

# Syllabus 2021-22

## Class VI

- **Term Exams of English, Hindi, Punjabi, Maths, Science and Social Science will be of 80 marks + Periodic Assessment (PT) (20marks) = 100 marks**
- **PT 20marks = [(PT1+PT2+PT3) / (PT4+PT5+PT6) reduced to 10 marks + Subject Enrichment 5 marks + Notebook Evaluation 5 marks]**
- **There will be 2 Subject Enrichment Activities of 5 Marks and 2 Notebook Evaluation of 5 Marks in EACH TERM**

## 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 the purpose of studying across the curriculum.
- (iii) to develop an interest in Literature and to appreciate it.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce the structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

#### Objectives:

#### LISTENING SKILLS

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

#### SPEAKING SKILLS

- (i) To pronounce words correctly and intelligibly.
- (ii) To use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) To speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.

- (iv) To put ideas in proper sequence.
- (v) To narrate simple experiences and series of events to convey its essence and intention.
- (vi) To describe accurately what the learner observes and experiences.
- (vii) To converse in familiar social situations.
- (viii) To use polite expressions in appropriate ways e.g. Excuse me, I beg your pardon etc.

## **READING SKILLS**

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

## **WRITING SKILLS**

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

## **ATTITUDINAL CHANGES**

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

### **Books:**

### **Books:**

- **Collins Literature Reader 6**
- **Just Grammar**

• **Booklet for Unseen passages and vocabulary**

<b>PT1</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 1 Sailor Jim's Telescope.	<ul style="list-style-type: none"> <li>• Read and understand text and answer direct, inferential and imaginative questions.</li> <li>• Collate different parts of the text and be able to summarize them into coherent statements.</li> <li>• Delineate character(s) from actions/ speech.</li> <li>• Assess the theme and style of the story.</li> <li>• Do critical analysis of the poem.</li> <li>• Read, understand and appreciate the poetry.</li> <li>• Answer direct, inferential and imaginative questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose any piece of equipment that you think is useful and make some notes about it.</li> </ul>
<b>Grammar</b> Nouns Articles	<ul style="list-style-type: none"> <li>• Differentiate between different types of Nouns (Common, Material, Proper, Abstract, Collective)</li> <li>• Learn to use definite and indefinite articles and their application in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of nouns in sentences and paragraphs.</li> <li>• Insert appropriate articles in the paragraphs.</li> </ul>
<b>Vocabulary</b> (LR) Synonyms And Antonyms 20 Vocabulary words from the Vocabulary booklet	<ul style="list-style-type: none"> <li>• Learn new vocabulary words, their antonyms, synonyms and their usage in sentences.</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> Story Writing- Based on Pictures (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>	
2 Unseen passages (HOTS)	<ul style="list-style-type: none"> <li>• Comprehend unseen passages and answer HOTS (Higher Order Thinking Skills) questions.</li> </ul>	
<b>PT2</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 3 Shipwrecked in Lilliput.	<ul style="list-style-type: none"> <li>• Answer direct, inferential and imaginative questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph about a different place that Gulliver visited and how he felt about the inhabitants.</li> </ul>
<b>Grammar</b> Adjectives	<ul style="list-style-type: none"> <li>• Use different types of adjectives: descriptive, quantitative, demonstrative, possessive and interrogative.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be given a paragraph to write using adjectives and will also</li> </ul>

	<ul style="list-style-type: none"> <li>Use different degrees and order of adjectives.</li> </ul>	mention the type of adjectives they are using.
<b>Vocabulary</b> Figures of speech: Simile, Oxymoron, Onomatopoeia  Vocabulary words from the booklet.	<ul style="list-style-type: none"> <li>Understand the mentioned Figures of speech and their importance and usage.</li> <li>Understand the meaning of 20 new words and use them in different ways.</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	<ul style="list-style-type: none"> <li>Write informal letter in appropriate format (Introduction, Content, Conclusion)</li> <li>Write informal letters on the given topics.</li> <li>Write relevant content fluently.</li> </ul>	
<ul style="list-style-type: none"> <li>Two unseen passages (HOTS)</li> </ul>	Comprehend unseen passages and answer HOTS questions.	
<b>PT3</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 4 The waters of Olive Lake.	<ul style="list-style-type: none"> <li>Read and understand text and answer direct, inferential and imaginative questions.</li> <li>Collate different parts of the text and be able to summarize them into coherent statements.</li> <li>Delineate character(s) from actions/ speech.</li> <li>Assess the theme and style of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be asked to imagine themselves as Liu and then asked to write a wish and how it would change their life and the lives of the people around them.</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between different types of verbs i.e modals, stative, 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.</li> </ul>
<b>Vocabulary</b> Vocabulary words from the booklet	<ul style="list-style-type: none"> <li>Understand the meanings of 20 new words and their usage in sentences.</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> Essay writing.	<ul style="list-style-type: none"> <li>Understand the format of writing an Essay.</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>	

Unseen passages (HOTS)	Comprehend unseen passages and answer HOTS questions.	
<b>TERM -1</b>		
<b>Textual Comprehension-</b> L 6 The why-why Girl	<ul style="list-style-type: none"> <li>• Read and understand text and be able to answer inferential and imaginative questions.</li> <li>• Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with each other.</li> <li>• Acquire the linguistic competence required in various life situations.</li> </ul>	Children will be divided into groups and each group will be given ten questions beginning with “Why” and exchange them with their partners giving answers on their own.
<b>Grammar</b> Prepositions	<ul style="list-style-type: none"> <li>• Understand the meaning and kinds of prepositions (place, time and date, movement) and their use in different sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• A paragraph will be given to the children and they will be asked to insert the correct preposition wherever required.</li> </ul>
<b>Vocabulary</b> One word for meanings. 20 vocabulary words from the booklet.	<ul style="list-style-type: none"> <li>• Understand the meanings of 20 new words and their usage in sentences.</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 and paragraphs.</li> </ul>
<b>Writing</b> Notice Writing	<ul style="list-style-type: none"> <li>• Understand the layout of writing notices and the purpose of writing notices.</li> </ul>	
Unseen passages (HOTS)	<ul style="list-style-type: none"> <li>• Comprehend unseen passages and answer the questions based on HOTS</li> </ul>	

### Term 1

#### Complete syllabus of PT1 to PT 3

#### Activities to be done:

**1. Activity based on literature reader.**

**2. Discussion on topic: ‘Should junk food be banned .’**

PT4	Specific Learning Outcomes	Activity
<b>Textual Comprehension</b> L 7 The Darkmaster’s challenge	<ul style="list-style-type: none"> <li>• Understand the text and be able to answer inferential and imaginative questions.</li> <li>• Acquire basic language skills in order to communicate with speakers of English language.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be asked to write a thrilling short story using as much descriptive language as they can and share their story in the class.</li> </ul>
<b>Grammar</b> Tenses Only Present Tense and its forms.	<ul style="list-style-type: none"> <li>• Understand the rules of different Tenses (past, present and future) and their different forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The class will be divided into groups and every group will be assigned a form of Present Tense and asked to make as many</li> </ul>

	<ul style="list-style-type: none"> <li>How and when to use the different forms of tenses in sentences and paragraphs.</li> </ul>	sentences as they can frame.
<b>Vocabulary</b> 20 new vocabulary words from the booklet.	<ul style="list-style-type: none"> <li>Understand the meaning of 20 new words and their usage in sentences and paragraphs.</li> </ul>	Children will be asked to frame sentences on their own.
<b>Writing</b> Report writing,	<ul style="list-style-type: none"> <li>Understand the format of writing a report.</li> </ul>	
Unseen Passages (HOTS)	<ul style="list-style-type: none"> <li>Comprehend unseen passages and answer the questions based on (HOTS)</li> </ul>	
<b>PT5</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 9 The Six Fools	<ul style="list-style-type: none"> <li>Read and understand text and answer direct, inferential and imaginative questions.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be asked to work in groups to choose six of the cleverest students of the class and give reasons for their choices.</li> </ul>
<b>Grammar</b> Active and Passive voice	<ul style="list-style-type: none"> <li>Understand different parts of a sentence, i.e, subject, verb and object.</li> <li>Be able to interchange active into passive voice and vice versa in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph in active voice will be given and the class will be asked to change it into passive voice without changing the meaning of the sentences.</li> </ul>
<b>Vocabulary</b> 20 new vocabulary words from the booklet.	<ul style="list-style-type: none"> <li>Understand the meanings of the new words and be able to use them in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be asked to frame some sentences from the new words.</li> </ul>
<b>Writing</b> Paragraph writing	<ul style="list-style-type: none"> <li>Understand how to write a paragraph using different verbs, adjectives, prepositions.</li> <li>To be able to use new vocabulary in sentences.</li> </ul>	
Unseen Passages (HOTS)	Understand and comprehend the unseen passages using questions based on (HOTS) Higher Order Thinking Skills questions.	
<b>PT6</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 10 A Tiger In The House	<ul style="list-style-type: none"> <li>Understand the text and be able to answer inferential and imaginative questions.</li> </ul>	The children will be divided into different groups and asked to give the story a different ending with a surprise.

