



**BGS Vijnatham School**

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

# ANNUAL CURRICULUM PLAN

**STEP - IV**



# ANNUAL CURRICULUM PLAN (2023-24)

STEP: IV

SUBJECT: English

BOOK/S: 21<sup>st</sup> Century English Coursebook

Burlington English Grammar

Fitzroy Reader

Writing Skills

Months: April – May

| Chapter/ Topic   | Learning Objectives  |   | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|--|--|---|---|---|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |   | Skill Based   |  |
| <b>Burlington Reader</b><br>Chapter 1: The Novel<br>Coronavirus: We Can Stay Safe (Pg 15 - 26)<br>Chapter 2: History of Money (Pg 27 - 36)<br><b>Burlington Grammar:</b><br>Chapter 1: Nouns (Pg 7 – 10)<br>Chapter 2: Possessive Nouns (Pg 11 - 14)<br>Chapter 3: Articles (a/an/the) (Pg 15 – 17)<br>Chapter 4: Present Simple (Pg 18 – 23)<br>Chapter 5: Present Continuous / Present Simple<br><b>Fitzroy Reader:</b><br>Story 41: Timothy Comes to Stay<br>Story 42: The Bear Next Door<br><b>Creative Writing</b><br>Picture Composition<br>Writing Steps (Pg 30 – 38) | <ul style="list-style-type: none"> <li>Identify the characters, main idea, details and sequence of the story.</li> <li>Make sentences with the new sound words.</li> <li>To frame sentences using grammatical concepts.</li> <li>Identify nouns to use to name the characters and describe the picture.</li> </ul> | <ul style="list-style-type: none"> <li>To analyze the information in timelines and make inferences from the text.</li> <li>To use verbs and tenses in speech.</li> <li>To express thoughts using simple sentences.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>Role Play – Healthy Habits</li> <li>Dialogue about the visit to a museum</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Online book resources</li> <li>SEAB –</li> <li>Ex 1: Nouns</li> <li>Ex 2: Possessive Nouns and Plural Possessive Nouns</li> <li>Ex 3: Articles</li> <li>Ex 4: Present Tense (Simple and Continuous Tense)</li> <li>Ex 21: Picture Composition</li> </ul> | <ul style="list-style-type: none"> <li>Perform role play/skit in English with appropriate expressions.</li> <li>Vocabulary enhancement</li> <li>Express thoughts and put them in a sequence to explain it effectively.</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills (Audio Story)</li> <li>Speaking Skills (Role Play and Dialogue about the visit to a museum)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Analyzing the Character, Q&amp;A)</li> <li>Communication Skills (Role Play and Dialogue about a visit to a museum)</li> <li>Vocabulary (Dictation)</li> </ul> |

Months: July – August

| Chapter/ Topic   | Learning Objectives  |  | Activities & Resources   | Expected Learning Outcomes  | Assessment   |
|--|--|--|--|---|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |  | Skill Based   |  |
| <b>Burlington Reader</b><br>Poem: Going Downhill on a Bicycle (Pg 38 – 40)<br>Chapter 3: The Weightlifting Princess (Pg 41 - 50)<br>Chapter 4: The Case of the Missing Water (Pg 51 - 62)<br><b>Burlington Grammar</b><br>Chapter 6: Adjectives / Adverbs (Pg 29 – 34)<br>Chapter 7: Relative Pronouns (Pg 35 - 38)<br>Chapter 8: Regular and Irregular Verbs (Pg 39 – 41)<br>Chapter 9: Past Simple (Pg 42 - 46)<br>Chapter 10: Past Continuous / Past Simple (Pg 47 – 51)<br><b>Fitzroy Reader:</b><br>Story 43: Ling Goes to China<br>Story 44: Cindy's Trip to Perth<br><b>Creative Writing</b><br>Completing a Story(Pg 39-47)<br>Writing a Poem (Pg 48 – 57) | <ul style="list-style-type: none"> <li>To be able to understand day-to-day life.</li> <li>Infer the theme through the text.</li> <li>Use adjectives in a contextual and integrated manner to frame grammatically correct sentences, both in speech and writing.</li> <li>To be able to use rhyming words.</li> <li>To understand the elements of a story.</li> </ul> | <ul style="list-style-type: none"> <li>To use their critical / thinking ability to go beyond the text.</li> <li>Use linkers to indicate connections between words and sentences such as 'then', 'after that', etc.</li> <li>To be able to frame a story using tenses.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>Twist the tale - writes 5-6 sentences to change the ending of the story</li> <li>Building a word chain</li> <li>Jam Session</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Online Book Resources</li> <li>SEAB</li> </ul> Ex 5: Comparative and Superlative Adjective<br>Ex 6: Relative Pronouns<br>Ex 7: Regular and Irregular Verbs<br>Ex 8: Past Tense (Simple and Continuous)<br>Ex 22: Story Writing | <ul style="list-style-type: none"> <li>Connect ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences</li> <li>To be able to express preferences.</li> <li>To be able to express their emotions and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (Story Reading)</li> <li>Listening Skills</li> <li>Speaking Skills (JAM Session)</li> <li>Writing skills (Writing a Poem and Completing a Story)</li> <li>Comprehension skills (Inferencing, RTC, MCQs)</li> <li>Communication Skills (JAM Session)</li> <li>Vocabulary (Dictation)</li> </ul> |

Months: September - October

| Chapter/ Topic  | Learning Objectives   |   | Activities & Resources   | Expected Learning Outcomes   | Assessment   |
|---|---|---|--|--|--|
|   | Knowledge/<br>Content-Based   | Application/<br>Aptitude Based  |  | Skill Based  |  |
| <b>Burlington Reader</b><br>Poem: The Violet (Pg 64 – 66)<br>Chapter 5: Braille (Pg: 67 - 76)<br>Chapter 6: A Whale on the Beach (Pg: 77 – 86)<br><b>Burlington Grammar</b><br>Chapter 11: Present Perfect Simple (Pg 52 – 57)<br>Chapter 12: Present Perfect Simple / Past Simple (Pg 58 – 62)<br>Chapter 13: Future (Pg 63 – 67)<br>Chapters 14 & 15: Modals / Reflexive Pronouns (Pg 68 – 78)<br>Chapter 16: Prepositions (Pg 79 - 82)<br><b>Fitzroy Reader:</b><br>Story 45: Sir John and the Bear Brothers<br>Story 46: Arthur and the Crazy Fish<br><b>Creative Writing:</b><br>Writing a Dialogue (Pg 58-65)<br>Writing a Description (Pg 66 – 76) | <ul style="list-style-type: none"> <li>● To identify the cause and effect of emotions in life.</li> <li>● To be able to understand the problem in the story and identify the solution.</li> <li>● Understand the rules of grammar through a variety of situations and contexts focusing on verbs and tenses.</li> </ul> | <ul style="list-style-type: none"> <li>● To raise questions based on their reading.</li> <li>● Think critically and try to provide suggestions/ solutions to the problems.</li> <li>● To be able to identify and make use of proper verbs and tenses to frame sentences.</li> <li>● Understand their emotional journey and be able to express and write it using descriptive writing skills.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Talk using sign language</li> <li>● Awareness Brochure about animals in danger</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Online Book Resources</li> <li>● SEAB:</li> </ul> Ex 9: Present Perfect Tense and Perfect Continuous Tense<br>Ex 10: Modals<br>Ex 11: Reflexive Pronouns<br>Ex 12: Prepositions | <ul style="list-style-type: none"> <li>● Empathize with the people around us</li> <li>● Identify the needs of the people and try to find solutions.</li> <li>● Analyze the emotions and express or describe true feelings in a paragraph.</li> </ul> | <ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Listening Comprehension)</li> <li>● Speaking Skills (Season Talk)</li> <li>● Writing skills (Writing a Paragraph)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>● Communication Skills (Group Discussions)</li> <li>● Vocabulary (Group Discussion, Dictation)</li> </ul> |

| Chapter/ Topic   | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes   | Assessment   |
|--|--|--|---|--|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based  |  |
| <b>Burlington Reader</b><br>Poem: The Bluebird<br>(Pg 88 – 90)<br>Chapter 7: Kali Wants to Dance<br>(Pg 91 – 102)<br><b>Burlington Grammar</b><br>Chapter 17: Conjunctions<br>(Pg 83 – 85)<br>Chapter 18: Question Words<br>(Pg 86 – 90)<br>Chapter 19: First Conditional / Temporals<br>(Pg 91 – 95)<br>Chapter 20: some/any/ every/no<br>(Pg 96 – 101)<br>Chapter 21: Past Perfect Simple / Past Simple<br>(Pg 102 – 106)<br>Chapter 22: Tag Questions<br>(Pg 107 – 110)<br>Chapter 23: Quantifiers<br>(Pg 111 – 116)<br><b>Fitzroy Reader:</b><br>Story 47: The New Year Party<br>Story 48: The Inconvenient Puncture<br><b>Creative Writing</b><br>Expressing Opinions<br>(Pg 77 – 81) | <ul style="list-style-type: none"> <li>● To identify the differences in personality and be able to accept the opinions of an individual.</li> <li>● To understand the author's purpose to inform.</li> <li>● To be able to identify different parts of speech and use of special words in a sentence.</li> <li>● To be able to identify a sentence and a question.</li> <li>● To be able to identify the important information and design a poster using appropriate pictorial representation.</li> <li>● To express their opinions through a dialogue.</li> </ul> | <ul style="list-style-type: none"> <li>● To raise an opinion on the basis of their likes or dislikes.</li> <li>● To assess the difference between facts and opinion.</li> <li>● To be able to write a sentence with proper punctuation.</li> <li>● Design posters for events with important and relevant information.</li> <li>● Use pictures appropriate to the theme.</li> </ul> | Activities: <ul style="list-style-type: none"> <li>● Designing a poster</li> <li>● Meet my Mate</li> </ul> Resources: <ul style="list-style-type: none"> <li>● E – module</li> <li>● SEAB</li> </ul> Ex 13: Conjunctions<br>Ex 14: Question Words<br>Ex 15: Quantifiers | <ul style="list-style-type: none"> <li>● To understand and respect the difference of opinion.</li> <li>● To design an attractive poster for an event</li> <li>● Able to form their opinions for a particular situation.</li> </ul> | <ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Audio Stories)</li> <li>● Speaking Skills (Meet my Mate)</li> <li>● Writing skills (Comprehension questions, Paragraph Writing)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs)</li> <li>● Communication Skills (Group Discussions)</li> <li>● Vocabulary (Group Discussion, Dictation)</li> </ul> |

