



Hansraj Public School

sector-6, Panchkula



Blue Print



Portfolio



Rubrics



Reading Bonus



Activities



Test Schedules

Comprehensive Overview



Roadmap 2023-24

Class:



SCHOOL MOTTO

‘विद्ययाऽमृतमश्नुते’

विद्या से अमृत की प्राप्ति होती है ।’

'Through knowledge one attains immortality.'

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the 'Guru'

FOREWARD

'A good plan is like a road map, it shows the final destination and usually the best way to get there'

- H. Stanely Hudd.

Hansraj consistently strives to create a conducive environment for learning. This roadmap is a worthy effort in this direction to enable Hansarians to prepare well and excel in the current academic session. It aims to aid students and then parents to get an expansive overview of the syllabus to be covered throughout the session, with month wise division of chapters. To provide further guidance, clear segregation of periodic syllabus has been given. A blue print of subject wise exam paper along with division of marks has been included to enable our students to achieve high academic merit.

Jaya Bhardwaj

Principal

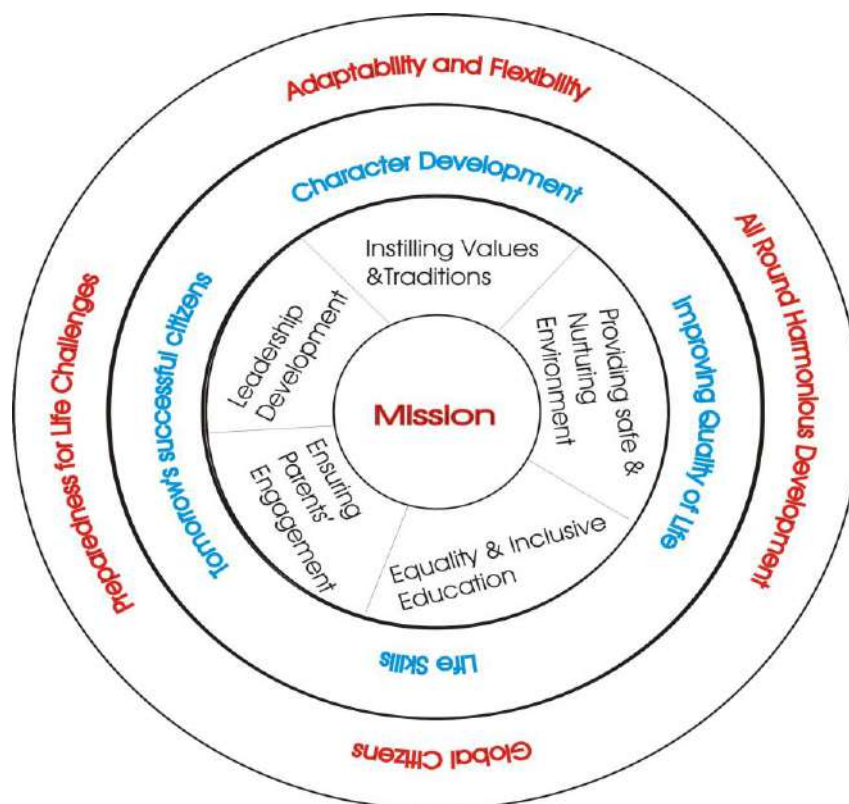
Values, Vision and Mission:

Values: The school offers a unique blend of modern educational practices and basic values of India's ancient cultural heritage.

Vision: To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

Mission: HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:

- Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- Prepares them to be responsible global citizens.
- Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- Instills the virtue of adaptability and flexibility to enable students to excel in complex and interconnected changing world.



COMPREHENSIVE PROGRESS REPORT

SCHOLASTIC AREAS

PEN PAPER TESTS (PP.T.)

MAIN SUBJECTS	TERM 1 (APRIL-SEPTEMBER)		TOTAL TERM 1	TERM 2 (OCTOBER-MARCH)		TOTAL TERM 2
	P.T.1	P.T.2/ HALF YEARLY EXAM	70	P.T.3	P.T. 4/ ANNUAL EXAM	70
ENGLISH						
HINDI						
SANSKRIT						
SOCIAL SCIENCE						
MATHS						
SCIENCE						

DETAILED INTERNAL ASSESSMENT

Language I - English		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)		

Language II - Hindi		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)		

Language III - Sanskrit/German/French/Punjabi		
Skills/competencies	TERM 1	TERM 2
Listening Skill (5)		
Speaking Skill (5)		
Reading Skill (5)		
Writing Skill & Language		

SOCIAL SCIENCE		
Skills/competencies	TERM 1	TERM 2
Critical Thinking & Evaluation (5)		
Problem-solving & Inference (5)		
Collaboration & Creative Thinking (5)		
Value/Ethical application of concepts (5)		

SCIENCE		
Skills/competencies	TERM 1	TERM 2
Critical Thinking & Evaluation (5)		
Problem Solving & Inference (5)		
Collaboration & Creative Thinking (5)		
Value/Ethical Application of Concepts (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		

MATHEMATICS		
Skills/competencies	TERM 1	TERM 2
Evaluation & Inference (5)		
Critical Thinking & Problem Solving (5)		
Collaboration & Creative Thinking (5)		
Value/Ethical Application of Concepts (5)		
Project & Viva (5)		
Portfolio (Notebook & SEA) (5)		

CUMULATIVE SCORECARD (SCHOLASTIC AREAS)

SUBJECT	TERM 1 100		TERM 2 100		TOTAL MARKS 200	PERCENTAGE %	GRADE
	I.A. 1 30	PP.T. 1 70	I.A. 2 30	PP.T. 2 70			
ENGLISH							
HINDI							
LANGUAGE 3							
SOCIAL SCIENCE							
MATHEMATICS							
SCIENCE							
TOTAL							OVERALL GRADE

MINOR SUBJECTS	GRADE	
	TERM 1	TERM 2
GENERAL KNOWLEDGE		
NAITIK SHIKSHA		
COMPUTER/ICT		

8-POINT GRADING SCALE FOR SCHOLASTIC AREAS

A1	A2	B1	B2	C1	C2	D	E
91-100	81-90	71-80	61-70	51-60	41-50	33-40	32 & BELOW

CO-SCHOLASTIC AREAS

SOCIAL HABITS & ATTITUDES		TERM 1	TERM 2	HEALTH & PHYSICAL EDUCATION		TERM 1	TERM 2
COLLABORATION & COOPERATION				CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM)			
CARE OF SCHOOL PROPERTY				SEWA PROJECT			
RELATIONS WITH PEERS				SPORTS & GAMES			
RELATIONS WITH TEACHERS				YOGA			
VALUES AND LIFE SKILLS				VISUAL & PERFORMING ARTS			
ENVIRONMENT/COMMUNITY WORK				ART, CRAFT, PAINTING, SCULPTURE			
PERSONAL HABITS & ATTITUDES				MUSIC, DANCE, THEATRE, DRAMA			
INITIATIVE AND CONFIDENCE				SUPW/WORK EDUCATION			
DISCIPLINE, PUNCTUALITY, REGULARITY				LIFE SKILLS			

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

A1	A2	B1	B2	C
HIGHLY COMPETENT	QUITE CAPABLE	PERFORMS SATISFACTORILY	TRYING WELL	CAN DO BETTER

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

NAME/TYPE OF EVENT	LEVEL (INTERNL./NATL./STATE/ZONAL/ INTERSCHOOL/INTRASCHOOL)	ORGANISED BY	DATE	PARTICIPATION/ POSITION HELD

TEACHER'S SUGGESTIVE REMARKS

Class Teacher

Examination In-Charge

S.Head/Vice-Principal/Principal

GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.



“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice And most of all, love of what you are doing or learning to do.”

- Pele

Class IV - English

I. Learning Outcomes-

1. **Listening:**

By the end of the course learners should be able to

- (a) Listen, converse and understand the topic and its main topic.
- (b) To listen and extract relevant information with clarity and accuracy.
- (c) Distinguish main points from supporting ideas.

2. **Speaking:**

By the end of the course learners should be able to

- (a) Converse confidently in the language.
- (b) Express opinions and support them with examples and facts.
- (c) Use appropriate vocabulary and grammar in speaking at the advanced level.
- (d) Take active part in discussions, conversations and respond appropriately to others.

3. **Reading:**

By the end of the course learners should be able to

- (a) Read for information and understanding.
- (b) Analyze, interpret and evaluate the ideas in a text.
- (c) Develop interest in reading.
- (d) Read extensively for pleasure.

4. **Writing:**

By the end of the course learners should be able to

- (a) Write coherently and effectively.
- (b) Use grammatical structure correctly.
- (c) Use a variety of accurate sentence structure correctly.
- (d) Express ideas clearly in the form of writing.
- (e) Write a paragraph, letter writing (informal) and picture composition.

2..Month wise division of syllabus

LITERATURE	GRAMMAR & CREATIVE COMPREHENSION	WRITING	MONTH
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A True Friend What's Really Important	Naming words Passage Comprehension	Paragraph writing	April
Mix up at Birth A Test of Strength (Hu Tu Tu)	Genders Unseen Passage	Paragraph writing	May
Travel Plans Jungle Safari	Pronouns Adjectives Unseen Poem	Picture Composition	July
Kanya Kumari The Rich Lady & the Artist	Verbs, Tenses	Picture Composition	August
The Foolish Men	Adverbs	--	September
Curious Town Clever Fox	Prepositions,	Letter Writing	October
In the Land of Lilliput	Subject and Predicate	Letter Writing	November
King Thrush beard	Interrogatives	Paragraph	December
Let us Visit the Fantasy Rizi, the Alien	Determiners	Paragraph	January
		Revision	February

Curriculum Overview

Term 1 (Formative and Summative Assessments)

III. Periodic-I (May)- Pen and Paper Test

Max Marks: 35

Syllabus:

Grammar	Naming words, Genders
Literature	A True Friend, Mix Up at Birth
Comprehension(Reading)	Prose
Writing	Paragraph

Half Yearly (September)

70 marks

Grammar	Naming words, Genders, Pronouns, Adjectives,
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	Verbs, Adverbs, Tenses
Literature	A True Friend, Mix up at Birth, Travel Plans, Jungle Safari, The Rich Lady and the Artist
Comprehension(Reading)	Poem and Prose
Writing	Paragraph and Picture Composition

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: Poem Recitation

- (ii) Description: Students will be given to learn any poem related to the given themes.
- They will learn the poems at home and will recite the same in during the assigned periods for the activity.

Themes for the Poem Recitation-

- Nature
- Travel
- Animals
- Dreams

Mode	Time Taken	Competencies assessed	Methodology
Individual	Two periods	Speaking, presentation, confidence	Students will recite the poem in the class and assessment will be done.

(iii) Rubrics

Rubrics for the Activity

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Understanding of the Content	Complete understanding of the content is quite evident that reflects in the presentation	Understands the contents but lacks here and there; successfully covers the gaps	Reflects the lack of understanding of the content at many places and tries hard to cover the gaps.	It is evident that a major portion of the content is not clear which is reflected in the presentation also.	No understanding of the content.
Pronunciation	Correct pronunciation and articulation	Largely correct pronunciation	Mostly correct pronunciation and clear articulation	Mostly incorrect pronunciation	Lacks accuracy in pronunciation; many

	Uses appropriate intonation and voice modulation	and clear articulation Few phonological errors	except occasional errors	and clear articulation Frequent phonological errors	grammatical errors
Fluency	Speaks fluently with almost no hesitation	Speaks fluently without noticeable effort	Speaks at length, however hesitation is noticeable	Hesitant while speaking	Extremely hesitant while speaking with noticeably long pauses Rate of speech is slow
Preparedness and Practice	Completely prepared and has obviously rehearsed	Prepared but may have needed a couple more rehearsals. Makes minor mistakes but quickly recovers from them.	Somewhat prepared but it is evident that more rehearsal was required.	Somewhat prepared but could not present the desired way due to lack of practice.	Did not practice and rehearsed at all.
Body language and gestures	Effective use of body language and gestures adds to the overall presentation Confidence is quite evident	Able to use effective and appropriate body language and gestures Displays confidence	Body language and gestures are not used as an impactful tool at times Displays a fair degree of confidence	Most of the times body language and gestures are not used as an impactful tool which is quite evident Falters and fumbles evidently	No use of body language and gestures Lacks confidence

V. Project Work (5 marks)

(i) Name of the Project- Read the given book and make a book cover for the same depicting the main idea of the story.

(ii) Description- Students will be given to read a specific book at home. They will read it thoroughly and will make a book cover for the same.

Mode	Time Taken	Competencies assessed	Methodology
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Individual		Creativity Critical thinking Thinking	Students will read the book at home. They will make a book cover for it and will present the same in the class.
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(*Viva voce will be conducted based on the project)

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

VII. Enrichment Activities

1. **Writing activity (Short birthday messages for friends and classmates)** Individual
2. **Tape Script**
3. **Make a Collage and write about your favourite sportsperson.**

RUBRICS FOR WRITTEN PRESENTATION					
	Excellent 5	Good 4	Fair 3	Average 2	Needs improvement 1
PARAMETERS					
Drawing/pictures used to develop main idea.	Neat and effective drawing/excellent variety of pictures used.	Neat and effective drawing/good variety of pictures used.	Neat but limited drawing/some pictures used.	drawing neat but not effective/few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.
Relevancy 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.

Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
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*** Reading Bonus- English and Hindi (4 marks)**

Name of the book or story: Robinson Crusoe

VIII. Rubrics

RUBRICS FOR WRITING ACTIVITY					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS					
Relevancy 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.
Accuracy of the content	Content accurate with no spelling and grammatical errors.	Content almost correct with very few spelling and grammatical errors.	Content quite correct with little spelling and grammatical errors.	Content rarely accurate with many spelling and grammatical errors.	Content not up to the mark. A lot of spelling and grammatical errors noticed.
Format and coherency	Presentation is orderly, format adhered to completely.	Presentation is almost coherent and format followed.	Presentation can be more coherent and discrepancies noticed in format.	Presentation lacks coherence and discrepancies noticed in format.	Presentation needs improvement. Format not followed.

