



Hansraj Public School

sector-6, Panchkula



Blue Print



Portfolio



Rubrics



Reading Bonus



Activities



Test Schedules

Syllabus

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

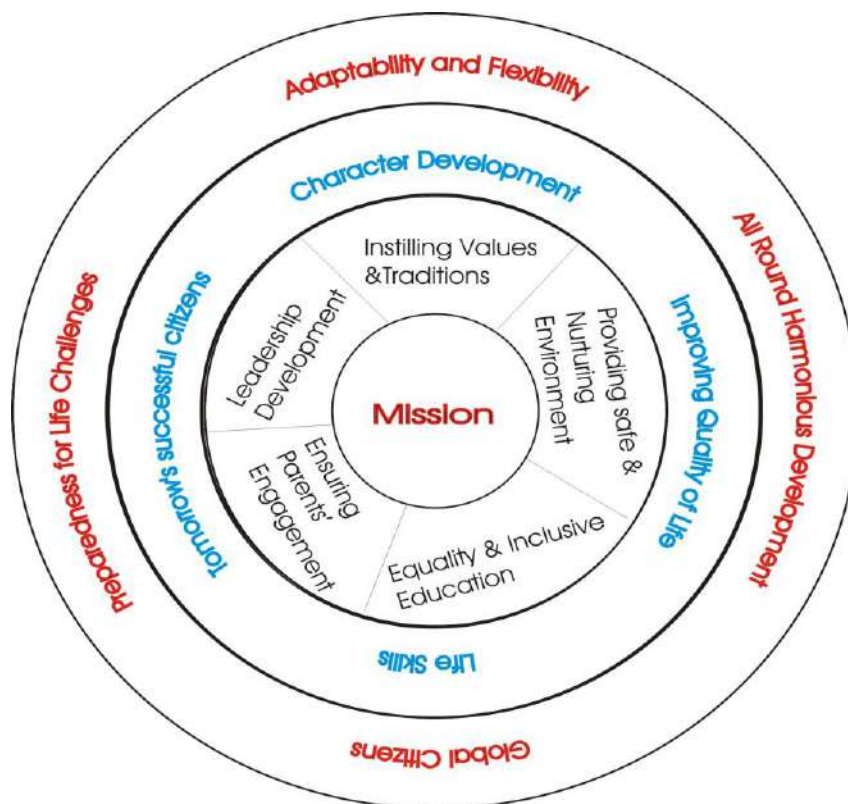
Values, Vision and Mission:

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.



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

English

I. Learning Outcomes: By the end of the course the learner is able to:

Listening:

- Listen to announcements, instructions, read aloud texts, audio and video inputs for information, gist and details; responds by answering questions accordingly.
- Listen to literary/non-literary inputs in varied contexts to infer, interpret, and appreciate.
- Listen to a variety of verbal inputs like speech, group discussion, power point presentation etc.

Speaking:

- Speak fluently with proper pronunciation, intonation and pause, using appropriate grammar.
- Communicate thoughts, ideas, views and opinions on a given topic.
- Recite poems with proper stress, pause, tone, and intonation. Describe in simple words actions in a sequence and narrate stories
- Respond to conversations and dialogues in unfamiliar situations.
- Express and respond to personal feelings
- Use language as a means of expressing values and judgements.

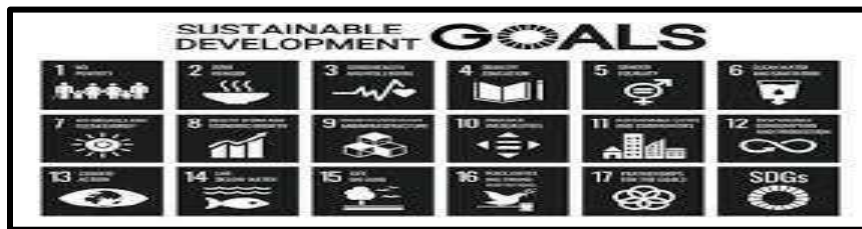
Reading:

- Read with comprehension the given text employing strategies like skimming, scanning, predicting, inferring, and summarising.
- Read literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinions.
- Read information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
- Read aloud with proper stress, pause, tone, and intonation.
- Reads silently with comprehension and interpret layers of meaning.

Writing:

- Write meaningful sentences, short answers, paragraphs, using appropriate vocabulary and grammar.
- Write informal letters.
- Organise and structure thoughts, present information and opinions in a variety of oral and written forms for different audiences and purposes.
- Follow the conventions of writing like *spelling, punctuation, capitalization, grammar, and sentence structure.*

- Exhibit grammatical awareness by using grammar items in context (such as, verbs and tense, time and tense, subject-verb agreement)
- Understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus etc. Uses vocabulary related to subjects like Maths, EVS, 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



Month Wise division of Syllabus

Month	Literature	Grammar
April	Dolphins Dogs At The Zoo(Poem)	Nouns-Common and Proper
May	The Canary	Collective Nouns Creative writing-paragraph or picture description
July	The Ostrich And The Hedgehog	Gender, Number
August	The God Of River Trees Are The Kindest Things I Know(Poem)	Pronouns Articles
September	Minu And Dino Trees	Antonyms Synonyms
October	Nina Is The Winner Two Little Kittens(Poem)	Verbs
November	Krishna And Sudama The Birthday Kitten	Adjectives

December	Man Learns To Fly	Informal Letter writing
January	The Key (Poem) Michael Goes Climbing	Tenses- Simple Present, Simple Past, Simple Future
February	The Magic Room	The Sentence Prepositions

Each Term will carry 50% of the syllabus for each subject.

Curriculum Overview

Term 1 (Formative and Summative Assessments)

Periodic- I : MAXIMUM MARKS :20

SECTION	NAME OF THE CHAPTER
Literature	Dolphins
	Dogs
	At the zoo(Poem) The Canary
Grammar	Nouns , Common and Proper Nouns Collective Nouns
Comprehension	Prose/poem
Creative Writing	Paragraph writing

HALF YEARLY EXAMINATION: Maximum marks :50

SECTION	NAME OF THE CHAPTER
Literature	Dolphins
	Dogs
	At the zoo(Poem)
	The Canary
	The Ostrich and the Hedgehog
	The God Of River
	Trees Are The Kindest Things I Know(Poem)
	Minu And Dino
	Trees
Grammar	Nouns, Common ,Proper and Collective Nouns
	Pronouns
	Article
	Gender
	Number
	Antonyms and Synonyms

Comprehension	Poem /prose
Creative Writing	Paragraph Writing

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: Poem Recitation

Description: students will recite a poem (10-15 lines) on a given theme.

Mode	Time Taken	Competencies assessed
Offline-Individual	1.5- 2 minutes	Confidence, Speaking and articulation

(iii) Rubrics

Rubrics- Poem Recitation					
Assessment Criteria	Excellent 5-4	Very Good 4-3	Good 3-2	Fair 2-1	Needs Improvement 1 and Below
Content	The content was relevant and age appropriate	Content was relevant but not up to the grade-level	Content was not very relevant and nor was it up to the grade-level	Content did not do justice to grade-level expectations	Content was not at all age relevant
Fluency and Memorization	Poem was memorized and presented without any errors	Entire poem was memorized and presented with only one or two errors	Poem was presented with a only a few errors and some prompting	Poem was present with many errors and a lot of prompting	Poem was not presented even after prompting
Voice and Articulation	Poem was recited clearly and distinctly with proper tone modulation	Poem was recited clearly and distinctly delivered with minor errors in tone modulation	Poem was recited clearly but student was indistinct at times and did not use appropriate tone modulation	Poem was not recited clearly and student was indistinct most of the time and did not use appropriate tone modulation	Poem was not recited clearly Recitation was done in a monotone and a few words were mispronounced
Confidence and Overall Presentation	Poem was presented effectively and enhanced dramatic impact of the poem	Presentation was very effective but style of delivery could have been better	Presentation was effective only in parts and style of delivery could have been better	Presentation did not leave an impact on the audience	Ineffective presentation

V. Project Work 1 (5 marks)

(i) Name of the Project :Read and Review

(ii) Description Students to make a book brochure to present their favourite book. The brochure will include different elements like pictures and write-ups about the theme, genre, setting, description of the main characters, details about the author and review of the story.

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 Book Review					
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 task been completed a little late and some necessary details are missing	The task has been completed very late some necessary	The task has not been completed at all and most of the necessary

		the necessary details		details are missing	details are missing.
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Curriculum Overview

Term 2 (Formative and Summative Assessments)

Periodic- III: Maximum marks :20

Literature	Nina Is The Winner
	Two Little Kittens(Poem)
	Krishna And Sudama
	The Birthday Kitten
Grammar	Verbs
	Adjectives
Comprehension	Poem/ prose
Creative Writing	Paragraph writing

FINAL EXAMINATION : Maximum marks:50

SECTION	NAME OF THE CHAPTER
Literature	Nina Is The Winner
	Two Little Kittens(Poem)
	Krishna And Sudama
	The Birthday Kitten
	Man Learns To Fly
	The Key (Poem)
	Michael Goes Climbing
	The Magic Room
Grammar	Nouns and Types of Nouns
	Verbs and Tenses
	Opposites and Synonyms
	Adjectives
	The Sentence
	Number, Gender, Pronoun
Comprehension	Poem /prose
Creative Writing	Informal letter, Paragraph writing

Internal Assessment (December)

(i) Name of Activity: Speech

Description: Students will prepare a Speech on a given topic.