| Chapter/ Topic  | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|---|---|--|---|---|--|
|   | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based   |  |
| <p><b>Burlington Reader</b><br/>Chapter 8: The Sword in the Stone<br/>(Pg 103 – 114)<br/>Poem: Who Am I? (Pg 116 – 118)</p> <p><b>Burlington Grammar</b><br/>Chapter 24: Present Perfect Continuous / Present Perfect Simple<br/>(Pg 117 – 122)<br/>Chapter 25: Passive (123 – 132)<br/>Chapter 27: Gerunds (Pg 133 - 136)<br/>Chapter 28: Punctuations<br/>(Pg 137 – 140)<br/>Chapter 29: Subject – Verb – Agreement (Pg 141 – 144)</p> <p><b>Fitzroy Reader:</b><br/>Story 49: The Grass is Greener<br/>Story 50: The Wisdom of Solomon</p> <p><b>Creative Writing</b><br/>Informal Letter Writing and Email Writing (Pg 82 – 95)</p> | <ul style="list-style-type: none"> <li>● To be able to understand the phases of life and make priorities.</li> <li>● To be able to understand the importance of kindness.</li> <li>● To be able to use grammar concepts in writing skills</li> <li>● Understand the elements of the story.</li> </ul> | <ul style="list-style-type: none"> <li>● To be able to understand different situations and take wise decisions.</li> <li>● To understand the importance of honesty in life and make suitable priorities in life.</li> <li>● Will understand the difference between facts and opinion.</li> <li>● To be able to write a story.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Debate</li> <li>● Talk Show</li> <li>● Role Play</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● E-modules</li> <li>● SEAB:</li> </ul> <p>Ex 16: Passive Voice<br/>Ex 17: Gerunds<br/>Ex 18: Subject – Verb Agreement<br/>Ex 19: Idioms</p> | <ul style="list-style-type: none"> <li>● To be able to form opinions with supporting facts and evidence.</li> <li>● Will be able to convince other people with their supporting points of view.</li> <li>● Able to identify the elements of the story.</li> <li>● Able to understand the difference between fictional and non-fictional writing.</li> <li>● Able to write a short story.</li> </ul> | <ul style="list-style-type: none"> <li>● Reading Skills (Story Reading)</li> <li>● Listening Skills (Talk Show)</li> <li>● Speaking Skills (Debate, Talk Show, Role - Play)</li> <li>● Writing skills (Email Writing, Letter Writing)</li> <li>● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion)</li> <li>● Communication Skills (Debate, Talk Show)</li> <li>● Vocabulary (Debate, Talk Show, Dictation)</li> </ul> |



वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : IV

विषय : हिन्दी

पुस्तक- वल्लरी/ सुरभिका/ श्री कृष्ण कथाएँ/ रचनात्मक लेखन

माह - अप्रैल-मई

| पाठ/विषय   | सीखने के लक्ष्य  |  | गतिविधि & संसाधन   | सीखने की संप्राप्ति   | मूल्यांकन  |
|--|--|--|--|---|--|
|  | ज्ञान/तत्व पर आधारित   | योग्यता पर आधारित  |  | कौशल पर आधारित  |  |
| <b>वल्लरी:</b><br>पाठ-1- खेलते और खेलते फूल (कविता) (पृष्ठ सं० 9-14)<br>पाठ-2- सबसे कीमती तोहफ़ा (कहानी) (पृष्ठ सं० 15-21)<br>पाठ-3- काँटों में गुलाब (संवाद) (पृष्ठ सं० 22-26)<br>पाठ-4- खुशी लुटाते हैं त्योहार (कविता) (पृष्ठ सं० 27-32)<br><b>सुरभिका:</b><br>पाठ-1- भाषा (पृष्ठ सं० 5- 11)<br>पाठ-3- शब्द और वाक्य (पृष्ठ सं० 20-22)<br>पाठ-4- संज्ञा (पृष्ठ सं० 23-32)<br>पाठ-5- लिंग (पृष्ठ सं० 33-38)<br>पाठ-6- वचन (पृष्ठ सं० 39-45)<br>पाठ-12- विलोम शब्द (पृष्ठ सं० 81-86)<br>पाठ-22- गिनती (1-20)<br><b>रचनात्मक लेखन:</b><br>चित्र-वर्णन (पृष्ठ सं० 110-112)<br>अपठित गद्यांश<br><br><b>पठन कौशल</b><br><b>श्री कृष्ण कथाएँ-</b> पाठ - 1 से पाठ-22 (पृष्ठ सं० 3-13) | <ul style="list-style-type: none"> <li>हम ऐसे बच्चे बने जिन पर हमारा देश, समाज और परिवार गर्व कर सके।</li> <li>कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनना।</li> <li>संज्ञा, लिंग, वचन को पहचानना।</li> <li>हमें बाहरी रूप-रंग से अधिक व्यक्ति के स्वभाव और व्यवहार को महत्व देना चाहिए।</li> </ul> | <ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>किन गुणों को अपनाकर और किन बुरी बातों से दूर रहकर हम देश को आगे ले जा सकते हैं। सीखना</li> <li>मेरा सच्चा मित्र पर आठ से दस पंक्तियाँ लिखना।</li> </ul> | <b>गतिविधियाँ</b><br>विभिन्न त्योहारों के चित्र एकत्रित कर कोलाज बनाना।<br>• फूलों के चित्र बनाकर रंग भरना व उनको पहचानना।<br>• अनुच्छेद लेखन, विभिन्न त्योहारों के बारे में जानकारी उपलब्ध कराना।<br><b>संसाधन</b><br>• SEAB भाषा ,संज्ञा,लिंग ,वचन, शब्द और वाक्य, विलोम शब्द,<br><br><b>रचनात्मक लेखन कार्यपुस्तिका:</b><br>पाठ 1 श्रवण कौशल<br>पाठ-2 चित्र-वर्णन<br>पाठ -3 विधि के सोपान | <ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना।</li> <li>शब्द कोश बढ़ाना।</li> <li>अपने विचारों को सबके समक्ष रखना।</li> <li>कविता एवं पाठ को लय के साथ पढ़ना एवं नए शब्दों से वाक्य बनाना।</li> </ul> | <ul style="list-style-type: none"> <li><b>पठन कौशल</b><br/>(कविता/कहानी का पठन)<br/>श्री कृष्ण कथाएँ</li> <li><b>श्रवण कौशल</b><br/>सबसे कीमती तोहफ़ा कहानी सुनना।</li> <li><b>वाचन कौशल</b><br/>(काँटों में गुलाब का कक्षा अभिनय)</li> <li><b>लेखन कौशल</b><br/>(चित्र वर्णन)</li> <li><b>अभिव्यक्ति कौशल</b><br/>(पात्रों का विश्लेषण, प्रश्नोत्तर)</li> <li><b>शब्द कोश</b> (श्रुतलेख)</li> </ul> |

| पाठ/विषय   | सीखने के लक्ष्य  |  | गतिविधि & संसाधन   | सीखने की संप्राप्ति  | मूल्यांकन  |
|--|--|--|--|--|--|
|  | ज्ञान/तत्व पर आधारित   | योग्यता पर आधारित  |  | कौशल पर आधारित   |  |
| <b>वल्लरी:</b><br>पाठ-5-कौन अमीर?(पृष्ठ सं०33-39)<br>पाठ-6- सुखी आदमी की कमीज़ (कहानी) (पृष्ठ सं० 41-47)<br>पाठ-7- इंद्रधनुष (नाटक) (पृष्ठ सं० 46-51)<br>पाठ-8- काम हमारे बड़े-बड़े (कविता) (पृष्ठ सं०54-59)<br>पाठ-9- इनसानियत (कथा- प्रसंग) (पृष्ठ सं०58-70)<br><b>सुरभिका:</b><br>पाठ-2- वर्ण-विचार (पृष्ठ सं० 12- 19)<br>पाठ-11- पर्यायवाची शब्द (पृष्ठ सं० 75-80)<br>पाठ-13- अनेक शब्दों के लिए एक शब्द (पृष्ठ सं० 87-91)<br>पाठ-22- गिनती (21-50), समय<br><b>रचनात्मक लेखन:</b><br>अनुच्छेद लेखन, अपठित गद्यांश पत्र-लेखन (औपचारिक)<br><b>पठन कौशल:</b><br><b>श्री कृष्ण कथाएँ-</b> पाठ 23 से पाठ 46 (पृष्ठ सं० 14-25) | <ul style="list-style-type: none"> <li>व्यक्ति का चरित्र उसे ऊँचा या नीचा बनाता है,के विषय में रोचक जानकारी को समझना।</li> <li>दुनिया रंग-बिरंगी है तभी तो सुंदर है इसी तरह हर वस्तु हर व्यक्ति का अपना अलग रूप गुण स्वभाव होता है, के विषय को समझना।</li> <li>सर्वनाम, क्रिया, विशेषण को पहचानना।</li> <li>छिपकर किया गया कार्य भले ही लोगों की नजरों में न आए, किंतु परमात्मा और स्वयं उस व्यक्ति से वह छिपा नहीं है, के विषय को समझना।</li> </ul> | <ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>क्या सबसे छिपकर आपने कभी कोई गलत कार्य किया है? यदि किया है तो आपके अपने मन को कैसा लगा? इस विषय पर अपने विचार बताइए।</li> <li>परोपकार विषय पर कुछ दोहे,श्लोक और कुछ पंक्तियाँ लिखना।</li> <li>अपने द्वारा किए गए उन कार्य की कक्षा में चर्चा करें, जिनके करने से आपके मन को शांति मिली हो " विषय पर एक अनुच्छेद लेखन।</li> </ul> | <b>गतिविधियाँ</b><br><ul style="list-style-type: none"> <li>एक चार्ट पेपर पर इंद्रधनुष बनाएँ। उसमें इंद्रधनुष के सातों रंगभरकर उन रंगों के नाम भी लिखिए।</li> <li>जीवन में परिश्रम का महत्व बताते हुए अपने मित्र को पत्र लेखन।</li> </ul> <b>संसाधन</b><br><ul style="list-style-type: none"> <li>लाइब्रेरी (पंचतंत्र की कहानी)</li> <li>SEAB वर्ण-विचार,पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द, गिनती, समय</li> </ul> <b>रचनात्मक लेखन कार्यपुस्तिका</b><br>पाठ -5 पत्र-लेखन<br>पाठ -6 अनुच्छेद लेखन | <ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना।</li> <li>लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना। अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul> | <ul style="list-style-type: none"> <li><b>पठन कौशल</b> (समाचार पत्र का पठन)<br/>श्री कृष्ण कथाएँ</li> <li><b>श्रवण कौशल</b> (एक दूसरे के विचारों को सुनना)</li> <li><b>वाचन कौशल</b> (कक्षा अभिनय)</li> <li><b>लेखन कौशल</b> (सुनी/देखी बातों को अपने तरीके से, अपनी भाषा में लिखना)</li> <li><b>अभिव्यक्ति कौशल</b>(प्रश्नोत्तर, बहुविकल्पीय प्रश्न)</li> <li><b>शब्द कोश</b> (श्रुतलेख, पर्यायवाची शब्द एवं शब्दार्थ)</li> </ul> |



