

Class-5

1.Subject:Hindi

2. Objectives –

- 1)परिवारजन, मित्रों व शिक्षकों आदि की भाषा सुनकर समझने की योग्यता उत्पन्न करना।
- 2)दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना।
- 3)लिखित सामग्री को व्याकरण व मात्राओं की शुद्धता के साथ पढ़ने में कुशल बनाना।
- 4)वर्तनी की शुद्धता सहित सही से लिखने की योग्यता का विकास करना।
- 5)सीखे हुए ज्ञान को परिवेश के अनुसार अपनी भाषा कौशल में विकसित करना।
- 6)अधिगम का स्वयं के जीवन में उपयोग एवं सृजनशक्ति का विकास करना।
- 7)व्याकरणिक ज्ञान में वृद्धि करना।
- 8)पाठन तथा श्रवण कौशल विकसित करना।
- 9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना।
- 10)रचनात्मक तथा वाचन कौशल विकसित करना।

3. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month	
भाषा माधुरी तथा भाषा अभ्यास			
पाठ 1	दिमागी लड़ाई (चित्रकथा संवाद)	अप्रैल	
पाठ 2	लौहपुरुष (संवाद लेखन)	अप्रैल	
पाठ 3	पेड़ (पौधारोपण / प्रक्रिया का वर्णन व अनुच्छेद लेखन)	अप्रैल	

पाठ 4	पूरे एक हज़ार (प्रार्थना लेखन)	मई	
पाठ 5	दो पहलवान (विज्ञापन लेखन)	मई	
पाठ 6	नदी यहाँ पर (पोस्टर व स्लोगन लेखन)	जुलाई	
पाठ 7	पतीले की मृत्यु (पत्र लेखन)	जुलाई	
पाठ 8	टपके का डर (अनुच्छेद लेखन)	अगस्त	
पाठ 9	अजंता की सैर (पत्र लेखन)	अगस्त	
पाठ 10	यह बात समझ में आई नहीं (स्वरचित कविता लेखन)	अक्टूबर	
पाठ 11	बिरसा मुंडा (पसंदीदा क्रांतिकारी पर आधारित अभिनय व डायरी लेखन)	अक्टूबर	
पाठ 12	अगर न नभ में बादल होते (नाट्य प्रस्तुति व सचित्र अनुच्छेद लेखन)	अक्टूबर	

पाठ 13	प्रिय पौधा (अनुच्छेद लेखन)	नवंबर	
पाठ 14	बुद्धिमान राजा (अनुच्छेद लेखन)	नवंबर	
पाठ 15	अँधेर नगरी (कहानी लेखन)	दिसंबर	
पाठ 16	चाँद का कुर्ता (सूर्य ग्रहण / चंद्र ग्रहण पर कार्यशील / वर्किंग मॉडल व डायरी लेखन)	दिसंबर	
पाठ 17	हार की जीत (सूचना लेखन)	जनवरी	
पाठ 18	बेट्टिना का साहस (पत्र लेखन)	जनवरी	
पाठ 19	लौट आया आत्मविश्वास (विख्यात दिव्यांग महिला का सचित्र वर्णन)	जनवरी	
पाठ 20	कोशिश करने वालों की-----	जनवरी	

	(फ्लिप एक्टिविटी द्वारा कविता की भाषण के रूप में प्रस्तुति व अनुच्छेद लेखन)		
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4.Scheme of assessment & weightage:-

Sr. No.	Assessment cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

● Periodic -I (May)

भाषा माधुरी	पाठ 1 से 3
व्याकरण	संज्ञा एवं उसके भेद, क्रिया, काल, वचन, लिंग ।
रचनात्मक लेखन	अनुच्छेद ,संवाद लेखन।

● Half Yearly (september)

भाषा माधुरी	पाठ 1 से 10
व्याकरण	संज्ञा एवं उसके भेद ,सर्वनाम एवं उसके भेद, विशेषण एवं उसके भेद, काल एवं भेद ,कारक एवं भेद, अनुस्वार - अनुनासिक चिन्ह का प्रयोग, र् का प्रयोग, लिंग, वचन, विलोम, अनेक शब्दों के लिए एक शब्द, पर्यायवाची,मुहावरे ।
रचनात्मक लेखन	अनुच्छेद, अनौपचारिक पत्र, संवाद लेखन।

● **Periodic -IV (December)**

भाषा माधुरी	पाठ 11 से 15
व्याकरण	प्रत्यय, विराम चिन्ह, मुहावरे, अनेक शब्दों के लिए एक शब्द, पर्यायवाची।
रचनात्मक लेखन	अनुच्छेद, पत्र।

● **वार्षिक परीक्षा हेतु पाठ्यक्रम**

भाषा माधुरी	पाठ 11 से 20
भाषा अभ्यास	पाठ 11 से 20
व्याकरण	संज्ञा के भेद, सर्वनाम के भेद, विशेषण के भेद, उपसर्ग - प्रत्यय, विराम चिन्ह, संयुक्त व्यंजन, विलोम, अनेक शब्दों के लिए एक शब्द, पर्यायवाची, मुहावरे, श्रुतिसम भिन्नार्थक शब्द।
रचनात्मक लेखन	अनुच्छेद, अनौपचारिक पत्र, सूचना लेखन, संवाद लेखन।

5. For Activity based Assessment:

***Periodic II(July/August)**

● **गतिविधियों पर आधारित मूल्यांकन**

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	स्लोगन लेखन
वाचन कौशल	एकल अभिनय
श्रवण कौशल	छात्रों को कोई कहानी सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे
पठन कौशल	विद्यार्थियों को गद्यांश पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

- Periodic -III (October/November)

गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	कविता लेखन / कहानी लेखन
वाचन कौशल	नाटक अभिनय
श्रवण कौशल	छात्रों को कहानी सुनकर प्रश्नों के उत्तर देने होंगे।
पठन कौशल	विद्यार्थियों को किसी महान विभूति की जीवनी पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Rubrics :

- मूल्यांकन के आधार बिंदु :

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय भाव के अनुरूप- संवाद, कविता लेखन, कहानी लेखन तथा अनुच्छेद लेखन इत्यादि।	विषय भाव के अनुरूप	विषय के अनुकूल।	विषय से हटकर किसी अन्य विषय कविता स्वरचित न होना।	विषय के अनुरूप वाचन या लेखन का न होना। कविता का स्वरचित न होना।	विषय सामग्री का ज्यादा प्रभावशाली न होना
लयात्मकता एवं भावात्मकता प्रस्तुति	लय और भाव का पूरा ध्यान रखा गया	लय और भाव का ध्यान	लय और भावात्मकता का ध्यान रखा गया।	भावात्मक और लयात्मकता की और ध्यान देने की आवश्यकता।	भाव और लय का अभाव।
उच्चारण की शुद्धता व स्वर की स्पष्टता	शुद्ध उच्चारण व स्पष्ट स्वर	शुद्ध उच्चारण	उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता	उच्चारण की शुद्धता में कमी।	उच्चारण में शुद्धता की कमी।
हावभाव	प्रभावशाली प्रस्तुतिकरण	प्रस्तुतीकरण सराहनीय	प्रस्तुतीकरण में कमी	आत्मविश्वास की कमी	प्रस्तुतीकरण का प्रभावशाली न होना और बीच-

					बीच में भूल जाना।
आत्मविश्वास और प्रस्तुतिकरण	आत्मविश्वास सहित	आत्मविश्वास की कमी (कहीं-कहींरुकना)	आत्मविश्वास की कमी	आत्मविश्वास की कमी	लेखनी में सुधार की आवश्यकता

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned

9. Prescribed Books भाषा माधुरी तथा भाषा अभ्यास

Suggested Books - रजनी (हिंदी व्याकरण-5), कथा मंजूषा-5,

मधुकलश-5

ROADMAP FOR CLASS V (2025-26)

1. Subject: Mathematics

2. Objectives:

The broad objectives of teaching of Mathematics at Primary stage are to help the learners to

- ☐ Develop a positive attitude towards learning Mathematics;
- ☐ Perform Mathematical operations and manipulation with confidence, speed and accuracy;
- ☐ Think and reason precisely, logically and critically in any given situation;
- ☐ Comprehend, analyze, synthesize, evaluate and generalize so as to solve Mathematical problems;
- ☐ To develop an interest in students to study Mathematics as a discipline;
- ☐ To perform mathematical operations and manipulations with confidence.
- ☐ To develop speed and accuracy in Mathematical skills.
- ☐ To develop investigative skills in Mathematics.
- ☐ To appreciate the usefulness, power and beauty of Mathematics.
- ☐ To develop abstract, logical and critical thinking upon their work and the work of others.
- ☐ To develop inventiveness and creativity along with competence.
- ☐ Recognizing, identifying and strengthening the unique capabilities of each student in mathematics
- ☐ Multi-disciplinary and a Holistic education across Mathematics and other subjects to ensure the unity and integrity of all knowledge.

3. Month wise division of syllabus along with Learning outcomes:

1.