Individual	2-3 minutes	Confidence and articulation
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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.

Project Work (December)

- (i) Name of the Project : **My Travel Memoirs**
- (ii) Description **Students to look for a new and exciting experience or something out of their usual routine. This can be anything from a short trip, wandering around a new part of town, a picnic etc. They will explore the place and closely observe the surroundings. Capture pictures of the experience. Record their learning moments. Reflect on what they learnt and document and share the outcomes with others by writing a memoir about the experience. They can add photos of their experiences and add insider tips for future visitors.**

Mode	Time Taken	Competencies assessed
Individual	15 days	Organize and present information Communication Creativity and analysis Logical thinking decision-making, communication collaboration


Rubrics for Travel Memoirs					
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.

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

VII. Enrichment Activities

Sr.No.	Name Of the Activity	Description	Learning Outcome	Skills/Competencies Developed
1.	Story Telling-Individual	Students will narrate a story on the given theme using proper expressions and voice modulation.	Enhance their vocabulary, verbal proficiency. Encourage use of imagination and creativity.	Expressive and Public speaking Creative thinking
2.	Poster Making-Individual Ek Bharat Shreshtha Bharat Programme	The students will make a poster on Nature and will write an appropriate slogan to convey the message of conserving nature. Keeping in mind the concept of state pairing ,the vegetation of Telangana and Haryana will be highlighted .	Realize the importance of our natural environment and be sensitized towards the judicious use of the bounties of nature. Enhance knowledge about the partner state of Telangana.	Collection and application of information Creative and expressive
3.	Declamation-Individual	The students will be given a topic related to a current issue. They will present their viewpoint before the class.	To strengthen the student's knowledge about the different socio cultural issues To develop their reasoning and listening and speaking skills. To enable the students to become proactive participants.	Investigation and critical analysis Reasoning Application of knowledge Expressive and Public speaking Creative thinking
4.	Role Play-Group	The class is divided into groups and each group has to enact a story on a lesson	Enrich the student's language and enhance their	Imaginative Communicative Collaborative Critical analysis and problem-solving

		from their English Reader.	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	Organization Presentation
5.	My Year In Review-Individual 	Students will be provided a template where they will share personal experiences for year end.	Enhance their imaginative and expressive skills.	Creative Analytical Imaginative Expressive

Rubrics- Poster Making

Assessment Criteria	5-4	4-3	3-2	2-1	1-0
Design and creativity	Poster is extremely interesting, attractive and meaningful.	Poster is very interesting, attractive and meaningful.	Poster is quite interesting, attractive and meaningful.	Poster is fairly interesting, attractive and meaningful.	Poster is not interesting, attractive or meaningful.
Organization and balance	Poster is perfectly balanced and all the elements work together to create a clear message.	Poster is quite balanced and most of the elements work together to create a clear message.	Poster is fairly balanced and some of the elements work together to create a fairly clear message.	Poster is slightly unbalanced and some the elements take away from the overall message.	Poster is unbalanced and the elements do not work together .
Content	Poster shows excellent understanding of content	Poster shows very good understanding of content	Poster shows good understanding of content	Poster shows fair understanding of content	Poster shows lack of understanding of content
Purpose and theme	Poster has a purpose and	Poster has a purpose and	Poster has a purpose and	Poster has a purpose and	Poster lacks purpose or

	theme which makes an extremely important and interesting statement about the topic.	theme which makes an important and interesting statement about the topic.	theme which makes some statement about the topic.	theme related to the topic.	theme related to the topic.
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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.

** Reading Bonus- English (4 marks)*

X. Blueprint of the Periodic and Term Assessments

Periodic Assessments- Maximum Mark: 20

	Marks	Types of Questions
MCQs	5	HOTS, Case Study , Grammar, Value based
Reading	4	Complete the statement, Short answers, Vocabulary from the text
Writing	4	Guided paragraph
Grammar	2	Gap filling
Text(Prose and Poetry)	5	1 SA (2marks) 1LA (3 marks)

Half Term and Final Examination –Maximum Marks:50

	Marks	Types of Questions
MCQs	20	HOTS, Case Study , Grammar, Value based
Reading	5	Complete the statement, Short answers, Vocabulary from the text
Writing	5	Guided paragraph/Informal letter
Text(Prose and Poetry)	20	VSA 2X2=2 marks SA 3x2=6 marks LA 3X3=9 marks Context related vocabulary-2 marks Spelling- 1 mark

XI. Prescribed books- My English Reader, Practice Book

हिंदी

I. शिक्षण के प्रतिफल:-

श्रवण कौशल

- 1 विद्यार्थियों में भाषा और साहित्य के प्रति रुचि उत्पन्न होगी तथा सुनकर अर्थ ग्रहण करने की योग्यता विकसित होगी।
- 2 विद्यार्थी वक्ता के मनोभावों को समझने में सक्षम होंगे।
- 3 विद्यार्थियों ने श्रोत सामग्री का सारांश ग्रहण करने की योग्यता विकसित होगी।
- 4 छात्रों को साहित्यिक गतिविधियों में भाग लेने व सुनने के लिए प्रेरित करना।
- 5 विद्यार्थी वार्तालाप करते समय सही उच्चारण के साथ सीखी शब्दावली का प्रयोग करने में समर्थ होंगे।

पठन कौशल

- 1 विद्यार्थियों में उचित हाव- भाव के साथ पढ़ने की योग्यता विकसित होगी।
- 2 छात्र शब्द तथा ध्वनियों का शुद्ध उच्चारण कर सकेंगे।
- 3 विद्यार्थियों में स्वाध्याय की आदत विकसित होगी साथ ही एकाग्रता तत्परता तथा रुचि जाग्रत होगी।
- 4 विद्यार्थी पठित वस्तु को पढ़कर भाग ग्रहण करने में समर्थ होंगे।
- 5 पठन के माध्यम से विरामचिन्हों के उचित प्रयोग को करने में समर्थ होंगे।

लेखन कौशल

- 1 विद्यार्थी सोचने व निरीक्षण करने के उपरांत भावों को क्रमबद्ध रूप से व्यक्त करने में समर्थ होंगे।
- 2 विद्यार्थी विरामचिन्हों के साथ शुद्ध वर्तनी लिखने में समर्थ होंगे।
- 3 विद्यार्थी शुद्ध अक्षर विन्यास के ज्ञान से परिचित होंगे वे शुद्ध वाक्य रचना करने में समर्थ होंगे।
- 4 विद्यार्थी व्याकरण सम्मत भाषा का प्रयोग करने में सक्षम होंगे।
- 5 विद्यार्थी वाक्यों में शब्दों और वाक्यांशों का क्रम अर्थ के अनुकूल करने में समर्थ होंगे।

वाचन कौशल

- 1 विद्यार्थी उचित स्वर, गति, तथा प्रवाह के साथ शब्दों का शुद्ध उच्चारण कर पाएंगे।
- 2 विद्यार्थी धाराप्रवाह, प्रभावपूर्ण वाणी बोलने में समर्थ होंगे।
- 3 विद्यार्थी स्पष्ट भाषा का प्रयोग कर पाएंगे तथा उचित विरामचिन्हों के प्रयोग को समझेंगे।
- 4 विद्यार्थी सरल सुबोध तथा मुहावरेदार भाषा का प्रयोग कर पाएंगे।
- 5 विद्यार्थी उचित व्याकरणिक भाषा का प्रयोग करने में समर्थ होंगे ।