| पाठ/विषय   | सीखने के लक्ष्य   |   | गतिविधि & संसाधन   | सीखने की संप्राप्ति  | मूल्यांकन   |
|--|---|---|--|--|---|
|  | ज्ञान/तत्व पर आधारित  | योग्यता पर आधारित   |  | कौशल पर आधारित   |   |
| <p><b>वल्लरी:</b><br/>पाठ-10- एक था हरिजन (बोध-कथा) (पृष्ठ सं० 64-70)<br/>पाठ-11- बुरा न बोलो बोल रे (कविता) (पृष्ठ सं० 71-75)<br/>पाठ-12- जगदीश चंद्र बसु (कहानी) (पृष्ठ सं० 76-82)</p> <p><b>सुरभिका:</b><br/>पाठ-7- सर्वनाम (पृष्ठ सं० 46-51)<br/>पाठ-22- गिनती (51-70)<br/>पाठ- - अनेकार्थी शब्द<br/>पाठ-15- अशुद्धि शोधन(शब्द) (पृष्ठ सं० 96-100)</p> <p><b>रचनात्मक लेखन:</b><br/>पत्र-लेखन (अनौपचारिक), अपठित गद्यांश</p> <p><b>पठन कौशल:</b><br/><b>श्री कृष्ण कथाएँ</b>- पाठ 47 से पाठ 64 (पृष्ठ सं० 26-34)</p> | <ul style="list-style-type: none"> <li>● लालच बुरी बला होती है। यह हमेशा दुख और कष्ट ही देती है। जो हम अपने परिश्रम से मिलता है, उससे हमें संतोष और सुख मिलता है के विषय को समझना।</li> <li>● मीठी वाणी से हम पारियों को भी अपना बना सकते हैं, के विषय को समझना।</li> <li>● अनेक शब्दों के लिए एक शब्द, विलोम शब्द आदि व्याकरण को समझना।</li> </ul> | <ul style="list-style-type: none"> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● क्या आपके मन में भी कभी लालच पैदा हुआ है? अपने-अपने अनुभव सुनाइए।</li> <li>● किसी मित्र/सहेली के उस जन्मदिन के विषय पर अनुच्छेद लिखिए, जो तुम्हें सबसे ज़्यादा अच्छा या अलग लगा हो।</li> <li>● 'मधुर वाणी का महत्व' विषय पर एक अनुच्छेद लेखन।</li> <li>● सच्चे मित्र की पहचान कैसे कर सकते हैं" विषय पर चर्चा</li> </ul> | <p><b>गतिविधियाँ</b></p> <ul style="list-style-type: none"> <li>● गाँधी जी के तीन बंदरों के चित्र बनाकर उनसे मिली सीख उनके नीचे लिखना।</li> <li>● Nभारत के अन्य प्रसिद्ध वैज्ञानिकों की जानकारी प्राप्त की जाए और पूरी कक्षा मिलकर एक कार्य योजना तैयार करना।</li> </ul> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>● SEAB सर्वनाम, अनेकार्थी शब्द, अशुद्धि शोधन(शब्द)</li> </ul> <p><b>रचनात्मक लेखन कार्यपुस्तिका</b><br/>पाठ -5 पत्र / ई -मेल लेखन</p> | <ul style="list-style-type: none"> <li>● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना।</li> <li>● अपने विचारों को सबके समक्ष रखना।</li> <li>● शब्द कोष बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul> | <ul style="list-style-type: none"> <li>● <b>पठन कौशल</b><br/>(श्याम पट्ट/ बोर्ड पर लिखे वाक्यों का पठन) श्री कृष्ण कथाएँ</li> <li>● <b>श्रवण कौशल</b><br/>(विडियो द्वारा पशु-पक्षियों की आवाज़ को सुनकर पहचानना)</li> <li>● <b>वाचन कौशल</b><br/>(पशु-पक्षियों की आवाज़ पहचानकर उनके बारे में बोलना जैसे कोयल बोले मीठी वाणी )</li> <li>● <b>लेखन कौशल</b><br/>( पत्र-लेखन)</li> <li>● <b>अभिव्यक्ति कौशल</b><br/>(प्रश्नोत्तर, किसने किससे कहा)</li> <li>● <b>शब्द कोश</b><br/>(श्रुतलेख, विलोम शब्द, वाक्यांश)</li> </ul> |

| पाठ/विषय   | सीखने के लक्ष्य   |  | गतिविधि & संसाधन   | सीखने की संप्राप्ति   | मूल्यांकन   |
|--|---|--|--|---|---|
|  | ज्ञान/तत्व पर आधारित  | योग्यता पर आधारित  |  | कौशल पर आधारित  |   |
| <p><b>वल्लरी:</b><br/>पाठ-13-शरारत का फल (नाटक)<br/>(पृष्ठ सं० 83-91)<br/>पाठ-14- सूरज भाई की दुकान<br/>(कविता) (पृष्ठ सं० 92-96)</p> <p><b>सुरभिका:</b><br/>पाठ-8- विशेषण (पृष्ठ सं० 52-59)<br/>पाठ-10- विराम- चिन्ह(पृष्ठ सं० 60-67)<br/>पाठ-15- अशुद्धि शोधन<br/>(वाक्य)(पृष्ठ सं० 96-100)<br/>पाठ-22- गिनती (71-100)</p> <p><b>रचनात्मक लेखन:</b><br/>संवाद –लेखन, अपठित पद्यांश</p> <p><b>पठन कौशल:</b><br/><b>श्री कृष्ण कथाएँ-</b> पाठ -65 से<br/>पाठ -88 (पृष्ठ सं० 35-46)</p> | <ul style="list-style-type: none"> <li>● बच्चे शरारत करते ही है और उनकी शरारतों पर बड़े हँसते भी हैं। पर हर चीज़ एक सीमा में ही अच्छी होती है।</li> <li>● मुहावरे को पहचानना।</li> <li>● हम रोज़ सुबह सूरज को उगते न जाने कितनी बार देख चुके हैं। उसकी किरणों से चारों ओर उजाला फैला जाता है।</li> <li>● किसी एक पौधे को स्वयं लगाने का अनुभव कराना।</li> <li>● संयुक्त व्यंजन , अनुस्वार , अनुनासिक, शुद्ध-वर्तनी एवं मात्राओं को पहचानना</li> </ul> | <ul style="list-style-type: none"> <li>● शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>● “हमें जैसा जीवन मिला है उसी से खुश रहना चाहिए” यह बात कहाँ तक सही है, विषय पर चर्चा</li> <li>● “पेड़ों का हमारे जीवन में क्या महत्व है” विषय पर दस पंक्तियाँ लिखिए।</li> <li>● “पेड़-पौधों के संरक्षण के लिए क्या-क्या कर सकते हैं पर परिचर्चा”।</li> </ul> | <p><b>गतिविधियाँ</b></p> <ul style="list-style-type: none"> <li>● कक्षा में नाटक करना।</li> <li>● “ जब मैंने शरारत की” विषय पर अनुच्छेद लिखना।</li> <li>● सूरज के उगते ही सम्पूर्ण वातावरण खुशनुमा हो जाता है। यह ध्यान में रखते हुए सूर्योदय के दृश्य पर पाँच पंक्तियाँ लिखिए</li> <li>● समूह बनाकर बच्चों के नाम के वर्ण से मुहावरे बताना।</li> </ul> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>● SEAB विशेषण, विराम- चिन्ह, अशुद्धि शोधन</li> </ul> <p><b>रचनात्मक लेखन कार्यपुस्तिका</b><br/>पाठ -4 संवाद –लेखन<br/>पाठ -11 सूचना लेखन</p> | <ul style="list-style-type: none"> <li>● उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना।</li> <li>● लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना। अपने विचारों को सबके समक्ष रखना।</li> <li>● शब्द कोश बढ़ाते हुए शब्दों/ मुहावरे को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul> | <ul style="list-style-type: none"> <li>● <b>पठन कौशल</b><br/>( मुहावरे, संवाद-लेखन)<br/>श्री कृष्ण कथाएँ</li> <li>● <b>श्रवण कौशल</b><br/>(वीडियो द्वारा मुहावरे व ध्वनियाँ सुनना)</li> <li>● <b>वाचन कौशल</b><br/>(कक्षा अभिनय)</li> <li>● <b>लेखन कौशल</b><br/>(वाक्य-प्रयोग, पत्र-लेखन)</li> <li>● <b>अभिव्यक्ति कौशल</b><br/>(प्रश्नोत्तर, मुहावरे, पात्रों का विश्लेषण)</li> <li>● <b>शब्द कोश</b><br/>(मुहावरे, वर्तनी-शुद्धि)</li> </ul> |