	<ul style="list-style-type: none"> <li>Acquire basic language skills(listening, speaking, reading and writing)</li> </ul>	
<b>Grammar</b> Conjunctions	<ul style="list-style-type: none"> <li>Understand the different kinds of conjunctions (Co – ordinate, subordinate and relative) and their application in sentences and paragraphs.</li> <li>Understand the purpose of modals and how to use them in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be given a paragraph and asked to insert the appropriate conjunctions.</li> </ul>
<b>Vocabulary</b> 20 new words with meanings.	<ul style="list-style-type: none"> <li>Understand the meanings of the new words and use them in sentences and paragraphs.</li> </ul>	Children will be asked to frame sentences using the new words.
<b>Writing</b> Email writing	<ul style="list-style-type: none"> <li>Understand the format of writing an email using appropriate tense and vocabulary.</li> </ul>	
Unseen Passages(HOTS)	<ul style="list-style-type: none"> <li>Understand and comprehend the unseen passages using (HOTS) based questions.</li> </ul>	
<b>TERM -2</b>	<b>Specific Learning Outcomes</b>	<b>Activity</b>
<b>Textual Comprehension</b> L 12 Shweta to the Rescue.	<ul style="list-style-type: none"> <li>Understand and comprehend the text and be able to answer the inferential and imaginative questions.</li> <li>Acquire basic language skills in order to communicate with speakers of English language.</li> <li>Infer meanings of unfamiliar words.</li> </ul>	Make an anti bullying poster to spread the message of stop bullying for the class.
<b>Grammar</b> Bio Sketch	<ul style="list-style-type: none"> <li>The children will be able to learn how to write a Biosketch in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be given some hints about famous personalities and asked to write a biosketch of them in their own words.</li> </ul>
<b>Vocabulary</b> 20 new words with their meanings	<ul style="list-style-type: none"> <li>Understand the meanings, synonyms and antonyms of the new words and be able to use them in sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be asked to frame sentences using the new vocabulary words.</li> </ul>
<b>Writing</b> Formal letter writing	<ul style="list-style-type: none"> <li>Understand the rules and format of writing a formal letter.</li> </ul>	

	<ul style="list-style-type: none"> <li>Understand the purpose of writing formal letters.</li> </ul>	
Unseen Passages (2)	<ul style="list-style-type: none"> <li>Understand and comprehend the unseen passages and be able to answer the (HOTS) based questions.</li> </ul>	
<b>TERM 2</b> <b>Complete Syllabus of PT4, PT5, PT6, and 10% of syllabus from TERM 1.</b> <b>Grammar- Present Tense, Adjectives</b> <b>Activities to be done:</b> <b>1. Activity based on the prescribed literature reader.</b> <b>2. Prepare a speech on the topic ‘Advantages and disadvantages of using the internet’.</b>		

Note: The Lessons from the Literature Reader are meant for Self-Learning and will be discussed in class. All the Subject Enrichment Activities will be based on the Literature Reader.

Extended Readers will be exchanged after testing them through a worksheet.

#### **Extended Readers:**

- Robinson Crusoe
- Dr Jekyll & Mr. Hyde
- The Count of Monte Cristo
- The Return of Sherlock Holmes
- The Swiss Family Robinson

## **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.

# **HINDI**

## **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 Hindi 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 learnt.
- (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.

### **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, Dialogues, emails, stories, 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:

- Palash Hindi Pathya-Pustak
- Gulmohar Hindi Vyakaran

PT1	LEARNING OUTCOMES	ACTIVITY
<p>साहित्य:</p> <p>गद्य खंड</p> <p>पाठ-२ गिल्लू (कहानी)</p> <p>शब्द- अर्थ, प्रश्न-उत्तर, अभ्यास-कार्य</p> <p>पाठ-१ आया बसंत-आया बसंत (कविता) केवल पाठन</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> पशु-पक्षियों के प्रति दया व प्रेम की भावना रखना सीखेंगे।। आस-पास के लोगों को भी पशुओं के प्रति प्रेम की भावना सीखाएँगे।</li> <li><input type="checkbox"/> पाठ का समूल भाव समझ पाएँगे।</li> <li><input type="checkbox"/> कम शब्दों में बहुत कुछ कहने की कला सीखेंगे।</li> <li><input type="checkbox"/> कल्पना व वास्तविकता का अंतर समझ पाएँगे।</li> </ul>	<p>आपको कोई घायल पक्षी मिला।आप उसकी सुरक्षा के लिए क्या करेंगे, अपने विचार लिखिए।</p>
<p>व्याकरण:</p> <p>संज्ञा, उपसर्ग</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> विद्यार्थी समझ पाएँगे कि प्रत्येक वस्तु,स्थान, प्राणी, गुण भाव आदि जितने भी नाम हैं,सब संज्ञा हैं।संज्ञा के भेदों के बारे में जानेंगे।</li> <li><input type="checkbox"/> शब्द रचना की प्रक्रिया के बारे में जानकारी प्राप्त करेंगे।</li> <li><input type="checkbox"/> बच्चों को हिंदी भाषा व व्याकरण का ज्ञान होगा</li> <li><input type="checkbox"/> वे नए-नए शब्द बनाना सीखेंगे ।</li> <li><input type="checkbox"/> भाषा की शुद्धता का ज्ञान मिलेगा।</li> </ul>	<p>इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।</p>
<p>शब्द-भंडार:</p> <p>विलोम शब्द (1-31), अनेक शब्दों के लिए एक शब्द (1-17 तक), शुद्ध वर्तनी, विराम चिह्न</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> एक शब्द के अनेक अर्थों की जानकारी होगी,जिसे बच्चे वाक्य बनाते समय प्रयोग कर सकेंगे।</li> <li><input type="checkbox"/> शब्दों का ज्ञान बढ़ेगा।</li> <li><input type="checkbox"/> शुद्ध वर्तनी, विराम चिह्न का प्रयोग सीख पाएँगे।</li> </ul>	<p>शुद्ध वर्तनी, विराम चिह्न का प्रयोग वाक्यों में करेंगे।</p>
<p>रचना-कार्य:</p> <p>पशु-पक्षियों के प्रति संरक्षण की भावना पर अनुच्छेद लिखिए। (पाठ-2 के आधार पर)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> लेखन - कला का विकास होगा।</li> <li><input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिह्नों का विकास होगा।</li> <li><input type="checkbox"/> वैचारिक शक्ति का विकास होगा।</li> </ul>	<p>स्लोगन लिखिए: जीव-जन्तुओं की सुरक्षा पर।</p>
<p>अपठित गद्यांश</p>		
PT2	LEARNING OUTCOMES	ACTIVITY
<p>साहित्य:</p> <p>पद्य-खंड</p> <p>पाठ 9-श्रेय (कविता) (प्रश्नोत्तर, अभ्यास कार्य)</p> <p>पाठ-7 वो हार गया (मूल्यपरक कहानी) (स्वतः पठन हेतु)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> कृतज्ञता की भावना का विकास होगा।</li> <li><input type="checkbox"/> हर अच्छी चीज़ या व्यक्ति की अच्छाई के पीछेकिसी और का हाथ होता है।विद्यार्थी इस बात को समझेंगे।</li> </ul>	<p>पोस्टर मेकिंग-धरती बचाओ-पेड़ लगाओ।</p>

<p>व्याकरण: सर्वनाम, विशेषण</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> संज्ञा शब्दों का बार-बार प्रयोग करने से भाषा अस्वाभाविक लगने लगती है,इसे स्वाभाविक बनाने के लिए संज्ञा के स्थान पर प्रयोग होने वाले शब्दों की जानकारी मिलेगी।सर्वनाम के भेदों की जानकारी मिलेगी।</li> <li><input type="checkbox"/> विद्यार्थी संज्ञा,सर्वनाम को जानने के बाद उनकी विशेषता बताने वाले शब्दों के बारे में जानकारी हासिल करेंगे।विशेष्य तथा प्रविशेषण की जानकारी होगी।</li> </ul>	<p>इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।</p>
<p>शब्द-भंडार: पर्यायवाची (1-21), मुहावरे (1-11), शुद्ध वर्तनी, विराम चिह्न</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> शब्द भंडार में वृद्धि होगी।</li> <li><input type="checkbox"/> मुहावरों के प्रयोग से भाषा बहुत प्रभावपूर्ण हो जाती है।अतः मुहावरों का वाक्यों में प्रयोग करना सीख जाएंगे।</li> <li><input type="checkbox"/> बच्चों को हिंदी भाषा व व्याकरण का ज्ञान होगा</li> </ul>	<p>शुद्ध वर्तनी, विराम चिह्न का प्रयोग वाक्यों में करेंगे।</p>
<p>रचना-कार्य: पत्र-औपचारिक: आप बीमार हैं, विद्यालय नहीं आ सकते, प्रधानाचार्य जी से दो दिन का अवकाश माँगते हुए पत्र लिखिए। विज्ञापन बनाइए: स्वच्छता-अभियान विषय पर विज्ञापन बनाइए।</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> विज्ञापन बनाना-कम शब्दों में अधिक जानकारी देना सीख जाएंगे।</li> <li><input type="checkbox"/> लेखन - कला का विकास होगा।</li> <li><input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिह्नों का विकास होगा।</li> <li><input type="checkbox"/> वैचारिक शक्ति का विकास होगा।</li> </ul>	
<p>अपठित पद्यांश</p>		
<p><b>PT3</b></p>	<p><b>LEARNING OUTCOMES</b></p>	<p><b>ACTIVITY</b></p>
<p>साहित्य: गद्य खंड: पाठ-3 मित्रता (निबंध) (प्रश्नोत्तर, अभ्यास कार्य) पाठ-5 माँ कह एक कहानी (कविता) (स्वतः पठन हेतु)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> जीवन में सच्चे मित्र कितने ज़रूरी हैं।सच्चे मित्र के महत्त्व को समझेंगे।</li> <li><input type="checkbox"/> मित्रों का चुनाव बड़ी सावधानी से करना चाहिए।गलत निर्णय हमारे जीवन को प्रभावित करता है।</li> <li><input type="checkbox"/> विद्यार्थी सच्चे मित्रों का चुनाव करने में सक्षम होंगे।</li> </ul>	<p>बहुत अधिक मित्र बनाना ही सही मित्र पाने का मार्ग प्रशस्त करता है।इस विषय के पक्ष-विपक्ष में अपने विचार प्रकट कीजिए।</p>
<p>व्याकरण: क्रिया, क्रिया-विशेषण</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> विद्यार्थियों को किसी घटना या कार्य के होने या किए जाने का बोध कराने वाले शब्दों का ज्ञान होगा।</li> <li><input type="checkbox"/> धातुओं की जानकारी होगी।</li> <li><input type="checkbox"/> भेदों के बारे में जानेंगे।</li> </ul>	<p>इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।</p>