II. Month Wise division of Syllabus

महीना	साहित्य भाषा माधुरी एव भाषा अभ्यास	व्याकरण
अप्रैल	पाठ 1 भोलू भुलक्कड़ पाठ 2 चतुर कौवा (कविता)	भाषा, मात्राएँ (उदाहरण सहित) गिनती (१ से ५०) संज्ञा ,सर्वनाम
मई	पाठ 3 हाथी और चिड़िया पाठ 4 चींटी ने पाठ पढ़ाया(कविता) पाठ 5 बहादुर दोस्त पाठ 6 घमण्डी मक्खी	लिंग ,वचन, क्रिया ,विलोम शब्द
जुलाई	पाठ 5 बहादुर दोस्त पाठ 6 घमण्डी मक्खी पाठ 7 दादाजी पाठ 8 अगर पेड़ भी चलते होते(कविता)	अनुच्छेद लेखन, विराम चिन्ह विश्लेषण और विशेष
अगस्त	पाठ 7 दादाजी पाठ 8 अगर पेड़ भी चलते होते(कविता)	चित्रलेखन, कहानी लेखन
सितंबर	पाठ 9 गीत का कमाल पाठ 10 बूझो तो जाने	विश्लेषण, विराम चिन्ह
अक्टूबर	पाठ 11 चूं चूं की टोपी	पर्यायवाची, अनेक शब्दों के लिए एक शब्द, संवाद लेखन
नवंबर	पाठ 12 सुबह पाठ 13 ऐसे थे लाल बहादुर शास्त्री	अनौपचारिक पत्र
दिसंबर	पाठ 14 सबसे बड़ा मूर्ख	मुहावरे,अनेकार्थी शब्द
जनवरी		कहानी लेखन

	पाठ 15 बुआ का पत्र	
फरवरी	पाठ 16 सवाली राम (कविता)	अनौपचारिक पत्र
फरवरी	दोहराई कार्य	अपठित पद्यांश

Curriculum Overview (पाठ्यक्रम अवलोकन)

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

Term 1 (Formative and Summative Assessments)

सामयिक परीक्षा 1 (भारांक -20)

क्रम संख्या	पाठ का नाम	अंक
1	पाठ 2 चतुर कौआ पाठ 3 हाथी और चिड़िया	5
2	भाषा, गिनती, संज्ञा, सर्वनाम, लिंग, वचन, क्रिया	6
3	अपठित गद्यांश	4
4	चित्रलेखन	5

Max Marks: 20

Syllabus:

IV. Periodic-II (July) - Internal Assessment

(i) गतिविधि का नाम - मेरी बात मुखौटे के साथ (लेखन कौशल, वाचन कौशल)

विवरण

- * सभी छात्र एकल रूप से सफेद रंग की ए 4 साइज शीट पर लिखेंगे।
- * सबसे पहले शीट पर वह किसी भी जानवर के मुँह का आकार बनाकर उसे आकार में काटेंगे और उसमें रंग भरेंगे।
- * इसके उपरान्त उसमें धागा बांधकर उसका मुखौटा बनाएंगे।
- * फिर जो भी जानवर उन्होंने बनाया है उस जानवर के बारे में तीन चार पंक्तियाँ अपनी ए 4 शीट पर लिखेंगे। तथा जिस भी जानवर का चित्र बनाया गया है उसके विषय में कक्षा में कुछ पंक्तियाँ सुनाएंगे

Mode	Time Taken	Competencies assessed	Methodology
एकल मौखिक	60 मिनट	विद्यार्थी सुनकर अर्थ ग्रहण करने में समर्थ होंगे।	विद्यार्थियों को एक निश्चित समय देकर गतिविधि को करवाया जाएगा। वे अध्यापिका की बात को ध्यानपूर्वक सुनेंगे

		अध्यापिका द्वारा दिए गए दिशा निर्देश को ध्यानपूर्वक समझ पाएंगे।	और उनके दिए निर्देशों के अनुसार कार्य करेंगे।
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(iii) Rubrics

क्रमांक	प्रकार	अतिउत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार की आवश्यकता
1	प्रस्तुतिकरण और रचनात्मकता	विद्यार्थी का प्रस्तुतीकरण आकर्षक और रचनात्मक था	प्रस्तुतीकरण अच्छा था तथा रचनात्मकता सामान्य थी	प्रस्तुतिकरण ठीक था रचनात्मकता की कमी थी	प्रस्तुतिकरण का अच्छा प्रयास था	प्रस्तुतिकरण और रचनात्मकता में कई कमियां थी
2	विषयवस्तु	विद्यार्थी ने उचित विषय वस्तु का प्रयोग किया	विषयवस्तु ठीक थी	विषयवस्तु विषय से कुछ हटके थे	विषयवस्तु को गतिविधि से जोड़ने का प्रयास किया गया	विषयवस्तु गतिविधि से संबंधित नहीं थी।
3	अभिव्यक्ति	गतिविधि को आत्मविश्वास के साथ अभिव्यक्त किया गया	गतिविधियों को अच्छे तरीके से अभिव्यक्त किया गया	विद्यार्थी में कुछ आत्मविश्वास की कमी थी	विद्यार्थी की अभिव्यक्ति सामान्य थी	गतिविधि की गतिविधि की अभिव्यक्ति सही नहीं थी
4	नैतिक मूल्यों का समावेश	विद्यार्थियों ने जानवरों के विषय में ध्यान रखने वाली बातों को सुन्दर ढंग से समझाया	गतिविधि के अंतर्गत नैतिक मूल्यों का समावेश था	गतिविधि में नैतिक मूल्यों का अभाव था	नैतिक मूल्यों का अभाव था	नैतिक मूल्यों का पूर्णतः अभाव था

ii) गतिविधि का नाम -श्रवण कौशल कहानी सुनो ओर प्रश्नों के उत्तर दो

विवरण

* अध्यापिका द्वारा कक्षा में वातावरण पूर्णतया शांत कर एक कहानी का वाचन सही उच्चारण तथा हाव भाव के साथ किया जाएगा। विद्यार्थी ध्यानपूर्वक कहानी को सुनेंगे। इसके पश्चात् उन्हें कुछ प्रश्न दिए जाएंगे जो कहानी में से होंगे और उनके उत्तर विद्यार्थी लिखेंगे

क्रमांक	प्रकार	अतिउत्तम 5	उत्तम 4	मध्यम 3	सामान्य 2	सुधार की आवश्यकता
1	ध्यानपूर्वक कहानी सुनना	कहानी को पूरी तरह ध्यानपूर्वक सुना गया	कहानी को कुछ कम ध्यानपूर्वक सुना गया	विद्यार्थियों को कहने की कुछ ही बातों का पता था	कहानी को ध्यानपूर्वक नहीं सुना गया	किसी भी कहानी को ध्यान पूर्वक सुनने की आवश्यकता
2	प्रश्नों के उत्तरों के सही जवाब देना	विद्यार्थियों ने सभी प्रश्नों के सही उत्तर दिए	विद्यार्थियों ने प्रश्नों के सही उत्तर दिए	विद्यार्थियों ने कुछ प्रश्नों के ठीक उत्तर दिए कुछ की नहीं	कहानी जानते थे परंतु उत्तर देने में असमर्थ थे	प्रश्नोत्तर को ध्यानपूर्वक समझने की आवश्यकता
3	विद्यार्थियों का उच्चारण अध्यापिका के उच्चारण जैसा होना	विद्यार्थियों ने कृष्णो के उत्तर का सही उच्चारण किया	कुछ उत्तरों का उच्चारण अशुद्ध था	विद्यार्थियों कुछ शब्दों का उच्चारण उचित था और कुछ का नहीं	उच्चारण अशुद्ध था	उच्चारण में शुद्धता की आवश्यकता
4	उचित भाव ग्रहण करने की क्षमता	कहानी सुनकर उचित भाव ग्रहण करने में पूर्ण सक्षम थे	विद्यार्थियों ने कहानी से उचित भाव ग्रहण किया	विद्यार्थी कहानी के भाव को कुछ हद तक ग्रहण कर पाए	विद्यार्थी कहानी का भाव नहीं समझ पाए	उचित भाव समझने की आवश्यकता

गतिविधि का नामवाचन (पठन कौशल) समाचार पत्र पठन

*** विवरण**

* सर्वप्रथम कक्षा के वातावरण को शांत किया जाएगा ।

* एक- एक विद्यार्थी को अनुक्रमांक के अनुसार बुलाकर अध्यापिका - **समाचार पत्र** को पढ़ने के लिए कहेगी।

* विद्यार्थी अध्यापिका द्वारा बताए गए गद्यांश को उचित भाव भाव विराम चिन्ह का प्रयोग करते हुए ध्यानपूर्वक पढ़ेंगे ।