## माह- जनवरी -मार्च

| पाठ/विषय  | सीखने के लक्ष्य  |  | गतिविधि & संसाधन   | सीखने की संप्राप्ति   | मूल्यांकन   |
|---|--|--|--|---|---|
|   | ज्ञान/तत्व पर आधारित   | योग्यता पर आधारित  |  | कौशल पर आधारित  |   |
| <p><b>वल्लरी:</b><br/>पाठ-15-शायद है (कहानी) (पृष्ठ सं० 97-104)<br/>पाठ-16- कर्म ही पूजा है (प्रसंग) (पृष्ठ सं० 105-110)</p> <p><b>सुरभिका:</b><br/>पाठ-9- क्रिया/ काल (पृष्ठ सं० 60-67)<br/>पाठ-16- मुहावरे (पृष्ठ सं० 101-109)</p> <p><b>रचनात्मक लेखन:</b><br/>नारा लेखन<br/>कहानी लेखन,अपठित पद्यांश</p> <p><b>पठन कौशल:</b><br/><b>श्री कृष्ण कथाएँ-</b> पाठ -89 से पाठ -108 (पृष्ठ सं० 47-56)</p> | <ul style="list-style-type: none"> <li>अपना काम पूरी ईमानदारी और लगन से करना भी प्रभु की भक्ति का एक रूप है,विषय को समझना।</li> <li>शायद है (कहानी) हमें हर स्थिति को स्वीकार करने की सीख देती है, विषय को समझना।</li> <li>संयुक्त व्यंजन , अनुस्वार , अनुनासिक, शुद्ध-वर्तनी एवं मात्राओं को पहचानना</li> </ul> | <ul style="list-style-type: none"> <li>शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना।</li> <li>“संसार की प्रत्येक वस्तु का महत्व” विषय पर अनुच्छेद लेखन।</li> <li>कोई अप्रिय घटना भी कुछ समय बाद शुभ संदेश दे देती है। अपने परिवार के बड़े लोगों से बातें करके पता लगाइए कि क्या उनके जीवन में कोई ऐसी घटना घटी है।</li> </ul> | <p><b>गतिविधियाँ</b><br/>कक्षा अभिनय</p> <p>हम पूजा किसे कहते हैं? कर्म को पूजा मानना क्या ठीक है? इन प्रश्नों पर अपने - अपने विचार प्रकट कीजिए।</p> <p><b>संसाधन</b></p> <ul style="list-style-type: none"> <li>लाइब्रेरी (पंचतंत्र-सबसे अनमोल)</li> <li>SEAB</li> </ul> <p>क्रिया, काल, मुहावरे</p> <p><b>रचनात्मक लेखन कार्यपुस्तिका</b><br/>पाठ -7 नारा लेखन</p> | <ul style="list-style-type: none"> <li>उचित हाव-भाव के साथ कहानी आदि को ध्यान से समझते हुए सुनना और अपनी प्रतिक्रिया व्यक्त करना।</li> <li>लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करना। अपने विचारों को सबके समक्ष रखना।</li> <li>शब्द कोश बढ़ाते हुए शब्दों को समझकर उनका अर्थ सुनिश्चित करना।</li> </ul> | <ul style="list-style-type: none"> <li><b>पठन कौशल</b><br/>(समाचार पत्र/ पत्रिका का पठन)<br/>श्री कृष्ण कथाएँ</li> <li><b>श्रवण कौशल</b><br/>(वीडियो द्वारा नुक्कड़ नाटक सुनना)</li> <li><b>वाचन कौशल</b><br/>(संसार की सबसे कीमती वस्तु क्या हो सकती है, पर परिचर्चा करना)</li> <li><b>लेखन कौशल</b><br/>(पत्र-लेखन/शब्द-चित्र)</li> <li><b>अभिव्यक्ति कौशल</b><br/>(प्रश्नोत्तर, मूल्य आधारित प्रश्न)</li> <li><b>शब्द कोश</b><br/>(श्रुतलेख, समानार्थी शब्द,वाक्य-पूर्ति)</li> </ul> |

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: IV

### SUBJECT: MATHEMATICS

Book/s: Wow Maths

Wow Mental Maths 4

Super Maths Practice

Months: April-May

| Chapter/ Topic   | Learning Objectives   |   | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|--|---|---|---|---|--|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based  |   | Skill Based   |  |
| <b>Chapter 1 – Numbers</b><br><b>Chapter 2 – Addition and Subtraction</b><br><b>Chapter 3 – Multiplication</b> | <ul style="list-style-type: none"> <li>To understand the Place Value Chart upto 5-and 6-digits.</li> <li>To understand Indian/International system of numeration.</li> <li>To classify the numbers &amp; distinguish according to periods and place value.</li> <li>To understand ordering, comparing, forming and expanding numbers.</li> <li>To understand rounding off and roman numbers.</li> <li>To understand addition with and without grouping.</li> <li>To understand properties of addition and subtraction.</li> <li>To understand addition and subtraction facts.</li> <li>To arrange the numbers in columns &amp; do addition and subtraction.</li> <li>To understand estimation of sum and differences.</li> <li>To identify and solve the operation in a word problem.</li> <li>To understand properties of multiplication.</li> <li>To understand multiplication by 10,100 and 1000</li> <li>To understand multiplication by 1, 2 and 3 digit number.</li> <li>To understand estimating the product and story sum.</li> </ul> | <ul style="list-style-type: none"> <li>To understand that numbers are used in daily life (Admission number, price tag).</li> <li>To understand that comparison is done to find greater or smaller.</li> <li>To identify the situations in real life where they have to find the sum and difference</li> <li>To understand that multiplication is used when we find a total number of a collection or measurements of equal size.</li> </ul> | <b>Activities:</b> <ol style="list-style-type: none"> <li>Abacus activity (Understanding place value, addition and subtraction)</li> <li>Addition Wall and Subtraction wall</li> <li>Crazy shop activity</li> </ol> <b>Resources:</b> <ul style="list-style-type: none"> <li>Abacus</li> <li>Number kit</li> <li>Addition kit</li> <li>Subtraction kit</li> </ul> <b>Wow Mental Maths</b><br><b>Chapter 1</b><br>Strategy 1-4<br><b>Chapter 2</b><br>Strategy 5-8<br><b>Chapter 3</b><br>Strategy 9-17<br><b>Super Maths Practice</b><br><b>Chapter 1 (Pg:3-14)</b><br><b>Chapter 2 (Pg:15-24)</b><br><b>Chapter 3 (Pg:25-32)</b> | <b>Critical Thinking</b><br>Students will be able to estimate sum or difference of two quantities<br><br><b>Logical</b><br>Students will be able to compare and find greater or smaller between the two quantities<br><br><b>Analytical</b><br>Students will be able to identify the situations in real life where they have to find the sum and difference | <b>Conceptual clarity</b><br>Word Problems<br><br><b>Mental Ability</b><br>Mental Maths and Super Maths Practice worksheets.<br><br><b>Written Work</b><br>Notebook submission<br><br><b>Activities</b><br>Observation |

## Months: July-August

| Chapter/ Topic   | Learning Objectives   |  | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|--|---|--|--|---|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |  | Skill Based   |   |
| <b>Chapter 4 –</b><br>Division<br><b>Chapter 5 –</b><br>Factors and<br>Multiples<br><b>Chapter 6 –</b><br>Whole and<br>Parts:<br>Fractions<br><b>Chapter 9 –</b><br>Patterns and<br>Nets | <ul style="list-style-type: none"> <li>● To understand and apply the division facts.</li> <li>● To divide a number by 10,100 and 1000.</li> <li>● To divide a number with a 1, 2 and 3 digit divisors.</li> <li>● To understand estimation of quotient and word problems.</li> <li>● To understand the basic concept of factors and multiples.</li> <li>● To introduce the properties of multiples and common multiples.</li> <li>● To acquaint students with the divisibility rules.</li> <li>● To understand the concept of Prime numbers and Composite numbers.</li> <li>● To introduce the concept of factorization, HCF and LCM using prime factorization.</li> <li>● To identify like, unlike, unit, proper improper and mixed fractions.</li> <li>● To recognize equivalent fractions.</li> <li>● To express the fractions in simplified form.</li> <li>● To add and subtract the fractions and basic word problem based on the same.</li> <li>● To introduce the concept of symmetry and patterns. (Visual pattern, decreasing pattern and number pattern).</li> <li>● To acquaint students with the number tower, coding and decoding and mirror image.</li> <li>● To understand tessellations.</li> <li>● To introduce the concept of nets, such as Net of cuboid, cylinder and cone.</li> <li>● To understand the concept of tangrams</li> </ul> | <ul style="list-style-type: none"> <li>● To develop logical thinking to identify the situations in real life where they have to use division.</li> <li>● A scenario to show how factors can be used in real life: Arrange 18 biscuits in different ways in a tray such that the number of biscuits is same in each row and discuss how many arrangements can be made?</li> <li>● There are 48 apple juice cans and 84 mango juice cans in a shop. These cans are to be put in boxes so that each box has the same number of cans with same juice. Find the greatest number of cans in each box.</li> <li>● To code/decode the messages.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Division as sharing</li> <li>● HCF and LCM</li> <li>● Code breaker</li> <li>● The fraction boogie</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Division kit</li> <li>● HCF and LCM kit</li> </ul> <b>Wow Mental Maths</b><br><b>Chapter 4</b><br>Strategy 18-21<br><b>Chapter 5</b><br>Strategy 22<br><b>Chapter 6</b><br>Strategy 23-24<br><b>Super Maths Practice</b><br><b>Chapter 4 (Pg:33-41)</b><br><b>Chapter 5 (Pg:42-49)</b><br><b>Chapter 6 (Pg:50-59)</b><br><b>Chapter 8 (Pg:72-80)</b> | <b>Multidisciplinary Approach</b><br>Students will be able to mathematical concepts to different subjects of study.<br><br><b>Problem solving</b><br>Students will be able to solve difficult level questions.<br><br><b>Analytical and Critical thinking</b><br>Students will be able to understand clearly and rationally to analyze situations to identify the operations.<br><br><b>Experimental learning</b><br>Students will be able to understand the concept by doing the activities. | <b>Conceptual clarity</b><br>Quiz<br><br><b>Mental Ability</b><br>Mental Maths and Super Maths Practice worksheets.<br><br><b>Written Work</b><br>Notebook submission<br><br><b>Activities</b><br>Observation |