<p>शब्द-भंडार: अनेकार्थक(1-12), मुहावरे ( 12-22), शुद्ध वर्तनी, विराम चिह्न</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> शब्द भंडार में वृद्धि होगी। मुहावरों के प्रयोग से भाषा बहुत प्रभावपूर्ण हो जाती है। अतः मुहावरों का वाक्यों में प्रयोग करना सीख जाएंगे।</li> <li><input type="checkbox"/> नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा।</li> <li><input type="checkbox"/> शुद्ध वर्तनी, विराम चिह्न का प्रयोग सीख जाएंगे।</li> </ul>	<p>शुद्ध वर्तनी, विराम चिह्न का प्रयोग वाक्यों में करेंगे।</p>
<p>रचना-कार्य: अनुच्छेद-सच्ची मित्रता (पाठ-3 के आधार पर) संवाद लेखन- स्कूल पिकनिक पर जाने के विषय पर मीता तथा उसकी मम्मी के बीच हुई बातचीत को संवाद के रूप में लिखिए</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> लेखन - कला का विकास होगा।</li> <li><input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिह्नों का विकास होगा।</li> <li><input type="checkbox"/> वैचारिक शक्ति का विकास होगा।</li> </ul>	
<p>अपठित गद्यांश</p>		

### TERM-1

<p>रचना-कार्य: पत्र (औपचारिक-कार्यालयी-पत्र) - निगम अधिकारी को अपने मोहल्ले की दुर्दशा का वर्णन करते हुए पत्र लिखिए। Complete Syllabus of PT1, PT2, PT3 *Self reading chapters will not be included in term exam Activities to be done: विज्ञापन बनाना, संवाद लेखन</p>
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### TERM-2

PT4	LEARNING OUTCOMES	ACTIVITY
<p>साहित्य: गद्य-खंड पाठ-10 हींगवाला (कहानी) (प्रश्नोत्तर, अभ्यास कार्य) पाठ-18 विभु काका (स्वतः पठन हेतु)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> वर्तमान समय में मानवीय संवेदनाय समाप्त होती जा रही है। विद्यार्थी मानवीय संवेदनाओं से परिचित होंगे।</li> <li><input type="checkbox"/> बच्चों को धर्म और जाति के नाम पर हिंसा नहीं करनी चाहिए, सिखाया जाएगा।</li> <li><input type="checkbox"/> पाठ के मूल भाव को समझेंगे।</li> </ul>	<p>आधुनिक समय में बदलते खरीदारी के तरीके विषय पर चर्चा कीजिए।</p>
<p>व्याकरण: संधि-(दीर्घ, ), संबंधबोधक</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> संधि के नियमों का ज्ञान होगा।</li> <li><input type="checkbox"/> संधि दो शब्दों के मेल से बनती है। ध्वनियों का परस्पर मेल करना सीखेंगे।</li> <li><input type="checkbox"/> नए-नए सार्थक शब्दों का निर्माण।</li> </ul>	<p>इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।</p>

	<input type="checkbox"/> नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। <input type="checkbox"/> स्वर तथा व्यंजन का ज्ञान।	
शब्द-भंडार: विलोम शब्द (32-62) , अनेक शब्दों के लिए एक शब्द (18-35), शुद्ध वर्तनी, विराम चिह्न	<input type="checkbox"/> एक शब्द के अनेक अर्थों की जानकारी होगी,जिसे बच्चे वाक्य बनाते समय प्रयोग कर सकेंगे। <input type="checkbox"/> शब्दों का ज्ञान बढ़ेगा। <input type="checkbox"/> नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। <input type="checkbox"/> शुद्ध वर्तनी,विराम चिह्न का प्रयोग सीख पाएँगे।	शुद्ध वर्तनी, विराम चिह्न का प्रयोग वाक्यों में करेंगे।
रचना-कार्य: पोस्टर मेकिंग- गणतंत्र दिवस  पत्र (अनौपचारिक) - आपकी बहन का विवाह है, अपने मित्र को बहन की शादी पर बुलाते हुए पत्र लिखिए।	<input type="checkbox"/> लेखन - कला का विकास होगा। <input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिह्नों का विकास होगा। <input type="checkbox"/> वैचारिक शक्ति का विकास होगा।	
अपठित गद्यांश		
<b>PT 5</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
साहित्य: पद्य-खंड पाठ-13 चेतक की वीरता (कविता) (प्रश्नोत्तर, अभ्यास कार्य) पाठ-17 छुट्टी (मार्मिक कथा) (स्वतः पठन हेतु)	कवि द्वारा प्रयोग वीर रस से विद्यार्थी परिचित होंगे।विद्यार्थियों को अन्य रसों के बारे में जानकारी दी जाएगी,जिससे बच्चे कविताओं में छिपे भावों के बारे में जान पाएँगे।इससे बच्चों को महाराणा प्रताप और उनका उनके घोड़े के प्रति लगाव की जानकारी मिलेगी।	कविता का सस्वर वाचन कक्षा में करना।
व्याकरण: काल, विस्मयादिबोधक	<input type="checkbox"/> बच्चों को समय का व्याकरणिक रूप समझ आएगा। क्रिया कब हुई होगी ,के समय का ज्ञान होगा। <input type="checkbox"/> मन के भावों को समझकर विस्मयादि चिह्नों का प्रयोग करना सीखेंगे। <input type="checkbox"/> शब्द-ज्ञान में बढ़ोतरी होगी।	इन विषयों पर आधारित अभ्यास कार्य करवाया जाएगा।
शब्द-भंडार: पर्यायवाची (22-42), मुहावरे (23-33)	<input type="checkbox"/> शब्द भंडार में वृद्धि होगी। <input type="checkbox"/> मुहावरों के प्रयोग से भाषा बहुत प्रभावपूर्ण हो जाती है।अतः मुहावरों का वाक्यों में प्रयोग करना सीख जाएँगे।	
रचना-कार्य:	<input type="checkbox"/> विज्ञापन बनाना-कम शब्दों में अधिक जानकारी देना सीख जाएँगे। <input type="checkbox"/> लेखन - कला का विकास होगा।	

विज्ञापन बनाना- मोबाइल फोन विषय पर।	<input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिहनों का विकास होगा। <input type="checkbox"/> वैचारिक शक्ति का विकास होगा।	
अपठित पद्यांश		
<b>PT 6</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
साहित्य: गद्य खंड: पाठ-16 अँधेर नगरी (नाटक) (प्रश्नोत्तर, अभ्यास कार्य) पाठ-11 (प्रायश्चित) (प्रश्नोत्तर ,अभ्यास कार्य ) स्वतः पठन हेतु	<input type="checkbox"/> विद्यार्थी लालच न करना,लालच करने के बुरे प्रभावों के बारे में जागरूक होंगे। मनुष्यों को अपनी बुद्धि का प्रयोग करना चाहिए, किसी की बातों में नहीं आना चाहिए। <input type="checkbox"/> सोच-विचार कर कार्य करना चाहिए। बिना सोचे-विचारे किया गया कार्य हमारे लिए हानिकारक तथा घातक सिद्ध हो सकता है।इस नाटक के माध्यम से बच्चे मनोरंजक व्यंग्य को समझेंगे। <input type="checkbox"/> गद्य की नाटक विधा की जानकारी प्राप्त होगी। <input type="checkbox"/> बच्चों को यह ज्ञान हो जाएगा कि मुसीबत में धैर्य नहीं छोड़ना चाहिए।	कक्षा में समूह बनाकर नाटक मंचन किया जाएगा।
व्याकरण: कारक , , विराम चिह्न	<input type="checkbox"/> हिंदी भाषा में कारक के महत्त्व के बारे में जानेगे। <input type="checkbox"/> विभक्तियों के बारे में जानेगे।छात्रों के दृष्टिकोण का विस्तार होगा। <input type="checkbox"/> कारक शब्दों की जानकारी होगी। <input type="checkbox"/> शुद्ध वाक्य का निर्माण करना सीखेंगे। वाक्य निर्माण में वचन,क्रिया,सर्वनाम,लिंग आदि के कारण होने वाली त्रुटियों की जानकारी होगी। <input type="checkbox"/> वाक्य - रचना में होने वाले विभिन्न चिहनों की जानकारी होगी।	
शब्द-भंडार: अनेकार्थक शब्द (13-25), मुहावरे (34-45) शुद्ध वर्तनी, विराम चिह्न	<input type="checkbox"/> शब्द भंडार में वृद्धि होगी। <input type="checkbox"/> मुहावरों के प्रयोग से भाषा बहुत प्रभावपूर्ण हो जाती है।अतः मुहावरों का वाक्यों में प्रयोग करना सीख जाएंगे	शुद्ध वर्तनी,विराम चिह्न का प्रयोग वाक्यों में करेंगे।
रचना-कार्य संवाद-लेखन: मुकेश को बुखार आ गया है। उसकी माता जी उसे डॉक्टर के पास ले जाते हैं।डॉक्टर और	<input type="checkbox"/> लेखन - कला का विकास होगा। <input type="checkbox"/> शुद्ध वर्तनी तथा उचित विराम चिहनों का विकास होगा। <input type="checkbox"/> वैचारिक शक्ति का विकास होगा।	संवाद लेखन को पात्र अभिनय के रूप में प्रस्तुत किया जाएगा।

मुकेश के बीच हुई वार्तालाप को लिखिए।		
<b>TERM-2</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
साहित्य: पाठ-6-जुम्मन (रेखाचित्र), (प्रश्नोत्तर, अभ्यास कार्य)	<input type="checkbox"/> विद्यार्थी बड़े-बुजुर्गों के प्रति सम्मान की भावना रखने को समझ सकेंगे। <input type="checkbox"/> आधुनिक समय में सबसे बड़ी माँग है। बच्चे बड़ों का आदर-सत्कार करना भूलते जा रहे हैं। <input type="checkbox"/> बड़ों और बच्चों की सोच में अन्तर को समझाना	आज के समय में नई और पुरानी पीढ़ी की सोच में बड़ा अन्तर देखने को मिलता है। विचारों के कारण कई बार नई पीढ़ी के लोग अपने बुजुर्गों का मखौल भी उड़ाने लगते हैं। क्या आप भी ऐसा ही करते हैं? विचार प्रकट करिए।
Complete Syllabus of PT4, PT5, PT6, and ch-6 TERM 1- संज्ञा, सर्वनाम *Self Reading Chapters Will Not Come In Term Exams Activities to be done - पोस्टर मेकिंग, विज्ञापन बनाना		

### **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.

# **PUNJABI**

## **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 punjabi 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 learnt.
- (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.