Lesson No./Topic	Name of the lesson	Learning Outcomes	Month
01	Numbers Up To 99,99,99,999	• Understanding place value up to crore (10,000,000).	April

		<ul style="list-style-type: none"> • Reading and writing numbers in expanded form. 	
02	Operations on Large Numbers	<ul style="list-style-type: none"> • Comparing and ordering numbers. • Performing addition and subtraction with numbers up to crore. • Identifying odd and even numbers within the given range. • Solving word problems involving large numbers. • Explaining the importance of zero as a placeholder in the Indian number system. • Recognizing patterns in number sequences. 	April
03	Multiple and Factors(Quiz)	<ul style="list-style-type: none"> • Understanding the concept of multiples and factors. • Identifying multiples and factors of given numbers. • Finding the least common multiple (LCM) and greatest common factor (GCF) of pairs of numbers. • Applying knowledge of multiples and factors to solve real-life problems. • Recognizing prime and composite numbers. • Explaining the relationship between multiples and factors. • Using divisibility rules to determine whether a number is divisible by another number. • Applying the concept of multiples and factors in mathematical operations such as multiplication and division. 	May

04	Fractional Numbers	<ul style="list-style-type: none"> • Understanding what fractions are, representing fractions on a number line, comparing fractions, adding, subtracting, multiplying, and dividing fractions, and solving word problems involving fractions. 	May
05	Decimals	<ul style="list-style-type: none"> • Understanding the concept of decimals and their relationship to whole numbers. • Identifying place value positions for decimals 	July
06	<p>Addition and Subtraction of Decimal Numbers (Flipped classroom)</p> <p>Pre-Class Activity (At Home) Before coming to class, students will:</p> <ol style="list-style-type: none"> 1. Watch a Video: Teacher will provide a YouTube link or an animated video explaining the addition and subtraction of decimal numbers with examples. 2. Explore a Real-Life Scenario: Teacher will ask students to check a grocery bill or petrol pump reading at home and note down decimal numbers from it. 	<ul style="list-style-type: none"> • Adding and subtracting decimals using place value strategies. • Applying addition and subtraction skills to solve real-life problems involving decimals. • Communicating solutions using appropriate mathematical notation. • Demonstrating fluency and accuracy in decimal calculations. • Recognizing and correcting errors in decimal operations. • Explaining the importance of precision when working with decimals. • Connecting decimal addition and subtraction to concepts of money and measurement. • Applying mental math strategies to compute sums and differences of decimals. 	July

	<p>3. Try a Simple Worksheet: Teacher will give them a few basic decimal addition/subtraction problems to attempt before class.</p> <p>In-Class Activity (Collaborative Learning)</p> <p>1. Discussion & Concept Check Start with a quick discussion about what they learned from the video.</p> <ul style="list-style-type: none">•Ask students to share real-life decimal numbers they noted (from grocery bills, petrol prices, etc.). <p>2. Group Activity: "Decimal Shopping"</p> <ul style="list-style-type: none">•Divide students into small groups and give them fake price lists of grocery items with decimals (e.g., ₹12.75, ₹45.50, etc.).•Each group will act as shoppers and make a list of items they want to "buy" within a budget of ₹200. They will add the prices to check if they stay within the budget.		
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	<p>If they exceed the budget, they must subtract to adjust their total.</p> <p>3. Class Discussion & Reflection</p> <p>Groups present their total cost and how they adjusted their selection.</p> <p>Discuss real-world applications of decimal operations (bank transactions, shopping, weight measurements, etc.).</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students develop self-learning skills before class. • Enhances collaborative learning through hands-on activities. • Reinforces decimal addition and subtraction in a practical context. 		
16	Triangles	<p>Identify and classify different types of triangles based on their sides and angles (equilateral, isosceles, scalene, acute, obtuse, and right triangles).</p> <ul style="list-style-type: none"> • Understand the properties of triangles, such as the sum of 	August

		<p>interior angles always equaling 180 degrees.</p> <ul style="list-style-type: none"> •Demonstrate the ability to construct triangles using given measurements or criteria. •Apply knowledge of triangles to real-life situations, such as in geometry puzzles or practical measurements. 	
17	Data Handling	<p>Students will be able to understand the concept of data and its importance in everyday life.</p> <ul style="list-style-type: none"> • Students will learn how to collect and organize data using various methods such as tally marks, tables, and charts. • Students will be able to interpret simple data presented in tables and charts. •Students will learn basic concepts of data analysis such as finding the mean, median, mode, and range of a set of numbers. •Students will be able to draw conclusions from data presented and make simple predictions based on trends observed. •Students will practice effective communication skills by presenting their findings and interpretations of data to their peers. 	August
	Revision for Mid-Term		September

07	Multiplication and Division of Decimal Numbers	<p>Understanding the concept of decimals and their relationship to whole numbers.</p> <ul style="list-style-type: none"> • Mastering the techniques for multiplying decimals by whole numbers and other decimals. • Practicing division of decimals by whole numbers and other decimals. • Applying multiplication and division of decimals in real-life scenarios, such as money or measurements. • Developing fluency and accuracy in performing calculations with decimals. • Solving word problems involving multiplication and division of decimals to enhance problem-solving skills. 	October
08	Simplification of Numerical Expressions	<ul style="list-style-type: none"> • Understand the concept of numerical expressions and how they represent mathematical operations. • Identify the different components of numerical expressions, such as numbers, operations (+, -, ×, ÷), and parentheses. • Demonstrate the ability to evaluate numerical expressions by performing the operations in the correct order (following BODMAS). • Simplify numerical expressions by combining like terms and performing operations from left to right. 	October

		<ul style="list-style-type: none"> • Recognize the importance of using parentheses to clarify the order of operations in complex expressions. • Apply simplification techniques to solve real-life word problems involving numerical expressions. • Communicate mathematical thinking clearly and justify steps taken in simplifying expressions. • Develop mental math skills to simplify expressions quickly and accurately. 	
10	Averages	<ul style="list-style-type: none"> • Understand the concept of averages and how they represent the "typical" value in a set of data. • Calculate the mean (average) of a set of numbers by adding them up and dividing by the total count. • Recognize the difference between mean, median, and mode as measures of central tendency. • Interpret the average as a way to represent a large amount of data in a single value. • Apply the concept of averages to solve real-life problems, such as finding the average score of a sports team or the average temperature for a week. • Analyze how changes in data values affect the average. • Use critical thinking skills to evaluate whether the average is a meaningful representation of the data set. • Communicate mathematical reasoning clearly when 	November

		discussing averages and their applications.	
09	Rounding Off Numbers	<ul style="list-style-type: none"> • Understanding the concept of rounding, being able to round numbers to the nearest ten, hundred, and thousand, and applying rounding skills to real-life situations like estimating quantities or measurements. 	November
11	<p>Profit and Loss (Experiential learning)</p> <p>Activity: "The Mini Market Challenge"</p> <p>Objective: Students will apply the concepts of cost price (CP), selling price (SP), profit, and loss in a real-life scenario.</p> <p>Materials Needed:</p> <p>Fake currency notes (or printed ones)</p> <p>Small objects to sell (stationery items, fruits, or handmade crafts)</p> <p>Price tags</p> <p>Chart paper & market</p>	<ul style="list-style-type: none"> • Understanding the concept of profit and loss, solving simple problems involving calculating profit and loss, and applying these concepts in real-life situations such as buying and selling goods. 	December

Steps to Conduct the Activity:

1. Set Up a Mini Market:

- Divide the class into small groups.
- Each group will act as shopkeepers and customers.
- Provide each shop with a few items to sell (e.g., pencils, erasers, fruits, or toys).

2. Assign Cost Price (CP) & Selling Price (SP):

- Let each group decide the Cost Price (CP) of their products.
- Allow them to set their own Selling Price (SP) (either higher or lower than CP).

3. Buying & Selling Activity:

- Customers will visit different shops with the fake currency and buy items.
- After all transactions, each group will calculate whether they made a Profit or Loss using formulas:

	<p>Profit = SP - CP (if SP > CP)</p> <p>Loss = CP - SP (if CP > SP)</p> <p>4. Discussion & Reflection:</p> <ul style="list-style-type: none"> •Each group presents their profit/loss calculations. •Discuss factors affecting profit and loss (pricing strategy, demand, etc.). <p>Learning Outcomes:</p> <ul style="list-style-type: none"> •Students will understand how businesses earn profit or incur loss. •They will practice basic calculations in a fun and interactive way. • Develops decision-making and teamwork skills. 		
12	Percentage	<ul style="list-style-type: none"> •Understand the concept of percentages as fractions out of 100. •Learn to convert percentages to fractions and decimals, and vice versa. •Apply percentages in real-life situations, such as 	December

		<p>understanding discounts or calculating tips.</p> <ul style="list-style-type: none"> • Practice solving percentage problems involving finding the part, whole, or percent. • Develop problem-solving skills by applying percentages to solve word problems in various contexts, such as money, measurement, and data interpretation 	
13	Simple Interest	<ul style="list-style-type: none"> • Understanding what simple interest is and how it works. • Identifying the principal amount, interest rate, and time period in simple interest calculations. • Learning how to calculate simple interest using the formula. • Solving simple interest problems involving borrowing money, lending money, and saving money. • Recognizing the importance of simple interest in everyday financial transactions. 	January

14	Bills	<p>•Students might learn about the concept of bills, their purpose, how they become laws, the different types of bills (like money bills or private members' bills), and the legislative process involved in passing them. They may also learn about the roles of various branches of government in the legislative process.</p>	January
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4.Scheme of assessment & weightage:

Sr. No.	Assessment Cycle	Month of Assessment	Syllabus	Mode of Assessment	Weightage
1	PT1	May	Chapter-1 and 2	Pen paper Test	35
2	PT2	July/August	Chapter-3	Activity Based Assessment	20
3	Half YEARLY	September	Chapter-1,2,3,4,5,6,16 and 17	Pen paper Test	70
4	PT3	October/November	Chapter-10	Activity Based Assessment	20
5	PT4	December	Chapter- 7,8,9 and 10	Pen paper Test	35
6	Final	February/March	Chapter- 7,8,9,10,11,12, 13 and 14	Pen paper Test	70

5. For Activity based Assessment:

Nature of Activity: (Periodic Test –II) : **BINGO- Game based activity**

Material required: to be intimated later.