Assessment Parameters	Excellent 5-4	Very good 4-3	Good 3-2	Fair 3-2	Needs improvement 1-0	Needs improvement 1-0
Relevance of the Content	Content is completely relevant to the topic and has many supporting details.	Most of the content is relevant to the topic and has adequate supporting details.	Some of the content is relevant to the topic some supporting details.	Only few points of the content are relevant to the topic with few supporting details.	Content is not Relevant at all and has no supporting details at all.	Needs improvement
Presentation and Creativity	Facts are presented in an extremely interesting and attractive way. Unique design has been created using own creativity and imagination.	Facts are presented in an interesting and attractive way. Very good design has been created using creativity and imagination.	Facts presented are quite interesting and attractive and fairly good design has been created using creativity to some extent.	Facts presented are not very interesting and attractive and imagination and creativity have been used sparingly.	Facts presented are not at all interesting and attractive and imagination and creativity have not been used at all.	No clarity about concept
Critical Evaluation	Accurately interprets evidences and thoughtfully evaluated all the facts.	Accurately interprets evidences and thoughtfully evaluated some other facts.	Interpretation and evaluation of evidences has been done but with many errors.	Interpretation and evaluation of evidences is mostly incorrect.	Lacks Interpretation and evaluation of evidences.	
Completion of Task	The task has been completed in the stipulated time with all necessary details.	The task has been completed in the stipulated time with most of the necessary details.	The task has been a little and some necessary details are missing.	The task has been completed very late some necessary details are missing.	The task has not been completed at all and most of the necessary details are	Child has no understanding of concept to solve problems of daily life.

					missing.	
						Ethical skills are not evident.

X. Blueprint of the Periodic and Term Assessments

May

Objective- 10 marks

Subjective

Reading Comprehension- 4 marks

Writing- 6 marks

Long answer questions- $2 \times 3 = 6$ marks

Short answer questions- $2 \times 2 = 4$

Reference to context- $1 \times 2 = 2$

Grammar- 3 marks

Half Yearly

Objective- 30 marks

Subjective

Reading Comprehension- 6 marks

Writing- 6 marks

Long answer questions- $3 \times 4 = 12$ marks

Short answer questions- $2 \times 4 = 8$ marks

Reference to context- $1 \times 3 = 3$ marks

Grammar- 5 marks

Periodic III December)

35 marks

Grammar	Subject and Predicate, Prepositions
Literature	Curious Town, In the Land of Lilliput
Comprehension(Reading)	Poem
Writing	Letter Writing(Informal)

Grammar	Adverbs, Tenses, Prepositions, Subject and Predicate, Interrogatives, Determiners
Literature	Curious Town, In the Land of Lilliput, King Thrushbeard
Comprehension(Reading)	Poem and Prose
Writing	Letter Writing(Informal), Paragraph

Periodic-II (November) - Internal Assessment

Name of Activity: Role Play

(ii) Description: Students will be divided in groups. They will be given to prepare the script of the play.

Mode	Time Taken	Competencies assessed	Methodology
Group	Two periods	Speaking, presentation, confidence	Students will prepare the script of the play in groups. They will present the play in the class.

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Quality and Creativity of Content (Script Writing)	Chapter content is accurately portrayed. Chapter is completely covered.	Chapter content is adequately portrayed. Most of the chapter is covered.	Chapter content is somewhat portrayed. Major details from the chapter are missing.	Chapter content is incomplete. Very few details from the chapter are covered.	No understanding of the content.
Collaboration	All members of the team collaborated equally to the role play.	Most members of the team collaborated to the role play.	Most of the members of the team collaborated to the role play.	Very few members of the team collaborated to the role play.	None of the members of the team collaborated to the role play.
Expression and Body Language	Always express	Largely express	Mostly express	Somewhat expresses	No expressing of emotions

	emotions through voice, facial expression and gestures	emotions through voice, facial expression and gestures	emotions through voice, facial expression and gestures	emotions through voice, facial expression and gestures	through voice, facial expression and gestures
Presentation (Fluency and Confidence)	All presentator s spoke fluently with appropriate eye contact, uses of pauses and gestures	Most of the presentators spoke fluently with appropriate eye contact, uses of pauses and gestures	Some spoke fluently with appropriate eye contact, uses of pauses and gestures	Few presentators spoke fluently with appropriate eye contact, uses of pauses and gestures	None of the presentators spoke fluently with appropriate eye contact, uses of pauses and gestures

Project Work (5 marks)

(i) Name of the Project- Learn about the author.

(ii) Description- Students will be given to collect information about any one out of the three given authors. They will present the same on an activity sheet.

Mode	Time Taken	Competencies assessed	Methodology
Individual		Creativity Critical thinking Thinking	Students will collect information about the author they choose and present the same on an activity sheet.

(*Viva voce will be conducted based on the project)

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

Reading Bonus- English (4 marks)

Name of the book or story: **The Blue Umbrella**

VII. Enrichment Activities

1. Prepared Speech Individual
2. Writing Letters to Friends
3. Battle of the Brains

Prepared Speech

Assessment Parameters	Excellent 5-4	Very good 4-3	Good 3-2	Fair 3-2	Needs improvement 1-0
PARAMETERS	↓				
Presentation	Complete understanding of the content is quite evident that reflects in the presentation.	Understands the content but lacks here and there, successfully covers the gap.	Reflects the lack of understanding of the content at many places and tries hard to cover the gaps.	It is evident that a major portion of the content is not clear which is reflected in the presentation.	No understanding of the content.
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 often clear and easy to understand with correct 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 able to express emotions through facial expression and gestures with great confidence.	Is able to express emotions through facial expression and gestures with confidence.	Is able to express emotions through facial expression and gestures but needs to be more confident.	Is somewhat able to express emotions through facial expression and gestures with little confidence.	Is rarely able to express emotions through facial expression and gestures.

Writing Letters to Friends

Assessment Parameters	Excellent 5-4	Very good 4-3	Good 3-2	Fair 3-2	Needs improvement 1-0
Relevance of the Content	Content is completely relevant to the topic and has many supporting details.	Most of the content is relevant to the topic and has adequate supporting details.	Some of the content is relevant to the topic some supporting details.	Only few points of the content are relevant to the topic with few supporting details.	Content is not Relevant at all and has no supporting details at all.
Accuracy of the content	Content accurate with no	Content almost correct with	Content quite correct with little spelling	Content rarely accurate with	

	spelling and grammatical errors.	very few spelling and grammatical errors.	and grammatical errors.	many spelling and grammatical errors.	
Format and coherence	Presentation is orderly, format adhered to completely.	Presentation is almost coherent and format followed.	Presentation can be more coherent and discrepancies noticed in format .	Presentation lacks coherence and discrepancies noticed in format	

Blueprint of the Periodic and Term Assessments

December

Objective- 10 marks

Subjective

Reading Comprehension- 4 marks

Writing- 6 marks

Long answer questions- 2x3=6 marks

Short answer questions- 2x2=4

Reference to context- 1x2=2

Grammar- 3 marks

Final

Objective- 30 marks

Subjective

Reading Comprehension- 6 marks

Writing- 6 marks

Long answer questions- 3x4=12 marks

Short answer questions- 2x4=8 marks

Reference to context- 1x3= 3 marks

Grammar- 5 marks

**Prescribed books- My English Reader
English Practice Book**

Suggested Books- Mastering Grammar

Hindi

I. Learning Outcomes:

1. छात्रों को हिंदी की पाठ्य पुस्तकों के माध्यम से मानव उपयोगी ज्ञान कराना।
2. छात्रों को शब्दों के शुद्ध उच्चारण शुद्ध वर्तनी वाक्य रचना के नियम एवं विराम चिन्हों के प्रयोग का स्पष्ट ज्ञान कराना।
3. छात्रों में सुंदर लेखन एवं व्याकरण सम्मत (पूर्ण) वाक्य रचना के कौशल का विकास करना।
4. छात्रों में उचित ध्वनि प्रवाह एवं धैर्य के साथ कौशल का विकास करना।
5. छात्रों में मातृभाषा एवं उसके साहित्य के अध्ययन के प्रति रूची का विकास करना।
6. छात्रों से दूसरों के द्वारा मौखिक या लिखित रूप में अभिव्यक्त विचारों को जानने की रूचि का विकास करना
7. छात्रों में भाषा एवं उसके साहित्य के प्रति आदर पूर्ण भाव का निर्माण करना।
8. विद्यार्थियों को विभिन्न विषयों ,घटनाओं ,अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में कहने सुनाने प्रश्न पूछने अपनी

II. Month Wise division of Syllabus

Month	Literature	Grammar
April	पाठ - 1 फैलती चप्पलें (चित्र कथा) पाठ - 2 उल्टा पुल्टा (कविता)	भाषा, संज्ञा
May	पाठ - 3 अनोखा पत्र पाठ - 4 मित्रता	सर्वनाम, लिंग, वचन
July	पाठ - 5 सेर को सवा सेर पाठ - 6 पहली बारिश (कविता)	विलोम , क्रिया , अनुच्छेद लेखन
August	पाठ - 7 दादी का रेडियो पाठ - 8 किस्से कहावतों की दुनिया।	विराम चिन्ह, पर्यायवाची शब्द
September	पाठ - 9 नानी की नाव चली (कविता)	अनेक शब्दों के लिए एक शब्द विशेषण - विशेष्य
October	पाठ - 10 एक बौना और लकड़हारा पाठ - 11 मौसम (कविता)	काल , मुहावरे
November	पाठ - 12 आंख मिचौनी पाठ - 13 चतुर चित्रकार (कविता)	अनौपचारिक पत्र, अशुद्ध शुद्ध
December	पाठ - 14 एक थी स्वाति पाठ - 15 होली के रंग हजार	उपसर्ग, प्रत्यय अनेकार्थी शब्द
January	पाठ - 16 ऐसे भी बच्चे पाठ - 17 कोयल (कविता)	संवाद लेखन
February	पाठ - 18 खत पहुंचे सक्को को	अनौपचारिक पत्र, अनुच्छेद लेखन

Curriculum Overview

Term 1 (Formative and Summative Assessments)

III. Periodic-I (May)- Pen and Paper Test

Max Marks: 35

क्रमांक	पाठ का नाम	अंक
1.	वस्तुनिष्ठ प्रश्न (व्याकरण व भाषा माधुरी)	10
2.	भाषा माधुरी पाठ - 1 फैलती चप्पलें (चित्र कथा) पाठ - 2 उल्टा पुल्टा (कविता) पाठ - 3 अनोखा पत्र (वाक्य बनाओ, शब्दार्थ , लघु उत्तरीय प्रश्न , दीर्घ उत्तरीय प्रश्न,)	10
3.	व्याकरण भाग संज्ञा , सर्वनाम, लिंग, वचन, विलोम , गिनती	5
4.	अपठित गद्यांश / पद्यांश	5
5.	रचनात्मक लेखन अनुच्छेद लेखन व चित्र लेखन	5

IV. Half yearly exam(Term - 1) – Pen and Paper Test

Max Marks : 70

क्रमांक	पाठ का नाम	अंक
1.	वस्तुनिष्ठ प्रश्न व्याकरण व भाषा माधुरी	20
2.	भाषा माधुरी पाठ -2 उल्टा पुल्टा(कविता) पाठ - 3 अनोखा पत्र पाठ- 4 मित्रता पाठ - 6 पहली बारिश (कविता) पाठ - 7 दादी का रेडियो	30

	पाठ - 8 किस्से कहावतों की दुनिया (वाक्य बनाओ, शब्दार्थ ,लघु उत्तरीय प्रश्न उत्तर , दीर्घ उत्तरीय प्रश्न उत्तर)	
3.	व्याकरण भाग सर्वनाम, संज्ञा, लिंग , वचन ,विलोम, क्रिया, पर्यायवाची, अनेक शब्दों के लिए एक शब्द, विराम चिन्ह, अशुद्ध शुद्ध	10
4.	अपठित गद्यांश और पद्यांश	5
5.	रचनात्मक लेखन अनुच्छेद लेखन व चित्र लेखन	5

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: मेरी बात मुखौटे के साथ

(ii) विवरण: कक्षा 4 की पाठ्यपुस्तक भाषा माधुरी की कविता उल्टा पुल्टा में कई जानवरों का जिक्र आया है उन्हीं जानवरों के मुखौटे संबंधी गतिविधि को कक्षा में करवाया गया ।जिसमें विभिन्न जानवरों संबंधी जानकारी एकत्रित करना व उनके प्रति दया भाव सिखाने का लक्ष्य रखा गया है।

Mode	Time Taken	Competencies assessed	Methodology
एकल और लिखित	दो कालांश	*रचनात्मकता को अपनी भाषा में समावेश करना सीख पाएंगे *जीवन मूल्य और नैतिक मान्यताओं के प्रति सजग हो पाएंगे *छात्र नए शब्द सीखेंगे , सुनेंगे और समझकर बोलने , पढ़ने व लिखने की मौलिक क्षमता का विकास होगा *शुद्ध वर्तनी का प्रयोग कर पाने में सक्षम होंगे *अपनी प्रस्तुति कौशल को विकसित कर पाएंगे	सभी छात्र एकल रूप में एक सीट लेंगे। सबसे पहले शीट पर वह किसी भी जानवर के मुँह का आकार बनाकर उसे उसी आकार में काटेंगे । उसमें रंग भरेंगे।उसे मुखौटे का रूप देंगे ।फिर जो जानवर छात्रों ने बनाया है उस जानवर के बारे में 3 से 4 पंक्तियाँ शीट पर लिखेंगे व जानवरों के प्रति किस तरह से दया भाव दिखाया जाता है और उनको बचाने के लिए हम क्या करेंगे इस बारे में अपने विचार लिखेंगे।फिर अपने बनाए गए जानवर के मुखौटे

			संबंधित जानकारी कक्षा में बताएंगे।
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(iii) Rubrics

