **CA8**

- |     |                 |                              |
|-----|-----------------|------------------------------|
| 1.  | Page 52         | National sports of countries |
| 2.  | Page 54         | Sports stadiums in India     |
| 3.  | Page 55         | Sports lover's quiz          |
| 4.  | Page 56         | Top CEOs in the world        |
| 5.  | Page 57         | Iconic Taglines              |
| 6.  | Page 58         | Winning the world over       |
| 7.  | Page 59         | For a better future          |
| 8.  | Page 60         | Brainstormers                |
| 9.  | Page 61         | Odd one out                  |
| 10. | Page 62-63      | Understanding Correlations   |
| 11. | Current Affairs |                              |

## **COMPUTER**

### **GENERAL AIMS AND OBJECTIVES**

#### **Aims:**

The overall aims and objectives of the course are :

- a. to enable the learner to browse and explore net .
- b. to enable the learner to make programs using Python and C++ languages.
- c. to develop interest in making question papers (MCQ's, one word answer, short answers)using Articulate Storyline.
- d. to enable the learner to record their voice and attaching with the presentation.

- e. to enable the learner to trim audio , video files using Movie Studio Platinum.
- f. to make children techno savvy.

**Objective:**

- a. develop programming skills in the students.
- b. recording of voice, trimming of audio and video files.

**Book: Computer Workbook**

<b>Chapter</b>	<b>Specific Learning Outcome</b>	<b>Activity</b>
<b>CA1</b> <b>Python</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Operators</li> <li><input type="checkbox"/> Displaying text in different ways</li> <li><input type="checkbox"/> Variables, assigning values to variables</li> <li><input type="checkbox"/> Input and output statements</li> </ul>	Students will be able to use operators, printing of text, defining variables and assigning values to variables, accepting input from user and displaying text.	Students will make programs by using various commands in python.
<b>CA2</b> <b>Python</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrays</li> <li><input type="checkbox"/> Append, remove, insert and pop functions</li> <li><input type="checkbox"/> If and else if statement</li> </ul>	Students will be able to make programs using arrays, append, remove, insert, pop up commands and making programs using if and if else statements.	Students will make programs by using various commands in python.
<b>CA3</b> <b>Python</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> For loop</li> <li><input type="checkbox"/> While loop</li> </ul>	Students will be able to make programs using for and while loop.	Students will make programs by using for and while loops in python.
<b>CA4</b> <b>C++</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data types</li> <li><input type="checkbox"/> Variables</li> <li><input type="checkbox"/> Input and output statements</li> <li><input type="checkbox"/> Operators (Addition, subtraction, multiplication and division)</li> </ul> Project- Project in python using loops.	Students will be able to use different datatypes, defining variables and assigning values to variables, accepting input from user and displaying output, making programs using operators.	Students will make programs by using various commands in C++.



<p><b>CAS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attaching audio and video files in a Power point presentation.</li> <li><input type="checkbox"/> Recording for voice and attaching to Powerpoint slides.</li> <li><input type="checkbox"/> Storyboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to record their own voice to explain any one English / EVS topic using Movie Studio Platinum.</li> <li><input type="checkbox"/> Students will be able trim particular portion of audio and video files.</li> <li><input type="checkbox"/> Children will learn animation.</li> </ul>	<p><b>Project-</b> Students will make a presentation of maximum 10 slides of any one English/EVS topic, <b>record their sound in Movie Studio Platinum to explain the slides and attaching with presentation. They will also download few videos, images related with that topic and attach with the presentation.</b></p> <p><b>Children will learn to animate pictures and images.</b></p>
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## **ART/ CRAFT**

### **Objective of Art**

- To help the students to think about and create their ideas on a paper.
- To make them understand practical implications of expressing their ideas.
- To inspire individuals to choose their own positive personal, social, moral and spiritual values.

There will be no CAs for ART/CRAFT. The following topics are to be covered and Grades will be awarded on the basis of the work done through each term. Art and Craft both will get equal (50%) weightage.

Material required: Drawing book, Activity book, Glue stick/ fevicol, water colour, round brush (no.-2) and flat brush (number-4), pencil, Eraser, scale.

### **TERM 1**

1. Colour wheel, Primary colours / Secondary/tertiary/natural/warm/cool colour.
2. Craft book pages no 7, 8, 9 and 15 to 29
3. Drawing of different Houses etc. with water colours.
4. Different type of trees drawing /colouring.
5. Activity book pages no 32 to 45.

### **TERM 2**

1. Drawing and colouring the composition of different vegetables, fruits and flowers.
2. Activity pages no. 46 to 53.
3. Activity pages no. 54 to 88 a, b, c.  
Poster making on eco-friendly Diwali

### **Learning Outcomes of Art**

- Children will learn how to draw and colour. They will learn how to do pencil shading and colouring in different objects.
- Their motorskills and craftsmanship will improve through craft work.