* गतिविधि हेतु के लिए छात्र-छात्राओं को एक से डेढ़ मिनट का समय दिया जाएगा ।

मूल्यांकन के आधार पांच अंक विभाजन

वाचन कौशल

	प्रकार	अतिउत्तम 5	उत्तम 4	मध्यम 3	सामान्य 2	सुधार की आवश्यकता
1	शब्दों का सही उच्चारण	शब्दों का सही उच्चारण किया गया।	एक दो बार पढ़ने पर विद्यार्थी ने सही उच्चारण किया।	शब्द का उच्चारण ठीक था परन्तु आत्मविश्वास की कमी थी।	उच्चारण ठीक नहीं था।	उच्चारण सही करने की आवश्यकता।
2	धाराप्रवाह	विद्यार्थियों द्वारा गद्यांश धाराप्रवाह के साथ पढ़ा गया।	शब्द को धाराप्रवाह में पढ़ा गया।	धाराप्रवाह सामान्य था	शब्द का उच्चारण धाराप्रवाह में नहीं था।	शब्द को धारा प्रवाह के साथ बोलने की आवश्यकता।
3	प्रभावोत्पादकता तथा शब्दों पर उचित बल।	शब्दों में प्रभावोत्पादकता तथा शब्दों को उचित बल के साथ पढ़ा गया थी।	शब्द सही तरह से उच्चारित किया गया	मधुरता व प्रभावोत्पादकता सामान्य शब्दों पर उचित बल का प्रयोग मध्यम था।	मधुरता व प्रभावोत्पादकता की कमी थी।	मधुरता व प्रभावोत्पादकता में सुधार की आवश्यकता।
4	उचित विराम चिन्ह का प्रयोग।	विद्यार्थियों द्वारा गद्यांश में उचित विराम चिन्हों का प्रयोग किया गया।	विद्यार्थियों द्वारा विराम चिन्हों का प्रयोग सही था गया।	विद्यार्थियों द्वारा विराम चिन्हों का प्रयोग कहीं कहीं गलत था।	विद्यार्थियों को विराम चिन्ह का उचित ज्ञान नहीं था।	विद्यार्थियों में विरामचिन्हों के ज्ञान की आवश्यकता।

V. Project Work (5 marks)

(i) Name of the Project कहानी सुनाओ

(ii) Description छात्रों के पास एकल रूप से नीले रंग की इनफोर्समेंट सीट होगी जिसमें आपने याद की हुई कहानी को सुंदर शब्दों में लिखेंगे, तत्पश्चात एक- एक छात्र आकर अपनी कहानी को आवाज के उतार चढ़ाव के साथ कक्षा में सुनाएगा

छात्र कहानी सुनाने के पश्चात कहानी से मिलने वाले शिक्षकों कक्षा के समक्ष बताएंगे।

Mode	Time Taken	Competencies assessed	Methodology
एकल मौखिक	1 hour	विद्यार्थियों में सक्रिय भागीदारी को प्रोत्साहन मिलेगा। मौखिक दक्षता के साथ कल्पना और रचनात्मकता का विकास होगा।	सर्वप्रथम विद्यार्थी A4 साइज शीट पर अपनी एक चुनी हुई कोई कहानी लिखेंगे। कहानी लिखने के बाद वे उसे उचित हावभाव और उतार- चढ़ाव के साथ कक्षा में सुनाएंगे।

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

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class. विषय संवर्धन गतिविधियाँ

VII. Enrichment Activities

Term 1

गतिविधि का नाम/पाठ संख्या	उद्देश्य	गतिविधि का प्रकार	कार्यप्रणाली	मूल्यांकन	कौशल विकास
शब्द लड़ी	शब्द भंडार में वृद्धि	सामूहिक/ मौखिक	विद्यार्थियों को एक शब्द दिया जाएगा और उसके अंतिम शब्द से वे नए शब्द का निर्माण करेंगे।	भाषा संबंधी ज्ञान रचनात्मक कुशलता	लेखन कौशल सेकठिन शब्दों के अर्थ समझना आत्मविश्वास में वृद्धि।
पोस्टर बनाना /ग्रीटिंग कार्ड बनाकर संदेश लिखना	भावों को सुंदर शब्दों में पिरोकर पानी बचाओ पर संदेश लिखेंगे बधाई संदेश लिखने में सक्षम होंगे	एकल/ लिखित	छात्र पानी बचाओ पर पोस्टर बनाएंगे व नानी को जन्मदिन का बधाई संदेश लिखेंगे	रचनात्मक प्रस्तुतिकरण शुद्ध भाषा का प्रयोग	सुन्दर व रोचक चित्रीकरण रचनात्मकता भाषा की शुद्धता

Term 2

गतिविधि का नाम/पाठ संख्या	उद्देश्य	गतिविधि का प्रकार	कार्यप्रणाली	मूल्यांकन	कौशल विकास
व्याकरण क्षमता का विकास	व्याकरण का अभ्यास	एकल लिखित	छात्रों को पार्ट में से संज्ञा सर्वनाम क्रिया या व्याकरण में से किसी भी प्रकरण से संबंधित शब्द छांट कर रंगीन कागज अथवा कॉपी में लिखने को कहा जाएगा	व्याकरण की समझ	बौद्धिक क्षमता लेखन कौशल स्मरणशक्ति का विकास
नाटकीय रूपांतरण पाठ ऐसे भी बच्चे	स्टेज पर आत्मविश्वास के साथ संवाद बोलने में सक्षम होंगे	मौखिक	पाठ ऐसे भी बच्चे का नाटकीय रूपांतरण कक्षा में किया जाएगा कक्षा को दो समूहों में बांटा जाएगा छात्र संवाद याद करेंगे चाहे तो अतिरिक्त संवाद भी लिख सकते हैं	आत्मविश्वास शुद्ध उच्चारण और प्रस्तुतीकरण	भाषा की शुद्धता श्रवण कौशल का विकास वाचन कौशल का विकास

*** Reading Bonus- English and Hindi (4 marks)**

Name of the book or story:

1 कथा मंजूषा term 1

2 ----- term 2

VIII. Rubrics (any two)

क्रम संख्या	प्रकार	अतिउत्तम5	उत्तम4	मध्यम3	सामान्य2	सुधार की आवश्यकता
1	सही उच्चारण	उच्चारण बिल्कुल सही था	उप चारण ठीक था	विद्यार्थियों के उच्चारण में कुछ त्रुटियां थीं	उच्चारण पूर्णतः त्रुटिपूर्ण था	उच्चारण ठीक करने की आवश्यकता

2	धाराप्रवाह	गद्यांश पूर्णतः धाराप्रवाह में पड़ा गया	पढ़ने की गति अच्छी थी	धाराप्रवाह सामान्य था	गद्यांश रुक रुककर पढ़ा गया।	शब्दों को धाराप्रवाह में बोलने की आवश्यकता
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IX. Half Yearly Assessment अर्धवार्षिक परीक्षा कुल अंक 50

क्रम संख्या	पाठ का नाम	अंक
1.	चींटी ने पाठ बढ़ाया बहादुर दोस्त घमण्डी मक्खी दादाजी अगर पेड़ भी जलते होते	20
2.	व्याकरण संज्ञा, सर्वनाम, लिंग ,वचन, क्रिया ,विलोम शब्द , विराम चिन्ह, विश्लेषण और विशेष	20
3.	अपठित गद्यांश	5
4.	अनुच्छेद लेखन	5

Final Exam वार्षिक परीक्षा कुल अंक 50

क्रम संख्या	पाठ का नाम	अंक
1.	गीत का कमाल चूं चूं की टोपी सुबह ऐसे थे लाल बहादुर शास्त्री सबसे बड़ा मूर्ख बुआ का पत्र सवाली राम	20
2.	व्याकरण संज्ञा, सर्वनाम, लिंग ,वचन, मुहावरे ,विलोम शब्द , विराम चिन्ह, विशेषण, शुद्ध- अशुद्ध, काल	20
3.	अपठित गद्यांश	5
4.	अनौपचारिक पत्र	5

X. Blueprint of the Periodic and Term Assessments

प्रश्नपत्र प्रारूप

सामयिक परीक्षा 1 (मई और नवंबर- दिसंबर) अंक 20

विषयवस्तु	अंक विभाजन
अपठित गद्यांश	4
रचनात्मक लेखन	4
व्याकरण	6
साहित्य	6

अर्द्धवार्षिक

प्रश्नपत्र प्रारूप अंक 50

विषयवस्तु	अंक विभाजन
बहुवैकल्पिक प्रश्न (भाग क)	20
अपठित गद्यांश	5
एक पंक्ति में उत्तर	4
दो से तीन पंक्तियों में उत्तर	10
तीन से चार वाक्ये में उत्तर	6
रचनात्मक लेखन अनुच्छेद	5

वार्षिक परीक्षा प्रश्नपत्र प्रारूप अंक 50

विषयवस्तु	अंक विभाजन
बहुवैकल्पिक प्रश्न (भाग क)	20
अपठित गद्यांश	5
एक पंक्ति में उत्तर	4
दो से तीन पंक्तियों में उत्तर	10
तीन से चार वाक्ये में उत्तर	6
रचनात्मक लेखन अनुच्छेद	5

XI. Prescribed books

भाषा माधुरी, डीएवी प्रकाशन

महाशा अभ्यास, डेव प्रकाशन

Maths

I. Learning Outcomes:

1. The learner —

works with four digit numbers

- reads and writes numbers up to 9999 using place value**
- compares numbers up to 9999 for their value based on their place value**
- solves simple daily life problems using addition and subtraction of four digit numbers with and without regrouping.**
- constructs and uses the multiplication facts in daily life.**
- analyses and applies an appropriate number operation in the situation.**
- explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.**
- adds and subtracts small amounts of money with or without regrouping**
- makes rate charts and simple bills**
- acquires understanding about 2D and 3 D shapes**
- describes 2D and 3 D shapes by the number of sides, corners and edges.**
- estimates and measures length and distance using standard units like centimetres or metres and identifies relationships.**
- weighs objects using standard units– grams and kilograms using simple balance**
- compares the capacity of different containers in terms of non standard units**
- adds and subtracts measures involving grams & kilograms in life situations**
- identifies a particular day and date on a calendar.**
- reads the time correctly to the hour using a clock/watch.**