Rubrics:

Parameters of assessment	5 Excellent	4 Very Good	3 Good	2 Fair	1 Needs Improvements
Evaluation and Inference	Student provides a clearly stated inference that is reasonable for the question	Student provides an inference that is reasonable for the question	Student provides an inference that is ok for the question	Student provides an inference that demonstrates the misunderstanding of the question	Student provides an inference that is not relevant to the question.
Critical thinking	Student clearly identified the problem and solved it	Student clearly identified the problem and almost solved it	Student identified the problem And tried to solve it.	Student tried to identify the problem and tried to solve it.	Student tried to identify the problem but not able to solve.
Creative thinking	Student had an innovative way to solve the problem	Student had solved the problem in a good way.	Student had almost solved the problem.	Student had solved the problem a little bit.	Student had not solved the problem.
Application of concept	Student had applied knowledge of the concept in solving the problem	Student had sufficient knowledge of the concept & could apply to great extent	Student had limited knowledge of the concept & could apply to a limited extent	Student had a little knowledge of the concept & displayed limited application of the concept	Student had little knowledge of the concept but lacked in application

(Periodic Test –III): Role play followed by quiz

Material Required (if any): To be intimated later

Rubrics: Role Play

Parameters of assessment	5 Excellent	4 Very Good	3 Good	2 Fair	1 Needs Improvements
Application of concept	Students always exhibited complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the play which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibited complete knowledge of the concept in the play which is applicable to day to day life .	Students never exhibited complete knowledge of the concept in the play which is not applicable to day to day life.
Collaboration	Always listen, shares and supports others in the group.	Usually listen, shares and supports others in the group.	Often listen, shares and supports others in the group.	Rarely listen, shares and supports others in the group.	Never listen, shares and supports others in the group.
Creativity	The props made by the group were very creative and a well balanced script was made.	Most of the props made by the group were creative and a more or less balanced script was made.	Some of the props made by the group were creative and at few places script was going weak.	Few of the props made by the group were creative and script was going weak.	The props were not made properly and the script was not proper.
Critical thinking And Problem Solving	Students clearly identified the problem and presented the most appropriate solution to it.	Students clearly identified the problem and presented an appropriate solution to it.	Students identified the problem and presented a fairly appropriate solution to it.	Students identified the problem and tried to present a solution to it.	Students didn't identified the problem and did not present a solution to it.
Evaluation and Inference	Student provided a clearly stated inference that is reasonable for the questions asked.	Student provided an inference that is reasonable for the questions asked.	Student provided an inference that is ok for the questions asked.	Student provided an inference that demonstrates the misunderstanding for the questions asked.	Student provided an inference that is not relevant for the questions asked.

RUBRICS – QUIZ

Criteria	Excellent	Very Good	Good	Fair	Needs Improvement
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
Knowledge	Shows Concept Clarity and Substantial Knowledge other than the Book	Shows Concept and Knowledge of Content given in the Book	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect Knowledge of the Content
Interpretation	Goes beyond literal meaning to conceptual	Interprets concepts in own words	Generally, uses own words	Some Responses rely on Cited texts	Uses Language that is Vague
Demonstration	Expert in Demonstration in context of whole text	Demonstrates Accurate Understanding of the Topic	Demonstrates Considerable Understanding of the Topic	Demonstrates little Understanding of the Topic	Demonstrates Meaningless or Inconsistent Understanding

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
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1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

Primary Mathematics, DAV College Managing Committee

Additional book: NCERT text book by CBSE Class V

ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ (DIVISION OF PUNJABI SYLLABUS)

ਜਮਾਤ - ਪੰਜਵੀਂ (CLASS – V) (2025-26)

ਭਾਸ਼ਾ - ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼ -

- 1.ਭਾਸ਼ਾ ਸਿੱਖਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ।
2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
3. ਨੈਤਿਕਤਾ ਦਾ ਵਿਕਾਸ।
4. ਪੜ੍ਹਨ, ਲਿਖਣ, ਸੁਣਨ, ਤੇ ਸਮਝਣ ਦੀ ਕੁਸ਼ਲ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਦੇਣਾ।
5. ਵਿਸ਼ੇ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ।
6. ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਰਖ - ਨਿਰਖ ਕਰਨਾ।
7. ਸਿਰਜਣਾਤਮਕ ਕਾਰਜਾਂ ਵਿੱਚ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ

LESSON NO.	LESSON NAME	MONTH	Activity
ਸਾਹਿਤ	ਵਰਨਮਾਲਾ , ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ ,ਸਿਹਾਰੀ)	ਅਪ੍ਰੈਲ	ਵਰਨਮਾਲਾ ਤੋਰਨ
ਵਿਆਕਰਨ	ਫਲਾਂ ਦੇ ਨਾਮ ,ਸਬਜ਼ੀਆਂ ਦੇ ,ਰੰਗਾਂ ਦੇ ਨਾਮ	ਅਪ੍ਰੈਲ	ਕੋਲਾਜ
ਸਾਹਿਤ	ਮਾਤਰਾ (ਬਿਹਾਰੀ), ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ ,ਸਿਹਾਰੀ , ਬਿਹਾਰੀ) ਦੇ :- ਖ਼ਾਲੀ ਸਥਾਨ , ਸ਼ਬਦ ਜੋੜ , ਅਭਿਆਸ ਕਾਰਜ	ਮਈ	ਫਲੈਸ਼ ਕਾਰਡ
ਵਿਆਕਰਨ	ਗਿਣਤੀ (੧-੨੦) ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦੇ ਨਾਮ	ਮਈ	ਦਿਨਾਂ ਦੇ ਨਾਮ ਦੀ ਚੇਨ
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਅੱਕੜ ,ਦੁਲੈਂਕੜ , ਲਾ ,ਦੁਲਾਵਾਂ)	ਜੁਲਾਈ	ਮਾਤਰਾ ਨਾਲ ਸੰਬੰਧਤ ਤਸਵੀਰਾਂ
ਵਿਆਕਰਨ	ਲਿੰਗ ਬਦਲੀ,ਵਚਨ ਬਦਲੀ,ਵਿਰੋਧੀ ਸ਼ਬਦ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਨਾਂਵ ,ਪੜਨਾਂਵ) ਅਸ਼ੁੱਧ ਸ਼ੁੱਧ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ	ਜੁਲਾਈ	A 4 ਸ਼ੀਟ ਤੇ ਗਤੀਵਿਧੀ
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਹੋੜਾ ,ਕਨੌੜਾ)	ਅਗਸਤ	ਤਸਵੀਰਾਂ ਬਣਾਉਣਾ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਣਨ		ਤਸਵੀਰ ਵਿੱਚ ਰੰਗ ਭਰਨਾ
ਵਿਆਕਰਨ	ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ ,ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਦੇ ਨਾਮ,ਪੰਛੀਆਂ ਦੇ ਨਾਮ , ਜਾਨਵਰਾਂ ਦੇ ਨਾਮ ਵਰਗ ਪਹੇਲੀ	ਅਗਸਤ	ਕੋਲਾਜ
ਸਾਹਿਤ	ਲਗਾਂ ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ ਪਾਠ -14,15,16 ਲਗਾਖਰ (ਬਿੰਦੀ ,ਟਿੱਪੀ, ਅੱਧਕ) ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ (ਖ਼ਾਲੀ ਸਥਾਨ , ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ ,ਪ੍ਰਸ਼ਨ- ਉੱਤਰ)	ਅਕਤੂਬਰ	ਚਾਰਟ
ਵਿਆਕਰਨ	ਲਿੰਗ ,ਵਚਨ ,ਵਿਰੋਧੀ ,ਸ਼ੁੱਧ- ਅਸ਼ੁੱਧ	ਅਕਤੂਬਰ	
ਸਾਹਿਤ	ਪਾਠ – ,17(ਦੁੱਤ ਅੱਖਰ) 23,24, ਗਿਣਤੀ (21 – 50)	ਨਵੰਬਰ	ਤਸਵੀਰਾਂ ਬਣਾਉਣਾ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਣਨ		ਤਸਵੀਰ ਵਿੱਚ ਰੰਗ ਭਰਨਾ

ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ		ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ , ਨਿੱਜੀ - ਪੱਤਰ		ਨੁਕਤਿਆਂ ਦੇ ਅਧਾਰ ਤੇ ਨਿਬੰਧ ਲੇਖਣ
ਵਿਆਕਰਨ	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੇ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ - ਪਿਛੇਤਰ	ਨਵੰਬਰ	ਮੂਲ ਅਤੇ ਉਤਪੰਨ ਸ਼ਬਦਾਂ ਦਾ ਮਿਲਾਨ
ਸਾਹਿਤ	ਪਾਠ -25,26,27,28	ਦਸੰਬਰ	ਸ਼ਬਦ ਭੰਡਾਰ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ , ਪੱਤਰ ਲੇਖਣ	ਜਨਵਰੀ	ਫਾਰਮੈਟ ਡਿਜ਼ਾਈਨਿੰਗ

ਅਪਰੈਲ - ਮਈ (ਪਿਰਿਓਡਿਕ ਟੈਸਟ - 1) (PERIODIC TEST -1):