## **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 paragraphs, letters, Dialouges, stories etc
- (ix) write paragraphs, letters, Dialouges, stories 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:**

- **GYAAN RISHMA**
- **PARAMVEER PUNJABI LANGUAGE OF VYAKARAN**

<b>PT1</b>	<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-3 ਪੌਦਿਆਂ ਦਾ ਜੀਵਨ (ਕਹਾਣੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-9 ਪੰਜ ਸਿਤਾਰੇ ਵਾਲਾ ਜਰਨੈਲ (ਸਵੈ-ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਮਨੁੱਖੀ ਜੀਵਨ ਵਿੱਚ ਪੌਦਿਆਂ ਦੀ ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ 2. ਵੱਖ-ਵੱਖ ਪੌਦਿਆਂ ਦੇ ਹਿੱਸਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ	ਪੌਦਿਆਂ ਤੇ ਰੁੱਖਾਂ ਦੀ ਸਾਂਭ-ਸੰਭਾਲ ਬਾਰੇ ਲਿਖਣਾ
ਵਿਆਕਰਨ: ਲਿਪੀ ਤੇ ਲਗਾਂ ਮਾਤਰਾ (ਪੰਨਾ-15,16), ਲਿੰਗ ਬਦਲੋ (ਪੰਨਾ 34-36) ਓ ਤੇ ਅ ਭਾਗ	1. ਸ਼ਬਦਾਂ ਨਾਲ ਸਹੀ ਮਾਤਰਾ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। 2. ਬੱਚੇ ਨਵੇਂ-ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣ ਅਤੇ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ-ਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਲੇਖ ਰਚਨਾ- ਤਿਉਹਾਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ	1. ਬੱਚੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਪ੍ਰਗਟ ਕਰਨਗੇ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>PT2</b>	<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-15 ਹਿੰਦ ਵਾਸੀਆਂ ਨੂੰ ਅੰਤਿਮ ਸੰਦੇਸ਼ (ਕਵਿਤਾ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-5 ਬਾਬੇ ਦਾ ਪੁੱਤਰ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਦੇਸ਼ ਦੇ ਪ੍ਰਤੀ ਦੇਸ਼ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। 2. ਦੇਸ਼ ਭਗਤਾਂ ਦੁਆਰਾ ਦੇਸ਼ ਲਈ ਦਿੱਤੀਆਂ ਕੁਰਬਾਨੀਆਂ ਬਾਰੇ ਸੁਚਿਤ ਕਰਨਾ।	ਨਾਟਕ-ਵਿਧੀ ਰਾਹੀਂ ਵੱਖ-ਵੱਖ ਕਿਰਦਾਰ ਨਿਭਾਉਣਾ।

ਵਿਆਕਰਨ: ਲਗਾਖਰ (ਪੰਨਾ-17), ਬੋਧ (ਪੰਨਾ -21)	ਸ਼ਬਦ	1. ਪੰਜਾਬੀ ਬੋਲੀ ਨੂੰ ਸਹੀ ਤਰੀਕੇ ਨਾਲ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। 2. ਸਾਰਥਕ ਤੇ ਨਿਰਾਰਥਕ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ		1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਕਹਾਣੀਰਚਨਾ (1 ਤੋਂ 5 ਤੱਕ)		1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>PT3</b>		<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-13 ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (ਜੀਵਨੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-12 ਮੈਂ ਸੜਕ ਹਾਂ (ਲੇਖ) (ਸਵੈ- ਅਧਿਐਨਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)		1. ਪਾਠ ਦੇ ਅਧਾਰ ਤੇ ਵੱਖ-ਵੱਖ ਸ਼ਬਦਾਵਲੀ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। 2. ਗੁਰੂਆਂ ਦੇ ਪ੍ਰਤੀ ਵਿਸ਼ਵਾਸ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	ਗੁਰੂ ਜੀ ਦੀ ਜੀਵਨੀ ਉਪਰ ਪੈਰਾ ਰਚਨਾ ਲਿਖਣਾ।
ਵਿਆਕਰਨ: ਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਵਿਸਥਾਰ ਸਹਿਤ) ਅਸੁੱਧ ਸ਼ਬਦਾਂ ਨੂੰ ਸੁੱਧ ਕਰਨਾ (ਪੰਨਾ- 25, 26)		1. ਬੱਚਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਨਵੇਂ-ਨਵੇਂ ਸ਼ਬਦ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। 3. ਸੁੱਧ ਜਾਂ ਸਹੀ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਨ ਹੋਵੇਗੀ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ-ਅਰਥ		1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਬਿਨੈ-ਪੱਤਰ		1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>TERM 1</b>			
<b>Complete Syllabus of PT1, PT2, PT3</b>			
ਵਿਆਕਰਨ: ਪੜਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਵਿਸਥਾਰ ਸਹਿਤ)			
ਵਚਨ ਬਦਲੋ (ਪੰਨਾ-42, 43) ਓ ਤੋਂ ਅ ਭਾਗ			
<b>Activities to be done:</b>			
1. ਆਪਣੀ ਮਨ ਭਾਉਂਦੀ ਕਵਿਤਾ ਸੁਣਾਓ। 2. 'ਵਾਤਾਵਰਨ ਬਚਾਓ' ਵਿਸ਼ੇ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।			
<b>PT4</b>		<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-16 ਪੰਜਾਬ ਦੇ ਮੇਲੇ (ਲੇਖ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-7 ਪੀਲਾ ਸਵੈਟਰ (ਕਹਾਣੀ) (ਸਵੈ- ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ ਅਰਥ, ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)		1. ਪੰਜਾਬ ਦੇ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। 2. ਆਪਸੀ ਭਾਈਚਾਰੇ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	ਵੱਖ ਵੱਖ ਮੇਲਿਆਂ ਦੀਆਂ ਤਸਵੀਰਾਂ ਇਕੱਠੀਆਂ ਕਰਕੇ ਜਾਣਕਾਰੀ ਲਿਖਣਾ
ਵਿਆਕਰਨ: ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ।(ਪੰਨਾ 52), ਵਿਰੋਧੀ ਸ਼ਬਦ (ਪੰਨਾ 76, 77) ਪਹਿਲੀ ਲਾਈਨ		1. ਬੱਚਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਵਾਕ ਵਿੱਚ ਆਏ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਦੀ ਸਹੀ ਪਹਿਚਾਨ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ		1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	

ਰਚਨਾ: ਕਹਾਣੀ ਰਚਨਾ (6 ਤੋਂ 10 ਤੱਕ)	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>PT5</b>	<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-18 ਪੰਛੀਆ ਦਾ ਗੀਤ (ਕਵਿਤਾ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-14 ਨਾਨਾਜੀ ਦੀ ਚਿੱਠੀ (ਕਹਾਣੀ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	1. ਵੱਖ ਵੱਖ ਪੰਛੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨਾ 2. ਪੰਛੀਆਂ ਦੇ ਰੰਗ, ਅਵਾਜ਼ਾਂ ਰਹਿਣ ਦੀ ਥਾਵਾਂ ਬਾਰੇ ਦੱਸਦਿਆਂ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ	ਜੇ ਪੰਛੀ ਨਾ ਹੁੰਦੇ ਬਾਰੇ ਲਗਭਗ 10 ਵਾਕ ਲਿਖੋ।
ਵਿਆਕਰਨ: ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ (ਪੰਨਾ-80, 81) (1 ਤੋਂ 10 ਤੱਕ) ਕਾਲ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ।	1. ਬੱਚੇ ਵੱਖ-ਵੱਖ ਵਾਕਾਂ ਰਾਹੀਂ ਸਮੇਂ ਦੀ ਸਹੀ ਪਹਿਚਾਨ ਬਾਰੇ ਸਿੱਖਣਗੇ। 2. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ। 3. ਬੋਲਚਾਲ ਤੇ ਲਿਖਤ ਰੂਪ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਹੋਵੇਗਾ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਪੈਰਾ ਰਚਨਾ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>PT6</b>	<b>Learning Outcome</b>	<b>Activities</b>
ਸਾਹਿਤ: ਪਾਠ-17 ਹੋਲੀ ਦਾ ਮਤਲਬ (ਕਹਾਣੀ) (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-19 ਪੁਲਾੜ ਪਰੀ ਸੁਨੀਤਾ (ਲੇਖ) (ਸਵੈ-ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ ਅਰਥ, ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਭਾਈਚਾਰੇ ਦਾ ਸੰਦੇਸ਼ ਦੱਸਦਿਆਂ ਗਿਆਨ ਦਾ ਵਾਧਾ ਕਰਨਾ 2. ਹੋਲੀ ਦੇ ਤਿਉਹਾਰ ਨੂੰ ਸਹੀ ਤਰੀਕੇ ਨਾਲ ਮਨਾਉਣ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	“ਹੋਲੀ ਰੰਗਾਂ ਦਾ ਤਿਉਹਾਰ ਹੈ” ਇਸ ਉਪਰ ਪੋਸਟਰ ਬਣਾਓ।
ਵਿਆਕਰਨ: ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਨਾਲ। ਮੁਹਾਵਰੇ (1-10)	1. ਬੱਚਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਨਵੇਂ ਵਾਕਾਂ ਦੀ ਯੋਗਤਾ ਦੇ ਕਾਬਲ ਹੋਣਗੇ।	
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਨਿੱਜੀਪੱਤਰ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
<b>TERM 2</b>		
<b>Complete Syllabus of PT4, PT5, PT6, and ਮੁਹਾਵਰੇ (11-30) ਤੱਕ</b>		
<b>Activities to be done:</b> 1. ਤਸਵੀਰ ਦੇਖ ਕੇ ਕਹਾਣੀ ਸੁਣਾਓ। 2. ‘ਪ੍ਰਦੂਸ਼ਣ ਘਟਾਓ’ ਵਿਸ਼ੇ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।		

## 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.

# 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- "I DID IT" Mathematics by Sudha Mahesh

PT/CHAPTER	LEARNING OUTCOMES	ACTIVITY
<b>PT1</b> Ch.1 Knowing our numbers	Learner will be able to learn; <ul style="list-style-type: none"><li><input type="checkbox"/> Indian and International system of numeration</li><li><input type="checkbox"/> place value and face value</li><li><input type="checkbox"/> comparing numbers</li></ul>	To show and represent 24361, a five digit number on the abacus.