क्रमांक	प्रकार	अति उत्तम	उत्तम	सराहनीय	अच्छा प्रयास	सुधार आवश्यकता
1.	प्रस्तुतीकरण और रचनात्मकता	प्रस्तुतीकरण और रचनात्मकता का बहुत ही आकर्षक और उपयुक्त ढंग से दर्शाया गया	प्रस्तुतीकरण में सुंदर प्रयास किया गया। रचनात्मकता थोड़ी कम थी	प्रस्तुतीकरण ठीक परंतु रचनात्मकता का अभाव था प्रस्तुतीकरण सही ढंग से नहीं किया गया	प्रस्तुतीकरण ठीक ढंग से नहीं किया गया। रचनात्मकता में कुछ नयापन नहीं था	प्रस्तुतीकरण और रचनात्मकता में कई त्रुटियाँ रही।
	अभिव्यक्ति	आत्मविश्वास के साथ भाषा का शुद्ध व सही उच्चारण किया गया	भाषा का उच्चारण शुद्ध कि किया गया आत्मविश्वास के साथ कक्षा में सुनाया गया	भाषा का शुद्ध उच्चारण किया गया अभिव्यक्ति में थोड़ी कमी रही	भाषा को स्पष्ट रूप से उच्चारण करने में सक्षम नहीं भाषा का उच्चारण करते समय लिंग वचन व्याकरण संबंधी कमी है	अभिव्यक्ति में उच्चारण संबंधी शुद्धता के लिए अधिक प्रयास व अभ्यास की आवश्यकता है
	मात्राओं का सही प्रयोग	मात्राओं का उचित प्रयोग किया गया	मात्राओं का उचित प्रयोग किया गया कहीं ना कहीं छोटी इ और बड़ी ई की मात्रा में कमी रही	मात्राओं का सही प्रयोग किया गया पर लेखन साफ व स्पष्ट नहीं था	खतरों के उचित प्रयोग ना होने के कारण उच्चारण संबंधी अशुद्धियाँ रही	अधिकांश शब्दों पर मात्राओं का गलत प्रयोग किया गया

	विषय वस्तु	अनुच्छेद की विषय वस्तु में नए शब्दों का प्रयोग किया गया विषय संबंधी संपूर्ण वह सही जानकारी लिखी गई।	वस्तु का ध्यान रखा गया मगर विषय अनुरूप जानकारी में कुछ कमी थी तथ्यों का सटीक उपयोग नहीं किया गया था।	अनुच्छेद में वाक्य में सामंजस्य नहीं था विषय वस्तु की जानकारी भी थोड़ी कम थी।	विषय वस्तु के अनुरूप जानकारी बेहद कम थी कोई भी तथ्य का प्रयोग नहीं किया गया था।	के विषय वस्तु संबंधी अनुच्छेद में विषय वस्तु संबंधी बहुत ही कम जानकारी प्रदान की गई थी
	नैतिक मूल्यों का समावेश	विषय के प्रस्तुतीकरण में नैतिक मूल्यों को बेहद ही खूबसूरती से प्रस्तुत किया गया।	प्रस्तुतीकरण के समय ज्यादातर नैतिक मूल्यों को ध्यान में रखा गया	प्रस्तुतीकरण में नैतिक मूल्यों विषय अनुरूप नहीं थे।	प्रस्तुतीकरण में नैतिक मूल्यों का जिक्र नहीं हुआ था।	अनुच्छेद में किसी भी प्रकार के नैतिक मूल्यों का समावेश नहीं किया गया।

V. Project Work (5 marks)

(i) Name of the Project : आओ चलें दक्षिण भारत की सैर पर

(ii) Description: सभी छात्र ग्रीष्मकालीन अवकाश पर कहीं ना कहीं घूमने अवश्य जाते हैं इसी को ध्यान में रखते हुए छात्र इस बार ग्रीष्मकालीन अवकाश में दक्षिण भारत की सैर करेंगे और दक्षिण भारत से संबंधित उनके रहन-सहन खाना - पीना राज्यों की जानकारी एकत्रित करके कक्षा में प्रदान करेंगे।

Mode	Time Taken	Competencies assessed	Methodology
एकल व लिखित	एक से दो कालांश	<p>*छात्र विभिन्न राज्यों के बारे में सही जानकारी वे तथ्य समझने में लिखने में सक्षम होंगे ।</p> <p>*नए स्थान पर नई भाषा रहन-सहन खानपान की जानकारी एकत्रित करते हुए बौद्धिक क्षमता का विकास होगा ।</p> <p>*अपनी एकत्रित कार की हुई जानकारी के प्रस्तुतीकरण में सक्षम होंगे।</p>	सभी छात्र दक्षिण भारत से किसी भी एक स्थान का चुनाव करेंगे। फिर शीट पर उस राज्य से संबंधित भौगोलिक जानकारी, रहन-सहन, खाना-पीना, भाषा आदि की जानकारी एकत्रित कर। उसके बारे में लिखेंगे वहाँ के प्रसिद्ध इमारतों, पकवान, फसलें, भाषा, व्यक्तित्व के चित्र चिपकाकर उनके बारे में

		* कलात्मकता का प्रोजेक्ट वर्क में समावेश रहेगा रंग-बिरंगे चित्रों के साथ अपने विषय को सुंदर ढंग से प्रस्तुतीकरण कर पाएंगे	जानकारी एकत्रित करेंगे। उसको क्लास में प्रस्तुत करते हुए प्रत्येक छात्र को दक्षिण भारत के अलग स्थान की सैर करवाने ले चलेंगे। छात्र अपनी तार्किक बुद्धि से दक्षिण भारत और उत्तर भारत के राज्यों के बीच के मौसम व खाने-पीने के अंतर के बारे में भी जानेंगे
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(*Viva voce will be conducted based on the project)

periodic II (December exam) Pen paper test

Term II Formative and Summative Assessment

Max Marks : 35

क्रमांक	पाठ का नाम	अंक
1.	वस्तुनिष्ठ प्रश्न	10
2.	भाषा माधुरी पाठ 10 - एक बौना लकड़हारा पाठ - 11 मौसम (कविता) पाठ - 12 चतुर चित्रकार (कविता) (शब्दार्थ, वाक्य बनाओ, लघु उत्तरीय प्रश्न, उत्तर दीर्घ उत्तरीय प्रश्न उत्तर)	10
3.	व्याकरण भाग विशेषण- विशेष्य, काल_मुहावरे, विराम चिन्ह, अशुद्ध_शुद्ध	5
4.	अपठित गद्यांश और पद्यांश	5
5.	रचनात्मक लेखन अनुच्छेद व चित्र लेखन	5

Term II Final Exam

वार्षिक परीक्षा मार्च

Max. Marks : 70

क्रमांक	पाठ का नाम	अंक
1.	भाषा माधुरी पाठ - 8 किस्से कहावतों की दुनिया पाठ - 9 एक बौना और लकड़हारा पाठ - 11 मौसम (कविता) पाठ - 13 चतुर चित्रकार (कविता) पाठ - 14 एक थी स्वाति पाठ - 15 होली के रंग हजार पाठ - 16 ऐसे भी बच्चे पाठ - 17 कोयल(कविता)	22
2.	<u>व्याकरण भाग</u> अनौपचारिक पत्र , उपसर्ग प्रत्यय, अशुद्ध- शुद्ध अनुच्छेद लेखन, मुहावरे,काल वचन , विलोम , पर्यायवाची शब्द , लिंग बदलो	12
3.	पठित / अपठित गद्यांश पद्यांश	10
4.	रचनात्मक लेखन अनौपचारिक पत्र अनुच्छेद लेखन	6

Periodic IV Internal Assessment Activity

i Name of the Activity : सुनो , समझो और लिखो

ii विवरण : कक्षा 4 के विद्यार्थियों द्वारा श्रवण कौशल के विकास के लिए किसी भी कहानी को आवाज़ के रूप में कक्षा में सुनाया जाएगा। छात्र उसको सुनेंगे, समझेंगे व ध्यान से पढ़ते हुए पूछे गए प्रश्नों के उत्तर कार्यतालिका पर लिखेंगे।

Mode	Time Taken	Competencies Assessed	Methodology
एकल लिखित	दो कालांश	*ध्यानपूर्वक सुनने की योग्यता का विकास होगा। *श्रुत सामग्री के महत्वपूर्ण आकर्षक मर्मस्पर्शी विचारों तथा	छात्रों को सबसे पहले कार्यतालिका दी जाएगी जिसमें कुछ प्रश्न लिखे होंगे जो छात्रों को सीमित समय के लिए पढ़ने के लिए दिए जाएंगे। छात्रों को

		भावों का चयन करने में सक्षम होंगे। *छात्र सुनकर समझेंगे उन में लिखने की मौलिक क्षमता का विकास होगा। *अपने विचार व्यक्त करने के लिए सही शब्दों का प्रयोग कर पाएंगे। * दूसरों के द्वारा उच्चारित शब्दों को सुनकर शुद्ध करने की योग्यता विकसित होगी।	शांत वातावरण प्रदान किया जाएगा। स्मार्ट बोर्ड पर कहानी की रिकॉर्डिंग सुनाई जाएगी। छात्र ध्यान पूर्वक रिकॉर्डिंग को सुनेंगे। रिकॉर्डिंग बंद करने के पश्चात प्रश्नों के उत्तर लिखने की कोशिश करेंगे। उसके लिए भी सीमित समय दिया जाएगा। 5 मिनट बाद फिर से रिकॉर्डिंग सुनाई जाएगी और जो छात्र प्रश्नों के उत्तर नहीं लिख पाए वे प्रश्नों के उत्तर लिखेंगे।
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Rubrics:

क्रमांक	प्रकार	अति उत्तम	उत्तम	सराहनीय	अच्छा प्रयास	सुधार आवश्यकता
1.	कहानी को धैर्य और ध्यान के साथ सुनना	कहानी को बड़े धैर्य और ध्यान से सुना गया	कहानी को ध्यान से सुना गया मगर अंत में धैर्य की कमी रही	कक्षा में ध्यान पूरा ध्यान और धैर्य नहीं रखा गया सार ग्रहण करने में कुछ त्रुटियाँ रहीं	बात को ध्यान पूर्वक नहीं सुना गया सार ग्रहण करने में त्रुटियाँ रहीं	कहानी ध्यान में धैर्य से नहीं सुनी गई
2.	कहानी सुनकर उसके प्रमुख तत्व ग्रहण	कहानी सुनकर सभी प्रमुख तत्वों का ग्रहण किया गया।	ज्यादातर सभी प्रमुख तत्वों को ग्रहण किया गया।	कहानी को ध्यान से सुना गया पर कुछ प्रमुख तत्वों को ध्यान में नहीं रखा गया।	कहानी को ध्यान से नहीं सुना इसलिए बहुत सारे प्रश्नों के उत्तर देने में समय लगा।	कहानी को ध्यान से नहीं सुना गया इसलिए उत्तर में त्रुटियाँ रहीं।

3.	सुनने के पश्चात प्रश्न के उत्तर देना	तुमने कहानी सुनने के पश्चात प्रश्नों के उत्तर देने में पूर्णता सक्षम रहे।	सुनने के पश्चात कुछ प्रश्नों को समझने में समय लगा।	सुनने के पश्चात प्रश्नों के उत्तर ढूंढने में वे लिखने में मुश्किल हुई।	कुछ प्रश्नों के उत्तर नहीं लिख पाए।	प्रश्नों का उत्तर देने में कठिनाई हुई।
4.	लिखते समय सुंदर सुलेख व व्याकरण का सामंजस्य	लिखते समय सुंदर सुलेख व व्याकरण का पूरा सामंजस्य से रखा गया।	लिखते समय व्याकरण का ध्यान नहीं रखा गया सुलेख सुंदर रहा।	सुंदर सुलेख का ध्यान नहीं रखा गया तथा लिखते समय व्याकरण संबंधी त्रुटियाँ हुई।	सुंदर सुलेख नहीं लिखा गया व्याकरण का भी उचित प्रयोग नहीं किया गया।	लिखते समय प्रस्तुतीकरण व व्याकरण पर बिल्कुल ध्यान नहीं रखा गया।

Project Work (5 Marks)

- (i) **Name of the Project:** एक समस्या प्रदूषण एक सामाजिक समस्या
- (ii) **Description –** छात्र बढ़ते हुए जल प्रदूषण , वायु प्रदूषण के बारे में जानकारी एकत्रित करेंगे। उसके होने कारण, इससे होने वाले नुकसान , प्रदूषण को कम करने के उपाय के बारे में विस्तृत जानकारी प्राप्त करेंगे। उसे पत्र के रूप में लिखते हुए अपने मित्र को समझाएंगे। वह पोस्टर बनाकर अपने आसपास के लोगों को जागरूक करेंगे।

Mode	Time Taken	Competencies Assessed	Methodology
लिखित एकल	दो कालांश	<p>*छात्र समाज में व्यापक व्यापक इस समस्या से परिचित होंगे।</p> <p>*अनौपचारिक पत्र के नियम को जानेंगे उसके अनुसार अपने मन की भावनाओं को लेखन कौशल के द्वारा व्यक्त कर पाएंगे।</p> <p>*पोस्टर बनाने में कलात्मक गतिविधि का समावेश शिक्षा में करेंगे</p> <p>*तार्किक व बौद्धिक कौशल विकास होगा</p>	<p>सभी छात्र जल व वायु प्रदूषण में से एक कोई एक का चुनाव करते हुए अपने विचार इस समस्या पर प्रकट करेंगे।</p> <p>समस्या के होने का कारण, उसके प्रभाव, उस से बचने के उपाय पत्र के रूप में एक दूसरे को बताएंगे। पोस्टर द्वारा इस समस्या के बारे में जागरूक करते हुए</p>

		*अभिव्यक्ति व आत्मविश्वास के साथ अपने आप को कक्षा में प्रस्तुत कर पाएंगे	कक्षा में अपने पोस्टर का प्रस्तुतीकरण भी करेंगे।
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Enrichment Activities