II. Month Wise division of Syllabus

Month	Mathematics
April	Numbers Up To 9999
May	Addition
July	Subtraction
August	Multiplication
September	Division
October	Geometry Fraction
November	Measurement-Length Weight
December	Capacity
January	Day , Date And Time
February	Money

Curriculum Overview

Term 1 April- September (100 Marks)

- *Periodic I (20 Marks per subject)*
- *Periodic II Internal Assessment (30 Marks per subject)*
- *Half yearly Assessment (40 Marks per subject)*
- *Project and viva voce (5 Marks per Subject)*
- *Notebook Assessment (5 Marks per Subject)*

Term II October-November (100 Marks)

- *Periodic III I 20 Marks per subject*
- *Periodic IV internal Assessment (30 Marks per subject)*
- *Final Exams (40 Marks per subject)*
- *Project and viva voce (5 Marks per Subject)*
- *Notebook Assessment (5 Marks per Subject)*

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

Max Marks: 20 Marks

Syllabus:

- | | |
|---------------------------------|----------|
| • Chapter -1 Numbers up to 9999 | 10 Marks |
| • Chapter-2 Addition | 10 marks |

IV. Periodic-II (August) - Internal Assessment

- (i) Name of Activity: Multiplication Circle
- (ii) Description: Multiplication circles are a tool used to create a visual representation of the pattern created when you multiply numbers by the same factor. Often times you might find them made on paper, with chalk, or on a wood board. They are used in Waldorf and other hands-on trainings.

- This activity will contribute to students deepening their understanding of the multiplication facts/ table.

Mode	Time Taken	Competencies assessed	Methodology
	60 Minutes	Evaluation Problem solving Creative Thinking Value application	Students will explore pictorially the patterns created by the terminating digit in the various time table charts facts and record their observations to share with the class. Use and recognize the patterns in a multiplication table by joining dots in the circle of the product of a table.

(iii) Rubrics

Assessment Criteria	Excellent 5-4	Good 4-3	Fair 3-2	Needs improvement 1-0
Presentation/ Creative Thinking	The student has presented a solution in step-by-step manner and the work is neat.	The student has presented the solution in a logical manner but work is not so neat.	The students finds it difficult to follow the solution at times and work is not neat.	The student is unable to follow the steps taken in the solution and is not able to present at all.
Problem solving	Fully understood all the Mathematical problems and Without any errors.	Understood the problem but solves them with few errors.	Numerous errors while solving the problem	Little or no understanding of the problem is evident and needs teachers guidance.
Critical Thinking	The student showed clear evidence of critical thinking – application, analysis, synthesis and evaluation.	Student tried to reason. Could construct knowledge.	Student could not reason but could construct knowledge with the help of the peer or teacher.	Student could not reason and construct knowledge even with the help of teacher.
Computational Skills	Maths computation application skills are evident	Maths computation skills and application skills are somewhat evident	Minimal mathematical computation and application skills are evident	No maths computation and application skills are evident.

V. Project Work (5 marks) Term I

(i) Name of the Project: My Favourite 4-digit number project

(ii) Description: To Deepen math vocabulary understanding with this fun project- favourite 4-digit number. This project is designed to complement a math unit that explored the following terms:

Odd, even, 4-Digit number, expanded form, addition, subtraction, Face value, place value.

Mode	Time Taken	Competencies assessed	Methodology
Offline Individual	Summer Holidays	Development of Concept Creativity Problem solving Time management	Students Will choose any 4-digit number write its expanded form , and find some interesting facts about the number. Viva-voce will be conducted on the same.

Rubrics for the project work

Assessment Criteria	Excellent 5-4	Good 4-3	Fair 3-2	Needs improvement 1-0
Presentation/ Creativity	The student has presented a solution in step-by-step manner and the work is neat.	The student has presented the solution in a logical manner but work is not so neat.	The students finds it difficult to follow the solution at times and work is not neat.	The student is unable to follow the steps taken in the solution and is not able to present at all.
Content	Covers topic in depth with details and examples; subject knowledge is excellent; focuses on an important concept.	Includes essential knowledge about the topic. Subject knowledge is good; focuses on an important concept.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal Or there are several factual errors; focus is unclear.
Critical Thinking	The student showed clear evidence of critical thinking – application, analysis, synthesis and evaluation.	Student tried to reason. Could construct knowledge.	Student could not reason but could construct knowledge with the help of the teacher.	Student could not reason and construct knowledge even with the help of teacher.

Timeliness	All required material of the project work are submitted on time	Most of the required material of the project work are submitted on time	Required material of the project work is submitted after the due date.	Required material of the project work are not turned in.
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(*Viva voce will be conducted based on the project)

Rubrics for the notebook

Assessment criteria	Excellent 5–4	Good 4–3	Fair 3–2	Needs improvement 1–0
Presentation and neatness	Student’s work is always well presented with date, headings and margins, index is always complete and work is neatly done.	Student’s work is mostly well presented and neatly done but certain things are missing.	Student’s work is usually well presented and neatly done but few things are missing.	The Student’s work is neither well presented as all the major headings, dates margins and index are missing or are incomplete.
Completion	It is always completed on time.	It is mostly completed on time.	It is usually completed on time.	It is never completed on time.
Punctuality Submission	Always submitted on time.	Mostly submitted on time.	Usually submitted on time.	Never submitted on time.
Handwriting	The work is always well written.	The work is mostly well written.	The work is usually well written.	The work is never well written.
Drawing/ Diagram/ map work	The drawing , colouring , labelling is always properly done.	The drawing , colouring , labelling is mostly properly done.	The drawing , colouring , labelling is usually properly done.	The drawing , colouring , labelling is never done.

IX. Half Yearly Assessment

- **Periodic -II (September- half yearly exam) MM: 40**

• Chapter -1 Numbers up to 9999	6 marks
• Chapter-2 Addition	6 marks
• Chapter-3 Subtraction	10 marks
• Chapter-4 Multiplication	10 marks
• Chapter -5 Division	8 Marks

Term II

Periodic-III (November) - Internal Assessment

- (i) Name of Activity: Pizza Fraction.
- (ii) Description: Students will be able to identify and represent fractions correctly while decorating their model pizzas, and also distribute pizza with required fractions.
 - Students will create fractional parts of a whole, compare fractions and identify equivalent fractions throughout pizza decorating.
 - Explore and develop an understanding of fractions as numbers.

Mode	Time Taken	Competencies assessed	Methodology
Offline Individual	60 minutes	Evaluation Problem solving Creative Thinking Value application	The activity will be conducted in the class to make students understand fractions in easier way. The students will use activity sheet and cut outs to make a pizza and decorate the pizza with the given instructions. Students will be assessed by evaluating their ability to analyse and integrate what they have learnt along with their presentation skills.

Rubrics

Assessment Criteria	Excellent 5-4	Good 4-3	Fair 3-2	Needs improvement 1-0
Presentation/ Creative Thinking	The student has presented a solution in step-by-step manner and the work is neat.	The student has presented the solution in a logical manner but work is not so neat.	The students finds it difficult to follow the solution at times and work is not neat.	The student is unable to follow the steps taken in the solution and is not able to present at all.
Problem solving	Fully understood all the Mathematical problems and Without any errors.	Understood the problem but solves them with few errors.	Numerous errors while solving the problem	Little or no understanding of the problem is evident and needs teachers guidance.
Critical Thinking	The student showed clear evidence of critical thinking – application, analysis, synthesis and evaluation.	Student tried to reason. Could construct knowledge.	Student could not reason but could construct knowledge with the help of the peer or teacher.	Student could not reason and construct knowledge even with the help of teacher.
Computational Skills	Maths computation application skills are evident	Maths computation skills and application skills are somewhat evident	Minimal mathematical computation and application skills are evident	No maths computation and application skills are evident.

Project Work (5 marks) Term II

(i) Name of the Project: My clock

(ii) Description: Students with the help of analog clocks able to tell and show time that is - hour, quarter-past, half-hour and quarter-to-the hour.

Mode	Time Taken	Competencies assessed	Methodology
Offline Individual	Summer Holidays	Development of Concept Creativity Critical thinking Time management	Clock is a fun learning tool to help teach kids how to tell time. Knowing how to read an analog clock is a life skill that's still important to know in this digital age. By making a DIY clock Students can easily understand the components of a clock and how each part works.