## Months: September-October

| Chapter/ Topic   | Learning Objectives   |   | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|--|---|---|---|---|--|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based  |   | Skill Based   |  |
| <b>Chapter 7 –</b><br>Whole and<br>Parts: Decimals<br><b>Chapter 8 –</b><br>Geometry<br><b>Chapter 10 –</b><br>Measurement | <ul style="list-style-type: none"> <li>● To identify parts of decimal numbers as well as to read and write the decimal numbers.</li> <li>● To represent a decimal number on number line.</li> <li>● To understand the conversions such as converting fractions to decimals and vice versa.</li> <li>● To understand types of decimals (Like, Unlike and equivalent decimals).</li> <li>● To understand the comparing and ordering of decimals.</li> <li>● To add and subtract the decimal numbers.</li> <li>● To understand plane and solid figures.</li> <li>● To understand the concept of point, ray, line and line segment.</li> <li>● To acquaint the students with the types of angles.</li> <li>● To understand the concept and types of polygons such as triangles and quadrilaterals.</li> <li>● To understand the types of triangles on the bases on sides and angles.</li> <li>● To introduce the concept of quadrilateral, circles and construction of a circle.</li> <li>● To acquaint the students with the measures and their units.</li> <li>● To understand the conversions and all the other units of measurement.</li> <li>● To understand the addition and subtraction of measurement.</li> <li>● To assimilate the word problems based on the same.</li> </ul> | <ul style="list-style-type: none"> <li>● To convert fractions to decimals and vice versa.</li> <li>● To compare and Order the decimals.</li> <li>● To add and subtract decimal numbers.</li> <li>● To construct circles.</li> <li>● To add and subtract measurement units.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Base Ten Blocks</li> <li>● Incorporate some Art bases on geometrical designs.</li> <li>● Compare cups</li> <li>● Long distance jump</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Decimal Kit</li> <li>● Geometry Kit</li> <li>● Scale (Big and small)</li> <li>● Beakers (to understand capacity)</li> <li>● Weighing machine</li> </ul> <b>Wow Mental Maths</b><br><b>Chapter 7</b><br>Strategy 25-27<br><b>Chapter 8</b><br>Strategy 28<br><b>Super Maths Practice</b><br><b>Chapter 7 (Pg:60-71)</b><br><b>Chapter 9 (Pg:81-90)</b> | <b>Multidisciplinary Approach</b><br>Students will be able to mathematical concepts to different subjects of study.<br><br><b>Problem solving</b><br>Students will be able to solve the problem by appropriate application of concepts.<br><br><b>Analytical and Critical thinking</b><br>Students will be able to identify the situations in real life where they have to use the concept of decimals.<br><br><b>Experimental learning</b><br>Students will be able to understand the concept by doing the activities. | <b>Conceptual clarity</b><br>Word Problems<br><br><b>Mental Ability</b><br>Mental Maths and Super Maths Practice worksheets.<br><br><b>Written Work</b><br>Notebook submission<br><br><b>Activities</b><br>Observation |



| Chapter/ Topic   | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes   | Assessment  |
|--|--|--|---|--|---|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based  |   |
| <b>Chapter 11 –</b><br>Perimeter and Area<br><b>Chapter 12 –</b><br>Time<br><b>Chapter 14 –</b><br>Data Handling | <ul style="list-style-type: none"> <li>● To find the perimeter of plan figures and composite figures.</li> <li>● To compute the area of plane figures using grid paper.</li> <li>● To understand to read the 12 hr clock as well as 24 hr clock and conversion of time.</li> <li>● To assimilate the addition and subtraction of time.</li> <li>● To understand the concept of conversions of years, months, weeks and days.</li> <li>● To acquaint the students with the duration of time and to solve the word problems.</li> <li>● To show the pictorial representation of data.</li> <li>● To draw the bar graphs and column graph.</li> </ul> | <ul style="list-style-type: none"> <li>● To convert time in 12hr clock to 24 hr clock and vice versa.</li> <li>● To convert hours into minutes and minutes into seconds or vice versa.</li> <li>● To add and subtract the given time units.</li> <li>● To read and interpret the given bar graph.</li> <li>● To read and interpreta pictograph.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Draw a perimeter person</li> <li>● Daily schedules</li> <li>● Get Craftsy</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● Clock</li> <li>● Calendar</li> </ul> <b>Wow Mental Maths</b><br><b>Chapter 9</b><br>Design a Park, Be an architect<br><b>Chapter 10</b><br>Reading Time<br><b>Super Maths Practice</b><br><b>Chapter 10</b> (Pg:91-100)<br><b>Chapter 11</b> (Pg:101-110)<br><b>Chapter 13</b> (Pg:121-130) | <b>Problem solving</b><br>Students will be able to solve the problem by appropriate application of concepts.<br><br><b>Application &amp; Analytical</b><br>Students will be able to interpret data from a bar graph and pictograph.<br><br><b>Experimental learning</b><br>Students will be able to understand the concept by doing the activities.<br><br><b>Collaboration</b><br>Students will do group activities and share their learning with each other. | <b>Conceptual clarity</b><br>Shapes MCQ's Quiz, Games<br><br><b>Mental Ability</b><br>Mental Maths and Super Maths Practice worksheets.<br><br><b>Written Work</b><br>Notebook submission<br><br><b>Activities</b><br>Observation |

| Chapter/ Topic                | Learning Objectives  |   | Activities & Resources   | Expected Learning Outcomes  | Assessment   |
|-------------------------------|--|---|--|---|--|
|                               | <b>Knowledge/<br/>Content Based</b>  | <b>Application/<br/>Aptitude Based</b>  |  | <b>Skill Based</b>  |  |
| <b>Chapter 13 –<br/>Money</b> | <ul style="list-style-type: none"> <li>● To understand the concept of Money and money in real life.</li> <li>● To assimilate the concept of addition, subtraction, multiplication and division of money.</li> <li>● To acquaint the students with the concept of unitary method and its application in word problems.</li> <li>● To understand the concept and making of bills.</li> </ul> | <ul style="list-style-type: none"> <li>● To add and subtract money and solve practical problems.</li> <li>● To apply unitary method to find the cost of one item and then cost of multiple items</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Money Bags</li> <li>● Classroom Sale</li> </ul> <b>Resources:</b><br>Currency notes<br><b>Super Maths Practice Chapter 12 (Pg:111-120)</b> | <b>Problem solving</b><br>Students will be able to solve the problem by appropriate application of concepts.<br><br><b>Experimental learning</b><br>Students will be able to understand the concept by doing the activities.<br><br><b>Collaboration</b><br>Students will do group activities and share their learning with each other. | <b>Conceptual clarity</b><br>Activities<br>Quiz<br><br><b>Mental Ability</b><br>Super Maths Practice worksheets.<br><br><b>Written Work</b><br>Notebook submission<br><br><b>Activities</b><br>Observation |

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: IV

### SUBJECT: SCIENCE

Book: Wow Science

Months: April-May

| Chapter/ Topic                                  | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes  | Assessment  |
|---|--|--|---|---|---|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based   |   |
| Chapter 1: Plant Classification<br>(pg. 7-18)   | <ul style="list-style-type: none"> <li>To classify different plants according to their habitat</li> <li>To understand external features of various plants which help them to survive in their habitat</li> </ul>               | <ul style="list-style-type: none"> <li>Compare the places where aquatic and terrestrial plants grow</li> <li>Identifies simple features of flowers, roots and fruits in immediate surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Nature Walk</li> <li>SEAB</li> <li>Science Kit</li> <li>Activity: I wonder (Page No. 17)</li> <li>Paste pictures of three different types of aquatic plants</li> </ul> | <ul style="list-style-type: none"> <li>To be able to describe the organisms according to different habitats</li> <li>To be able to explain the different adaptations of plants to survive in their habitat</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Mind map</li> <li>One word/MCQ</li> <li>Short and long answer type questions</li> </ul>                       |
| Chapter 2: Animal Classification<br>(pg. 19-28) | <ul style="list-style-type: none"> <li>To explore and classify the animals according to their habitat and behavior</li> <li>To describe the features of various animals which help them to survive in their habitat</li> </ul> | <ul style="list-style-type: none"> <li>Discover how amphibians survive both in water and on land</li> <li>Explore the food habits of animals</li> </ul>  | <ul style="list-style-type: none"> <li>SEAB</li> <li>Activity: I wonder (Page No. 27)</li> <li>Science Kit</li> <li>Mind map</li> <li>Write any five amazing facts about animals in your notebook.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to name the different examples related to classification</li> <li>To be able to compare different features of organisms with the help of Venn diagrams.</li> </ul>  | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Diagrams</li> <li>Project work</li> <li>One word/MCQ</li> <li>Short and long answer type questions</li> </ul> |
| Chapter 3: Exploring materials<br>(pg. 29-40)   | <ul style="list-style-type: none"> <li>To classify different materials on the basis of their properties</li> <li>To compare the materials on the basis of their physical properties</li> </ul>                                 | <ul style="list-style-type: none"> <li>List various types of materials used in everyday life</li> <li>Relate the properties of materials on their use.</li> </ul>  | <ul style="list-style-type: none"> <li>I wonder (Page No. 39)</li> <li>Science Kit</li> <li>Flow Charts</li> <li>Paste different fibers in A4 sheet</li> <li>SEAB</li> </ul>                                  | <ul style="list-style-type: none"> <li>To be able to choose a suitable material according to their properties.</li> <li>To be able to explain different properties of a material</li> </ul>                           | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Diagrams</li> <li>Concept map</li> <li>One word/MCQ</li> <li>Short and long answer type questions</li> </ul>  |