ਵਰਨਮਾਲਾ , ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ , ਕੰਨਾ , ਸਿਹਾਰੀ) ਮਾਤਰਾਵਾਂ ਦੇ (ਸ਼ਬਦ ਜੋੜ , ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ , ਖਾਲੀ ਸਥਾਨ , ਅਭਿਆਸ ਕਾਰਜ) , ਫਲਾਂ ਦੇ ਨਾਮ , ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਮ , ਰੰਗਾਂ ਦੇ ਨਾਮ , ਗਿਣਤੀ (1-20) , ਹਫਤੇ ਦੇ ਦਿਨਾਂ ਦੇ ਨਾਮ

ਜੁਲਾਈ - ਅਗਸਤ

ਸਾਹਿਤ - ਮਾਤਰਾਵਾਂ (ਔਕੜ , ਦੁਲੈਂਕੜ , ਲਾਂ , ਦੁਲਾਵਾਂ , ਹੋੜਾ , ਕਨੌੜਾ)

ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੇ , ਵਚਨ ਬਦਲੇ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਅਸ਼ੁੱਧ ਸ਼ੁੱਧ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ , ਪੜਨਾਂਵ) ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ , ਵਰਗ ਪਹੇਲੀ , ਅਣਡਿੱਠਾ ਪੈਰਾ , ਚਿੱਤਰ ਵਰਣਨ

ਅਕਤੂਬਰ - ਨਵੰਬਰ (ਪਿਰਿਓਡਿਕ ਟੈਸਟ)

ਲਗਾਖਰ ਦੇ ਚਿੰਨ੍ਹ (ਬਿੰਦੀ . , ਟਿੱਪੀ ਂ , ਅੱਧਕ) , ਦੁਤ ਅੱਖਰ , ਪਾਠ -14 ਤੋਂ 17 , ਗਿਣਤੀ 21-50

ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ , ਵਚਨ ਬਦਲੀ , ਵਿਰੋਧੀ ਸ਼ਬਦ , , ਅਗੇਤਰ - ਪਿਛੇਤਰ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ , ਪੜਨਾਂਵ)

ਦਸੰਬਰ - ਜਨਵਰੀ

ਬਿਨੈ ਪੱਤਰ , ਨਿਬੰਧ , ਵਰਗ ਪਹੇਲੀ , ਅਣਡਿੱਠਾ ਪੈਰਾ , ਚਿੱਤਰ ਵਰਣਨ

ਸਲਾਨਾ ਪਰੀਖਿਆ (Final Examination)

ਕੁਲ ਅੰਕ -70 (Maximum marks -70)

ਟਰਮ 2 ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ ਆਵੇਗਾ।

ਉਦੇਸ਼ (objectives) :

ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ

ਲਿਖਣ ਤੇ ਵਾਚਣ-ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ

ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਜਾਣਕਾਰੀ

ਬੌਧਿਕ ਵਿਕਾਸ

ਅਕਟਿਵਿਟੀਜ਼ (ACTIVITIES) :

QUARTLY (ਤਿਮਾਹੀ)

1) ਗਤੀਵਿਧੀ : ਸੁਰਖੀਆਂ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ (MODE OF ACTIVITY) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਵਿਧੀ (METHODOLOGY) :

ਇਸ ਗਤੀਵਿਧੀ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਲਾਈਨਾਂ ਵਾਲੀ ਸ਼ੀਟ ਲੈ ਕੇ ਆਉਣਗੇ। ਬੋਰਡ ਉਪਰ ਨੁਕਤੇ ਲਿਖੇ ਜਾਣਗੇ, ਜਿਨ੍ਹਾਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਕਾਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਗੇ। ਲਿਖਤੀ ਰੂਪ ਲਈ ਸ਼ਬਦ ਸੀਮਾ ਤੇ ਸਮਾਂ ਸੀਮਾ ਨਿਰਧਾਰਿਤ ਹੋਵੇਗੀ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਕਲਪਨਾਤਮਕ ਸੋਚ - ਵਿਚਾਰ

ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ

ਰੋਚਕਤਾ

ਪ੍ਰਸਤੁਤੀਕਰਨ

ਗਿਆਨ ਦੀ ਜਾਣਕਾਰੀ

HALF YEARLY

2) ਗਤੀਵਿਧੀ : ਕਰਕੇ ਸਿੱਖਣਾ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ : ਫਲਾਂ ਦੇ ਨਾਂ

ਵਿਧੀ (METHODOLOGY) : ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਫਲ ਲਿਆਉਣਗੇ ਅਤੇ ਉਹਨਾਂ ਦੀਆਂ ਅੱਖਾਂ ਤੇ ਪੱਟੀ ਬੰਨ੍ਹ ਕੇ ਉਹਨਾਂ ਨੂੰ ਫਲ ਦਿੱਤਾ ਜਾਵੇਗਾ, ਉਹ ਫਲ ਨੂੰ ਛੂਹ ਕੇ, ਸੁੰਘ ਕੇ, ਚੱਖ ਕੇ ਦੇਖ ਕੇ ਅਨੁਭਵ ਕਰਨਗੇ ਅਤੇ ਫਲ ਦਾ ਨਾਂ ਦਸਣਗੇ। ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਪਸੰਦੀਦਾ ਫਲ ਦੀ ਤਸਵੀਰ ਬਣਾਉਣਗੇ ਅਤੇ ਤਸਵੀਰ ਹੇਠਾਂ ਉਸ ਫਲ ਬਾਰੇ ਕੁਝ ਵਾਕ ਲਿਖਣਗੇ।

(Learning Outcomes):

- ਪੰਜਾਬੀ ਵਿੱਚ ਨਵੀਂ ਸ਼ਬਦਾਵਲੀ ਸਿੱਖਣ (ਫਲ ਦੇ ਨਾਮ, ਵਿਸ਼ੇਸ਼ਣ)
- ਇੰਦਰਿਆਂ ਰਾਹੀਂ ਅਨੁਭਵ ਪ੍ਰਾਪਤ ਕਰਨਾ (Sensory Learning)
- ਵਿਸ਼ਲੇਸ਼ਣ ਅਤੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਾ (Critical Thinking)
- ਲਿਖਣ ਤੇ ਬੋਲਣ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਸੁਧਾਰ

PRE - ANNUAL (ਪੂਰਵ ਸਲਾਨਾ)

3) ਗਤੀਵਿਧੀ : ਨਾਟਕ ਮੰਚਣ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ : ਗਰੁੱਪ

ਵਿਧੀ :

ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਚਾਰ-ਚਾਰ ਦਾ ਗਰੁੱਪ ਬਣਾਇਆ ਜਾਵੇਗਾ। ਉਨ੍ਹਾਂ ਨੂੰ ਸਟੇਜ ਤੇ ਆ ਕੇ ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਨਾਟਕ ਪ੍ਰਸਤੁਤ ਕਰਨਾ ਹੋਵੇਗਾ। ਹਰ ਬੱਚਾ ਆਪਣੇ ਕਿਰਦਾਰ ਨੂੰ ਬਾਖੂਬੀ ਨਿਭਾਏਗਾ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸੋਝੀ

ਸਮਝਣ ਸ਼ਕਤੀ

ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ

ਸ਼ਬਦਾਂ ਦੀ ਸੁੱਧੀ

ਨਾਟਕੀ ਰੂਪ ਦੇ ਕਿਰਦਾਰ ਨੂੰ ਨਿਭਾਉਣ ਤੋਂ ਜਾਣੂ ਹੋਣਾ

ਸਲਾਨਾ ਗਤੀਵਿਧੀ

4) Flip classroom

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ : ਵਿਅਕਤੀਗਤ

ਵਿਧੀ (METHODOLOGY)

ਵਿਦਿਆਰਥੀ ਪਾਠ ਪੜ੍ਹ ਕੇ ਆਉਣਗੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ flip classroom ਗਤੀਵਿਧੀ ਦੇ ਤਹਿਤ ਪਾਠ ਦੇ ਬਾਰੇ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸੋਝੀ

ਸਮਝਣ ਸ਼ਕਤੀ

ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ

ਸ਼ਬਦਾਂ ਦੀ ਸੁੱਧੀ

ਵਿਦਿਆਰਥੀ ਪੜ੍ਹ ਕੇ ਪੜ੍ਹਾਉਣਗੇ।

MARKS DISTRIBUTION AND BLUE PRINT FOR FINAL ASSESSMENT TEST

ਅੰਕ ਵੰਡ (ALLOCATION OF MARKS)

ਸਾਹਿਤ : 25 ਅੰਕ

ਵਿਆਕਰਨ : 20 ਅੰਕ

ਲਿਖਣ ਕੌਸ਼ਲ : 20 ਅੰਕ

ਪੜ੍ਹਨ ਕੌਸ਼ਲ :05 ਅੰਕ

BLUEPRINT OF FINAL EXAMINATION

ਕ੍ਰਮ ਨੰਬਰ	ਪਾਠ ਦਾ ਨਾਮ /ਰੂਪ	ਪ੍ਰਸ਼ਨ ਦਾ ਰੂਪ	ਅੰਕ	ਕੁੱਲ ਅੰਕ
1.	ਕਵਿਤਾਵਾਂ	ਵਿਆਕਰਨ (ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ)	1×5	5
2.	ਕਹਾਣੀਆਂ	ਵਿਆਕਰਨ	1×20	20
3.	ਲੇਖ	ਇੱਕ ਨੰਬਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ,ਸ਼ਬਦ -ਅਰਥ	10	10
4.	ਵਿਆਕਰਨ	ਖ਼ਾਲੀ ਥਾਵਾਂ, ਅਭਿਆਸ	10	10
5.	ਲਿਖਣ ਕੌਸ਼ਲ	ਬਿਨੈ/ਨਿੱਜੀ ਪੱਤਰ,ਨਿਬੰਧ ,ਚਿਤਰ ਵਰਣਨ	7 +8 +5	20
6.	ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	05	05