Sr. No.	Name of the	Mode	Time Taken	Competencies Assessed	Methodology
1.	बूझो तो जाने	सामूहिक/मौखिक	एक कालांश	*कहावतों और मुहावरों की पहचान कर पाएंगे वह दोनों में अंतर जान पाएंगे *व्याकरण के ज्ञान में वृद्धि *भाषा को प्रभावशाली बनाने के लिए भाषा में इनका प्रयोग और महत्व जानेंगे।	पूरी कक्षा को 4 समूहों में विभाजित किया जाएगा। प्रत्येक समूह को 10- 10 मुहावरे दिए जाएंगे। जिसमें छात्रों को मुहावरे का अभिनय करना पड़ेगा और दूसरी टीम के सदस्य उस मुहावरे को पहचानेंगे। अर्थ बताकर वाक्य में प्रयोग करेंगे।
2.	मौसम की बात चित्रों के साथ	एकल /लिखित	दो कालांश	*भाषा में कला का समावेश *मौसम के बारे में जानकारी प्राप्त करना। *प्रत्येक मौसम की विशेषता और उसके महत्व को जानना *समूह में काम करना	सभी छात्रों को चार -चार के समूह में बांटा जाएगा। प्रत्येक समूह को एक मौसम दिया जाएगा। वर्षा, सर्दी, गर्मी, बसंत। सभी छात्र मिलकर संबंधित मौसम के चित्रों का कोलाज

					बनाएंगे। उस मौसम से संबंधित पूरी जानकारी मिलकर कक्षा में प्रस्तुत करेंगे।
3.	नाट्य रूपांतर	सामूहिक/मौखिक	तीन कालांश	<ul style="list-style-type: none"> *समाज में व्याप्त अनपढ़ता जैसी बुराई की जानकारी देना। *संवाद लेखन की क्षमता का विकास *वाचन व श्रवण कौशल का विकास * अभिनय कला के साथ-साथ आत्मविश्वास में वृद्धि 	कक्षा को दो समूहों में बांटा जाएगा प्रत्येक समूह पाठ ऐसे भी बच्चे का नाट्य रूपांतर कक्षा में प्रस्तुत करेगा। उसमें मैं वे अपनी रचनात्मकता के हिसाब से संवाद बनाएंगे नाटक को कक्षा के समक्ष प्रस्तुत करेंगे।
4.	खेल- खेल में विज्ञापन बनाओ	एकल/लिखित	एक कालांश	<ul style="list-style-type: none"> विज्ञापन बनाने की कार्यशैली के बारे में जानकारी *प्राप्त करेंगे *विज्ञापन बनाने के साथ-साथ कला का समावेश *कल्पनात्मक कौशल का विकास 	सभी छात्र किसी भी विज्ञापन का प्रस्तुतीकरण कक्षा में करेंगे वह विज्ञापन के लिए उसका एक नया नाम, विशेषताएं, कीमत व पता खुद से लिखेंगे। रंगों का सुंदर प्रयोग व सुंदर प्रस्तुतीकरण करेंगे।
5.	त्योहारों के रंग हम सब के संग	सामूहिक/मौखिक लिखित	दो कालांश	<ul style="list-style-type: none"> *नैतिक मूल्यों का विकास *अपनी संस्कृति सभ्यता से परिचय * भावभिव्यक्ति का विकास *विभिन्न त्योहारों के बारे में 	सभी छात्र 1-1 त्योहार को चुनेंगे।उससे संबंधित संपूर्ण जानकारी व चित्र एक्टिविटी शीट पर चिपका कर

				जानकारी व उनका महत्व जानेंगे।	और लिखकर लाएंगे। उस त्योहार से संबंधित सारी जानकारी कक्षा में प्रस्तुत करेंगे।
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Rubrics

मूल्यांकन के आधार बिंदु 5 अंक विभाजन

1. नाट्य रूपांतर

श्रवण कौशल , वाचन कौशल, पठन कौशल व लेखन कौशल

क्रमांक	प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार आवश्यकता 1
1.	समूह में भागीदारी और तैयारी	सभी ने शुरू में पूरी भागीदारी दिखाई और तैयारी में अपना पूरा योगदान दिया।	समूह पूरी भागीदारी दिखाई गई पर तैयारी करने के लिए कुछ समय लिया	समूह कार्य करते समय पूरा ध्यान और धैर्य नहीं रखा गया। समूह में सामंजस्य की कमी थी	समूह की बात को ध्यान पूर्वक नहीं सुना गया। नाटक कासार ग्रहण करने में त्रुटियाँ रहीं।	नाटक को ध्यान व धैर्य से नहीं सुना गया। समूह कार्य में सामंजस्य नहीं था।
2.	विषय वस्तु	नाटक के लिए विषय वस्तु का सही में उत्तम चुनाव किया गया	पाठक की विषय वस्तु में अभिनय व मंचन के सभी प्रमुख तत्वों को ग्रहण किया गया	नाटक की विषय वस्तु सही थी पर कुछ संवाद प्रमुख तत्व उसमें नहीं थी	नाटक की विषय वस्तु में बहुत से संवाद छूट गए थे।	नाटक विषय वस्तु को ध्यान से पढ़ा व सुना नहीं गया इसलिए उसके मंचन में कमी रही।

3.	संवाद के लिए सही शब्दों का चयन	सभी संवाद व्याकरण सम्मत शुद्ध रूप से लिखे गए	संवाद सही थे पर छोटे थे। मात्राओं में त्रुटि थी	संवाद संवाद विषय वस्तु के अनुरूप ना होकर कुछ लंबे थे	कुछ संवादों की दोहराई बार-बार हो रही थी	नाटक के लिए संवादों का चयन पात्र अनुरूप नहीं था
4.	प्रस्तुतीकरण	आवाज के उतार-चढ़ाव में सहयोग संकेतों द्वारा संवाद का शुद्ध व स्पष्ट उच्चारण वह मंचन किया गया	नाटक मंचन के समय आवाज के उतार-चढ़ाव के प्रस्तुतीकरण को उत्कृष्ट रूप से किया गया	अभिनय करते समय व्याकरण का ध्यान नहीं रखा। प्रस्तुतीकरण में आवाज व अनुशासन की कमी रही	प्रस्तुतीकरण में आवाज में बदलाव व अनुशासन संबंधी त्रुटियाँ रही उच्चारण भी अशुद्ध था	नाटक मंचन करते समय अनुशासन आपसी तालमेल आवाज के बदलाव संबंधी त्रुटि आई
5.	नैतिक मूल्यों का समावेश	नाटक की विषय वस्तु का चुनाव करते समय नैतिक मूल्यों का ध्यान रखा गया	नाटक की विषय वस्तु के चुनाव में नैतिक मूल्यों का समावेश किया गया।	विषय वस्तु में नैतिक मूल्यों का अभाव रहा	नैतिक मूल्यों को समझाने के लिए संवादों को संघर्ष करना पड़ा।	विषय वस्तु में नैतिक मूल्यों को अनदेखा किया गया

2. बूझो तो जाने गतिविधि विज्ञापन लेखन

क्रमांक	प्रकार	अति उत्तम	उत्तम	सराहनीय	सुधार आवश्यकता
1.	प्रस्तुतीकरण में विशेष सामग्री	विषय सामग्री व प्रस्तुतीकरण के लिए शुद्ध व सही शब्दों के साथ उत्कृष्ट प्रदर्शन किया गया।	विषय सामग्री व प्रस्तुतीकरण सुंदर शब्दों को शुद्ध प्रयोग द्वारा अच्छी अभिव्यक्ति के साथ किया गया।	विषय सामग्री करण में कुछ नया व रचनात्मक नहीं भाषा व्याकरण संबंधित त्रुटियों थी।	विषय सामग्री में कोई नई जानकारी नहीं थी प्रस्तुतीकरण करते समय अभिव्यक्ति में अभाव था
2.	भाषा का सही प्रयोग	सभी मात्राओं का उचित	सभी मात्राओं का सही प्रयोग	कहीं-कहीं अंग्रेजी शब्दों	मात्राओं की सामान्य

		प्रयोग हिंदी भाषा के शब्दों का प्रयोग किया गया विज्ञापन के सभी नियमों का ध्यान रखा गया।	किया गया विज्ञापन के लिए रंगों का भी चयन सही व नियमानुसार व विज्ञापन बनाया गया।	का इस्तेमाल किया गया मात्राओं में छोटी इ और बड़ी ई की मात्रा की त्रुटि रही विज्ञापन का प्रस्तुतीकरण सामान्य था।	अशुद्धियों की गई विज्ञापन नियमानुसार नहीं बनाया गया। शुद्ध लेखन के लिए अभ्यास की आवश्यकता है
3.	रचनात्मकता	विज्ञापन बूझो तो जाने गतिविधि में रचनात्मकता का उत्कृष्ट प्रदर्शन किया गया	रचनात्मकता के लिए रंगों व चित्रों के साथ सुंदर प्रस्तुति की गई	विषय वस्तु में रचनात्मकता सामान्य स्तर पर थी	विषय वस्तु को रोचक व रचनात्मक बनाने के लिए कोई प्रयास नहीं किया गया
4.	समय अवधि	बूझो तो जाने कहावतें व विज्ञापन सही समय पर प्रस्तुत किया गया। कक्षा में प्रस्तुतीकरण सराहनीय था	गतिविधि का समय का ध्यान रखा गया। प्रस्तुतीकरण सामान्य था	समय अवधि के अनुसार गतिविधि पूर्ण नहीं हुई प्रस्तुतीकरण भी सामान्य था	दोनों गतिविधि याँ समय अवधि के बाद दी गई प्रस्तुतीकरण में सामान्य से कम था।

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

* Reading Bonus- English and Hindi (4 marks)

Name of the book or story: कथा मंजूषा

रीडिंग बोनस में छात्र पुस्तक कथा मंजूषा से कहानियाँ पढ़ेंगे। उनमें निहित सार को समझेंगे और पठन कौशल का यह कार्य निरंतर पूरे सत्र में चलेगा सत्र के दौरान अर्धवार्षिक परीक्षा में वार्षिक परीक्षा के साथ कथा मंजूषा पर आधारित कहानियों पर प्रश्न उत्तर की लिखित परीक्षा ली जाएगी।

X. Blueprint of the Periodic and Term Assessments:

प्रश्न पत्र की रूपरेखा अर्धवार्षिक व वार्षिक परीक्षा (कुल अंक - 70)

भाग - क	वस्तुनिष्ठ प्रश्न	20 अंक
भाग - ख	अपठित गद्यांश, पद्यांश	5 अंक
भाग - ग	भाषा माधुरी (समानार्थी शब्द, लघु उत्तरीय व दीर्घ उत्तरीय प्रश्न उत्तर , शब्दार्थ	लघु उत्तरीय प्रश्न 2*5=10 दीर्घ उत्तरीय प्रश्न 3*4=12 समानार्थी शब्द और शब्दार्थ =4 पठित पद्यांश=4
भाग - घ	व्याकरण भाग	10
भाग - ङ	रचनात्मक लेखन	5 अंक

प्रश्न पत्र रूपरेखा:

सामायिक परीक्षा 1 (मई) सामयिक परीक्षा 2 (दिसंबर) कुल अंक - 35

भाग क	वस्तुनिष्ठ प्रश्न	10
भाग ख	अपठित गद्यांश , पद्यांश	5
भाग ग	भाषा माधुरी, भाषा अभ्यास - समानार्थी शब्द, लघु उत्तरीय व दीर्घ उत्तरीय प्रश्न शब्दार्थ	10
भाग घ	व्याकरण भाग	5
भाग ङ	रचनात्मक लेखन	5

XI. Prescribed books

डीएवी पब्लिकेशन भाषा माधुरी, भाषा अभ्यास

XII. Suggested Books

कथा मंजूषा भाग- 4

Mathematics

1. Learning Outcomes

The teaching of mathematics will help the students:

- To acquire understanding of numbers and numeration.
- To develop ability to perform the four basic operations.
- To develop skills in measurement, approximation and estimation.
- To develop spatial concepts and ability to use them.
- To make them understand the numbers, fractions, time and geometry.
- To create an interest in calculations and develop their problem-solving skill.
- To encourage them to think creatively and work independently.
- To develop positive attitudes towards Mathematic and make good use of leisure time.
- To develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics.
- To develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others.
- To develop mathematical curiosity and use inductive and deductive reasoning when solving problems.
- To become confident in using mathematics to analyze and solve problems both in school and in real-life situations.

2. Month wise division of syllabus

Lesson No.	Name of the lesson	Month
1.	Numbers up to 999999	April
2.	Addition & Subtraction	May
3.	Multiplication	July
4.	Division	
5 6	Length Weight	August
7	Capacity	September
7	Capacity	
9 14	Fractions Fun with Patterns	October
11 12	Perimeter Area	November
8	Time and Calendar	December

13	Volume	January
10	Angles	February

Curriculum Overview

Formative and Summative Assessment

Periodic -1 May(Pen and Paper Test)

Max. Marks: 35

1. Syllabus for Periodic Tests

Periodic I(May): Maximum Marks:35

Subjective ;25

Objective:10

Lesson No.	Name of the lesson	<u>Weightage Approximate</u>
1.	Numbers up to 999999	19
2.	Addition and Subtraction	18
Marks allotted		

Periodic –II ,July(internal Assessment)

Time: 1 hour (2 periods)

Assessment activity for Grade IV

Fun with Multiplication

Learning outcomes:

- The children will be able to multiply given numbers accurately.
- They will understand the concept of multiplication clearly and will know that it can be done through activities.
- They will be able to think creatively and solve the multiplication problems.
- They will be able to apply multiplication in day to day life.

Material required

1. Two A-4 size pink sheets, coloured strips of size 10x1 cm, fevicol and marker.

Details:

1. All the students will do the activity on A-4 size sheet individually.
2. They will paste different coloured strips on A-4 size sheet.
3. They will count the number of meeting points between the strips and write the answer.

They will practice multiplication of 2x1, 2x2 and 3x2 digit multiplication. With the help of activity.

Competency Assessed

4. Assessment parameters & Rubrics for respective Activity:

Category Needs	Excellent 5-4	Very good 4-3	Good 3-2	Fair 2-1	Needs improvement 1-0
Presentation and Creativity	Excellent presentation with creativity	Very good presentation and creativity is visible	Good and creative	Is creative but neatness is needed	Needs improvement
Knowledge of the concept	Student has complete knowledge of the concept	Student has sufficient knowledge of the concept but makes 1 or 2 mistakes	Student has partial knowledge and makes some mistakes	Student has little knowledge about the concept	No clarity about concept
Calculation and Accuracy	Is able to multiply accurately and quickly	Accurate but takes time	Takes time to calculate and make some errors	Takes time and makes many errors	Not able to calculate
Problem solving and critical thinking	Display comprehensive excellence and is able to apply the concepts of multiplication to solve problems of daily life.	Shows a lot of understanding of mathematical concepts to solve problems of daily life.	Shows some understanding of multiplication concept to solve problems of daily life.	Shows little understanding of multiplication concept to solve problems of daily life.	Child has no understanding of multiplication concept to solve problems of daily life.