	<input type="checkbox"/> Roman Numerals <input type="checkbox"/> Estimation <input type="checkbox"/> Predecessor and successor	
Ch.3 Whole Numbers	Learner will be able to learn <input type="checkbox"/> Whole Numbers <input type="checkbox"/> Properties of whole numbers	Grid Colouring Activity— Colour the grid of 100 with required specification <input type="checkbox"/> Colour all the multiples of 2 by Red colour. <input type="checkbox"/> Colour all the multiples of 3 by Yellow colour. <input type="checkbox"/> Colour all the multiples of 4 by Green colour. <input type="checkbox"/> Colour all the multiples of 5 by Blue colour. Now perform the following activity Write how many numbers boxes are two coloured..... Write how many number boxes are three coloured.....
<b>PT2</b> Ch.2 Playing with Numbers	Learner will be able to learn <input type="checkbox"/> Factors and Multiples <input type="checkbox"/> HCF and LCM <input type="checkbox"/> Test of Divisibility <input type="checkbox"/> BODMAS Rule	To find the LCM of the numbers written in given boxes with shape of hands.Colour the two hands that have common LCM with the same colour .
Ch.9 Basic Geometrical Ideas(2D)	Learner will be able to learn <input type="checkbox"/> Point,Ray, Line and Line Segment <input type="checkbox"/> Intersecting and Parallel Lines <input type="checkbox"/> Closed and Open Curves <input type="checkbox"/> Angles, Triangles and Quadrilaterals <input type="checkbox"/> Circle and its Parts <input type="checkbox"/> Polygons	Use popsicle sticks to form 2D shapes with straight sides .
<b>PT3</b> Ch.4 Integers	Learner will be able to learn <input type="checkbox"/> Integers and their comparison <input type="checkbox"/> Absolute Value <input type="checkbox"/> Addition and subtraction of integers on number line	To find the sum two integers using tokens of two different colours (say black for positive and red for negative number)
Ch.10 Understanding Elementary Shapes (2D and 3D)	Learner will be able to learn <input type="checkbox"/> measuring and comparing line segments <input type="checkbox"/> Angles, measuring angles and types of angles <input type="checkbox"/> 3D shapes <input type="checkbox"/> Perpendicular Lines	Play a game with kids to recognize what object is what shape.
<b>After PT3</b> Ch.5 Fractions	Learner will be able to learn <input type="checkbox"/> Representing fraction on a number Line <input type="checkbox"/> Types of Fractions	Representing fractions by shading a rectangular grid with 50 numbers( colour 1/5 red, 1/4 of the remaining blue, 2/3 of the remaining yellow, 1/2

	<input type="checkbox"/> Reducing a fraction to its simplest form <input type="checkbox"/> Addition and Subtraction of fractions <input type="checkbox"/> (e) comparison of Fractions	of the remaining orange and rest green)
<b>TERM 1</b>		
<b>Complete Syllabus from PT1 to PT3+ Ch5 Fractions</b>		
<b>PT4</b> Ch.6 Decimals	Learner will be able to learn <input type="checkbox"/> Comparison of Decimals <input type="checkbox"/> Addition and Subtraction of Decimals <input type="checkbox"/> Basics of Decimals	To add or subtract decimal numbers using a square grid.
Ch.13 Area and Perimeter	Learner will be able to learn <input type="checkbox"/> perimeter and formula to find the perimeter of square, rectangle and triangle. <input type="checkbox"/> area of regular and irregular figures. <input type="checkbox"/> units to measure smaller and larger area	Use Tangram to make different shapes and trace those shapes in the notebook. Make three such shapes and find the perimeter of the new shapes traced.
<b>PT5</b> Ch.7 Introduction to algebra	Learner will be able to learn <input type="checkbox"/> Variables and constant <input type="checkbox"/> expressing common rules of geometry and arithmetic using variables <input type="checkbox"/> introduction to algebraic expressions	To make an algebraic statement using patterns made by sticks.
Ch.8 Algebraic Equations	Learner will be able to learn <input type="checkbox"/> introduction to equations <input type="checkbox"/> method for solving an equation	
<b>PT6</b> Ch.15 Data Handling	Learner will be able to learn <input type="checkbox"/> Organization of Data <input type="checkbox"/> Pictographs <input type="checkbox"/> Bar Graph <input type="checkbox"/> Tally Marks	Prepare a bar graph showing a frequency of different vowels in a paragraph of news paper cutting.
<b>After PT6</b> Ch.14 Comparing Quantities	Learner will be able to learn <input type="checkbox"/> ratio and ratio as fraction <input type="checkbox"/> proportion as equality of two ratios <input type="checkbox"/> terms of proportion <input type="checkbox"/> unitary method	To collect information about total expenses under different heads like milk, vegetables, fruits, stationary for two weeks and calculate the ratios between different heads and total expenditure for both the weeks
<b>TERM 2</b>		
<b>Complete Syllabus from PT4 to PT6 + Ch 14 And 10% of Term 1 (Ch.4 Integers)</b>		

# SCIENCE

**Book: NEW SCIENCE IN EVERYDAY LIFE (OXFORD )**

## General Learning Objectives

- 1 Awareness about surroundings related to daily life such as plants, animals, food, water, etc.
- 2 To make children more responsible for their own health and hygiene.
- 3 To make them participate actively in discussions in the class on the issues related to the natural environment.
- 4 To make them identify the reasons for any problem/phenomenon in the natural and social environment.
- 5 To make children aware of processes and phenomenon with causes for eg- deficiency diseases with diet, adaptations of animals and plants with their habitats, quality of air with pollutants, etc.
- 6 Measures physical quantities and expresses in S.I units.
- 7 Construct models using materials from surroundings and explain their working.
- 8 To make children aware how to apply scientific concepts in day to day life for ex- selecting food for a balanced diet, selecting season appropriate fabric etc.
- 9 To sensitize children about some of the problems that we are facing to protect our environment for ex- minimizing wastage of food, water, electricity and generation of waste.
- 10 To draw labelled diagrams/flow charts of various processes and perform simple experiments.

**Book: New Science In Everyday Life Publisher: Oxford**

CHAPTER	LEARNING OUTCOMES	ACTIVITIES
<b>PT1</b> <b>Ch-1 Food :Where does it come from</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learns importance of food and nutrition</li> <li><input type="checkbox"/> Identify types of food and sources of food</li> <li><input type="checkbox"/> Classify animals on basis of their food habits</li> <li><input type="checkbox"/> Differentiate between food chain and food web</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sprouting moong dal seeds to study the germination process.</li> <li><input type="checkbox"/> On a map of India, Label all the states and write their staple diets.</li> </ul>
Ch-2 Components of food	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify various components of food such as proteins, Carbohydrates, fats, vitamins, minerals, roughage and water.</li> <li><input type="checkbox"/> Recognise the importance of nutrients.</li> <li><input type="checkbox"/> Importance of a balanced diet</li> <li><input type="checkbox"/> Identify diseases caused due to deficiency of certain components of food.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take any packaged product and find information written over it regarding list of ingredients, nutritional information, veg or non veg, Food additives or preservatives, net quantity, name of manufacturer, Batch number, Date of manufacturing and use by date, instructions for use.</li> </ul>
<b>PT2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To learn the difference between pure substances and mixtures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To prepare a saturated solution of salt and water</li> </ul>

Ch-3 Separation of substances	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of homogeneous and heterogeneous mixtures.</li> <li><input type="checkbox"/> How to separate Solids from other solids, liquids and solutions.</li> <li><input type="checkbox"/> They will learn the use of appropriate methods and apparatus to separate the substances.</li> <li><input type="checkbox"/> Properties of water as a solvent.</li> </ul>	and count the number of spoons of salt used in this process.
Ch-5 Sorting material into groups	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify different materials used to make various objects.</li> <li><input type="checkbox"/> Know about properties of materials.</li> <li><input type="checkbox"/> Physical states of matter.</li> <li><input type="checkbox"/> Sort material into groups based on their properties.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a chart of different symbols to classify hazardous materials. Find out materials for which these symbols can be used.</li> </ul>
<b>PT3</b> Ch-4 Fibre to fabric	<ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between fibre and fabric</li> <li><input type="checkbox"/> Identify types of natural and synthetic fibres and their characteristics.</li> <li><input type="checkbox"/> Know animal and Plant fibres and their importance.</li> <li><input type="checkbox"/> Uses of different types of fibres.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weaving Pattern in fabrics using two papers of different colours</li> </ul>
Ch-8 Getting to know Plants	<ul style="list-style-type: none"> <li><input type="checkbox"/> To differentiate between herbs, shrubs and trees.</li> <li><input type="checkbox"/> To know the features of root, stem, leaf and flower.</li> <li><input type="checkbox"/> Learn about the parts of plant, their functions and modifications of root, stem and leaf.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place few leaves beneath the paper and rub the paper with a pencil. Observe the patterns that appears on the paper to study their venation.</li> </ul>
Ch-11 Measurements and motion (up to page no 147)	<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand the importance of measurement in real life.</li> <li><input type="checkbox"/> Know about the ancient methods of measuring length and their shortcomings.</li> <li><input type="checkbox"/> To know why there was a need for standard units of measurement.</li> <li><input type="checkbox"/> How to measure length of an object and the curved line using different instruments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Form group of few students. Instruct them to measure the length of the smart board using a ruler, measuring tape, Span, Cubit and Fathom. Find out the difference in observations.</li> </ul>
<b>TERM 1</b> <b>Ch-11</b> <b>Measurement and motion</b> <b>Pg 148 onwards</b> <b>(Complete chapter)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify different types of motion.</li> <li><input type="checkbox"/> Identify different types of motion happening simultaneously.</li> <li><input type="checkbox"/> Knowing about the technology in change in transportation from ancient times to modern times.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cut out a circle of given radius. Estimate the circumference by using a thread. Then calculate the circumference using the formula. Compare the results.</li> </ul>