ਨਿਰਧਾਰਿਤ ਪੁਸ਼ਕਤਾਂ :ਡੀ.ਏ.ਵੀ . ਬੋਰਡ ਵੱਲੋਂ ਨਿਰਧਾਰਿਤ ਪੁਸ਼ਕਤਾਂ

ਨਵੀਂ ਨੁਹਾਰ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ (DAV Adition)

ਸੂਚਕ ਪੁਸ਼ਕਤਾਂ: ਪੁਸ਼ਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸ਼ਕਤਾਂ

ROADMAP FOR CLASS V(2025-26)

1. Subject: Environmental Studies (General Science)

2. Objectives:

The teaching of Science, at this stage, will help the learners to:-

- Recognize, identify and strengthen the unique capabilities of each student in science.
- Understand the international nature and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.
- Appreciate the contribution of science towards development and progress in all fields of life.
- Acquire the knowledge of scientific terms, facts, definitions, processes, concepts, principles and laws.
- To develop skills of scientific inquiry to design and carryout scientific investigations and evaluate scientific evidence to draw conclusions.
- Develop measurement and observational skills and to encourage the use of locally available resources, Inculcate science and technology related values; Recognize the relationship of science, technology and society.
- To demonstrate attitude and develop values of honesty and respect for themselves, others, and their shared environment.
- Engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc.

3. Month wise division of syllabus:

Lesson No./Topic	Name of the lesson	Month	Learning outcomes
2	Plants	April	Topic: Plants Learning outcomes: Students will be able to: Identify and describe the different parts of a plant, including roots, stems, leaves, flowers, and fruits. Explain the functions of each part of a plant, such as how roots absorb water, stems provide

3

**Forests (Flipped classroom)
Pre-Class Activity (At Home)**

Before coming to class, students will:

1. Watch a Video:

Teacher will share a YouTube link or an animated video about forests, their importance, and types (tropical, deciduous, evergreen, etc.).

2. Observation Task:

Teachers will ask students to observe trees and plants around their home or neighborhood.

They should note different types of trees, birds, and insects they see.

If possible, they can take pictures or draw what they observe.

3. Think & Reflect:

Teacher will ask them to think about:

Why do we need forests?

How do forests help animals and humans?

What will happen if forests disappear?

They can write short answers in their notebooks.

In-Class Activity (Interactive Learning)

1. Discussion & Concept Check

Start by asking students about their observations at home.

Discuss the importance of forests and why they are called the "lungs of the Earth."

2. Group Activity: "Build a Forest Model"

Divide students into small groups.

support, and leaves help in photosynthesis.

Differentiate between taproots and fibrous roots, as well as soft (herbaceous) and woody stems.

Understand how plants make their own food using sunlight, carbon dioxide, and water.

Explain how plants reproduce through seeds, spores, and vegetative propagation

Topic: Forests

Learning outcomes:

Students will be able to:

Recognize various plants and animals found in forests and understand their role in the ecosystem.

Explain how plants, animals, and microorganisms depend on each other for survival (food chain, oxygen-carbon dioxide cycle).

Understand the role of forests in providing oxygen, maintaining the water cycle, preventing soil erosion, and supporting biodiversity.

Identify the various products obtained from forests, such as timber, medicines, resins, fruits, and paper.

Explain the causes and consequences of deforestation, such as loss of habitat, climate change, and soil erosion.

	<p>Provide them with chart paper, colored pencils, leaves, twigs, and pictures of animals.</p> <p>Each group will create a mini forest model on paper, showing:</p> <ul style="list-style-type: none"> Trees and plants Animals and insects living there People using forest resources (wood, fruits, etc.) <p>Groups will present their models and explain their forest ecosystem.</p> <p>3. Role-Playing Game: "Save the Forest"</p> <p>Assign roles: Forest Officer, Farmer, Woodcutter, Villager, Environmentalist, and Animal.</p> <p>Students will act out a scenario where a forest is being cut down, and they must debate:</p> <ul style="list-style-type: none"> Why do some people want to cut trees? How can we use forests without harming them? <p>Encourage them to come up with solutions like afforestation, sustainable use, etc.</p> <p>4. Class Reflection</p> <p>Students share what they learned and discuss how they can help protect forests. Teacher connects the discussion to real-life issues like deforestation and conservation efforts.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Encourages self-learning before class through videos and observations. • Develops creativity and teamwork through model-making. • Improves critical thinking through debates on forest conservation. 		
5	Food and Health (Quiz)	May	<p>Topic: Food and Health</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain why food is essential for growth, energy, and overall health. Identify different nutrients (carbohydrates, proteins, fats,

			<p>vitamins, and minerals) and their functions in the body.</p> <p>Understand what a balanced diet is and why it is important for maintaining good health.</p> <p>List different food sources rich in carbohydrates, proteins, fats, vitamins, and minerals.</p> <p>Identify common deficiency diseases (like scurvy, rickets, night blindness) and their causes.</p>
1	My body	July	<p>Topic: My Body</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Identify different organ systems in the human body and their functions.</p> <p>Describe the role of bones in providing shape, support, and protection to the body.</p> <p>Explain how muscles help in movement and work with bones.</p> <p>Understand the process of digestion and the role of different organs like the mouth, stomach, intestines, and liver.</p> <p>Explain how the lungs help in breathing and the exchange of oxygen and carbon dioxide.</p>
4	Animals-our friends	August	<p>Topic: Animals - Our friends</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Recognize how animals help humans by providing food (milk, eggs, meat, honey), clothing (wool,</p>

6	Spoilage and wastage of food and food preservation		<p>silk, leather), and labor (transportation, farming).</p> <p>Differentiate between pet animals, domestic animals, and wild animals.</p> <p>Learn about ways to take care of pets and domestic animals, including providing proper food, shelter, and medical care.</p> <p>Understand the reasons why some animals are endangered or extinct and the need for conservation.</p> <p>Topic:</p> <p>Spoilage and wastage of food and food preservation</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Identify the signs of food spoilage, such as bad odor, change in color, texture, and taste.</p> <p>Explain the causes of food spoilage, including bacteria, fungi, moisture, and temperature.</p> <p>Understand how food is wasted at homes, restaurants, and markets.</p> <p>Recognize the importance of reducing food wastage for environmental and economic reasons.</p> <p>Explain how food preservation helps in reducing wastage and making food available for a longer time.</p> <p>Understand how preserved food retains its nutrients and prevents diseases caused by spoiled food.</p>
7	Importance of water	September	Topic: Importance of water

			<p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Understand why water is essential for life (drinking, cooking, cleaning, agriculture, industries, etc.).</p> <p>Explain the role of water in the survival of plants, animals, and humans.</p> <p>Describe the processes of evaporation, condensation, and precipitation.</p> <p>Explain how the water cycle helps in maintaining the natural availability of water.</p>
8	<p>Properties of water (Experiential learning) Activity: "Exploring Water – A Hands-On Investigation" Objective: Students will explore the properties of water, including solubility, transparency and floating/sinking through simple experiments. Materials Needed: Transparent glass of water Salt, sugar, sand (for solubility test) Coins, paper clips, leaves (for floating/sinking test) Food coloring (for transparency test) Steps to Conduct the Activity:</p> <p>1. Solubility Test (Is water a universal solvent?) Take three glasses of water. Add salt, sugar, and sand separately. Stir and observe which substances dissolve and which do not. Ask: Why do some substances dissolve while others do not?</p> <p>2. Transparency Test: Take a clear glass of water and add a few drops of food coloring.</p>	October	<p>Topic : Properties of water</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Explain that water is a colorless, odorless, and tasteless liquid.</p> <p>Understand that water exists in three states: solid (ice), liquid (water), and gas (water vapor).</p> <p>Identify substances that dissolve in water (salt, sugar) and those that do not (sand, oil).</p> <p>Understand the concept of soluble and insoluble substances.</p> <p>Explain the importance of water as a universal solvent in daily life.</p> <p>Observe and explain why some objects float in water while others sink (buoyancy).</p>

Place an object (e.g., a coin) behind the glass and check if it is visible.

Ask: Why is water transparent? Why do we see objects through it?

3. Floating & Sinking Test

Drop a coin, paper clip, leaf, and wooden stick into a glass of water.

Observe which objects float and which sink.

Ask: Why do some objects float while others sink? (Introduce density)

Class Discussion & Conclusion

Students share their observations and discuss how these properties help in daily life (e.g., solubility in cooking, transparency in drinking water, adhesion in wet clothes).

Relate to real-world applications: Why do some things dissolve in water? Why do boats float?

Learning Outcomes:

- ✓ Develops scientific observation and inquiry skills.
- ✓ Helps students understand key properties of water in a fun, hands-on way.
- ✓ Encourages critical thinking and discussion.

Fuels

Understand the relationship between density and floating/sinking.

Topic: Fuels

Learning outcomes:

Students will be able to:

Define fuels and explain their importance as sources of energy.

Identify different types of fuels used in daily life.

Differentiate between solid (wood, coal), liquid (petrol, diesel), and gaseous fuels (LPG, CNG).