**Months: July-August**

| Chapter/ Topic                               | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes   | Assessment  |
|--|---|--|---|--|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based  |   |
| Chapter 4: Life cycle of animals (pg. 42-52) | <ul style="list-style-type: none"> <li>To understand the importance of reproduction</li> <li>To inculcate that different organisms have different life cycles</li> <li>To compare and contrast three and four stage life cycles</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding about how the life is moving</li> <li>values and responsibility of saving wild life</li> <li>Recognize the importance to study the life cycle of disease causing insects</li> </ul> | <ul style="list-style-type: none"> <li>List the diseases spread by insects</li> <li>SEAB</li> <li>Mind map</li> <li>Science Kit</li> <li>Diagrams</li> </ul>        | <ul style="list-style-type: none"> <li>To be able to understand the concept of life cycle</li> <li>To be able to label and draw the diagrams</li> </ul>  | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>One-word/MCQ</li> <li>Short and long answer type questions</li> </ul> |
| Chapter 5: Life cycle of a plant (pg. 53-60) | <ul style="list-style-type: none"> <li>To summarize that different plants have different life cycles</li> <li>To analyze and describe the structure of a flower and its seed.</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the importance of plants, flowers and seeds</li> <li>values and responsibility of saving our environment</li> </ul>  | <ul style="list-style-type: none"> <li>Germination activity</li> <li>Structure of flower</li> <li>SEAB</li> <li>Science kit</li> <li>Diagrams</li> </ul>            | <ul style="list-style-type: none"> <li>To be able to draw different stages of plant life cycle</li> <li>To be able to identify different parts of a seed and a flower</li> </ul>   | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>One-word/MCQ</li> <li>Short and long answer type questions</li> </ul> |
| Chapter 6: States of matter (pg. 61-73)      | <ul style="list-style-type: none"> <li>To recall the concept of matter</li> <li>To differentiate between solid, liquid and gaseous state of matter</li> <li>To understand the water cycle and its importance</li> <li>To compare the reversible and irreversible changes</li> </ul> | <ul style="list-style-type: none"> <li>Changes in the state of matter</li> <li>Knowledge about reversible and irreversible changes from day-to-day life</li> <li>Importance of water in daily life</li> </ul>                            | <ul style="list-style-type: none"> <li>To check the solubility</li> <li>To show three states of matter with beads</li> <li>Diagrams</li> <li>Science Kit</li> </ul> | <ul style="list-style-type: none"> <li>To be able to establish relation between cause and effect. (e.g. evaporation, condensation, dissolution)</li> <li>To be able to explain the concept of solubility and conversion of matter</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>One-word/MCQ</li> <li>Short and long answer type questions</li> </ul> |

## Months: September-October

| Chapter/ Topic   | Learning Objectives   |   | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|--|---|---|---|---|--|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based  |   | Skill Based   |  |
| Chapter 7: Human body: Nutrition and organ system (pg.75-87) | <ul style="list-style-type: none"> <li>● To know about nutrients, their types and their need in our body.</li> <li>● To understand the structure of tooth and types of teeth</li> <li>● To describe the process of digestion in digestive system</li> </ul> | <ul style="list-style-type: none"> <li>● Know about what to eat, what not to eat</li> <li>● Difference between healthy and unhealthy food</li> <li>● How our body work</li> <li>● Knowledge about our body parts and how they work</li> </ul>             | <ul style="list-style-type: none"> <li>● Science Kit</li> <li>● Prepare 'My Plate' on A4 sheet</li> <li>● Activity: I wonder (page no. 86)</li> <li>● Assess (Page no.78)</li> <li>● SEAB</li> <li>● Diagrams</li> </ul>      | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand about natural phenomenon and natural resources</li> <li>● Draw labeled diagrams, flow charts, concept maps and mind maps.</li> <li>● To illustrate functions of circulatory and excretory systems</li> </ul> | <ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Diagrams</li> <li>○ Concept map</li> <li>○ One word/MCQ</li> <li>○ Short and long answer type questions</li> </ul> |
| Chapter 8: Plant body system (pg. 88-96)                     | <ul style="list-style-type: none"> <li>● Know about parts of the leaf</li> <li>● Understand the process of photosynthesis and transpiration</li> <li>● Interdependence of plants and animals</li> </ul>   | <ul style="list-style-type: none"> <li>● Relates processes and phenomenon like photosynthesis, transpiration, blood circulation</li> <li>● Understands the function of parts of a leaf</li> <li>● Difference between plant body and human body</li> </ul> | <ul style="list-style-type: none"> <li>● To understand the ascent of sap with the help of tissue paper</li> <li>● Science Kit</li> <li>● Diagrams</li> <li>● Mind map</li> <li>● Activity: I wonder ( Page No. 95)</li> </ul> | <ul style="list-style-type: none"> <li>● To be able to conclude the importance of life processes in animals and plants.</li> <li>● .To be able to explain parts of a leaf</li> <li>● To be able to describe photosynthesis and transpiration</li> </ul>   | <ul style="list-style-type: none"> <li>○ Worksheets</li> <li>○ Dictation</li> <li>○ Mind map</li> <li>○ MCQ</li> <li>○ Fill in the blanks</li> <li>○ Short and long answer type questions</li> </ul>   |

**Months: November- December**

| Chapter/ Topic                               | Learning Objectives  |   | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|--|--|---|--|---|---|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |  | Skill Based   |   |
| Chapter 9: Force and work<br>(pg. 98-110)    | <ul style="list-style-type: none"> <li>To understand the different effects of force</li> <li>To differentiate between friction force and gravitational force</li> <li>To analyze the effects of friction in daily life</li> <li>To understand the types of simple machines and their importance</li> </ul> | <ul style="list-style-type: none"> <li>How forces affect us</li> <li>Why friction force is important for some daily life activities</li> <li>List the simple machines that make our work easier in day-to-day life</li> </ul> | <ul style="list-style-type: none"> <li>Science Kit</li> <li>To demonstrate friction and other forces</li> <li>Activity: I wonder( Page no: 109)</li> <li>SEAB</li> </ul>   | <ul style="list-style-type: none"> <li>Students will be able to:</li> <li>Understand the mechanism of how things work</li> <li>Describe simple machines</li> <li>Explain frictional, gravitational and electrostatic force</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Project work</li> <li>Objective type questions</li> <li>Diagram</li> <li>One-word answers</li> <li>Short and long answer type question</li> </ul> |
| Chapter 10: Measurement<br>(pg. 111-120)     | <ul style="list-style-type: none"> <li>To recall the concept of physical quantities</li> <li>To explain the measurement and SI units</li> <li>To quote the importance of estimation</li> </ul>   | <ul style="list-style-type: none"> <li>How to do simple calculations in daily life</li> <li>Knowledge about weighing machines</li> <li>Application of estimation</li> </ul>   | <ul style="list-style-type: none"> <li>Science Kit</li> <li>To prepare unit conversion table</li> <li>Activity: I wonder( Page no: 119)</li> <li>SEAB</li> </ul>           | <ul style="list-style-type: none"> <li>To be able to estimate spatial quantities (distance, weight, time, duration) in standard/local units (kilo,gaj, pav etc.) and verifies using simple tools</li> </ul>                           | <ul style="list-style-type: none"> <li>Dictation</li> <li>Calculations</li> <li>Objective type questions</li> <li>One-word answers</li> <li>Short and long answer type question</li> </ul>                                      |
| Chapter 11: Our Environment<br>(pg. 121-136) | <ul style="list-style-type: none"> <li>To illustrate the concept of adaptations in animals and plants</li> <li>To understand the relation between human beings and environment</li> <li>To classify pollution and pollutants.</li> </ul>   | <ul style="list-style-type: none"> <li>Importance of plants and wildlife and how to save them</li> <li>How will the conservation affect the percentage of endangered and extinct species</li> </ul>                           | <ul style="list-style-type: none"> <li>Science Kit</li> <li>Model</li> <li>Flow chart</li> <li>Quiz</li> <li>Paste pictures of endangered species</li> <li>SEAB</li> </ul> | <ul style="list-style-type: none"> <li>To be able to suggest ways for hygiene reduce, reuse, recycle and takes care of different living beings.</li> </ul>  | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Model</li> <li>Objective type questions</li> <li>Diagram</li> <li>One-word answers</li> <li>Short and long answer type question</li> </ul>        |



**Months: January-March**

| Chapter/ Topic                                     | Learning Objectives  |  | Activities & Resources   | Expected Learning Outcomes  | Assessment   |
|--|--|--|--|---|--|
|  | <b>Knowledge/<br/>Content Based</b>  | <b>Application/<br/>Aptitude Based</b>   |  | <b>Skill Based</b>  |  |
| Chapter 12: Light<br>(pg. 138- 145)                | <ul style="list-style-type: none"> <li>To recognize light as a source of energy.</li> <li>To determine that light travels along a straight line.</li> <li>To classify the different sources of light</li> <li>To understand the concept of shadows and their formation</li> <li>To summarize the factors affecting the shadow formation</li> </ul> | <ul style="list-style-type: none"> <li>Light help us to see things</li> <li>Electrical energy is converted into light energy in light bulbs and tubes</li> <li>Natural and artificial sources</li> <li>Application of reflection of light concept</li> </ul>             | <ul style="list-style-type: none"> <li>Model on reflection of light</li> <li>Science Kit</li> <li>Activity: I wonder(page no. 144)</li> <li>Game of shadows(page no. 144)</li> <li>SEAB</li> <li>Mind map</li> </ul>                     | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand about natural phenomenon and natural resources</li> <li>List the sources of heat and light</li> <li>Explain the reflection of light and its concept</li> <li>Create shadows of different sizes and shapes</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Activity</li> <li>One-word answers</li> <li>Short and long answer type questions</li> <li>Mind map</li> </ul>                  |
| Chapter 13: Heat and Temperature<br>(pg. 146- 152) | <ul style="list-style-type: none"> <li>To classify the sources of heat</li> <li>To recall heat as a source of energy</li> <li>To determine the flow of heat and apply the same in daily life situations</li> <li>To compare temperature and heat</li> <li>To know about the Instruments used for measuring temperatures.</li> </ul>                | <ul style="list-style-type: none"> <li>When and how things become hotter and colder</li> <li>Effects of change in normal human body temperature</li> <li>What are the types of energy that can be obtained by sun?</li> <li>How solar energy is useful to us.</li> </ul> | <ul style="list-style-type: none"> <li>Science Kit</li> <li>To determine the body temperature with the help of clinical thermometer</li> <li>Project: To collect information about solar power plants in India.</li> <li>SEAB</li> </ul> | <ul style="list-style-type: none"> <li>To be able to explain heat and temperature related phenomenon</li> <li>To be able to understand the use of different thermometers like clinical and laboratory thermometer</li> </ul>  | <ul style="list-style-type: none"> <li>Worksheets</li> <li>Dictation</li> <li>Activity</li> <li>Project</li> <li>One-word answers</li> <li>Short and long answer type questions</li> <li>Mind map</li> </ul> |