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

Project work Rubric

Assessment Criteria	Excellent 5-4	Good 4-3	Fair 3-2	Needs improvement 1-0
Presentation/ Creativity	The student has presented a solution in step-by-step manner and the work is neat.	The student has presented the solution in a logical manner but work is not so neat.	The students finds it difficult to follow the solution at times and work is not neat.	The student is unable to follow the steps taken in the solution and is not able to present at all.
Content	Covers topic in depth with details and examples; subject knowledge is excellent; focuses on an important concept.	Includes essential knowledge about the topic. Subject knowledge is good; focuses on an important concept.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal Or there are several factual errors; focus is unclear.
Critical Thinking	The student showed clear evidence of critical thinking – application, analysis, synthesis and evaluation.	Student tried to reason. Could construct knowledge.	Student could not reason but could construct knowledge with the help of the teacher.	Student could not reason and construct knowledge even with the help of teacher.
Timeliness	All required material of the project work are submitted on time	Most of the required material of the project work are submitted on time	Required material of the project work is submitted after the due date.	Required material of the project work are not turned in.

VI. Portfolio/ Notebook/ SEA (5 marks)

Assessment criteria	Excellent 5–4	Good 4–3	Fair 3–2	Needs improvement 1–0
Presentation and neatness	Student's work is always well presented with date, headings and margins, index is always complete and work is neatly done.	Student's work is mostly well presented and neatly done but certain things are missing.	Student's work is usually well presented and neatly done but few things are missing.	The Student's work is neither well presented as all the major headings, dates margins and index are missing or are incomplete.
Completion	It is always completed on time.	It is mostly completed on time.	It is usually completed on time.	It is never completed on time.
Punctuality Submission	Always submitted on time.	Mostly submitted on time.	Usually submitted on time.	Never submitted on time.
Handwriting	The work is always well written.	The work is mostly well written.	The work is usually well written.	The work is never well written.
Drawing/ Diagram work	The drawing , colouring , labelling is always properly done.	The drawing , colouring , labelling is mostly properly done.	The drawing , colouring , labelling is usually properly done.	The drawing , colouring , labelling is never done.

VII. Enrichment Activities

Name and mode of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Making place cups activity (Numbers up to 9999)/ Individual	To help them to know four places of a four-digit no. And apply it in daily life	Students are able to work with four digit numbers using place values.	The students will make place value cups using Styrofoam cups for different place value of the digits.	Spatial skill and kinesthetic skills
Marble game Activity(Subtraction) /Individual	To enable them to understand the concept of subtraction and to apply them in real life situations	Students are able to solve simple daily life problems using subtraction of four digit numbers with regrouping.	Students with the help of marbles will learn subtraction in an interesting manner	Analytical skill and Calculation

<p>Making 2-D shapes Tangram</p> <p>And 3-D shapes model.</p>	<p>To enable them to learn the properties of various 3-D shapes</p>	<p>Students are able to distinguish between 2-D and 3-D objects in daily life.</p>	<p>Students will make various tangram animals with the help of various 2-D shapes.</p> <p>Students will construct a 3-D model will be help of toothpicks and clay.</p>	<p>Observational and analytical skill</p>
<p>Finding length of their body-parts, their height and other classroom-related objects.</p> <p>(Length)/ Group</p>	<p>To help them to measure length of any given object by using scale or meter</p>	<p>Students are able to measure the length of different objects in daily life.</p>	<p>The students will measure the lengths of their body-parts, their height and other objects like duster, chalkboard etc.</p>	<p>Measurement Skills Computation skills Observation Skills</p>
<p>Measuring the capacity of a milk Tetra Pak and making a reusable source out of it.</p> <p>(Individual)</p>	<p>To make them aware about the capacity of different container</p>	<p>Students are able to apply the concept of capacity in their daily life situations.</p>	<p>Teacher with the help of Tetra pack of milk/juice will show and compare the capacities of Various containers. Also students will be asked to make a cup or any item with the tetra pack to encourage recycling.</p>	<p>Observation Skills Computation skills, Logical Skills</p>

VIII. Rubrics

Tangram Making Rubrics

Assessment criteria	Excellent 5–4	Good 4–3	Fair 3–2	Needs improvement 1–0
Creativity	Student demonstrates exciting, original and complex ideas. evidence of deliberate experimentation and problem solving	Students Use of new ideas and creative problem solving. Work is original.	Students work is adequate but lacks originality. No new ideas	Student shows Minimal creative thought or original ideas.
Craftsmanship	Student worked Superbly planned and executed with careful attention to details and overall quality.	Student shows Very good overall quality and use of detail-careful work	Student shows Acceptable quality of wrk with some sloppiness and minimal attention to detail.	Student shows Low work quality, sloppy technique and not carefully done work.
Concept	Sophisticated comprehension of assignment concept, connected to pre-existing or multi-disciplinary knowledge and raises meaningful questions	Student Fully understanding and application of assignment concept	Student responds to assignment concept adequately.	Student shows Minimal attention to assignment concept
Efforts	Student shows Effort beyond the expectations	Student shows Concentrated, consistent effort	Student shows Adequate effort with some distraction and/or carelessness.	Student shows Minimal effort, work is barely complete

Problem solving Rubrics

Assessment Parameter	Excellent 5-4	Good 4-3	Fair 3-2	Need Improvement 1-0
Concept Understanding	Identifies and underlines all the known and unknown parts of the word problem.	Identifies and underlines most of the known and unknown parts of the word problem.	Only identifies and underlines the known or unknown parts of the word problem.	Does not identify the known or unknown parts of the word problem.
Procedural knowledge	Clearly sets up the entire word problem using the correct mathematical format.	Clearly sets up most of the entire word problem correct in mathematical format.	Only sets up half of the entire word problem in the correct mathematical format.	Does not set up any part of the word problem in the correct mathematical format.
Problems solving skills	Used an effective strategy to accurately solve all steps of the word problem.	Used a strategy to accurately solve at least two step in solving the word problem.	An attempt was made to use a strategy and mistakes were made in solving at least two steps of the word problem.	No attempt was made to use a strategy and mistakes were made in solving all steps of the word problem.
Computational Skill	Correctly estimated all numbers, then solved all steps to create accurate estimated answer.	Correctly estimated all numbers, then solved at least one step to create an estimated answer.	An attempt was made to estimate but did not estimate numbers correctly, or did not solve all steps correctly.	Did not estimate numbers correctly and did not solve all steps correctly.

X. Periodic III

- Periodic -III (November –December) MM:20

• Chapter-5 Division	3 Marks
• Chapter-11 Fraction	6 marks
• Chapter-7,8,9 Length, Weight and Capacity	11 marks

XII. Final Exams

- **Final exams (February-March) MM:40**

. Chapter-6 Day Date and Time	10 marks
. Chapter- 7 Money	
. Chapter-8 Measurement-Length.	4 marks
. Chapter-9 Weight	4 marks
. Chapter-10 Capacity	4 marks
. Chapter-11 Fraction	10 marks
Chapter-12 Geometry	8 marks

X. Blueprint of the Periodic and Term Assessments

BLUE PRINT OF PERIODIC I AND PERIODIC III EXAM

Typology	Marks allotted	Description
MCQ	1x5= 5 Marks	Objective questions
Very Short Answers (VSA)	1X1 =1 Mark	Fill ups
Short Answers (SA)	2X2 =4 Marks	Sums to solve with Traditional method.
Long Answers (LA)	2X3 =6 Marks	Word problems
Very Long Answers	1x3= 3 Marks	Case Study
Total	20 Marks	

BLUE PRINT OF HALF YEARLY AND FINAL EXAM

Typology	Marks allotted	Description
MCQ	1x20= 20 Marks	Objective questions
Very Short Answers (VSA)	1X3 =3 Marks	Fill ups, Brain teasers.
Short Answers (SA)	2X5 =10Marks	Sums to solve with Traditional method.
Long Answers (LA)	4X3 =12Marks	Word problems
Very Long Answers	1x5 = 5 Marks	Case Study
Total	50 Marks	

XI. Prescribed books

- **Primary Mathematics**

I. Learning Outcomes:

- Observes and explores the immediate surroundings, i.e. home, school and neighbourhood for different objects, plants, animals, birds.
- Recognises and appreciates the five sense organs
- Identifies observable features like shape, colour, texture, aroma of leaves in the immediate surrounding.
- Identifies features of animals in the immediate surrounding.
- Classifies animals based on their eating habits.
- Describes need of food for people of different age groups.
- Groups animals, birds, features according to differences/ similarities using different senses (eg appearance, place of living, food, movement, likes-dislikes etc).
- Shows sensitivity for plants and animals.
- Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence.
- Observe their home kitchen for food items, vessels, stoves and cooking processes.
- Collects observations on the experiments and activities and shares it orally/ through drawings/ writing.
- Manipulates waste materials, fallen dry leaves, flowers, clay, colours, newspaper etc to create or improvise drawings, models, designs, collage, plates etc.
- Participates actively and undertakes initiatives of care, share, empathy, leadership by working together in groups.
- Questions, brainstorm, critically thinks, infers and reflects on their experiences related to situations at home, school, neighbourhood.
- Develop a basic understand of the different sources of water, necessity of using water judiciously and protect our water resource.