			<p>Understand the sources of fuels (natural and man-made).</p> <p>Explain how fuels are used for cooking, transportation, industries, and electricity generation.</p> <p>Understand the importance of fuels in our daily lives.</p>
10	Air	November	<p>Topic: Air</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Explain that air is a mixture of gases, including nitrogen, oxygen, carbon dioxide, and water vapor.</p> <p>Describe the role of oxygen in respiration for humans, animals, and plants.</p> <p>Explain the importance of carbon dioxide for photosynthesis in plants.</p> <p>Understand the role of air in burning (combustion).</p>
11	Our solar system		<p>Topic: Our Solar system</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Define the solar system and identify its main components: the Sun, planets, moons, asteroids, comets, and meteors.</p> <p>Explain the importance of the Sun as the primary source of heat and light for Earth.</p> <p>Understand that the Sun is a star and provides energy for life on Earth</p> <p>Name and describe the eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and</p>

			<p>Neptune) in order of their distance from the Sun.</p> <p>Differentiate between inner (rocky) and outer (gaseous) planets.</p> <p>Compare the size, atmosphere, and unique features of different planets.</p>
12	Observing the sky	December	<p>Topic: Observing the sky</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <p>Describe how the sky appears during the day and night.</p> <p>Identify natural objects in the sky, such as the Sun, Moon, stars, and planets.</p> <p>Explain that the Sun is a star and the primary source of light and heat for Earth.</p> <p>Understand that the Moon is Earth's natural satellite and reflects sunlight.</p> <p>Identify and describe the different phases of the Moon (New Moon, Crescent, Half Moon, Full Moon).</p> <p>Learn that stars are faraway celestial objects that produce their own light.</p> <p>Identify some common constellations (Orion, Ursa Major, Cassiopeia).</p>

Sr. No.	Assessment Cycle	Month of Assessment	Syllabus	Mode of Assessment	Weightage
1	PT1	May	Chapter-2 and 3	Pen paper Test	35

2	PT2	July/August	Chapter-5	Activity Based Assessment	20
3	Half YEARLY	September	Chapter-1,2,3,4,5 and 6	Pen paper Test	70
4	PT3	October/November	Chapter-9	Activity Based Assessment	20
5	PT4	December	Chapter- 9 and 10	Pen paper Test	35
6	Final	February/March	Chapter-7,8,9,10,11 and 12	Pen paper Test	70

5. For Activity based Assessment:

Periodic test II- (Group Activity) Role play

* Peer assessment will also be conducted at the end where peer groups will raise their queries on the topic taken.

Material Required: To be intimated later

Rubrics: Role Play					
Parameters	5	4	3	2	1
Application of concept	Students always exhibited complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the play which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibited complete knowledge of the concept in the play which is applicable to day to day life .	Students never exhibited complete knowledge of the concept in the play which is not applicable to day to day life.
Collaboration	Always listen, shares and supports others in the group.	Usually listen, shares and supports others in the group.	Often listen, shares and supports others in the group.	Rarely listen, shares and supports others in the group.	Never listen, shares and supports others in the group.
Creativity	The props made by the group were very creative and a	Most of the props made by the group were creative and a more or less	Some of the props made by the group were creative and at few places	Few of the props made by the group were creative and script was going weak.	The props were not made properly and the script

	well balanced script was made.	balanced script was made.	script was going weak.		was not proper.
Critical thinking And Problem Solving	Students clearly identified the problem and presented the most appropriate solution to it.	Students clearly identified the problem and presented an appropriate solution to it.	Students identified the problem and presented a fairly appropriate solution to it.	Students identified the problem and tried to present a solution to it.	Students didn't identify the problem and did not present a solution to it.
Evaluation and Inference	Student provided a clearly stated inference that is reasonable for the questions asked.	Student provided an inference that is reasonable for the questions asked.	Student provided an inference that is ok for the questions asked.	Student provided an inference that demonstrates the misunderstanding for the questions asked.	Student provided an inference that is not relevant for the questions asked.

Periodic Test –III (Individual Activity): Poster- making followed by Quiz.

Material Required : To be intimated later

RUBRICS – POSTER MAKING

Parameters ↓					
Category	Excellent(5)	Very good (4)	Good (3)	Fair (2)	Needs improvement 1)
Diagram components (Critical Thinking)	All required items are represented on diagram.	Most required items are represented on diagram	Some required items are represented on diagram	Few required items are represented on diagram	Only 1 or 2 required items are represented on diagram
Text and labels	All labels are present	Most labels are present	Some labels	Few labels	Only 1 or 2 labels
Creativity and appearance	Highly creative and beautiful diagram	Creative diagram	Diagram appearance meets lesson requirements	Diagram appearance shows less effort required	Diagrams appearance shows least effort required
Application of concept	Students always exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems to a little extent.	Students rarely exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems .	Students never exhibited complete knowledge of the concept in the diagram which is not applicable to day to day life problems.

RUBRICS – QUIZ

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
Knowledge	Shows Concept Clarity and Substantial Knowledge	Shows Concept and Knowledge of	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect

	other than the Book	Content given in the Book			Knowledge of the Content
Interpretation	Goes beyond literal meaning to conceptual	Interprets documents in own words	Generally, uses own words	Some Responses rely on Cited texts	Uses Language that is Vague

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

My Living World –By DAV Class V

Additional book: NCERT text book by CBSE Class V

ROADMAP TEMPLATE (2025-26)

Class-V

Subject – Sanskrit

1. विषय -संस्कृत

2. उद्देश्याः-

- भाषाकौशलानां विकासः भविष्यति।
- शब्दज्ञाने वृद्धिः भविष्यति।
- संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुकूलं व्यवहारं कर्तुं समर्थाः भवेयुः।
- संस्कृतभाषया लघुवाक्यानि वदेयुः।
- पाठ्य -पुस्तके दत्तान् श्लोकान् पठित्वा भावं ग्रहितुम् समर्थाः भवेयुः।
- श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुम् समर्थाः भवेयुः।
- संस्कृतभाषया प्रयुक्तान् शब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- नैतिक-सामाजिकमूल्यानां विकासः भविष्यति।
- संस्कृतभाषया ज्ञानं प्राप्स्यन्ति।

3. मासिक-पाठ्यक्रमः

1. अध्याय संख्या	अध्यायस्य नाम	व्याकरणकार्यम्	मास
	संस्कृत भाषा की लिपि तथा वर्णों का परिचय	वर्ण विचार- वर्णविच्छेदः एवं वर्णसंयोगः	
पाठ 1	मधुरा प्रभातवेला	कर्ता ज्ञान (सभी पुरुषों तथा सभी वचनों में)	अप्रैल
पाठ 2	मम परिवारः गतिविधिः- स्वपरिचयम्	कारक तथा विभक्ति ज्ञान	मई
पाठ 3	वयम् पश्यामः जंतुशालाम्	कारान्त-शब्दरूपाणि	जुलाई

पाठ 4	शाकहट्टम् गतिविधि:- परियोजना कार्यम्	तुरूपाणि लटलकारे	जुलाई
पाठ 5	अस्माकं प्रियमित्राणि	संस्कृत वाक्य रचना	अगस्त
पाठ 6	ये फलानि खादन्ति ते सुखिनः वसन्ति	चित्रवर्णनम्, अनुवादः	अगस्त
रचनात्मक-कार्यम्		चित्रवर्णनम्, अनुवादः	
पाठ 7	चित्रप्रदर्शनी गतिविधि:-संस्कृतप्रश्नोत्तरी	संख्या (1-10)	सितंबर
पाठ 8	अभिनवः किम् किम् करोति	अनुच्छेद लेखन	सितंबर
पाठ 9	विडालः कुत्र अस्ति?	अव्यय शब्द	अक्तूबर
पाठ 10	आगच्छ! गायामः	घटिका	अक्तूबर
पाठ 11	हरिणम् मा मारय गतिविधि:-चित्रवर्णनम्	आकारान्त-शब्दरूपाणि	नवंबर
पाठ 12	कथयन्तु कस्य कः वर्णः ?	संस्कृत अनुवादः	नवंबर
पाठ 13	कः चतुरः अस्ति?	धातुरूपाणि लृटलकारे	दिसम्बर
पाठ 14	कति वस्तूनि सन्ति?	संख्या (1-20)	दिसम्बर
रचनात्मक-कार्यम्		चित्रवर्णनम्, अनुवादः	

4. मूल्यांकनम् एवं अंकभारः

क्रम संख्या	आवधिक- मूल्यांकनम्	मूल्याङ्कनम् मास	मूल्याङ्कनम् विधि	अंक भारः
1	सामयिक परीक्षा 1	मई	लिखित परीक्षा	35
2	सामयिक परीक्षा- 2	जुलाई /अगस्त	गतिविधि आधारित परीक्षा	20
3	अर्धवार्षिक परीक्षा	सितम्बर	लिखित परीक्षा	70

4	सामयिक परीक्षा- 3	अक्तूबर- नवम्बर	गतिविधि आधारित परीक्षा	20
5	सामयिक परीक्षा - 4	दिसंबर	लिखित परीक्षा	35
6	वार्षिक परीक्षा	फ़रवरी /मार्च	लिखित परीक्षा	70

5. गतिविधिराधारितं मूल्यांकनम्
 गतिविधे: प्रकारम्- श्रवणभाषण-कौशलम्
 गतिविधि: - श्रवणभाषणम्
 आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