<p>Ch-9 Form and Movements in Animals</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Difference between locomotion and movement.</li> <li><input type="checkbox"/> Describe movement in different animals such as Earthworm, Snail, Cockroach, Fish, Birds and Snakes.</li> <li><input type="checkbox"/> Know about the parts of the skeletal system and how movements occur in human beings.</li> <li><input type="checkbox"/> To know about different types of shapes and arrangement of bones and how it facilitates different movements.</li> <li><input type="checkbox"/> To understand how does X ray help to detect cracks in bones.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paste pictures of five sporting events and explain which joint helps in playing that sport and how.</li> </ul>
<p><b>Term 1</b> <b>All syllabus from PT1 to PT3</b></p>		
<p><b>PT4</b> <b>Ch-10 Habitat of the Living</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand the difference between habitat and adaptations.</li> <li><input type="checkbox"/> To learn abiotic and biotic components and their interaction with each other.</li> <li><input type="checkbox"/> To acquire knowledge about different types of habitat (Terrestrial, Aquatic, Aerial and arboreal) and their adaptation mechanism.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Think about a mammal and its interesting adaptation. Write a story about this mammal which should include some fact and some fiction.</li> </ul>
<p>Ch-13 Light, Shadows and Reflection</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know about the concept of light and its importance in life.</li> <li><input type="checkbox"/> To identify the natural and artificial sources of light.</li> <li><input type="checkbox"/> To classify materials as transparent, translucent and opaque.</li> <li><input type="checkbox"/> To know about rectilinear propagation of light and its use in devices such as pin hole camera.</li> <li><input type="checkbox"/> To know how shadows are formed and characteristics of a shadow.</li> <li><input type="checkbox"/> Formation of natural shadows such as lunar and solar eclipse and why they are formed.</li> <li><input type="checkbox"/> To understand how reflection happens and images are formed.</li> <li><input type="checkbox"/> How are images and shadows different from each other.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write about Thomas Alva Edison and his invention of electric bulb. Write on his life and contributions.</li> </ul>

<p><b>PT5</b> Ch-14 Electricity and Circuits</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know about the importance of electricity and sources of electricity.</li> <li><input type="checkbox"/> To know about the connections in an electrical circuit and part played by all components of the circuit. (Cell, Bulb and switch)</li> <li><input type="checkbox"/> To differentiate between a conductor and an insulator.</li> <li><input type="checkbox"/> To know about the construction of an electric torch, its circuit and working.</li> <li><input type="checkbox"/> Precautions which should be taken while working with electrical equipment's.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To make an electrical circuit using a battery, a light bulb and a switch.</li> </ul>
<p>Ch-12 Fun with Magnets</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discovery of magnets</li> <li><input type="checkbox"/> To know about the properties of magnet and differentiate between magnetic and non-magnetic material.</li> <li><input type="checkbox"/> Difference between natural and artificial magnets.</li> <li><input type="checkbox"/> How to induce magnetism.</li> <li><input type="checkbox"/> To understand how magnets are demagnetized and how they should be stored.</li> <li><input type="checkbox"/> To understand where the magnets can be used in our everyday life.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity on polarity and the patterns in magnets- Stick magnets with the same pole in bottle lids, float them in water, Observe the pattern by subsequently increasing the number of caps.</li> </ul>
<p><b>PT6</b> Ch-6 Changes around us</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To identify the various changes happening around us.</li> <li><input type="checkbox"/> To know about reversible and irreversible changes happening around us.</li> <li><input type="checkbox"/> To Know whether a change brings about a change in only physical properties or its chemical composition also changes.</li> <li><input type="checkbox"/> To know about the common causes of physical and chemical changes.</li> <li><input type="checkbox"/> How different things react to heating and cooling and to understand this and how this property can be put to use in making certain things.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grow your own bread mold and fill the related crossword based on observations.</li> </ul>

Ch-16 Air around us	<ul style="list-style-type: none"> <li><input type="checkbox"/> To know about the composition of air.</li> <li><input type="checkbox"/> Understand the properties of air and know about the various gases present in air.</li> <li><input type="checkbox"/> Role of oxygen cycle and water cycle in atmosphere and exchange of gases taking place in air,</li> <li><input type="checkbox"/> Importance of oxygen and ozone layer in atmosphere.</li> <li><input type="checkbox"/> To understand the cause of air pollution and remedy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity on air pressure. # Why can't you blow up the balloon if you fold the edge of the balloon around the neck of the bottle and insert it in the bottle. # How does the paper towel, kept in a glass stay dry even if you insert it in a container full of water when turned upside down?</li> </ul>
<b>TERM-2</b> Ch-17 Garbage in Garbage Out	<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand about different types of waste and segregate them.</li> <li><input type="checkbox"/> Understand the importance of Reduce, Reuse and Recycle.</li> <li><input type="checkbox"/> Understand how to reduce waste generation.</li> <li><input type="checkbox"/> To know how we can manage biodegradable waste.</li> <li><input type="checkbox"/> How to compost organic matter.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To study different types of symbols on plastic containers and find out which can be recycled and which cannot be recycled. Prepare a report.</li> </ul>
Ch-15 Water and its Importance	<ul style="list-style-type: none"> <li><input type="checkbox"/> To appreciate the importance of water as a life-giving liquid.</li> <li><input type="checkbox"/> To identify the different states of water.</li> <li><input type="checkbox"/> To understand the importance of water cycle.</li> <li><input type="checkbox"/> The student will be able to explain the process of Cloud formation.</li> <li><input type="checkbox"/> They will be able to differentiate between evaporation and condensation.</li> <li><input type="checkbox"/> To sensitize them how to save water.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report writing- Prepare a newspaper report on a recent incident of flood or drought in our country, describe in the report how the incident affected the people. What steps did the government take to mitigate the effect of flood in the affected regions.</li> </ul>

### Term 2

**Syllabus of TERM 1 (10%) (Ch.3 Fibre to Fabric)  
And Complete Syllabus of Term 2 (PT4, PT5 and PT6)  
Term 1 and Term 2 will be of 50 marks**

**2 Practical based Activities to be done.**

## SOCIAL SCIENCE

### GENERAL AIMS AND OBJECTIVES

**Aims:**

The overall aims and objectives of the course are:

- (i) Be able to interact well with all people, appreciate cultural diversity, and work cooperatively.

- (ii) Understand your own values and be able to recognize the values of others.
- (iii) Understand the global community and connections between parts of the world.
- (iv) Be able to connect the past to the present and future and understand your heritage.
- (v) Understand the many structures that make up our social world - governmental, social, economic and business, military, etc.
- (vi) Understand and accept change.
- (vii) Be able to use the skills and tools of the social sciences and to apply thinking, research, and communication skills to social sciences.
- (viii) Be able to function properly as a citizen of your community, state, and nation.
- (ix) Relate current events to the past, to the future, and to your life.
- (x) Understand the relationship between the individual and the self, others, the group, and social systems.

**Objectives: -**

**History:**

- (i) Provide a general idea of the developments within these periods of history. This can be achieved by presenting a broad overview of a theme and a detailed case study
- (ii) Give an idea of the way historians come to know about the past. Students would be introduced to different types of sources and encouraged to reflect on them critically
- (iii) Create a sense of historical diversity. Each theme would provide a broad overview, but would also focus on a case study of one region or a particular event
- (iv) Introduce the child to time lines and historical maps that would situate the case studies being discussed, and locate the developments of one region in relation to what was happening elsewhere
- (v) Encourage the students to imagine what it would be like to live in the society that was being discussed, or how a child of the time would have experienced the events being talked of.

**Objectives:**

**Geography**

- (i) To develop an understanding about the earth as the habitat of humankind and other forms of life.
  - (ii) To initiate the learner into a study of her/his own region, state and country in the global context.
  - (iii) To introduce the global distribution of economic resources and the ongoing process of globalisation.
  - (iv) To promote the understanding of interdependence of various regions and states of India
- Objectives:

**Civics:**

- (i) To enable students to make connections between their everyday lives and the issues discussed in the textbook.
- (ii) To have children gain a real sense of the workings of Indian democracy: its institutions and processes.
- (iii) To enable students to grasp the interconnectedness between political, social and economic issues.
- (iv) To have them develop skills to critically analyse and interpret political, social and economic developments from the point of view of the marginalised.
- (v) To have them recognise the ways in which politics affects their daily lives.

**ATTITUDINAL CHANGE**

Through the course, the student should be able to -

Imbibe ethical, moral, national and cultural values through various branches of social studies

**Text Book: Longman Vistas (History-Geography-Civics)**

**The question paper will be divided into 3 parts as follows:**

**A) Knowledge:**

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

**B) Understanding**

Will consist of questions to assess the student’s ability to understand, interpret and explain basic facts/concepts/principles etc.

**C) Application**

Will consist of questions to assess the student’s ability to use knowledge/understanding of facts/Principles etc in new situations/solving problems.