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: IV

### SUBJECT: SOCIAL STUDIES

BOOK/S: CASCADE

MONTH: APRIL-MAY

| Chapter/ Topic   | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes  | Assessment  |
|--|---|--|---|---|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based   |   |
| <p>L 1. Our Country India</p> <p>➤ Political Divisions of India.</p> <p>➤ Physical Divisions of India.</p>                           | <ul style="list-style-type: none"> <li>To locate and name the neighboring countries of India.</li> <li>Name the different states of India.</li> <li>Able to learn the capitals of Indian states and Union Territory.</li> </ul> | <ul style="list-style-type: none"> <li>To locate states and capitals of India.</li> </ul>  | <p>L 1. Activity:</p> <ul style="list-style-type: none"> <li>Map work</li> </ul> <p>Mark all the states and union territories</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>Map of India</li> <li>E-Modules</li> <li>SEAB</li> </ul>                                   | <ul style="list-style-type: none"> <li>To locate physical features of India.</li> </ul>   | <ul style="list-style-type: none"> <li>Map Skills</li> <li>Name the following</li> <li>Question and Answers (Short and Long)</li> </ul> |
| <p>L 2. The Northern Mountains</p> <p>➤ The Himalayas</p> <p>➤ States in Northern Mountains</p> <p>➤ States in North-east India.</p> | <ul style="list-style-type: none"> <li>To locate the Himalayas on the map of India.</li> <li>To locate the states in the Northern Himalayas.</li> <li>Know the states located in North-East India</li> </ul>                    | <p>To understand that</p> <ul style="list-style-type: none"> <li>Northern Mountains affect the climate of India.</li> <li>The Himalayas are also the source of many important rivers.</li> </ul> | <p>L 2. Activity:</p> <ul style="list-style-type: none"> <li>Map work.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>GTO5 Gorge and Mountain</li> <li>GT07 A Mountain Pass</li> <li>(SST Lab)</li> <li>Map of India</li> <li>E-Modules</li> <li>SEAB</li> </ul> | <ul style="list-style-type: none"> <li>To understand that the Himalayas act as a natural barrier for rain-bearing clouds. They block the cold winds that blow from central Asia.</li> </ul> | <ul style="list-style-type: none"> <li>Map Skills</li> <li>Objective questions</li> <li>Question and Answer (Short and Long)</li> </ul> |

| Chapter/ Topic   | Learning Objectives  |   | Activities & Resources  | Expected Learning Outcomes   | Assessment  |
|--|--|---|---|--|---|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |   | Skill Based  |   |
| L 3. The Northern Plains <ul style="list-style-type: none"> <li>➤ The Indus Basin</li> <li>➤ The Ganga Basin</li> <li>➤ The Brahmaputra Basin</li> <li>States of Northern Plains.</li> </ul> | <ul style="list-style-type: none"> <li>To know the tributaries of India.</li> <li>Name the states located in Northern Plains.</li> </ul>               | <ul style="list-style-type: none"> <li>To understand that the alluvium deposited by the rivers makes the plains fertile and suitable for agriculture.</li> <li>These plains provide a means of livelihood to the people.</li> </ul> | L 3. Activity: <ul style="list-style-type: none"> <li>Map work</li> </ul> Resources: <ul style="list-style-type: none"> <li>Map of India</li> <li>E-Modules</li> <li>SEAB</li> </ul>  | <ul style="list-style-type: none"> <li>To locate the Northern plains on a map of India.</li> </ul>       | <ul style="list-style-type: none"> <li>Map Skills</li> <li>Objective questions</li> <li>Question and Answer (Short and Long)</li> <li>Definitions.</li> <li></li> </ul> |
| L4. The Western Desert <ul style="list-style-type: none"> <li>➤ Vegetation and Wildlife</li> <li>States in the Desert Region</li> </ul>  | <ul style="list-style-type: none"> <li>Explain the climatic condition of desert.</li> <li>Understand how people live their lives in desert.</li> </ul> | To understand that <ul style="list-style-type: none"> <li>The desert region is very hot and dry throughout the year.</li> <li>The rainfall received by this region is scanty.</li> </ul>  | L4. Activity: <ul style="list-style-type: none"> <li>Map work</li> </ul> Group Activity: Find out more about cacti plant and camel. How the adapt to a desert type of climate.<br><br>Resources: <ul style="list-style-type: none"> <li>NGM15 Sand Dunes</li> <li>(SST Lab)</li> <li>E-Modules</li> <li>SEAB</li> </ul> | <ul style="list-style-type: none"> <li>To locate the Great Indian Desert on the map of India.</li> </ul> | <ul style="list-style-type: none"> <li>Map Skills.</li> <li>Objective questions.</li> <li>Question and Answer (Short and Long)</li> </ul>                               |

| Chapter/ Topic   | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|--|---|--|---|---|--|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based   |  |
| <p>L 5. The Southern Plateau</p> <ul style="list-style-type: none"> <li>➤ Central Highlands</li> <li>➤ Deccan Plateau</li> <li>➤ States in the Plateau Region.</li> <li>➤</li> </ul>   | <ul style="list-style-type: none"> <li>• To know about the life of the people living in the Central Highlands and Deccan Plateau.</li> <li>•</li> <li>• Name the states located Southern Plateau.</li> <li>•</li> </ul>                           | <p>To understand that</p> <ul style="list-style-type: none"> <li>• The Central Highlands are rich in black soil and it is excellent for cultivating cotton and sugarcane.</li> <li>• This region has vast resources of minerals. It is also known as the mineral belt of India.</li> </ul> | <p>L 5 Activity:</p> <ul style="list-style-type: none"> <li>• Map work</li> </ul> <p>On the outline map of India, mark the following:<br/>Southern Plateau.<br/>States in the Plateau Region.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Map of India</li> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• To locate Southern Plateau on the map of India.</li> </ul>   | <ul style="list-style-type: none"> <li>• Objective questions</li> <li>• Map Work</li> <li>• Answer the following questions.</li> <li>• Definitions.</li> </ul>                         |
| <p>L 6. Coastal Plains and Islands</p> <ul style="list-style-type: none"> <li>➤ The Coastal Plains</li> <li>➤ Eastern Coastal Plains</li> <li>➤ Western Coastal Plains</li> <li>➤ States in the Coastal Plains</li> <li>➤ The Islands</li> </ul> | <ul style="list-style-type: none"> <li>• To locate the Eastern, Western Coastal Plains and Islands of India.</li> <li>• Know about the features of Coastal Plains</li> <li>• Describe life of the people living in the Coastal Plains.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand that the Western Coastal Plain and the Eastern Coastal plain are found along the western and eastern coasts of India.</li> </ul>  | <p>L 6 Group Activity:</p> <ul style="list-style-type: none"> <li>• Make a collage about your state.</li> <li>• (Occupation, monuments, maincrops, dresses, food)</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>  | <ul style="list-style-type: none"> <li>• To understand that farming and fishing are the main occupation of the people in the coastal region.</li> </ul> | <ul style="list-style-type: none"> <li>• Mind map</li> <li>• Short notes</li> <li>• Question and Answer (Short and Long)</li> <li>• Objective questions</li> <li>• Activity</li> </ul> |

**Month: JULY-AUGUST**

| Chapter/ Topic   | Learning Objectives   |  | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|--|---|--|--|---|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |  | Skill Based   |   |
| <p>L 7. Climate of India</p> <ul style="list-style-type: none"> <li>➤ Weather and Climate.</li> <li>➤ Seasons of India.</li> </ul>   | <ul style="list-style-type: none"> <li>• To differentiate between Weather and Climate.</li> <li>• To describe all the seasons of India.</li> </ul>  | <p>To understand that</p> <ul style="list-style-type: none"> <li>• The climate differs from place to place.</li> <li>• Temperature, altitude, rainfall, distance from the sea and direction of the wind are the main factors that influence the climate of a place.</li> </ul> | <p>L 7 Activity:</p> <ul style="list-style-type: none"> <li>• Map work</li> <li>• GA07 Seasons App Set</li> <li>• (SST Lab)</li> <li>• Map of India</li> <li>• E-Modules</li> <li>• SEAB</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand Weather changes every day. Climate remains the same for years.</li> <li>• Temperature and rainfall affect the climate of a place.</li> </ul> | <ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Correct the wrong statements</li> <li>• MCQ</li> <li>• Map Work</li> <li>• Answer the following questions</li> </ul> |
| <p>L 8. Natural Resources of India</p> <ul style="list-style-type: none"> <li>➤ Renewable Resources</li> <li>➤ Non-renewable Resources</li> <li>➤ Conservation of Natural Resources</li> </ul> | <ul style="list-style-type: none"> <li>• To define Natural Resources.</li> <li>• To differentiate between Renewable and Non-Renewable resources.</li> <li>• Explain how natural resources can conserved?</li> </ul> | <p>To understand that</p> <ul style="list-style-type: none"> <li>• Natural resources are necessary for our survival.</li> <li>• We need to protect our earth and resources which can last long for future generations.</li> <li>• Need to practice 5R's.</li> </ul>            | <p>L 8 Activity:</p> <ul style="list-style-type: none"> <li>• The fuel reserves of the Earth are limited. They will not last forever.</li> <li>• Make a chart on how they can use these resources carefully and reduce their wastage.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Objective questions.</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Activity</li> </ul>                     |