लेखन कार्यं (चित्र वर्णन , पत्रं इत्याद्य, गृह कार्यं)कृते मापदण्डः					
मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यायतव्यम्
	5	4	3	2	1
विषय वस्तु/ प्रस्तुतीकरण/	संपूर्ण कार्यं शोभनरूपेण प्रस्तुतं ।	कार्यं शोभनरूपेण प्रस्तुतं ।	कार्यं उचित रूपेण कृतं।	कार्यं संपूर्ण नास्ति कार्यतालिका	कार्यस्य औपचारिकता मात्रं कृता।

सुलेख/ संकलन/ स्पष्टता	कार्यतालिका अपि स्पष्टा अस्ति। कापि अशुध्यः न सन्ति ।	कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित अशुधि अस्ति ।	कार्यतालिका अपि स्पष्टा अस्ति परन्तु कार्ये कानिचित अति सरला वर्तनी- अशुध्यः सन्ति ।	अपि स्पष्टा न अस्ति । परन्तु कार्ये कानिचित बहवः वर्तनी- अशुध्यः सन्ति ।	कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभियक्ति	संपूर्ण कार्यं स्वयं कृतम् । कार्यं विना अवबोधं कृतम् ।	एक प्रश्नं सहपाठिन उत्तरपुस्तिका या दृष्टम् ।	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्यं स्वयं न कृतम् ।

वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्यं कृते मापदण्डः

विषय वस्तु ज्ञानं	विषय वस्तु ज्ञानं पूर्ण अस्ति। शब्दज्ञानम्	विषय वस्तु ज्ञानं पूर्ण अस्ति । शब्दज्ञानम्	विषय वस्तु ज्ञानं पूर्ण न अस्ति।	विषय वस्तु ज्ञानं पूर्ण न अस्ति।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम्
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	सम्यक् नअस्ति ।	सम्यक् न अस्ति ।	शब्दज्ञानम् सम्यक् न अस्ति ।	शब्दज्ञानम् त्रुटिपूर्ण अस्ति ।	
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं ,भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं , कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता
मौलिकता / विचाराणां सम्यक् अभिव्यक्ति	विचारा मौलिकाः। विना अवरोधं वदिताः ।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः ।	विचारा मौलिकाः न । विना अवरोधं वदिताः ।	विचारा मौलिकाः न । अवरोधयुक्तं वक्तव्यम् ।	विचारा मौलिकाः न । अवरोधयुक्तं सर्वथा वक्तव्यम् ।

विशेष :- लिखितपरीक्षायां 1, 2, 3, 4 अङ्कभारस्य प्रश्नाः भविष्यन्ति

6. परियोजना कार्यम्- (प्रत्येकसत्रे एकम् परियोजनाकार्यम्)

7. आन्तरिक मूल्याङ्कनाय अङ्क भार योजनाः

	मूल्यांकनम् विधि	अंक भारः
1	गतिविधिराधारितं मूल्यांकनम्	20
2	निवेशसूचिका	5
3	परियोजना कार्यम्	5

सामयिकपरीक्षा- कृते पाठ्यक्रम विभाजनम्

- सामयिक परीक्षा-1 (मई)

सुरभिः	पाठाः 1-2
व्याकरण	कर्ता ज्ञान (सभी पुरुषों तथा सभी वचनों में), कारक तथा विभक्ति ज्ञान

- सामयिक परीक्षा-2 (जुलाई/अगस्त)
- गतिविधयः मूल्यांकनम्
गतिविधिः- श्रवणभाषणम्
- अर्धवार्षिक परीक्षा (सितम्बर)

सुरभिः	पाठाः 1, 2, 3, 4, 5, 6
व्याकरणकार्यम्	संस्कृत कर्ता ज्ञान (सभी पुरुषों तथा सभी वचनों में), कारक तथा विभक्ति ज्ञान, अकारान्त-शब्दरूपाणि, धातुरूपाणि लटलकारे, संस्कृत वाक्य रचना,
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः

- सामयिक परीक्षा-3 (अक्टूबर/नवम्बर)
गतिविधयः मूल्यांकनम्
गतिविधिः- वाचनश्रवणम्
- सामयिक परीक्षा-4 (दिसम्बर)

सुरभिः	पाठाः 7, 8, 9, 10	
व्याकरणकार्यम्	संख्या (1-10), अव्यय शब्द, घटिका	
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः	

8. प्रत्येकपाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभिः 5

ROADMAP SOCIAL SCIENCE :CLASS V

1.Subject: Social Science

2.Objectives:

The primary purpose of social studies is to help young people make informed and responsible citizens of a culturally diverse, democratic society in an interdependent world. Social Science syllabus for Class V aims to provide a general idea to the students about attitude towards life and to

- understand the facts, concepts, principles, and perspectives that shape social studies
- apply learning to complex situations and contexts
- think critically about important issues and communicate their findings
- engage in the processes of problem solving and discipline-based inquiry
- understand their role and responsibility particularly in relation to social and civic affairs.
- prepare them to participate in their community /society competently and productively as concerned citizens.
- create awareness about diversity and interdependence of the world with multiple cultures and ideologies.
- enable them to address societal and global concerns using literature, technology and other identifiable community resources.
- generate sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.
- enable them to integrate ideas from different disciplines to come up with reasoned decisions and to make the connection between related concepts and ideas so that they are better able to identify problems affecting society.

3.Month wise division of syllabus:

Lesson No	Name of the Lesson	Month	Learning Outcomes: Students will be able to:
1	Importance of Family Experiential learning based activities- Activity-1 "My Family, My Strength" – Poster Making *Students will create a poster illustrating how their family supports them emotionally, socially, and in daily life. Activity-2 "Dear Family" Letter Writing	April	<ul style="list-style-type: none"> ● understand family structures: (nuclear, extended, single-parent, blended, etc.) ● appreciate diversity: the fact that families can vary in terms of cultures, traditions, and values ● understand the concept of interdependence within families, where each member plays a role in supporting and caring for one another. ● recognize the importance of emotional support and connection within families ● develop empathy and respect for different family situations ● understand the importance of family values

	<p>* Students will write a heartfelt letter to a family member, expressing appreciation for their love and support. *They deliver the letter and share the recipient’s reaction in the class.</p> <p>Activity-3 "Family Timelines" – Understanding Generational Bonds</p> <p>* Students will create a timeline of their family, marking important events (e.g., births, marriages, vacations, achievements).etc</p> <p>Activity-4 Role-Playing Family Responsibilities</p> <p>*Students will perform different family members roles (parent, sibling, grandparent) and present them with real-life situations (e.g., a child is sick, a festival is being planned).</p>		<ul style="list-style-type: none"> ● recognize that families can experience changes and challenges, such as births, deaths, divorces, and relocations, and understand how families adapt and support each other during such times. ● understand how strong and supportive families contribute to building stronger communities, fostering social cohesion and collective well-being.
2	Human Migration	April	<ul style="list-style-type: none"> ● identify different types of migration such as internal migration (within a country) and international migration (between countries). ● recognize various push and pull factors that influence migration, such as economic opportunities, political instability, environmental factors, and social reasons. ● discuss the impacts of migration on both the sending and receiving communities, including changes in population demographics, cultural exchange, economic development, and challenges faced by migrants. ● identify patterns and trends in human migration, such as urbanization, migration corridors, and the global distribution of migrants. ● recognize the importance of cultural diversity and how migration contributes to the richness of cultural identity in different regions. ● develop empathy towards migrants and refugees and understand the importance of global cooperation in addressing migration challenges.

3	Variation in Shelters	May	<ul style="list-style-type: none"> ● identify various types of shelters, including natural shelters ● understand the primary purposes of shelters, meeting basic human needs for shelter. ● recognize that different cultures and geographical regions have unique shelter designs and materials based on their environment, resources, and cultural practices. ● identify common materials used in shelter construction, understand their properties and suitability for different environments. ● compare and contrast different shelter designs in terms of their structure, durability, insulation, and adaptability to different climates and conditions. ● apply their understanding of shelter concepts to design and construct simple models or prototypes of shelters using various materials. ● recognize the importance of sustainable shelter practices, including energy efficiency, use of renewable materials, and minimizing environmental impact
4	Sensitivity Towards Others	July	<ul style="list-style-type: none"> ● demonstrate an understanding of diversity among individuals, including differences in culture, ethnicity, religion, abilities, and socioeconomic status. ● develop empathy towards ● respect for differences and learn to appreciate the value of diversity within their classroom, school, and community. ● learn constructive ways to resolve conflicts and disagreements, including active listening, communication skills, and finding compromises that respect the needs and feelings of all parties involved. ● become aware of social injustices and inequalities that exist in their communities and around the world, and develop a sense of responsibility to address these issues. ● engage in reflective thinking and self-assessment to evaluate their own attitudes, behaviors, and actions towards others, and identify areas for growth and improvement.
5	Community Services	October	<ul style="list-style-type: none"> ● define community services and understand their importance in supporting and improving the well-being of communities. ● identify various types of community services ● learn about different roles and responsibilities of community workers ● develop an awareness of the diverse needs within their community, including issues related to health, education, poverty, homelessness, environmental sustainability, and social justice.