SDG of the activity Goal 4 quality education

Project work (5 marks)innovative table book

Viva based on the project (5 marks) will be taken

Periodic II/ Half Yearly (September): Maximum Marks: 70

Subjective ;40

Objective 30

Lesson No.	Name of the lesson	<u>Weightage</u> <u>Approximate marks</u>
1.	Numbers up to 999999	10
2.	Addition and Subtraction	10
3.	Multiplication	10
4.	Division	10
5	length	10
6	weight	10
7	Capacity	10
Marks allotted-		70

Topics already assessed in periodic-I will be tested again in periodic-II for limited weightage.

Blue Print of half yearly and final exam

Very Short Answers (VSA)/ MCQ	45X1=45 Marks
Short Answers (SA)	2X5=10 Marks
Long Answers (LA)	3X5=15Marks
Case studies based	5 Marks
Total	70 Marks

Allocation of marks- Internal Assessment

<i>Note Book And Enrichment Activity</i>	<i>10</i>
<i>Periodic Test</i>	<i>70 Marks</i>
<i>Project/ viva</i>	<i>10 Marks</i>

<i>Reading Bonus</i>	<i>5</i>
<i>Speaking/ writing skills</i>	<i>5Marks</i>
<i>Total</i>	<i>100 Marks</i>

**Portfolio/ Notebook/ SEA(5 marks)
Periodic III (November- December)**

December): Maximum Marks : 35

Lesson No.	Name of the lesson	Approximate Weightage
8	Fraction	8
8	Time and Calendar	9
12	Area	9
11	Perimeter	9
Total		35

Blue Print of Periodic I and Periodic III Exam

Very Short Answers (VSA)/ MCQ	10X1=15 Marks
Short Answers (SA)	3X2=6 Marks
Long Answers (LA)	3X3=9 Marks
Case studies based	5 Marks
Total	35

Periodic IV, (Internal Assessment Activity) Activity based on Fraction/ time and Calendar

Learning Outcomes

All the children will do the assigned activity on a4 size sheet in a creative manner in a specific time

They will be able to explain the given activity and will be able to answer all the questions related with the activity.

They will learn some ethics/ values from the given activity.

They will be able to apply the given concept in daily life.

Competency Assessed

Category	Excellent 5-4	Very good 4-3	Good 3-2	Fair 2-1	Needs improvement 1-0
Presentation and Creativity	Excellent presentation with creativity	Very good presentation and creativity is visible	Good and creative	Is creative but neatness is needed	Needs improvement
Knowledge of the concept	Student has complete knowledge of the concept	Student has sufficient knowledge of the concept but makes 1 or 2 mistakes	Student has partial knowledge and makes some mistakes	Student has little knowledge about the concept	No clarity about concept
Calculation and Accuracy	Is able to multiply accurately and quickly	Accurate but takes time	Takes time to calculate and make some errors	Takes time and makes many errors	Not able to calculate

Problem solving and critical thinking	Display comprehensive excellence and is able to apply the concepts of multiplication to solve problems of daily life.	Shows a lot of understanding of mathematical concepts to solve problems of daily life.	Shows some understanding of multiplication concept to solve problems of daily life.	Shows little understanding of multiplication concept to solve problems of daily life.	Child has no understanding of multiplication concept to solve problems of daily life.
Value/ Ethical application of concepts	Ethical skills are highly evident.	Ethical skills are moderately evident.	Ethical skills are comparatively evident.	Ethical skills are evident.	Ethical skills are not evident.

SDG of Activity Goal 3 Good health and well being

3. (a) Chapter wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Making a place value chart using bindi. (Numbers up to 999999) (Individual)	This will help them to know five places of a six digit no. And apply it in daily life	Children are able to identify the place value of given digit in six digit numerals and understand the places of numeral grouped into period.	The Children will make place value chart using bindi of any given number	Spatial skill and kinaesthetic skills
Oral drill, black board drill, real life examples (Addition and Subtraction) (Group)	This will make them enable to understand the concept of addition and subtraction and to apply them in real life situations	Children are able to add or subtract any six number digit and understand the property of addition and subtraction	Class will be divided in two groups in one group students will be adding even numbers and in other group students will be subtracting odd numbers	Analytical skill and Calculation skill
Flash Card activity, learning tables, properties of multiplications (Multiplication) (Division) (Individual)	This will help them to multiply two digit, three digit, and four digit numbers	Children learn the tables and they are able to apply this skill of multiplication in daily life problems.	Students will be shown flash cards with numbers written on them they will be multiplying the numbers and give the answers.	Analytical skill and Calculation skill
(Division) (Individual)	This will help them to divide three digit, four digit numbers	Children are able to understand division and are able to establish a relationship between dividend,	Teacher will give the problems on the board and Students will come one by one and solve it on the board.	Analytical, communication skills and problem solving skills

		divisor, quotient and remainder.		
The teacher will give them different objects and the students are to be find their perimeter (Perimeter) (Group)	This will enable them to calculate perimeter of book pencil or any given shape	Children are able to calculate the perimeter of any given figure by measuring its sides.	The teacher will give them photo frame, encyclopaedia and students will measure the perimeter	Logical, observation and calculation skill
To Create own patterns, observe the patterns of curtains, bed sheets etc (Fun with Patterns) (Individual)	This will make them understand the concept of patterns and use the same in mental maths	Children are able to identify the geometrical patterns around their surrounding and can find out rules to complete the given number pattern in mental math.	Students will create their own patterns and apply the same concept in the mental math problems	<ul style="list-style-type: none"> • Observation Skills • Logical Skills • Creative Skills
Chocolate Bar Activity (Fractions) (Group)	This will help them to understand parts of a whole and different types of fractions	Children are able to understand the types of fraction like, unlike, proper, improper, unit and equivalent fraction.	Teacher will divide the chocolate bar into the different parts and the students will be actively participating	Interpersonal and analytical skill
Finding length of ribbon, rope, tape etc. (Length) (Group)	This will help them to measure length of any given object by using scale or meter	Children are able to convert bigger units into smaller unit and solve one step daily problem related to length.	Teacher will divide the class into groups and give them different objects to measure the length Example: Ribbon, Rope, Tape	<ul style="list-style-type: none"> • Measurement Skills • Calculation Skills • Observation Skills
To paste label of different food Items showing their net wet. (Weight) (Individual)	This will make them aware about the comparative weights of different objects and help them to interconvert units	Children are able to convert bigger units into smaller unit and vice versa and they will be able to do addition or subtraction based on weight.	The students will be pasting label of different food items used in daily life having net weight written them in their note book.	<ul style="list-style-type: none"> • Observation Skills • Logical Skills • Awareness Skills
They are to draw five things used in daily life which are measured in litters or mili-litters (Capacity) (Individual)	This will make them aware about the capacity of different liquids.	Children are able to state the relationship between milliliters and litres, their interconversion and to solve problems	Children will draw five things used in daily life which are measured in litters or mili-litters	<ul style="list-style-type: none"> • Observation Skills • Calculation Skills • Logical Skills

		related with capacity.	Example: Medicine, Oil Can, Polypack of milk	
To make model of working clock, make calendar of their birthday month (Time & Calendar) (Individual)	This will enable to draw or read given time in the note book and to know the concept leap year	Children are get the idea of AM or PM, idea of leap year, addition and subtraction of time.	The students will make the calendar of their birthday month in their note book	<ul style="list-style-type: none"> •Kinaesthetic Skills •Intra personal Skills
Find the area of the object like cardboard glazed paper (Area) (Group)	This will guide them to calculate the area of the given figure by using the formula	Children are able to find out the area of rectangle and square by using appropriate formula.	The class will be divided into groups. The teacher will give them different objects to measure the Area	<ul style="list-style-type: none"> •Kinaesthetic Skills •Intra personal Skills •Calculation Skills
Finding Volume of the object like maths book shoe box dice (Volume) (Individual)	This will enable them to calculate volume of the given object by applying formula	Children are know the difference between area, perimeter and volume and calculate the volume of cuboid and a cube with given dimensions.	Students will find the volume of any three objects like book, shoe box, and dice and write it in their note book	Observation skill, and analytical skills
To make degree clock with the help of rifles or straws on card board (Angles) (Individual)	This will enable them to draw or identify different types of angles with the help of protector	Children are able measure and construct an angle using a protractor and classify , measure and draw types of angles based on their degree measure.	Students will be making degree clock by using rifles or straws. By keeping one rifles fixed other can be rotated to show different types of angles	<ul style="list-style-type: none"> •Kinaesthetic Skills Logical Skills

3 (b) Assessment parameters & Rubrics for respective Activity:

Rubrics for Number's upto 999999 (Place Value)

Category Needs	Excellent	Very good	Good	Fair	Needs improvement
Place Value	Student understands the place value of a digit up to 1,000,000	Student has sufficient knowledge of place value of digit up to 1,000,000 but makes 1 or 2 mistakes	Student understands the place value of a digit up to 100,000	Student understands the place value of a digit up to 1,000	Student understands the place value of a digit up to 10

Standard Form	Student can read and write whole numbers up to 1,000,000	Student can read and write whole numbers up to 1,000,000.	Student can read and write whole numbers up to 1,000,000 with the use of a graphic organizer	Student can read and write whole numbers up to 1,000,000 with guidance	Student is unable to read and write whole numbers up to 1,000,000
Comparing Whole Numbers	Student is able to compare numbers up to 1,000,000 using $<$, $>$, and $=$ with complete accuracy.	Student is able to compare numbers up to 1,000,000 using $<$, $>$, and $=$	Student is able to compare numbers up to 100,000 using $<$, $>$, and $=$	Student is able to compare numbers up to 1,000 using $<$, $>$, and $=$	Student displays no understanding of comparing numbers
Expanded Form	Student can use expanded form up to 1,000,000 independently	Student can use expanded form up to 1,000,000 independently most of the time.	Student can use expanded form up to 1,000,000 with very little prompting	Student can use expanded form up to 1,000,000 with prompting and visuals	Student cannot use expanded form unless guided with prompts, visuals and modeling
Round Multi-Digit Numbers	Student is able to round whole numbers up to 1,000,000 to any place	Student is able to round whole numbers up to 1,000,000 to any place with minor errors	Student is able to round whole numbers up to 10,000 to any place	Student is able to round whole numbers up to 1,000 to any place	Student is able to round whole numbers up to 10 with guidance
Understanding	Student demonstrates a deep understanding of the assignment.	Student demonstrates understanding of the assignment	Student shows a clear understanding of the assignment.	Student shows little understanding of the assignment.	Student does not understand the assignment.

Rubrics for Addition, Subtraction, Multiplication & Division

Category Needs	Excellent	Very good	Good	Fair	Needs improvement
Knowledge and understanding	Student has complete	Student has sufficient	Student has partial	Student has little	No clarity about content

	knowledge and there is no mistake	knowledge but makes 1 or 2 mistakes	knowledge in understanding and makes some mistake	knowledge about the content	
Presentation and accuracy	All coordinate s are written properly in correct order	All coordinates are written correctly	Some are marked properly	Very few are marked properly	Student marks the axis in reverse order
Calculation	Quick and accurate	Accurate	Takes time to calculate	Takes time and makes some calculation errors	Not able to calculate
Timeline	Always submits the work on time	Submits the work on time quite often.	Submit the work sometimes	Rarely submit the work	Never submits the work
Thinking Skill	Excellent effectiveness	Thorough effectiveness	Considerable knowledge	Some effectiveness	Limited effectiveness
Mathematical Communication					

Rubrics for Measurement of length, weight & capacity

Category Needs	Excellent	Very good	Good	Fair	Needs improvement
Conversion	Student can convert units from larger to smaller with no errors	Student can convert units from larger to smaller with few errors	Student can make mistakes while conversion larger to smaller units	Student can make many mistakes while conversion larger to smaller units	Student has little or no understanding of conversion
Word Problems	Student can solve word problems based on length, weight and capacity with no errors	Student can solve measurement word problem with few errors	Student makes mistakes while solving word problems	Student makes many mistakes while solving word problems	Student has no understanding of solving problems
Diagram	Student has full understanding of diagrams	Students has understanding of diagrams	Student has occasional understanding of diagrams	Student has little understanding of diagrams	Student has no knowledge of understanding of diagrams.
Application of Formula	Student can apply the	Student can apply the	Student can apply the formula with	Student can apply the formula	Student can not apply the formulas.

	formula with no errors	formula with few errors	numerous errors	occasionally with numerous errors	
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Rubrics for Fractions, Time & Calendar, Area, Perimeter, Volume, Angles

Category Needs	Excellent	Very good	Good	Fair	Needs improvement
Fraction & Time & Calendar	Student has full understanding of the figure and can represent whole numbers and fractions as well as given time.	Student has understanding of the figure and can represent whole numbers and fractions as well as given time	Student has understanding of the figure and can represent whole numbers and fractions as well as given time with few mistakes	Student has minimal understanding of the figure and can represent whole numbers and fractions as well as given time	Student has little or no understanding of the figure and can represent whole numbers and fractions as well as given time
Area/Perimeter/volume	Student can easily apply area/perimeter/volume formula to the assigned figures.	Student can apply area/perimeter/volume formula to the assigned figures with few errors occasionally.	Student can apply area/perimeter/volume formula to the assigned figures with many errors.	Student gets confused when applying area/perimeter/volume formula to the assigned figures	Student has little or no understanding of applying area/perimeter/volume formula to the assigned figures
Angles	Student can measure or draw an assigned angle with protractor with no error.	Student can measure or draw an assigned angle with protractor with few errors occasionally	Student can measure or draw an assigned angle with protractor with many errors	Student gets confused while measuring or drawing an assigned angle with protractor..	Student has little or no understanding of measuring or drawing an angle with protractor

4.Number of Worksheets planned per chapter: one worksheet per chapter

Allocation of marks- Internal Assessment

<i>Note Book And Enrichment Activity</i>	<i>5 Marks + 5 Marks</i>
<i>Periodic Test</i>	<i>10 Marks</i>
<i>Total</i>	<i>20 Marks</i>

9. Question paper design: (Typology of questions with respective weightage)

Final exam 70% of the total syllabus will be assessed.