<b>PT1</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-1 Earth in the solar system	The student will be able to: <input type="checkbox"/> Understand the concept of the formation of the universe <input type="checkbox"/> Understand the role of celestial bodies of the Universe <input type="checkbox"/> Develop an understanding of the reasons that make Earth a unique planet of the solar system	A planet song with enactment of the solar system with properties of its planets
<b>History</b> Ch-1 Introducing History	The student will be able to: <input type="checkbox"/> Develop an understanding of the importance of history <input type="checkbox"/> Understanding of the effect of past events on the future times <input type="checkbox"/> Understand about the different time periods of history and different types of sources of history	A visit to the Art Museum sector 10 Chandigarh to witness and understand the archaeological and literary sources of history
Ch-2 Earliest Societies	<input type="checkbox"/> Understand the nomadic lifestyle and culture of the man living during Palaeolithic and Mesolithic age <input type="checkbox"/> Understand the differences in lifestyle, tools etc and transition from Palaeolithic to Mesolithic age	Role play will be done by the children highlighting the characteristics and transition from one stone age to the other
Ch-3 From Hunters to Farmers	<input type="checkbox"/> Understands the transition from Mesolithic to Neolithic age and learns about the new inventions of man during Neolithic Age	Role play will be done by the children highlighting the characteristics and transition from one stone age to the other

<b>PT2</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-2 Latitudes and Longitudes	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of Latitudes and Longitudes and its relevance on the globe</li> <li><input type="checkbox"/> Learn to calculate time from different time zones with the help of Longitudes</li> <li><input type="checkbox"/> Develop an understanding of the Standard time and International Date Line</li> </ul>	Latitudinal and Longitudinal extent of two countries each from all the 7 continents will be found on the Atlas
<b>Civics</b> Ch-1 Diversity	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the meaning and importance of the term diversity</li> <li><input type="checkbox"/> Learns and understands to differentiate people on the basis of their</li> <li><input type="checkbox"/> Religious, linguistic. Regional and cultural diversity</li> <li><input type="checkbox"/> Is able to understand the concept of Unity in Diversity with reference to democratic country like India</li> </ul>	Children will bring food belonging to different states of India , share information regarding the reasons why such food is found in a particular state and share it with other children
Ch-2 Diversity: Prejudice and Discrimination	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of Prejudice Stereotype and Discrimination And its application in society</li> <li><input type="checkbox"/> is able to find solutions to problems faced by people due to these aspects prevalent in society</li> <li><input type="checkbox"/> Learns to deal with such situations in a better and effective way</li> </ul>	Small skits in groups will be presented in class highlighting the various types of Stereotype based discriminations practiced in society today
<b>PT3</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-7 India: Location & Physical Features	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn to identify India on the world map along with its neighboring Countries</li> <li><input type="checkbox"/> able to identify and demarcate the physical divisions of India on The map</li> <li><input type="checkbox"/> understand the role of these physical divisions in India's physical and cultural identity</li> </ul>	The children will make an outline physical map of India on the cardboard and fill the map with different colors of clay according to the location of the landforms found in India
<b>History</b> Ch-4 The First Civilization of India	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an understanding about the concept of a civilization and its growth</li> </ul>	A video on the building art and craft and life of people during the Indus Valley Civilization will be shown to the students. A class

	<ul style="list-style-type: none"> <li><input type="checkbox"/> understands the architecture and art and craft of the Indus Valley civilization</li> <li><input type="checkbox"/> Understand the reasons for the decline of this ancient civilization</li> </ul>	discussion on the life of Indus Valley people will be held in class
<b>Civics</b> Ch-3 The Government	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of government and is able to identify The system of governance used in the country</li> <li><input type="checkbox"/> Learn about the levels and features of a democratic government</li> <li><input type="checkbox"/> Is able to differentiate between a democracy and Monarchy</li> <li><input type="checkbox"/> Understand the applicability of Universal Adult Franchise in a Democratic government</li> </ul>	The class will be divided into two two groups for a debate on the topic: Democracy and Monarchy: A better form of government
<b>TERM I</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-4 The Maps	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an understanding of the difference between a map and a globe</li> <li><input type="checkbox"/> Learn to describe and identify different types of maps</li> <li><input type="checkbox"/> Learn to calculate distances between places on a map with a scale</li> <li><input type="checkbox"/> Understand the application of the conventional symbols used on topographical maps</li> <li><input type="checkbox"/> Learn to differentiate between a map, sketch and a plan</li> </ul>	The children will calculate the distance between various cities on the map using the linear scale and the representative fraction
<b>History</b> Ch-5 The Vedic Age	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about the content of the Vedas of the Vedic period</li> <li><input type="checkbox"/> Develops an understanding of the lifestyle, society division and</li> <li><input type="checkbox"/> Economy of people during the Vedic Age</li> <li><input type="checkbox"/> Is able to analysis the impact of vedic age on the current society trends</li> </ul>	A small skit will be prepared and presented in the class by the students representing the caste system of the Vedic age and its implications on today's society
<b>Civics</b> Ch-4 Elements of a Democratic Government	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a understanding of racial discrimination in various parts of the world</li> <li><input type="checkbox"/> Is able to analysis the role played by the government in solving</li> </ul>	A class discussion will be held on any recent conflict between the social or religious groups and the steps undertaken by the government to resolve the issue

	<input type="checkbox"/> Various types of disputes in the country	
<b>TERM 1</b>		
<b>Syllabus of PT1, PT2, PT3 EXCLUDING GEOGRAPHY LESSON1, HISTORY LESSON 1,2 CIVICS LESSON 1,2</b>		
<b>PT4</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-3 Motions of the Earth	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of Rotation and revolution of the Earth</li> <li><input type="checkbox"/> Analysis of the effects of rotation and revolution on the Earth</li> <li><input type="checkbox"/> Develops an understanding of the cycle of seasons based on the concept of revolution and angle of Inclination</li> </ul>	The children will prepare a PPT on rotation and revolution and its effects and present it in the class( Group Activity)
<b>History</b> Ch-7 Rise of New Religions	The student will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of Upanishad and its philosophy</li> <li><input type="checkbox"/> Develop an understanding of the reasons of the popularity of Buddhism and Jainism</li> <li><input type="checkbox"/> Understand the life and teachings of the leaders of Buddhism And Jainism and their importance in the life of people</li> </ul>	A role play will be done to reflect the teachings and life of Lord Buddha and Lord Mahavira. Children will enact few episodes from their life to show their teachings
<b>PT5</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>
<b>History</b> Ch 6: Early States (Only the Case Study) Magadha,Vajji	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student will be able to:</li> <li><input type="checkbox"/> the working of a monarchy and its administration</li> <li><input type="checkbox"/> Learn and analysis the role of republic as an administrative unit</li> </ul>	A class discussion on the administration of a monarchy and a republic highlighting their pros and cons
<b>History</b> Ch-8 The First Empire: The Mauryas	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student will be able to:</li> <li><input type="checkbox"/> Learn about the Kings of the Gupta period and understands the strategies used for the expansion of the empire</li> <li><input type="checkbox"/> Learn and analysis the role of Ashoka from a powerful king to a follower of Buddhism</li> <li><input type="checkbox"/> Understand the role of Ashoka in making Buddhism a world religion</li> </ul>	A class debate will be held on the topic: Over ambitious kings lead to the downfall of an empire
<b>Civics</b> Ch-6 Rural Administration	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student will be able to:</li> <li><input type="checkbox"/> Understand the role of police in maintain law and order in cities</li> <li><input type="checkbox"/> Learns about the duties responsibilities of a Patwari</li> </ul>	A play will be enacted in the class to highlight the benefits of the New Inheritance Law

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has an understanding of the property rights of women and can</li> <li><input type="checkbox"/> Help in creating awareness among people</li> </ul>	
<b>PT6</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<b>History</b> Ch-11 New Empires and Kingdoms	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learns about the Gupta period and understand the role of</li> <li><input type="checkbox"/> various Gupta rulers in establishing a large Empire</li> <li><input type="checkbox"/> Understands the importance of archaeological and literary sources In understanding the past events related to a kingdom or dynasty</li> <li><input type="checkbox"/> Understands the rule of Harshavardhana and Pallavas and Chalukyas in the south</li> </ul>	The children will be divided into five groups. They will prepare short powerpoint presentation on the topic: Gupta Empire: A golden period of Indian History with various topics
<b>CIVICS</b> Ch-7 Urban Administration	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student will be able to:</li> <li><input type="checkbox"/> Understand the importance and role of Municipality and a Municipal Corporation in the administration of a city</li> <li><input type="checkbox"/> Is able to solve community based crisis in a city or locality based on the knowledge of the work done by these two civic bodies</li> </ul>	A report will be prepared in the class based on the children's observation of the work done by the Municipal Corporation of Chandigarh in the city
<b>TERM II</b>	<b>LEARNING OUTCOME</b>	<b>ACTIVITY</b>
<b>Geography</b> Ch-8 India: Climate , Vegetation and Wildlife	<ul style="list-style-type: none"> <li><input type="checkbox"/> The student will be able to:</li> <li><input type="checkbox"/> Understand the factors which affect the climate of India</li> <li><input type="checkbox"/> Learn to analysis the role of climatic factors in the cycle of seasons</li> <li><input type="checkbox"/> Understand the correlation between climate vegetation and Wildlife</li> <li><input type="checkbox"/> Learn to identify different types of forests and wildlife of India</li> </ul>	The soft boards of all the three sections of class six will be updated with information on the the topics of Climate, Vegetation and wildlife of India by the children