			<ul style="list-style-type: none"> ● develop empathy and compassion towards those in need within their community ● learn to work collaboratively with their peers ● have opportunities to develop leadership skills through organizing and leading community service initiatives, taking on responsibilities, and inspiring others to get involved
6	Leisure Time	November	<ul style="list-style-type: none"> ● learn about how different cultures and societies value and prioritize leisure time ● understand the physical, mental, and emotional benefits of participating in leisure activities ● learn about the importance of balancing leisure time with other responsibilities, develop time management skills ● learn about the importance of maintaining a healthy lifestyle, including engaging in regular physical activity ● learn to critically evaluate the impact of media and technology on their leisure time
7	Changing Trends in Occupation	November	<ul style="list-style-type: none"> ● identify occupations that have been traditionally prevalent in society ● recognize that occupations have changed over time due to technological advancements, globalization, economic shifts, and social changes. ● understand how automation and technological advancements have affected the nature of work and led to changes in job availability, skill requirements, and job stability in various occupations. ● understand that occupations are constantly evolving ● develop skills such as critical thinking, problem-solving, communication, teamwork, and adaptability
8	Respecting Regional Differences	December	<ul style="list-style-type: none"> ● learn to recognize and appreciate the diversity of cultures within their country and around the world ● explore the geographical features of different regions, understand how these geographical factors influence the development of regional differences. ● respect regional variations in language and dialects ● learn about the cultural traditions, celebrations, festivals, and rituals unique to different regions ● explore the diversity of regional cuisines and culinary traditions ● learn about environmental differences between regions, understand the importance of environmental conservation and sustainable development in preserving regional diversity. ● develop tolerance and acceptance towards people from different regions, cultures, and backgrounds ● have opportunities to engage in cross-cultural exchanges with peers from different regions, promoting mutual understanding, friendship, and collaboration.

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HISTORY (UNIT II- OUR PASTS –II)

Lesson No	Name of the Lesson	Month	Learning Outcomes
9	Exploring India	October	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● locate India on a map, identify its neighboring countries, major geographical features ● understand how geography has influenced the development of the country ● appreciate India's rich cultural diversity, including its languages, religions, traditions, and festivals, and understand the importance of cultural tolerance and acceptance ● recognize India's significant cultural contributions to the world ● understand the importance of environmental conservation in India
10	<p>Transport in Modern Times Relating with them Ions and Icons Activity-1 *Teacher will show students a PPT of – Scientific Advancements in Transportation * Like invention of steam engine to electric engine, electric bulb to LED Bulb *Introduction of maglev (magnetic levitation) trains that use electromagnets to move without friction, making them ultra-fast. Icons – Influential Figures in Transportation Activity-2</p>		<ul style="list-style-type: none"> ● identify and describe various modes of transportation used in modern times ● understand the impact of transportation on society ● learn about technological advancements in transportation and understand how these advancements have improved efficiency and safety in transportation ● explore the environmental impact of transportation, including pollution, deforestation, and habitat destruction ● discuss ways to mitigate these impacts through sustainable transportation practices ● understand how transportation has facilitated global connectivity, trade, and cultural exchange ● explore historical and contemporary examples of how transportation networks have connected people and societies around the world

	<p>*Students will collect and paste information about</p> <p>* Karl Benz (Inventor of the First Car): His innovation led to modern automobiles.</p> <p>Henry Ford (Mass Production of Cars): Made cars accessible through assembly-line production.</p> <p>Elon Musk (Tesla & Hyperloop): Innovated electric transport and high-speed transit ideas.</p> <p>Wright Brothers (Pioneers of Aviation): Their invention of the airplane revolutionized global travel.</p> <p>Ratan Tata (Affordable Transportation): Developed the Tata Nano, aiming for accessible transport.</p> <p>Activity-3 *Students will design their own futuristic transport using ion technology and explain its benefits.</p> <p>Activity -4 *Students will create a poster on "Future of Transport." Showing evolution in transportation in future.</p>		<ul style="list-style-type: none"> ● develop critical thinking skills by analyzing transportation-related issues and proposing solutions.
11	Mapping India	November	<ul style="list-style-type: none"> ● identify and locate major geographical features of India, including rivers, mountains, plains, and coastlines, on a map ● learn about the different regions of India, understand the characteristics and significance of each region ● identify the capitals of Indian states and union territories on a map and understand their geographical boundaries

			<ul style="list-style-type: none"> ● explore the cultural diversity of India by identifying and locating major cultural regions, understand how geography influences culture and vice versa ● learn about important historical sites, landmarks, and monuments in India, locate these sites on a map and understand their significance ● understand the political divisions of India, identify and locate these divisions on a political map.
12	Communication in Modern Times	January	<ul style="list-style-type: none"> ● identify and describe various modes of communication used in modern times ● understand the impact of communication technology on society, including how it has changed the way people communicate, share information, and interact with each other ● explore how communication technology has facilitated cultural and linguistic exchange, allowing people from different backgrounds to connect and communicate across geographical boundaries ● gain an appreciation for cultural diversity and the importance of language in communication ● learn about responsible and ethical behavior when using digital communication platforms, including issues such as online safety, privacy, cyberbullying, and digital footprints ● explore how communication skills are essential for success in the workplace, including effective verbal and written communication, active listening, and collaboration ● understand how technology has influenced communication practices in various professions ● understand how modern communication technology has facilitated global connectivity and collaboration, allowing people from different parts of the world to work together, share ideas, and solve problems
13	India's Neighbours	February	<ul style="list-style-type: none"> ● identify and locate the neighboring countries of India on a map

			<ul style="list-style-type: none"> ● explore the cultural diversity of India's neighbors, including languages, religions, traditions, and customs, gain an appreciation for the rich cultural heritage shared among neighboring countries ● learn about the historical connections between India and its neighbors, including trade routes, cultural exchanges, and historical events such as the partition of British India and the formation of independent nations ● understand the political relations between India and its neighbors, including diplomatic ties, conflicts, and cooperation agreements ● learn about the importance of maintaining peaceful relations and resolving conflicts through dialogue and diplomac ● explore the economic interactions between India and its neighbors, including trade, investment, and economic cooperation initiatives such as the South Asian Association for Regional Cooperation (SAARC) ● understand the geopolitical significance of India's neighbors in regional and global contexts ● explore examples of cultural exchanges and collaborations between India and its neighbors ● learn about border issues and security challenges faced by India and its neighbors
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4. Scheme of assessment & weightage:

Sr. No.	Assessment Cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

5. Syllabus for PTs

Periodic -I (May)

Chapter-1 Importance of Family
Chapter-2 Human Migration
Chapter-3 Variations in Shelters

Half Yearly (September)

Chapter-1 Importance of Family
Chapter-2 Human Migration
Chapter-3 Variations in Shelters
Chapter-4 Sensitivity Towards Others
Chapter-5 Community Services
Chapter-6 Leisure Time
Chapter-7 Changing Trends in Occupation

Periodic -IV (December)

Chapter-9 Exploring India
Chapter-10 Mapping India
Chapter -11 Transport in Modern Times

Final Exam (March)

Chapter -8 Respecting Regional Differences
Chapter -9 Exploring India
Chapter -10 Mapping India
Chapter -11 Transport in Modern Times
Chapter -12 Communication in Modern Times
Chapter -13 India's Neighbours

5. For Activity based Assessment:

PT II Syllabus

Chapter -1 Importance of Family

Nature of Activity: Role Play

Material Required (if any): Costume or prop as per role

Rubrics:

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
Content Knowledge	express the desired content in an excellent way through the character played in a realistic and	express the desired content upto a good level through the character played in a realistic and	express the desired content through the character played in somewhat realistic and	express the desired content through the character played in a realistic way but performance	Gaps in the explanation of the desired content through the character played.

	consistent manner.	consistent manner.	consistent manner	was not consistent.	
Clarity of Speech	Speech is always clear and easy to understand with correct voice modulation and intonation.	Speech is usually clear and easy to understand with correct voice modulation and Intonation.	Speech is clear and easy to understand but at some points lacks voice modulation and intonation.	Speech is clear and easy to understand but needs improvement in voice modulation and intonation	Speech is rarely clear and not easy to understand.
Expression and Body Language	Is/are able to express emotions through facial expression and gestures with great confidence.	Is/are able to express emotions through facial expression and gestures with confidence.	Is/are able to express emotions through facial expression and gestures but needs to be more confident.	Is/are somewhat able to express emotions through facial expression and gestures with little confidence.	Is/are rarely able to express emotions through facial expression and gestures.
Team work	Excellent team work! Performance shows great coordination among all the members.	Group members work very well together for the most part of the performance.	Group shows coordination except 1-2 members.	Group members lack coordination among themselves for the most part of the performance.	Group members lack collaboration and coordination among themselves. Needs a lot of improvement

PT III Syllabus

Chapter -11 Transport in Modern Times

Nature of Activity: Poster Making

Material Required (if any): A4 sheet, colours, pencil, eraser, scale, sharpener

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
Relevance of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Drawings used to develop the main idea	Neat and effective drawing/ excellent variety of drawings used.	Neat and effective drawing/ good variety of drawings used.	Neat but limited drawing/ some drawings used.	Neat drawing but not effective/ limited drawings used.	Drawing neither neat nor effective/ very less drawings used with lots of repetition.

Visual Impact /Overall Presentation	Overall presentation is outstanding.	Overall presentation is effective.	Overall presentation is satisfactory.	Needs improvement in layout and colour scheme used.	There is a lot of scope for improvement.
Critical Thinking	The work is very well organized and gives deep critical insight into the topic.	The work is well organized except 1-2 ideas are repetitive.	The work is organized but somewhere lack research as repetition of ideas is evident.	The work lacks analysis as well as organization of data and rarely reflects critical insight into the topic.	The work lacks research, analysis and organization of data

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term) (Details will be discussed in the class)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books: We and Our World