Final Exams(70 Marks)		
Lesson No.	Name of the lesson	<u>Weightage</u> <u>(Approximate Marks)</u>
5	Length	7
6	Weight	7
7	Capacity	7
8	Time and Calendar	8
12	Area	7
13	Volume	7
10	Angles	7
7	Perimeter	7
	Fun with patterns	
	Numbers upto 999999	
	Fun with Total	70

10.

Prescribed Books

- *Primary Mathematics*

11. Suggested Books (If Applicable)

- *Amity Mathematics Worksheet Book*

12. Links for extended learning: (Related to curriculum)

<https://www.time4learning.com/>

EVS

1. Learning OUTCOMES

The Students will be able to:

- *Develop inquiring minds and curiosity about science and the natural world*
- *Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts*
- *Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions*
- *Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways*
- *Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts*
- *Appreciate the benefits and limitations of science and its application in technological developments*
- *Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors*
- *Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.*

2. Month-wise division of syllabus

LESSON NO./TOPIC	NAME OF THE LESSON	MONTH
1	My Body	Jan -Feb
2	Plants	April
3	Flowers and Fruits	Apr-May
4	Plants Around Us	July
5	Birds – Beaks and Claws	July - Aug
6	Insects	November
7	Food	Dec-Jan
8	Water Scarcity and Its Conservation	Sep- Oct
9	Safe Handling and Storage of Water	October
10	Water Pollution	August

Curriculum Overview (Formative and Summative Assessment)

Term --- I

- 1. Periodic- I (May Pen Paper Test)

Max.Marks:35

CHAPTER NO	NAME OF THE CHAPTER	WEIGHTAGE
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2	Plants	18
3	Flowers and Fruits	17
Total		35

2.Periodic -II, July (Internal Assessment)

Name of the activity:- Build a Model Plant Time Taken: 1hr 10 min.

LEARNING OUTCOME:-

1. The children will be able to build a model and will be able to present its adaptive features.
2. The children will be able to categorize the habitat of the plant and will be able to tell the consequences if the habitat of the plant is changed.

MATERIAL REQUIRED:-

1. Hand made sheet
2. Jute rope
3. Scissors
4. Toothpicks
5. Fevicol

CONCEPT OF THE ACTIVITY AND STEPS:-

1. The children will be given a choice to make a model of either a Desert plant or Fixed aquatic plant.
2. They will bring the cut outs they will make a model of the plant and put it in an adaptive environment.

Evaluation:- After this, the child will be given a worksheet to see if he has the clarity of concept.

3.Presentation:- The child will explain it's model.

Viva:- The child will be asked some questions related to the plant and its adaptations.

4.Application Of Concept:- The children will be able to describe and explain the different type of plant adaptations that emerge in varying habitats. Each student need to design a model plant (Terrestrial or Aquatic) so that they will be able to explain the thought process.

3. Competencies Assessed: Ruberics

S.No	Excellent	Very Good	Good	Fair	Needs Improvement
Application of concept	Model is easily understood and is well finished with all the adaptive features and is clearly exhibited.	Model is easily understood, well finished. Missed one adaptive feature to exhibit.	Model shows some uncomplete adaptive features.	Model shows misorganisation and is not finished.	Model is not organised at all.

Creative Thinking	The model is carefully constructed with appropriate material that showcase student's creativity.	The model is carefully constructed with appropriate material but does not showcase student's creativity.	The model is constructed but is not neat in presentation.	The model is constructed but the material is not appropriate.	The model is poorly constructed.
Critical thinking and Evaluation	Accurately identifying conclusions and consequences with well developed explanations.	Accurately identifying conclusions and consequences with short explanations.	Simply providing a list of explanations, not able to carry out an appropriate explanation .	The child known a little bit and is not able to carryout with explanation.	Not been able to evaluate conclusions and consequences .
Viva	The child is able to explain his model confidently and answers all the questions with clarity.	The child is able to explain his model confidently answers most of the questions with clarity.	The child explained the model but seems to be confused while answering.	The child is not able to give appropriate answers.	It seems that the child has not understood the concept and is unable to explain his model.

4. Project Work (5 marks , will include a viva based on the project) June

Name of the Project: A brief study on Black Drongo

Do Research work on finding the feeding behaviour and perching preferences of Black Drongo(Dicrurus)

5. Ruberics for Assessment of project

Category Needs	Excellent 5-4	Very good 4-3	Good 3-2	Fair 2-1	Needs improvement 1-0
Relevance of the content	Content is clear accurate, Presented in a logical manner through understanding of the topic.	Most content is clear, accurate, presented in logical order and shows good understanding of the topic.	Student present sufficient information that relates to the project and makes good points, but there is an	Student present a great deal of information that is not clearly connected to the project	Student's project idea is unclear or student includes information that does not support the project idea.

			uneven balance and little variation.		
Creative Presentation	Project demonstrates Lots of creativity. Thoughts, time and care has been taken to create it.	Project demonstrates some creativity. Thoughts, time and care has been taken to create it.	Only some creavity. Some thought, time and care has been taken to create it.	Project demonstrates little creativity. Little thought , time and care has been taken to create it.	No creativity is visible in project.
Extent of Research	Shows an excellent ability of to describe the research.	Shows a good ability to describe a research.	Exhibits a fair ability describes research.	Exhibits little ability to describe research.	Exhibits nil ability to describe the research.
Demonstrataion Or Viva	Student answered all viva questions asked.	Student answered many viva questions asked.	Students answers some viva questions asked.	Student answered few viva questions asked.	Students did not answered any viva questions asked .

6. Portfolio / Notebook /SEA (5 marks)

Category	Excellent	Very Good	Good	Fair	Needs Improvement
Neatness and organization	Handwriting is very neat. Notebook is organized.	Handwriting is neat. Notebook is organized.	Handwriting is usually neat. Notebook is easy to organize.	Handwriting is not very neat. Notebook is not easy to understand.	Handwriting is sloopy and hard to read. Notebook organization is difficult to follow
Content accuracy	Written respones demonstrate very good understanding of math's concepts.	Written responses demonstrate an understanding of math's concepts.	Written responses demonstrate an understanding of some math's concepts.	Written responses demonstrate a limited understanding of math's concepts.	Written responses demonstrate an inaccurate understanding of math's concepts.

Required Elements	Table of content is up to date, no pages have been skipped.	Table of content is mostly up to date, no pages have been skipped.	Table of content is usually up to date, no pages have been skipped.	Table of content is not up to date, a few skipped pages.	Table of content has not been updated and several skipped pages.
Diagrams	Diagrams are very clear, accurate and labeled.	Diagrams are mostly clear, accurate and labeled.	Diagrams are usually clear, accurate and labeled.	Diagrams are clear, accurate and labeled with some missing.	Diagrams are unclear, missing.

Timeline	Always submit the work on time.	Most of the time submit the work.	Submit the work sometimes.	Rarely submit the work.	Never submits the work.
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7. Enrichment Activities:

Name of Activity	Objectives	Mode of the Activity	Methodology/ procedure	Assessment Parameters (5 marks)	Skills Developed
Observing the Roots of the Plants (Plants - 2)	To make them Enable and Identify different Types of Roots	Individual	Children will be shown different plants to identify the type of Roots	Clarity of concept, Scientific skill.	1) Observational Skill 2) Analytical Skill
Drawing Pictures of Seasonal Flowers/Fruits (Flowers and Fruits - 3)	To make them aware about Seasonal Flowers/Fruits	Individual	Children will Draw Flowers/Fruits growing in Winter Season	Understanding, neatness in diagrams.	Drawing Skill
Learning about Birds (Birds beaks and Claws - 5)	To make them able to Learn about Birds, their Habitat, Feeding and Perching Habits	Individual	The children will be shown the Pictures of Birds on the Smart Board and they have to Identify the Birds. They have to draw the Beaks and Claws and write their Types	Understanding of the concept, presentation of diagrams.	1) Observational Skill 2) Analytical Skill 3) Drawing Skill
	To make them understand why	Group	The students will simulate an oil	Understanding of concept,	1) Observational skill

Oil spill Simulation (Water Pollution - 10)	oil spill affect the environment so badly and how difficult is to clean up.		spill in a tray of water and suggest clean up methods .	appropriate choice and utilization of household items	2)Analytical skill
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8. Half Yearly Assessment (SEPTEMBER): Maximum marks :70

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
5	Birds – Beaks and Claws	20
10	Water Pollution	15
4	Plants Around Us	15
2	Plants	10
3	Flowers and Fruits	10
Total		70

9. Blue Print of the Periodic Assessment

Content	Allocation
MCQ	1X10=10
Very short Question (VSA)	7x1=7
Short Question (SA)	2x3=6
Long Answer Type Question (LA)	3x3=9
Diagram	1x3=3
Total	35

10. Blue Print of Term I Assessment

Content	Allocation
MCQ	1x 15= 30
Very Short Question (VSA)	1x 10 = 10
Short Question (SA)	2x 5= 10
Long answer Type Question (LA)	3x 5= 15
Diagram	1x 5= 5
Total	70

TERM - II

1. Periodic- III (NOVEMBER - DECEMBER): Maximum marks :35

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
8	Water Conservation and its Scarcity	10
6	Insects	15

9	Safe Handling and Storage of Water	10
Total		35

2. Internal Assessment Activity

Name of the Activity : Role Play

Topic: Water Scarcity and its Conservation

Material Required: Props, Flash Cards, Posters

Methodology: -

The class will be divided in eight groups. Each group consists of 5 students. The students will perform a Role Play with the help of Props. It's a message giving Role Play making aware each and every citizen about the percentage of fresh water available on Earth. They will talk upon proper and careful utilization of water, avoiding its wastage and maintaining the amount of water in its different sources.

Learning Outcome: -

Each child will realize that water is a natural resource, it is to be used judiciously and there is a need to conserve water for our future generation. A message will also be reflected from their performance that water which is meant to help us, not to be get polluted.

Skills Developed: -

Knowledge, Application, Kinesthetic Skill, Communication Skill, Analytical Skill, Work in Collaboration.

Value Learned: -

Save Water (Being a part of this planet, it's the duty of each and every citizen to put a bit effort to save water.

3. Competencies Assessed (Rubrics)

Criteria	Excellent	Very good	Good	Fair	Needs improvement
Creativity and Originality	Very clearly explored and expressed multiple ideas in a unique way.	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed ideas in an original way.	Script is original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Delivery of the Content (Clarity of Speech, Confidence etc.)	Speech is clearly audible and easy to understand, consistently used eye contact, way of expressing is highly effective	Speech is always clear and easy to understand, consistently used eye contact and a level of enthusiasm in a way that kept the attention of the audience.	Speech is usually clear and easy to understand, usually used eye contact and a level of enthusiasm in a way that kept the attention of the audience.	Speech is often clear and easy to understand, often used gestures, eye contact and a level of enthusiasm in a way that kept the attention of the audience.	Speech is rarely clear and easy to understand, rarely used eye contact and a level of enthusiasm in a way that kept the attention of the audience.

Accuracy of the Information	All the information is accurate and clarity of concept is there, thorough.	All information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear, accurate, and thorough.	Most information presented in the discussion was clear, accurate, but was not usually thorough.	Information had several inaccuracies or was not usually clear.
Working and Sharing with Others	Accept ideas of others positively.	Accepts ideas of others, able to compromise and all members contribute.	Accepts most ideas without negative comments, able to compromise and some members contribute.	Accepts few ideas without negative comments, able to compromise and some members contribute.	Does not accept others' ideas, not able to compromise and few members contribute.
Knowledge Gained	Can clearly justify his character and explained several ways in which his character saw things.	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why.	Can clearly explain in several ways in which his or her character "saw" things differently than other characters.	Can clearly explain one way in which his or her character "saw" things differently than other characters.	Cannot explain any ways in which his or her character "saw" things differently than other characters.

4 Project Work (December) 5 marks

Watch the link given below and answer the following question on A4 size coloured sheet.

<https://youtu.be/Y3gqoDUtmt4>

1. What is global Warming ?
2. Give reason, if global warming is real , then why is it so cold and snowy in winters ?

Research Work

(will include a viva based on project)

Do research work on term 'Carbon Footprint'. On the basis of research done , give your opinion on ' How you can reduce your footprint' ?

5. Ruberics for Assessment:

Category Needs	Excellent 5-4	Very good 4-3	Good 3-2	Fair 2-1	Needs improvement 1-0
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Relevance of the content	Content is clear accurate, Presented in a logical manner through understanding of the topic.	Most content is clear, accurate, presented in logical order and shows good understanding of the topic.	Student present sufficient information that relates to the project and makes good points, but there is an uneven balance and little variation.	Student present a great deal of information that is not clearly connected to the project	Student's project idea is unclear or student includes information that does not support the project idea.
Creative Presentation	Project demonstrates Lots of creativity. Thoughts, time and care has been taken to create it.	Project demonstrates some creativity. Thoughts, time and care has been taken to create it.	Only some creativity. Some thought, time and care has been taken to create it.	Project demonstrates little creativity. Little thought , time and care has been taken to create it.	No creativity is visible in project.
Extent of Research	Shows an excellent ability of to describe the research.	Shows a good ability to describe a research.	Exhibits a fair ability describes research.	Project demonstrates little creativity. Little thought , time and care has been taken to create it.	Exhibits nil ability to describe the research.
Demonstration or Viva	Student answered all viva questions asked.	Student answered many viva questions asked	Students answers some viva questions asked.	Student answered few viva questions asked.	Students did not answered any viva questions asked .