II. Month Wise division of Syllabus

Month	Name of the lesson
April	My body
May	PlantsaroundUs/ Leaf
July	Leaf/ Importance of Plants
August	Importance of plants/ Animals
September	Feeding Habits of Animals
October	Birds And Their Nests

November	Food
December	Food
January	Cooking And Eating Habits
February	Water

Curriculum Overview

Term 1 (Formative and Summative Assessments)

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

Max Marks: 20

Syllabus: My Body, Plants AroundUs

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: Chlorophyll Rubbing

(ii) Description: Students discover chlorophyll, a key ingredient in photosynthesis.

Mode	Time Taken	Competencies assessed	Methodology
Individual Related SDG Life on Land	1 Hour	Inference, Presentation and Creativity	Students will place a leaf on a piece of paper and fold it. They will then tap the sheet vigorously with a spoon so that the leaf's chlorophyll is transferred to the paper.

(iii) Rubrics

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Inference	Demonstrated a thorough rubbing of chlorophyll with steady, even pressure on the paper	Demonstrated a good rubbing of chlorophyll with even pressure on the paper	Demonstrated a fair rubbing of chlorophyll with fairly even pressure on the paper.	Demonstrated a research with inconsistent rubbing of chlorophyll on the paper.	No rubbing of chlorophyll done.
Presentation and Creativity	Accurately presents the activity with appropriate labels and is able to explain in detail about chlorophyll	Neatly Presents the activity and explains but misses out on some detail.	Presents the activity but misses out on relevant information and explanation.	Not clear about chlorophyll and misses out on relevant information.	Did not present or give any information.

	and photosynthesis.				
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V. Project Work (5 marks)

(i) Name of the Project – Reduce Reuse Recycle Leaves (Making Biodegradable Plates)

(ii) Description- Recycle fallen leaves to make biodegradable plates at home. It takes only 28 days for leaves to decompose.

Mode	Time Taken	Competencies assessed	Methodology
Individual Related SDG 12 (Responsible Consumption and Production)	Holiday Home Work	Creativity	Students will collect big fallen leaves, and dry them. Once the leaves are cleaned they can be put together and stitched with small wooden sticks.

(Questions will be asked based on the three R's of recycling and SDG 12 Responsible Consumption and Production.)

VI. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

VII. Enrichment Activities

Name of the activity/mode of activity.	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills Developed
1. <i>My Body (Sound Cup)</i> Individual	To enhance students cognitive growth and develop motor skills.	Recognises and appreciates the sense of sound.	<i>Listen to various sounds while placing a paper cup on one ear.</i>	Listening analytical and observation skills

2. Plants Around Us <i>(Nature Walk)</i> (Group)	To develop Childs observation skills and concrete relatable learning.	Observes and classifies plants into different categories. Observes various features of a leaf like size, shape, texture.	Tour to a botanical garden.	Observation and classification and inferring skills
3. Animals <i>(My Animal Report)</i>				

VIII. Rubrics

1. My Animal Report

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Inference of the Research Done	Demonstrated a thorough research and accurately represents facts.	Demonstrated a good research with most facts in place.	Demonstrated a fair research with few facts in place.	Demonstrated a research with very few facts in place.	No research done.
Critical Thinking and Evaluation	Critically constructs a report using the available resources and gives relevant information. It is visually appealing.	Constructs a report but some information is missing.	Two or more components of the report are missing.	Very disorganized. A lot of information is missing.	The student did not use the available resources to create a report.
Presentation and Creativity	Accurately presents the report with appropriate labels and is able to explain in detail about the research.	Neatly Presents the habitat and explains but misses out on some details.	Presents the research but misses out on relevant information and explanation.	Not clear about the habitat and relevant information.	Did not present or give any information.

2.

IX. Half Yearly Assessment

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
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1.	My Body	8
2.	Plants Around Us	8
3.	Leaf	12
4.	Importance Of Plants	10
5.	Animals	12
Total		50 Marks

Term II (Formative and Summative Assessments)

X Periodic-III (December)- Pen and Paper Test

Max Marks: 20

Syllabus:

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
6.	Feeding Habits Of Animals	10
7.	Birds And Their Nests	10
Total		20 Marks

XI. Periodic-III (December) - Internal Assessment

(i) Name of Activity: Food Coding and making a Food Pyramid

(ii) Description: Students will make a food pyramid based on the food they have eaten during the day. They will code the food according to the food groups.

Mode	Time Taken	Competencies assessed	Methodology
Individual Related SDG SDG 3(Good Health and Wellbeing)	1 Hour	Presentation Creativity and Inference	Students will write down what they have eaten during the day for breakfast, lunch and dinner. They will code the food according to the food

			groups and then make a food pyramid.
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Rubrics

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Inference of the Food Groups	Demonstrated a thorough research and accurately represents facts.	Demonstrated a good research with most facts in place.	Demonstrated a fair research with few facts in place.	Demonstrated a research with very few facts in place.	No research done.
Critical Thinking and Evaluation	Critically constructs a Food pyramid using the available resources and gives relevant information. It is visually appealing.	Constructs a Food pyramid but some information is missing.	Two or more components of the Food pyramid are missing.	Very disorganized. A lot of information is missing.	The student did not use the available resources to create a Food pyramid.
Presentation and Creativity	Accurately presents the Food pyramid with appropriate labels and is able to explain in detail about the food groups.	Neatly Presents the Food pyramid and explains but misses out on some details about the food groups.	Presents the Food pyramid but misses out on relevant information and explanation.	Not clear about the Food pyramid and relevant information.	Did not present or give any information.

XII. Project Work (5 marks)

- (i) Name of the Project – Every Drop Counts
- (ii) Description–Poster on ways to conserve water.

Mode	Time Taken	Competencies assessed	Methodology
Individual Related SDG SDG 12 (Responsible Consumption and Production)		Creativity, critical thinking	Students will make a poster on ways to preserve, protect and control the usage of water and its resources.

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

XIII. Portfolio/ Notebook/ SEA (5 marks)

A compilation of enrichment activities done in class.

XIV. Enrichment Activities

Name of the activity/mode of activity.	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
<p>7. Birds And Their Nest</p> <p>(Nest For Rest)</p> <p>(Individual)</p>	<p>To make students learn the hard work put in by birds to make their nests.</p>	<p>Students know how hard working birds are and why one must protect birds' nests.</p>	<p>- Nest Making With Help Of Fallen Leaves Twigs Threads Etc.</p>	<p>Creative and Inferring and organising skills</p>
<p>8. Cooking and Eating Habits.</p> <p>(Finger Licking Good)</p> <p>(Individual)</p>	<p>To Encourage students to enhance their skills and knowledge in food preparation and cooking</p>	<p>Knowledge of the art of cooking.</p>	<p>students will be asked to select one favourite recipe of their choice and present the method of cooking the same in the class.</p>	<p>Creative thinking and presentation</p>
<p>10. Water</p> <p>(Water Is Life)</p> <p>(Group)</p>	<p>To enhance students knowledge of different forms of water and its circulation in the given</p>	<p>- Students understand the importance of water and its conservation</p>	<p>-students will write a role play based on water conservation and present the</p>	<p>Understanding, Collaboration and presentation</p>

	environment and need of the hour to save this precious form.		<i>same collaboratively</i>	
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XV. Rubrics

Nest for Rest

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Critical Thinking and Evaluation	Critically constructs a nest using the available resources like twigs, leaves and gives relevant about the nest information. It is visually appealing.	Constructs a nest with the available resources but some information is missing. Nest is relatively appealing.	Constructs a nest with very little detailing.	Very disorganized nest.	The student did not use the available resources to create a nest.
Presentation and Creativity	Accurately presents details about the nest. The bird nest resembles a real life bird nest and could be functional.	Neatly Presents the nest. Holds together when lifted. Similar shape to natural bird's nest.	The nest looks disheveled and is falling apart.	The nest is not practical at all. Falls apart and is non functional.	Did not make the nest.

Water is Life!