**TERM 2**

**All Syllabus of PT4, PT5, PT6 including 10% of Term 1 (Geography L3 History L4)**

**MAP SYLLABUS**

<b>CHAPTER</b>	<b>MAP</b>
<b>Geography</b> Ch-4 Maps PT4	States and Capitals of India on a political map of India Identification of the type of map 1. Political map 2. Physical map 3. Thematic map 4. Conventional symbols: Full international border, state border, district border, undefined boundary, bridge, railway station, dam, lake, mountain, pass/tunnel, forest, country capital, internal

	administrative capital. Temple, post office, telegraph office, police station)
<b>Geography</b> Ch-6 Major Landforms of the Earth PT6	<ol style="list-style-type: none"> <li>1. Major mountain ranges of the world( rocky mts Andes, alps, atlas mts ural mts, Hindu kush, zagros Great dividing range, Himalayas)</li> <li>2. Plateaus &amp; plains of the world:            PLATEAUS : Guiana Highlands, Canadian shield Brazillan highlands, Drakensberg, Iran plateau, Deccan plateau, Mongolian Ehtopian highlands            PLAINS: (Argentine plains, north European plains, North China plains, Hwang Ho plains, Gangetic plains)</li> </ol> <p><b>P.S: this map is for the map activity of PT III</b></p>
<b>History</b> Ch-8 The First Empire: The Mauryas	Map of the Mauryan Empire: Taxila, Ujaini, Sarnath, Patliputra, Kalinga, Girnar, Sanchi, Kosala , Kapilvstu, Gaya
<b>Geography</b> Ch-7 India: Location & Physical Divisions	Map of the physical features: <ol style="list-style-type: none"> <li>1. Mountain ranges of India: (Karakoram.R, Ladakh R, Zaskar R, Shiwalik R,Mt K2, naga hills, Garo hills, Mizo hills, mishmi hills, Khasi jaintia hills, )</li> <li>2. Plains of India: Indo gangetic plains: Punjab plains, Indus plains, Brahmaputra P</li> <li>3. Plateaus of India: Malwa plateau, Bundelkhand plateau, Baghelkhand plateau. Chota Nagpur plateau, Deccan plateau, Peninsular plateau</li> <li>4. Coastal plains of India: eastern and western coastal plains, konkan coast Malabar coast, northern circars, coromandel coast</li> <li>5. Thar desert</li> <li>6. Island groups of India: Andaman &amp; Nicobar islands, Lakshadweep islands</li> </ol>
Ch-8 Climate, Natural Vegetation & Wildlife	<ol style="list-style-type: none"> <li>1. India: map of annual distribution of rainfall</li> <li>2. India: Map of types of natural vegetation in India</li> <li>3. India: National parks, Biosphere reserves &amp; wildlife Sanctuaries (Nanda devi, Kanchenjunga, sunderbans, kaziranga, nilgiri, gulf of mannar Sanjay Gandhi , lake Chilka, Ranthambore, Corbet, Gir National park)</li> </ol>

## COMPUTER STUDIES

### **Format for PTs and distribution of marks:**

Max. Marks: 30

Total weightage of PT's in term result: 60%

Practical: 30 marks practical work based on work done in PT syllabus.

### **Format for the Term 1 & Term 2 and distribution of marks**

Term exam will have theory assessment only

Max marks: 40

Weight age in Term result: 40%

The questions will be of the Short Answer Type (½ to 2 marks)

### **Book –Cyber Tools by Kips**

<b>PT / Chapters</b>	<b>Learning outcome</b>	<b>Activities</b>
<b>PT2</b> Ch-1 Computer Language	To learn about Machine, Assembly, High Level Language, 4GL	Practical activity on page 13.
Ch-2 More on Windows 10	To learn about new features of windows 10, creating a new desktop, utilities of windows 10, Working with control panel	Practical activity page 27
<b>PT3</b> Ch-3 Enhancing a presentation	To learn about applying animation effects, adding transition effects, inserting sound /video clips, using action button, importing data from word, Sharing presentation online	Practical activity given on page 38 & 39.
<b>TERM 1</b>		
<b>Complete Syllabus of PT2 and PT3.</b>		
<b>PT5</b> Ch-6 Introducing Python	<input type="checkbox"/> Introduction to python <input type="checkbox"/> Installing Python <input type="checkbox"/> Components of Python window <input type="checkbox"/> Variable in Python <input type="checkbox"/> Script Mode <input type="checkbox"/> Data Types <input type="checkbox"/> Basic Data Types in Python <input type="checkbox"/> Input() function	Practical activity pages-114 & 115.
<b>PT 6</b> Ch-9 Internet Services	➤ History ➤ Services on the Internet ➤ WWW ➤ Video Conferencing ➤ Chatting ➤ Instant Messaging ➤ Internet free calls ➤ E-banking ➤ E-commerce ➤ Internet Tv/Internet Radio	Practical activity page 126.
Ch-5 Formulas and Functions	<input type="checkbox"/> Working with formulas <input type="checkbox"/> Compound Formulas <input type="checkbox"/> Range in Formula <input type="checkbox"/> Cell Reference <input type="checkbox"/> Circular Reference <input type="checkbox"/> Renaming worksheet <input type="checkbox"/> Changing sheet tab colour <input type="checkbox"/> Insert Function <input type="checkbox"/> Formula Errors	Practical activity page 67.
<b>TERM 2</b>		
<b>Complete Syllabus of PT 5 and PT6 (Theory assessment only)</b>		

**Note: Term 2 includes 10% of Term 1 syllabus will include Ch-1 Computer Language and Ch-3 Enhancing a presentation.**

## **GENERAL KNOWLEDGE**

**Book: Milligascar – Know The World Around You  
Millennium Book source Pvt. Ltd.**

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

Worksheet of PT2 & PT6 will be based on Local Knowledge.

Worksheet of PT4 & PT8 will be based on Current Affairs.

### **PT2**

1. Page 6 Dracula Orchids
2. Page 7 Rainbow Eucalyptus
3. Page 17 Lake Baikal
4. Page 18 Amazon River
5. Page 19 Dead Sea
6. Page 31 The Grand Canyon
7. Page 32 Mysore Palace
8. Page 40 Kuchipudi
9. Page 47 Great Rulers
10. Page 49 Steve Jobs
11. Page 60 Accidental Inventions
12. Page 70 Nobel Laureates
13. Local Knowledge

### **Term 1**

1. Page 8 Loulu Trees
2. Page 9 Lion
3. Page 20 Atlantic Ocean
4. Page 21 Alps
5. Page 22 Coniferous Forest
6. Page 33 Leaning Tower of Pisa
7. Page 34 Millau Viaduct Bridge
8. Page 41 Flamenco
9. Page 51 Isaac Newton
10. Page 52 Neil Armstrong
11. Page 66 Gallantry Awards
12. Page 75 National Parks of India
13. Current Affairs

### **PT5**

1. Page 10 Penguin
2. Page 11 Polar Bears

- |     |                 |                           |
|-----|-----------------|---------------------------|
| 3.  | Page 24         | Yellowstone National Park |
| 4.  | Page 25         | Atacama Desert            |
| 5.  | Page 26         | Mount Fuji                |
| 6.  | Page 35         | Tehri Dam                 |
| 7.  | Page 36         | Eiffel Tower              |
| 8.  | Page 42         | Onam                      |
| 9.  | Page 54         | Leonardo da Vinci         |
| 10. | Page 55         | Bruce Lee                 |
| 11. | Page 67         | Nobel Peace Prize         |
| 12. | Page 76         | Books And Authors         |
| 13. | Local Knowledge |                           |

## **Term 2**

- |     |                 |                                |
|-----|-----------------|--------------------------------|
| 1.  | Page 12         | Ostrich                        |
| 2.  | Page 13         | Flamingo                       |
| 3.  | Page 27         | Great Barrier Reef             |
| 4.  | Page 28         | Vatican City                   |
| 5.  | Page 29         | Important Islands of the World |
| 6.  | Page 37         | Colosseum of Rome              |
| 7.  | Page 38         | Important Cities of the World  |
| 8.  | Page 43         | La Tomatina Festival           |
| 9.  | Page 56         | Ludwig Van Beethoven           |
| 10. | Page 57         | Sports Personalities           |
| 11. | Page 69         | Business Tycoons               |
| 12. | Page 77         | Abbreviations and Sobriquets   |
| 13. | Current Affairs |                                |

## **ART/CRAFT**

### **General Learning Objectives**

- 1) Objects can tell us the place and time, the practices, habits and beliefs of the people. By exploring objects from different areas and cultures, students may know how materials and functions, affect design and appearance of objects.
- 2) People are always curious about themselves and others. Throughout history, the human figure has inspired the works of many artists. Students may observe the appearances, personalities, moods and attitudes of individuals and/ or various cultures.
- 3) Traditions reflect ideas, concepts, values held by different people in different parts of the country and the world. By looking at similarities and differences, students should learn to respect and appreciate the diversity of cultures.
- 4) The students need to be sensitive and extend their observation and interpretation of objects and images from the world they live in. These themes would provide avenues for expression of the natural and man-made environment and would look at issues affecting the world.
- 5) The students need to learn from events and experiences, either remembered, imagined or evoked through the use of stimulus materials. Pupils can explore ideas, concepts, memories and feelings, which may be universal and at the same time deeply personal. It involves ideas about emotion, human condition, cultural values and identities.

## **Visual Arts – Prachi Publications**

There will be no PTs 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.

### **TERM 1**

1. Object Based Exercises – Pages 27- 48
2. People Based Exercises – Pages 49 – 56
3. Environment Based Exercises – Pages 75 – 84
4. Experience Based Exercises – Pages 97 – 103

### **TERM 2**

1. People Based Exercises – Pages 57 – 62
2. Tradition Based Exercises – Pages 63 – 74
3. Environment Based Exercises – Pages 85 – 96

### **Learning Outcomes**

- 1) The students learn to draw various man-made objects around them in a realistic manner by adding dimensions and shades or values. They spend time looking, measuring with eye, calculating distance, comparing different sizes and looking for reference points in line centrally, vertically and horizontally.
- 2) The student study the proper proportions of hands and legs, construction of the limbs, the body movements and the action poses, the proportion of the human body and the importance of light and shade, facial expressions and emotions depicted, the color tones to be used with proper light and shade effect.
- 3) They learn to respect and draw different traditions and cultures by observation and knowledge and depict them clearly.
- 4) They learn to appreciate the environment they live in and depict it in their drawings by observation and practice.
- 5) They learn to use their skills and the various methods and techniques to enhance their work. They work with different materials and experience a variety of ideas and ways to create a work of art.