6.Enrichment Activities of Term II

Name of Activity	Learning Outcome	Learning Objectives	Mode of the Activity	Methodology/ Procedure	Skills Developed
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<p>How the body works?</p>	<p>Children will be able to know about the functions of all the organs of the Digestive System.</p>	<p>To make them aware about the working of digestive system.</p>	<p>Group</p>	<p>Children will prepare a Model of Digestive System with the help of Craft Material and will explain the Function of each Labelled Part.</p>	<p>Organization Skill. Communicative Skill.</p>
<p>Bugs and Insects</p>	<p>Children will be able to understand about the working of useful Insects.They will also get to now the diseases caused by Harmful Insects.</p>	<p>To make them Aware about Useful and Harmful Insects.</p>	<p>Group</p>	<p>The children will be divided in Groups. Each Group will collect Pictures on Useful and Harmful Insects and will Speak about their Special Features.</p>	<ul style="list-style-type: none"> • Observational Skill • Communicative Skill
<p>Food Vocabulary Flashcards</p>	<p>Children will get to know the importance of Balanced Diet.</p>	<p>To make them Aware about Importance and Role of Nutrients in our Diet.</p>	<p>Group</p>	<p>The children will be divided in Groups and they will ne Presenting the Function of Nutrients along with their Sources on Flashcards.</p>	<ul style="list-style-type: none"> • Observational Skill. • Communicative Skill. • Analytical Skill.

Poster Making Activity	Children will get to know the percentage of water available on Earth & the need to conserve it.	To make them Aware about Importance of Water.	Individual	The children will make Posters on Saving Water using different Creative Ideas.	<ul style="list-style-type: none"> • Drawing Skill. • Critical Thinking.
My Filter Pot	Children will be able to draw diagram of making a traditional filter for Purifying Water.	To make them Aware about Traditional Method of Purification of Water.	Group	The children will be divided in Groups and each Group will make their own Filter Pot.	<ul style="list-style-type: none"> • Hands-On Experience

7. Final Assessment

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
1	My Body	20
7	Food	16
5	Birds beaks and Claws	8
6	Insects	10
8	Water Conservation and its Scarcity	8
9	Safe Handling and Storage of Water	8
TOTAL		70

8.. BLUE PRINT OF PERIODIC III

CONTENT	ALLOCATION
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MCQ	1X10=10
Very Short Answer (VSA)	1X7= 7
Short Answer (SA)	2X3 =6
Long Answer (LA)	3X3= 9
Diagram	1X3= 3
TOTAL	35 Marks

9. BLUE PRINT OF FINAL EXAM

CONTENT	ALLOCATION
MCQ	1X15= 30
Very Short Answer (VSA)	1X10= 10
Short Answer (SA)	2X5= 10
Long Answer (LA)	3X5=15
Diagram	1X5= 5
TOTAL	70 Marks

10. PRESCRIBED BOOKS

My Living World

11.SUGGESTED BOOKS

New Science in Everyday Life

Learning Science for Smarter Life

Online Reference

www.makemegenius.com

www.scienceforkids.com

www.globalshiksha.com

www.eduworld.com

EVS(P)

I. Learning Outcomes:

(GENERAL)

By the end of the course the learner is able to:

- inculcate social values and develop cultural interest.
- have a sense of pride and belongingness towards the Motherland.
- develop critical thinking and participate competently and productively as concerned and informed citizens.
- develop other academic and social skills such as communicating effectively both in verbal and non-verbal form.
- learn cooperatively, take initiatives and develop a problem-solving approach.
- observe and explore the immediate surroundings, i.e., home, school and neighbourhood for their simple observable physical features (diversity, appearance, movement, food habits etc
- recognize social, familial and personal responsibilities.
- become familiar with the political structure of the country.
- recognise ways in which political, social and economic issues affect their daily lives across time and space.
- explores and reads pictures, posters, signboards, books, audio-videos, , web resources
- reflect on their experiences without any fear or hesitation and share their experiences and observations through drawing /symbols /tracing / gestures / verbally and by writing.
- manipulate local /waste material to create / improvise patterns, drawings, models, motifs, collage, slogans using variety of material.
- participate actively and undertake initiatives of care, share empathy, leadership.
- develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information .
- develop academic and social skills such as critical thinking, communicating effectively both in verbal and non-verbal form.-Fostering cooperative learning ,taking initiatives and developing a problem-solving approach.
- understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus etc. Uses vocabulary related to the subject, relevant to their Class.
- Is able to use various Graphic organizers to visualize and construct ideas, organize and sequence information, , compare and contrast ideas, show cause and effect, illustrate relationships and show cause and effect .
- exhibit skills and attitudes that show 21st century skills like creativity and critical thinking problem solving and logical reasoning , collaboration and values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, responsibility etc.

- understand and use mother tongue parallel resources to enhance exposure to the native language.
- enhance expression of thoughts with the knowledge of idioms, proverbs and quotes.
- relate the content to the 17 SDGs and develop insights into critical issues around the world.
- exhibit the knowledge, skills, attitudes and values necessary to address sustainable development challenges such as access to clean water, climate action and gender equality etc



By the end of the course the learner is able to:

(SPECIFIC)

- understand the different family structures and appreciate the different relationships within a family.
- develop an appreciation for the richness and variety of India’s culture in terms of food, clothing, languages.
- explore the map for locating different states, UTs, the neighbouring countries of India, physical features such as oceans, seas, plains, mountains etc.
- understand the different directions especially in the context of the map of India.
- recognize and classify the different means of transport and communication.
- interact with people in their social environment to share experiences about their work, their skills and tools used by them
- understand and appreciate the diversity in the land and people of the country with its underlying unity.
- discuss, critically think and reflect on experiences related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, water pollution and wastage, health, and hygiene.

II. Month Wise division of Syllabus

Month	Lesson Number	Topic
April	1	Family Relationships
May	2,3	Sensitivity Towards others Celebrating Our Diversity
July	4	An Ideal Home

August	5	Bricks and Bridges
September	6	Waste Management
October	7	The Works We Do
November	8,9	Leisure Time Directions
December	10	Travel and Tours
January	11,12	Let Us Travel Let Us Communicate
February	13	India-Our Motherland

Each Term will carry 60% of the syllabus for each subject.

III. Curriculum Overview

Term 1 (Formative and Summative Assessments)

Periodic- I : MAXIMUM MARKS :35

CHAPTER NO.	NAME OF THE CHAPTER
1	Family Relationships
2	Sensitivity Towards others
3	Celebrating Our Diversity

HALF YEARLY EXAMINATION: Maximum marks :70

CHAPTER NO.	NAME OF THE CHAPTER
1	Family Relationships
2	Sensitivity Towards others
3	Celebrating Our Diversity
4	An Ideal Home
5	Bricks and Bridges
6	Waste Management

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: Small Acts Big Impact –Speech

Description: Students collect and present information about waste management and think of ways to reduce and reuse and find proper ways to dispose off waste, speak about colour coding used to separate different types of waste and suggest solutions to reduce waste and relate the activity to SDG 15-Life on Land

Mode	Time Taken	Competencies assessed
Individual-verbal	40 min.	Critical thinking, problem solving, confidence, articulation

(ii) Rubrics

Rubrics- Speech					
Assessment CRITERIA	5-4	4-3	3-2	2-1	1-0
Presentation & Style	Tone of voice , clarity of expression are outstanding and contribute to keeping audience's attention all the time.	Tone of voice , clarity of expression are good and contribute to keeping audience's attention most of the time.	Tone of voice , clarity of expression are fairly good and contribute to keeping audience's attention for quite some time.	Tone of voice , clarity of expression is not very good and is only able to keep audience's attention for a very short while.	Tone of voice was unclear and expressions are lacking so is unable to hold audience's attention
Relevance Of The Content	The content is totally relevant and up to grade-level	Most of the content is relevant and up to grade-level	Content is relevant only in parts and is not entirely up to grade-level	Content is not very relevant nor did it do justice to grade-level expectations	Content is neither relevant nor is it upto grade-level expectations
Confidence	Appears very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Appears quite confident, poised and comfortable. Very good use of appropriate hand gestures to emphasize points	Fairly confident, poised and comfortable. Good use of appropriate hand gestures to emphasize points	Appears slightly nervous and poor use of hand gestures to emphasize points.	Appears very nervous, and does not use hand gestures at all.

V. Project Work 1 (5 marks)

- (i) Name of the Project : Eco-homes
- (ii) Description

- Students research and design an eco-friendly home
- Collect pictures of eco friendly homes
- Understand the importance of building a sustainable environmentally friendly home that minimises its impact on the environment.
- Explore ways to build such a home by using features like renewable energy sources, minimising the amount of waste produced, and recycling as much as possible.
- Draw the home with labels showing the home's eco-friendly features.
- List benefits and other advantages for having an eco-friendly home.

Mode	Time Taken	Competencies assessed
Individual	25 Days	Organize and present information Creativity and analysis Logical thinking

(*Viva voce will be conducted based on the project)

Rubrics for Project work –Eco-Homes					
Assessment Criteria	5-4	4-3	3-2	2-1	1-0
Relevance Of The Content	Content is completely relevant to the topic and has many supporting details	Most of the content is relevant to the topic and has adequate supporting details.	Some of the content is relevant to the topic with some supporting details	Only few points of the content are relevant to the topic with few supporting details.	Content is not relevant at all. and has no supporting details.
Presentation and creativity	Facts are presented in an extremely interesting and attractive way. Unique design has been created using own creativity and imagination	Facts are presented in an interesting and attractive way. Very good design has been created using own a creativity and imagination	Facts presented are quite interesting and attractive. and fairly good design has been created using own creativity to some extent	Facts presented are not very interesting and attractive and imagination and creativity have been used sparingly.	Facts presented are not all interesting and attractive and imagination and creativity have not been used at all
Critical Evaluation	Accurately interprets evidences and thoughtfully evaluates all the facts.	Accurately interprets evidences and thoughtfully evaluates some of the facts	Interpretation and evaluation of evidences has been done but with many errors	Interpretation and evaluation of evidences is mostly incorrect.	Lacks interpretation and evaluation of evidences.
Completion of Task	The task has been completed in the stipulated time with all necessary details	The task has been completed in the stipulated time with most of the necessary details	The task been completed a little late and some necessary details are missing	The task has been completed very late some necessary details are missing	The task has not been completed at all and most of the necessary details are missing.

Curriculum Overview

Term 2 (Formative and Summative Assessment
Periodic- III: Maximum marks: 35

CHAPTER NO.	NAME OF THE CHAPTER
7.	The Works We Do
8.	Leisure Time
9.	Directions
10.	Travel and Tours

FINAL EXAMINATION: Maximum marks: 70

CHAPTER NO.	NAME OF THE CHAPTER
7	The Works We Do
8	Leisure Time
9	Directions
10	Travel and Tours
11	Let Us Travel
12	Let Us Communicate
13	India-Our Motherland

Internal Assessment (December)

(i) Name of Activity: Design a futuristic eco-friendly vehicle

1. Description: Students create a practical design of a car using their existing knowledge of vehicles. They understand the need to negate harmful environmental impact of vehicles by using alternate environment -friendly sources to run them and incorporate this feature in their self designed vehicle.

Individual- written	40 minutes	Critical thinking, problem solving, creativity
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Rubrics for-Design an eco-friendly vehicle

Assessment Criteria	5-4	4-3	3-2	2-1	1-0
Relevance Of The Content	Content is completely relevant to the topic and has many supporting details	Most of the content is relevant to the topic and has adequate supporting details.	Some of the content is relevant to the topic with some supporting details	Only few points of the content are relevant to the topic with few supporting details.	Content is not relevant and has no supporting details.
Presentation and creativity	Facts are presented in an extremely interesting and attractive way. Unique design has been created using own creativity and imagination	Facts are presented in an interesting and attractive way. Very good design has been created using own a creativity and imagination	Facts presented are quite interesting and attractive. and fairly good design has been created using own creativity to some extent	Facts presented are not very interesting and attractive and imagination and creativity have been used sparingly.	Facts presented are not interesting and imagination and creativity have not been used at all.
Critical Evaluation	Accurately interprets evidences and thoughtfully evaluates all the facts.	Accurately interprets evidences and thoughtfully evaluates some of the facts	Interpretation and evaluation of evidences has been done but with many errors	Interpretation and evaluation of evidences is mostly incorrect	Lacks interpretation and evaluation of evidences
Value Learnt	The value of sensitivity towards the environment is completely reflected in the content.	The value of sensitivity towards the environment is reflected in the content to quite an extent.	The value of sensitivity towards the environment is reflected in the content to some extent.	The value of sensitivity towards the environment is only partly reflected in the content.	The value of sensitivity towards the environment is not reflected in the content.

Project Work (December)

- (i) Name of the Project: Incredible India- collage making
- (ii) Description Students to Incredible India- Students make a collage on the diversity of India. The collage will reflect the cultural, regional, and social diversity of the country and highlight the significance of living in harmony in heterogeneous groups. Students use pictures, poems, phrases, words and quotations to bring out the essence of diversity in India.

Mode	Time Taken	Competencies assessed
Individual	15 days	Organize and present information Communication Creativity and analysis Logical thinking

Rubrics-Collage making					
Assessment Criteria	5-4	4-3	3-2	2-1	1-0
Design and creativity	Collage is extremely interesting, attractive and meaningful.	Collage is very interesting, attractive and meaningful.	Collage is quite interesting, attractive and meaningful.	Collage is fairly interesting, attractive and meaningful.	Collage is not interesting, attractive or meaningful.
Content	Collage shows excellent	Collage shows very good	Collage shows good	Collage shows fair	Collage shows lack of

	understanding of content	understanding of content	understanding of content	understanding of content	understanding of content
Organization and balance	Collage is perfectly balanced and all the elements work together to create a clear message.	Collage is quite balanced and most of the elements work together to create a clear message.	Collage is fairly balanced and some of the elements work together to create a fairly clear message.	Collage is slightly unbalanced and some the elements take away from the overall message.	Collage is unbalanced and the elements do not work together .
Purpose and theme	Collage has purpose and theme which makes an extremely important and interesting statement about the topic.	Collage has a purpose and theme which makes an important and interesting statement about the topic.	Collage has a purpose and theme which makes some statement about the topic.	Collage has a purpose and theme related to the topic.	Collage lacks purpose or theme related to the topic.
Presentation	The student speaks clearly, with confidence and poise. Completely conveys message of collage.	The student speaks clearly, with confidence and poise. Reasonably conveys message of collage .	The student somewhat speaks clearly, with confidence and poise. Somewhat conveys message of collage.	The student does not speak very clearly or show confidence and poise. Does not convey message of collage.	The student does not speak. Does not convey message of collage.