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
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Quality and Creativity of Content (Script Writing)	Content is accurately portrayed. Water conservation is completely covered.	Content is adequately portrayed. Most of the requirements for conserving water is covered.	Content is somewhat portrayed. Major details from the are missing.	Content is incomplete. Very few details of water conservation 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 emotions through voice, facial expression and gestures	Largely express emotions through voice, facial expression and gestures	Mostly express emotions through voice, facial expression and gestures	Somewhat expresses emotions through voice, facial expression and gestures	No expressing of emotions through voice, facial expression and gestures
Presentation (Fluency and Confidence)	All presentators 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

XVI. Final Assessment

CHAPTER NO.	NAME OF THE CHAPTER	WEIGHTAGE
6.	Feeding Habits Of Animals	8
7.	Birds And Their Nests	8
8.	Food	12
9.	Cooking And Eating Habits	10

10	Water	12
Total		50 Marks

XVII. Blueprint of the Periodic and Term Assessments

BLUE PRINT OF PERIODIC I and PERIODIC III EXAM

CONTENT	NUMBER of QUESTIONS	TOTAL MARKS
Multiple Choice Questions 1 mark each	5	5
Short Answer (SA) 2 marks each	2	4
Long Answer (LA) 3 marks each	3	9
Diagram 2 marks	1	2
TOTAL	11	20

BLUE PRINT OF HALF YEARLY and FINAL EXAM

CONTENT	NUMBER of QUESTIONS	TOTAL MARKS
Multiple Choice Questions 1 mark each	15	15
Fill ups/ True and False	5	5
Short Answer (SA) 2 marks each	4	8
Long Answer (LA) 3 marks each	6	18
Diagram 4 marks	1	4
TOTAL	31	50

XVII. Prescribed books

My Living world

EVS P Class 3

I. Learning Outcomes:

- Students will develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information.
- They will develop academic and social skills such as critical thinking, communicating effectively both in verbal and non-verbal form.
- Students will learn about their immediate social environment.
- They will understand about the different family structures and appreciate the different relationships within a family.
- Students will develop a sense of pride and belongingness towards Motherland.
- They will become familiar with the political structure of the country.
- They will understand different understanding of the directions especially in the context of map.
- They will be able to recognize and classify the different means of transport and communication.
- They will understand and appreciate the diversity in the land and people of the country with its underlying unity.
- They will learn to appreciate the richness and variety of India's culture in terms of food, clothing, languages etc.
- Students will become familiarized with the dynamics of the evolution process by recognizing the distinctive features of the life of early man.

II. Month Wise division of Syllabus

Month	Chapters
April	1- The Family 2- Family Similarities
May	3. Our Food
July	4. Our Dresses 5. The Early Man
August	6. Learning About Works

September	8. Let Us Enjoy
October	9. Our Homes 10. Beautiful Homes
November	11. Directions
December	12. Conquering Distances
January	13. Closing Distances
February	14. I am Proud to Be an Indian

Curriculum Overview

Term 1 (Formative and Summative Assessments)

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

Max Marks: 20

Syllabus: Chapter 1, 2 and 3

IV. Half Yearly Assessment (September)- Pen and Paper Test

Max Marks: 50

Syllabus: Chapter 1, 2, 3, 4, 5 and 6

IV. Periodic-II (July) - Internal Assessment

(i) Name of Activity: The Early Man

(ii) Description: Students will paste the pictures an activity sheet and will write at least six points to compare and contrast the life of early man and modern man. They will also mention about what lifestyle they would prefer and the reasons of their preference.

Mode	Time Taken	Competencies assessed	Methodology
Individual	Two periods	Presentation and Creativity Knowledge of Concept Problem Solving and Critical Thinking	Students will bring two A4 size sheets. On one sheet they will paste the pictures related to the life of early man and modern man. On the other side they will write about the what life they would prefer.

(iii) Rubrics

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	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	Child has no understanding of concept to solve problems of daily life.

		necessary details.			the necessary details are missing.	
						Ethical skills are not evident.

V. Project Work (5 marks)

(i) Name of the Project- Best out of Waste

(ii) Description- Students will make a puppet and dress it in a folk dress of any state. They could also dress it in any form of the army.

Mode	Time Taken	Competencies assessed	Methodology
Individual	Two periods	Creativity Originality Neatness Research done	Students will be given to do the given work at home and to make a research about the project.

(*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

Month		Activity
April	1- The Family 2- Family Similarities	Bond of Love Students will come to school dressed up as the family member they love the most and express a few things about them.

		Show Your Resemblance Students will bring the photograph of the family member they resemble the most and how do they resemble that member.
May	3. Our Food	Know What the World Eats
July	4. Our Dresses 5. The Early Man	Every Puppet Tells a Story Know Our Ancestors Inventions as Boon
August	6. Learning About Works	Learn about the people related to various Civic Amenities that make our life comfortable
September	8. Let Us Enjoy	Find Someone Who... Weekly Time Management Log

VIII. Rubrics

Assessment parameters & Rubrics for respective Activity

Know What the World Eats

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
Problem solving and critical thinking	Display comprehensive excellence and is able to apply to solve problems of daily life.	Shows a lot of understanding of concepts to solve problems of daily life.	Shows some understanding of concept to solve problems of daily life.	Shows little understanding of concept to solve problems of daily life..	Child has no understanding of 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.

Learn about the people related to various Civic Aministrities that make our life comfortable

Rubrics for the Activity

Assessment Parameters	Excellent 4-5	Very Good 3-4	Satisfactory 2-3	Needs Improvement 1-2	Unsatisfactory 0-1
Inference	Demonstrated a thorough research and accurately represents facts	Demonstrated a good research with most facts in place.	Demonstrated a fair research with few facts in place.	Demonstrated a research with no facts in place.	Not researched
Critical Thinking and Evaluation	Critically constructs a report using the available resources and gives relevant information. It is visually appealing.	Constructs a report but some information is missing.	Two or more components are missing	Very unorganized. A lot of information is missing.	The student did not use the available resources to create a report
Presentation	Accurately presents the report with appropriate labels and is able to explain in detail about the research.	Neatly Presents the habitat and explains but misses out on some details	Presents the research but misses out on relevant information and explanation	Not clear about the research	Did not present

X.Blueprint of the Periodic and Term Assessments

Blue Print (Periodic)

Objective- 5 marks

Subjective- 15 marks

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

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

Fill in the blanks- $0.5 \times 4 = 2$

Map Skill- $0.5 \times 6 = 3$

Blue Print (Half Yearly)

Objective- 20 marks

Subjective- 30 marks

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

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

Fill in the blanks- $0.5 \times 8 = 4$

True and False- $1 \times 3 = 3$

Map Skill- $0.5 \times 6 = 3$

Periodic-II (July) - Internal Assessment

(i) Name of Activity: Houses We Live In

(ii) Description: Students will make a collage of the different types of houses. They will write about any one type of house the material used to construct it, area, advantages of that house.

Mode	Time Taken	Competencies assessed	Methodology
Individual	Two periods	Presentation and Creativity Knowledge of Concept Problem Solving and Critical Thinking	Students will bring two A4 size sheets. On one sheet they will make a collage of the different types of houses. On the other sheet they will write about any one house.

(iii) Rubrics

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 of the concept.	No clarity about concept
Problem solving and critical thinking	Display comprehensive excellence and is able to apply to solve problems of daily life.	Shows a lot of understanding of concepts to solve problems of daily life.	Shows some understanding of concept to solve problems of daily life.	Shows little understanding of concept to solve problems of daily life.	Child has no understanding of 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.
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V. Project Work (5 marks)

- (i) Name of the Project- Every Puppet Tells a Story
(ii) Description- Students will make a puppet and dress it in a folk dress of any state. They could also dress it in any form of the army.

Mode	Time Taken	Competencies assessed	Methodology
Individual	Two periods	Creativity Originality Neatness Research done	Students will be given to do the given work at home and to make a research about the project.

*(*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

Month		Activity
September	8. Let Us Enjoy	Find Someone Who... Weekly Time Management Log
October	9. Our Homes 10. Beautiful Homes	Know Where the World Lives Best Out of Waste
November	11. Directions	Mapping Our School
December	12. Conquering Distances	Road Safety Symbols

		Know About Different Types of Number Plates
January	13. Closing Distances	Pair
February	14. I am Proud to Be an Indian	Incredible India

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.
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.
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	The task has been completed in the	The task has been a little and some necessary	The task has been completed very late	The task has not been completed at

	time with all necessary details.	stipulated time with most of the necessary details.	details are missing.	some necessary details are missing.	all and most of the necessary details are missing.
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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
Problem solving and critical thinking	Display comprehensive excellence and is able to apply to solve problems of daily life.	Shows a lot of understanding of concepts to solve problems of daily life.	Shows some understanding of concept to solve problems of daily life.	Shows little understanding of The concept to solve problems of daily life.	Child has no understanding of 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.

X. Blueprint of the Periodic and Final Assessment

Blue Print (Periodic)

Objective- 5 marks

Subjective- 15 marks

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

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

Fill in the blanks- $0.5 \times 4 = 2$

Map Skill- $0.5 \times 6 = 3$

Blue Print (Final)

Objective- 20 marks

Subjective- 30 marks

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

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

Fill in the blanks- $0.5 \times 8 = 4$

True and False- $1 \times 3 = 3$

Map Skill- $0.5 \times 6 = 3$

Prescribed books- We and Our World