VI. Portfolio/ Notebook/ SEA (5 marks)

VII. Enrichment Activities

Sr.No.	Name Of the Activity	Description	Learning Outcome	Skills/Competencies Developed
1.	Ek Bharat Shreshtha Bharat Programme – compare and contrast three harvest festivals of Haryana and the partner state of Telangana- Individual	Students will research about the most important harvest festivals of the two states and represent the facts by making a simple GO.	Gain knowledge about the culture of different regions of India. Encourage use of imagination and creativity.	Logical thinking Values of pride, respect and tolerance Creative thinking
2.	Design a bridge- Individual	The students will plan the construction of a bridge keeping in mind the vehicle load, durability, topography, material etc to provide a safe passage for pedestrians and vehicles over a river.	Identify different bridge designs and construction materials used in modern day engineering.	Investigation and critical analysis Reasoning Application of knowledge Problem solving

			Learn about structures of bridges and how to design a bridge that withstands different kinds of load.	Creative thinking
3.	Win or lose –Do it fairly- importance of sportsmanship- Declamation- Individual	The students will be given the topic of fair play -the act or fact of abiding by the rules fairness and honor in dealing with competitors , They will present their viewpoint before the class.	To strengthen the student’s knowledge about the topic. To encourage the values of honesty, discipline. To develop their reasoning and listening and speaking skills. To enable the students to become proactive participants.	Investigation and critical analysis Reasoning Expressive and Public speaking socio-emotional skills
4.	Role Play-Group	Travel around the world. The students will create a Passport and fill out all their details. After their passports are ready, the class will be divided into 8 countries of the world. Some students will enact the role of travellers while others will be the natives of the selected countries. Each child can visit any 2 countries of his choice. This will require the visitor getting his passport stamped, learning the local way of greeting, enquiring about the places of interest, the currency used ,the native dishes to try and the souvenirs to be taken back	Enrich the student’s language and enhance their communicative skills. Encourage their creativity and imagination. Expand the student’s ability to resolve situations Students Transcend and think beyond the confines of the classroom setting	Imaginative Communicative Collaborative Comprehension skills Analytical Socio –emotional skills Collaborative Critical analysis and problem-solving Organization Presentation

5.	Snapshots of my winter holidays	Students will write reflect and write about their winter break . Students will illustrate their writing by drawing snapshots or pasting photographs that represent their winter break activities.	Enhance their imaginative and expressive skills.	Creative Analytical Imaginative Expressive
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Rubrics– Role-play					
Assessment CRITERIA	5-4	4-3	3-2	2-1	1-0
Participation in preparation	Always willing and focused during group work.	Mostly willing and focused during group work.	Usually willing and focused during group work.	Sometimes willing and focused during group work.	Rarely willing and focused during group work.
Presentation of Character	Excellent and Convincing communication of character’s feelings, situation and motives	Very good communication of character’s feelings, situation and motives	Good communication of character’s feelings, situation and motives	Adequate communication of character’s feelings, situation and motives	Limited communication of character’s feelings, situation and motives
Achievement of purpose	Purpose is clearly established and effectively sustained	Purpose is clearly established and generally sustained	Purpose is established and sustained to some extent	Purpose is established but may not be sustained	Purpose is vaguely established and may not be sustained
Use of non-verbal cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues is used in an exemplary way.	Very good variety of non-verbal cues is used in an exemplary way.	Good variety of non-verbal cues is used in a competent way.	Satisfactory variety of non-verbal cues is used in an acceptable way.	Limited variety of non-verbal cues is used in an unimpressive way.
Imagination and creativity	Choices demonstrate excellent insight and powerfully enhance role play.	Choices demonstrate very good insight and powerfully enhance role play.	Choices demonstrate good insight and enhance role play quite well.	Choices demonstrate fair amount of insight and enhance role play satisfactorily.	Choices demonstrate little insight and do not enhance role play.

Rubrics- Declamation					
Assessment CRITERIA	5-4	4-3	3-2	2-1	1-0
Presentation	Tone of voice, clarity of expression are outstanding and contribute in keeping	Tone of voice , clarity of expression are good and contribute In keeping	Tone of voice , clarity of expression are fairly good and contribute in keeping	Tone of voice , clarity of expression is not very good and is only able to keep audience’s	Tone of voice was is unclear and expressions are lacking so is unable to hold

	audience's attention all the time.	audience's attention most of the time.	audience's attention for quite some time.	attention for a very short while.	audience's attention
Relevance Of The Content	The content is totally relevant and up to grade-level	Most of the content is relevant and up to grade-level	Content is relevant only in parts and is not entirely up to grade-level	Content is not very relevant nor did it do justice to grade-level expectations	Content is neither relevant nor is it upto grade-level expectations
Confidence	Appears very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Appears quite confident, poised and comfortable. Very good use of appropriate hand gestures to emphasize points	Fairly confident, poised and comfortable. Good use of appropriate hand gestures to emphasize points	Appears slightly nervous and poor use of hand gestures to emphasize points.	Appears very nervous, and does not use hand gestures at all.
Clarity of speech	Speaks clearly and distinctly all the time with no mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Does not speak very clearly and distinctly most of the time with many mispronounced words	Often mumbles and cannot be understood
Body language	Body language, gestures, and facial expressions add greatly to the message. Makes eye contact with the audience all the time.	Body language, gestures, and facial expressions compliment message Makes eye contact with the audience most of the time	Body language, facial expressions and gestures are only used sometimes and makes less eye contact with the audience.	Body language, gestures, and facial expressions lack variety and spontaneity and rarely makes eye contact with the audience.	Body language, gestures, and facial expressions are totally lacking and avoid any eye contact with the audience.

X. Blueprint of the Periodic and Term Assessments

Periodic Assessments- Maximum Mark: 35

Type of questions	Marks for each question	Nof questions	Total Marks	Percentage
MCQs -Competency based questions	1	10	10	29%
Long Questions	3	3	9	25%
Short Questions	2	2	4	11%
Very Short Questions-True and false Competency based, Case study based ,Value based ,HOTS	1	10	10	29%
Map Skills	0.5	4	2	6%

Half Term and Final Examination –Maximum Marks: 70

Type of questions	Marks for each question	Number of questions	Total Marks	Percentage
MCQs -Competency based questions	1	30	30	42%
Long Questions	4	4	16	24%
Short Questions	2	4	8	11%
Very Short Questions-True and false Competency based, Case study based ,Value based ,HOTS	1	12	12	17%
Map Skills	0.5	8	4	6%

XI. Prescribed books- We and Our World

नैतिक शिक्षा

धर्म शिक्षा के प्रतिफल

1. बालकों के नैतिक विकास हेतु उनकी मानसिक शक्तियां विकसित होंगी ।
2. विद्यार्थियों में तर्कशक्ति का विकास होगा तथा उनकी वैदिक साहित्य को पढ़ने में रुचि जाग्रत होगी।
3. विद्यार्थी चारित्रिक और नैतिक विकास की ओर अग्रसर होंगे तथा उनके व्यवहार में परिवर्तन होगा।
4. बालकों का आध्यात्मिक विकास होगा।
5. विद्यार्थियों में लोकतंत्र, समाजवाद, के आदर्श समाहित होंगे।
6. बालकों में विभिन्न धर्म, वर्ग संप्रदाय के प्रति भावनात्मक एकता विकसित होगी।
7. बालकों में नेतृत्व गुणों का विकास होगा।
8. विद्यार्थियों में महापुरुषों के प्रति श्रद्धा का भाव उत्पन्न होगा।

पाठ्यक्रम विभाजन

पाठ संख्या/ विषय	पाठ का नाम	महीना
पाठ 1	प्रार्थना	अप्रैल
पाठ 2	आर्य समाज	अप्रैल
पाठ 3	आर्य समाज के नियम (3-6)	मई
पाठ 4	गायत्री मंत्र और उसका अर्थ।	जुलाई
पाठ 5	ईश्वर कहाँ है?	जुलाई
पाठ 6	समर्पण (ईश्वर तुम्ही क्या करते)	जुलाई
पाठ 7	सृष्टिकर्ता	अगस्त
पाठ 8	शिव कौन है? मृत्यु क्या है?	अगस्त

पाठ 9	दयानन्द प्रशस्ति। (सारी दुनिया जगाई।)	सितंबर
पाठ 10	बाल प्रतिज्ञा	सितंबर
पाठ 11	सत्य।	अक्तूबर
पाठ 12	सहनशील दादू	अक्तूबर
पाठ 13	महाराजा रणजीत सिंह की उदारता	नवम्बर
पाठ 14	प्रार्थना (हम बालकों की ओर भी)	नवम्बर
पाठ 15	महावीर स्वामी	नवम्बर
पाठ 16	महात्मा बुद्ध।	दिसंबर
पाठ 17	महात्मा गाँधी।	जनवरी
पाठ 18	महारानी लक्ष्मी बाई।	जनवरी
पाठ 19	पुष्प की अभिलाषा (चाह नहीं मैं सुरबाला)	फरवरी
पाठ 20	शिष्टाचार	फरवरी
पाठ 21	वशीकरण मंत्र	फरवरी
पाठ 22	संध्या(1 से 12 मंत्र)	दिसंबर

Syllabus for periodic Test

Periodic 1 (May) : Maximum marks : 20

पाठ संख्या	पाठ का नाम	अंक विभाजन
1	प्रार्थना, (सुखी बसे संसार सब)	6
2	आर्य समाज	7
3	आर्य समाज के नियम।	7

Half yearly: September Maximum Marks : 20

पाठ संख्या	पाठ का नाम	अंक विभाजन
1	प्रार्थना	2
2	आर्य समाज	2
3	आर्य समाज के नियम।	2
4	गायत्री मंत्र और उसका अर्थ।	2
5	ईश्वर कहाँ है?	2
6	समर्पण	2
7	सृष्टिकर्ता	2
8	शिव कौन है मृत्यु क्या?	2
9	दयानन्द प्रशस्ति (सारी दुनिया जगाई)	2
10	बाल प्रतिज्ञा (दयानंद के वीर सैनिक)	2

Periodic II : December Maximum Marks : 20

पाठ संख्या	पाठ का नाम	अंक विभाजन
11	सत्य	5
12	सहनशील दादू	5
13	महाराजा रणजीत सिंह की उदारता	5
14	प्रार्थना (हम बालकों की ओर भी)	5

Final Exam : March , Maximum Marks: 20

पाठ संख्या	पाठ का नाम	अंक विभाजन
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15	महावीर स्वामी	2
16	महात्मा बुद्ध	2
17	महात्मा गाँधी	3
18	महारानी लक्ष्मी बाई	3
19	पुष्प की अभिलाषा (चाह नहीं मैं सुरवाला	4
20	शिष्टाचार	3
21	वशीकरण मंत्र संध्या (1 से 12 मंत्र)	3
22		

1 अर्धवार्षिक -सितंबर

पाठ 1 से 11 तक(कुल अंक-20)

2 वार्षिक परीक्षा- मार्च

पाठ 12से 22 (कुल अंक-20)

प्रश्नपत्र रूप रेखा

1 बहुविकल्पी प्रश्न 5 अंक

2 लघुउत्तरीय प्रश्न 6 अंक

3 एक शब्द में उत्तर दो 3 अंक

4 दीर्घ प्रश्न 6 अंक

संवर्धन गतिविधियाँ

गतिविधि का नाम	गतिविधि के उद्देश्य	गतिविधि के प्रकार	कार्यप्रणाली	मूल्यांकन	कौशल विकास
गायत्री मंत्र लेखन। पाठ 4	बच्चों को गायत्री मंत्र के शुद्ध उच्चारण व वर्तनी से परिचित कराना।	एकल लिखित	छात्र कक्षा में A4 शीट को सुंदर सजाकर मध्य भाग में गायत्री मंत्र को शुद्ध वर्तनी के साथ लिखेंगे।	रचनात्मक प्रस्तुतीकरण। व शुद्ध उच्चारण के द्वारा मूल्यांकन किया जाएगा।	वाचन कौशल से शुद्ध उच्चारण व आत्मविश्वास में वृद्धि होगी
कोलाज बनाना पाठ 12	बच्चों को भक्तिकालीन कवियों से परिचित कराना।	एकल लिखित	बच्चे कक्षा में A4 शीट पर भक्तिकालीन कवियों के चित्र चिपकाएंगे और नीचे उनके नाम लिखेंगे।	रचनात्मकता प्रस्तुतीकरण के आधार पर मूल्यांकन किया जाएगा।	रचनात्मक कौशल का विकास होगा।
पोस्टर बनाना	विद्यार्थियों को महात्मा हंसराज जी और उनकी शिक्षाओं से परिचित करवाना।	एकल लिखित	विद्यार्थी एक सफेद रंग की A4 शीट पर महात्मा हंसराज का चित्र बनाएंगे तथा एक सामाजिक कार्य के	सुंदर प्रस्तुतीकरण के आधार पर मूल्यांकन किया जाएगा	रचनात्मक कौशल का विकास होगा।

			विषय में एक दो पंक्तियाँ लिखेंगे।		
नाटकीय रूपांतरण	स्टेज पर आत्मविश्वास के साथ स्वाद बोलने में सक्षम होंगे	सामूहिक मौखिक	बच्चे पाठ का नाटकीय रूपांतरण कक्षा में करेंगे कक्षा को दो समूह में बांटा जाएगा छात्र संवाद याद करेंगे।	आत्मविश्वास शुद्ध उच्चारण प्रस्तुतीकरण	भाषा के शुद्धतर श्रवण कौशल व वाचन कौशल का विकास

अतिरिक्त गतिविधियाँ

1. गायत्री मंत्र का उच्चारण।
2. Virtual हवन
3. महान व्यक्तियों के जीवन पर नियमित चर्चा।
4. श्लोकोच्चारण।
5. नैतिक मूल्यों पर चर्चा।
6. Video द्वारा महान व्यक्तियों के जीवन के बारे में दिखाया जाएगा।