**Month: SEPTEMBER-OCTOBER**

| Chapter/ Topic   | Learning Objectives  |   | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|--|--|---|--|---|---|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |  | Skill Based   |   |
| <p>L 9. Soils of India</p> <ul style="list-style-type: none"> <li>➤ Soil Formation.</li> <li>➤ Types of Soils in India.</li> <li>➤ Soil Erosion and Conservation.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Explain how soil is formed.</li> <li>• To describe different types of soil.</li> <li>• Explain soil erosion.</li> <li>• Explain methods of soil conservation.</li> </ul>          | <p>To understand that</p> <ul style="list-style-type: none"> <li>• Soil erosion is harmful for the fertility of soil.</li> <li>• Avoid chemical fertilizers.</li> <li>•</li> </ul>  | <p>L 9 Activity:</p> <ul style="list-style-type: none"> <li>• Make manure for plants</li> </ul> <p>Map Activity:</p> <ul style="list-style-type: none"> <li>• Mark and label the states where soils are formed.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the importance of trees in our life.</li> <li>• Need to plant more trees instead of cutting them.</li> </ul> | <ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Correct the wrong statements</li> <li>• MCQ</li> <li>• Map Work</li> <li>• Answer the following questions</li> </ul> |
| <p>L 10. Forests and Wildlife of India</p> <ul style="list-style-type: none"> <li>➤ Types of Forests in India</li> <li>• Tropical Evergreen Forests</li> <li>• Tropical Deciduous Forests</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the importance of forest.</li> <li>• Describe the features of Tropical Evergreen Forests, Tropical Deciduous Forests, Mountain Forest, Thorn and Tidal Forest.</li> </ul> | <p>To understand that</p> <ul style="list-style-type: none"> <li>• Forests are important to us as they give important things.</li> <li>•</li> <li>•</li> <li>• They also give shelter to animals and prevent soil erosion.</li> </ul> | <p>L 10. Activity:</p> <ul style="list-style-type: none"> <li>• Collect fallen leaves from different trees and dry them. Paste them in your notebook and write the name of the tree each leaf belongs to.</li> </ul>   | <ul style="list-style-type: none"> <li>• Analyzes forests are an important gift of our nature and list the measures to prevent it.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Mind Map</li> <li>• Objective questions</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Activity</li> </ul>  |



| Chapter/ Topic  | Learning Objectives  |   | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|---|--|---|--|---|---|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |  | Skill Based   |   |
| <p>➤ Mountain Forests</p> <ul style="list-style-type: none"> <li>• Thorn Forest</li> <li>• Tidal Forests</li> </ul> <p>➤ Conservation of Forests</p> <p>➤ Wildlife in India.</p> <p>L 11. Water Resources of India</p> <ul style="list-style-type: none"> <li>➤ Sources of Water</li> <li>➤ Natural Sources</li> <li>➤ Human-made Sources</li> <li>➤ Conservation of Water</li> </ul> | <ul style="list-style-type: none"> <li>• Explain Importance of forest conservation.</li> <li>• Explain wildlife and conservation of national park and wildlife sanctuaries.</li> <li>• Explain the importance of water in our daily lives.</li> <li>• Explain various water resources (both natural and artificial) in India.</li> <li>• Name some of the important dams of India.</li> <li>• Explain ways of conserving water.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand that the sources of water are rain, groundwater, ponds, lakes, rivers, seas and oceans.</li> </ul> | <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> <li>•</li> </ul> <p>L 11 Activity:</p> <ul style="list-style-type: none"> <li>• Poster making 'Save water'.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• NGM14 Groundwater (SST Lab)</li> <li>• GTO6</li> <li>• An Irrigation Dam (SST Lab)</li> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• Importance of judicious use of natural resources such as water.</li> </ul> | <ul style="list-style-type: none"> <li>• Objective questions</li> <li>• Answer the following questions</li> <li>• Activity</li> </ul> |

**Month: NOVEMBER-DECEMBER**

| Chapter/ Topic   | Learning Objectives   |   | Activities & Resources   | Expected Learning Outcomes   | Assessment  |
|--|---|---|--|--|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based  |  | Skill Based  |   |
| <p>L 12. Mineral Resources of India</p> <ul style="list-style-type: none"> <li>➤ Types of Minerals <ul style="list-style-type: none"> <li>• Metallic Minerals</li> <li>• Non-metallic Minerals</li> </ul> </li> <li>➤ Conserving Minerals.</li> </ul>  | <ul style="list-style-type: none"> <li>• Explain the difference between metallic and non-metallic minerals.</li> <li>• Explain the importance conservation of minerals.</li> </ul>                            | <ul style="list-style-type: none"> <li>• To understand that minerals are natural substances found in rocks.</li> </ul>  | <p>L 12. Activity:</p> <ul style="list-style-type: none"> <li>• Map work</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Map of India</li> <li>• E-Modules</li> <li>• SEAB</li> </ul>  | <ul style="list-style-type: none"> <li>• To Locate distribution of important minerals, e.g., coal and mineral on the map of India.</li> </ul>      | <ul style="list-style-type: none"> <li>• Objective questions</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Map work</li> </ul>                      |
| <p>L 13. Agriculture in India</p> <ul style="list-style-type: none"> <li>➤ Importance of Agriculture</li> <li>➤ Crops in India</li> <li>➤ Food Crops of India</li> <li>➤ Cash Crops of India.</li> </ul>   | <ul style="list-style-type: none"> <li>• To define agriculture and its importance.</li> <li>• Explain and name food crops and cash crops.</li> </ul>  | <ul style="list-style-type: none"> <li>• To understand that the half of Indians are farmers and agriculture is the main occupation of our country.</li> </ul> | <p>L 13. Activity:</p> <ul style="list-style-type: none"> <li>• Map work</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Map of India</li> <li>• E-Modules</li> <li>• SEAB</li> </ul>  | <ul style="list-style-type: none"> <li>• Describes major crops, types of farming and agricultural practices in her/his own area/ state.</li> </ul> | <ul style="list-style-type: none"> <li>• Objective questions</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Map work</li> </ul>                      |
| <p>L 14. Industries of India</p> <ul style="list-style-type: none"> <li>➤ Industries in India <ul style="list-style-type: none"> <li>• Cottage Industries</li> <li>• Small scale Industries</li> <li>• Large-scale Industries</li> </ul> </li> <li>➤ Information Technology</li> <li>➤ Industrial Pollution</li> </ul> | <ul style="list-style-type: none"> <li>• Explain difference between raw material and finished products.</li> <li>• Differentiate between cottage industry, small scale and large-scale industries.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand that raw materials need to be converted into finished goods before they can be used.</li> </ul>        | <p>L 14 Activity:</p> <p>Research Based</p> <ul style="list-style-type: none"> <li>• Write the names of car companies and their manufacture. (At least 8)</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• Classifies different types of industries based on raw materials, size and ownership.</li> </ul>           | <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Objective questions</li> <li>• Activity</li> </ul> |

| Chapter/ Topic   | Learning Objectives   |  | Activities & Resources   | Expected Learning Outcomes  | Assessment  |
|--|---|--|--|---|---|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |  | Skill Based   |   |
| <p>L 15. Ancient India</p> <ul style="list-style-type: none"> <li>➤ Indus Valley Civilization</li> <li>➤ Towns and Cities</li> <li>➤ Art</li> <li>➤ Trade</li> </ul>   | <ul style="list-style-type: none"> <li>• To distinguish between prehistory and history.</li> <li>• Explain the three periods of Indian History.</li> <li>• Explain the extent and life during the Indus Valley civilization.</li> </ul> | <ul style="list-style-type: none"> <li>• To learn about the civilizations, trade and art.</li> </ul>   | <p>L 15 Activity:</p> <ul style="list-style-type: none"> <li>• Research Based Write a small paragraph about how did the ancient cities of Indus Valley civilization fulfill their requirements on the basis of planning of the cities, infrastructure, drainage system and roads.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the concepts of past, present, and future by creating timelines based on narratives.</li> </ul>        | <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Activity</li> </ul>                                |
| <p>L 16. The Constitution of India</p> <ul style="list-style-type: none"> <li>➤ Preamble</li> <li>➤ Elections</li> <li>➤ Fundamental Rights</li> <li>➤ Fundamental Duties</li> <li>➤ Directive Principles</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the significance of the Constitution of India.</li> <li>• To list fundamental rights, fundamental duties and directive principles in the constitution.</li> </ul>                      | <p>To understand that</p> <ul style="list-style-type: none"> <li>• Our Constitution lists some guidelines for the government.</li> <li>• All citizens irrespective of their religion, caste, race, sex is treated as equal.</li> </ul> | <p>L 16 Group Activity:</p> <ul style="list-style-type: none"> <li>• Create Rules and duties for your classroom.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• E-Modules</li> <li>• SEAB</li> </ul>  | <ul style="list-style-type: none"> <li>• To understand that every country has a set of rules according to which the government governs the country</li> </ul> | <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Definitions</li> <li>• Answer the following questions</li> <li>• Name the following</li> <li>• Activity.</li> </ul> |

## वार्षिक पाठ्यक्रम योजना (2023-24)

कक्षा : IV

विषय : संस्कृत

पुस्तक: नई दीपमणिका

माह - अप्रैल-मई

| पाठ/शीर्षक  | अधिगम उद्देश्य  | गतिविधियाँ और संसाधन  | मूल्यांकन के क्षेत्र   |
|---|---|---|--|
|   | ज्ञान/सामग्री आधारित  | अनुप्रयोग / कौशल आधारित   |  |
| पाठ 1. वर्णमाला<br>पाठ 2. वर्णपरिचय<br>पाठ 3-शब्द परिचय | <ul style="list-style-type: none"><li>गायन विधि</li><li>उदाहरण विधि</li><li>वाचन विधि</li><li>अनुवाद विधि</li><li>विश्लेषण विधि</li><li>संश्लेषण विधि</li></ul> | <ul style="list-style-type: none"><li>श्रवण</li><li>वाचन</li><li>गायन</li><li>अनुप्रयोग</li></ul> | <ul style="list-style-type: none"><li>कविता गायन</li><li>पठन</li><li>श्रुतलेख</li><li>वाक्य रचनात्मक कार्य</li></ul> |

माह- जुलाई - अगस्त

| पाठ/शीर्षक   | अधिगम उद्देश्य  | गतिविधियाँ और संसाधन  | मूल्यांकन के क्षेत्र  |
|--|---|---|---|
|  | ज्ञान/सामग्री आधारित  | अनुप्रयोग / कौशल आधारित   |   |
| पाठ 4 - अकारांत पुल्लिङ्ग शब्द<br>पाठ 5-आकारांत स्त्रीलिङ्ग शब्द<br>पाठ 6-अकारांत नपुंसकलिङ्ग शब्द | <ul style="list-style-type: none"><li>पठन विधि,</li><li>उदाहरण विधि</li><li>वाचन विधि</li><li>विश्लेषण विधि</li><li>संश्लेषण विधि</li></ul> | <ul style="list-style-type: none"><li>श्रवण</li><li>वाचन</li><li>गायन</li><li>अनुप्रयोग</li></ul> | <ul style="list-style-type: none"><li>कविता गायन</li><li>पठन</li><li>श्रुतले</li><li>वाक्य रचनात्मक कार्य</li></ul> |

**माह- सितंबर-अक्टूबर**

| पाठ/शीर्षक  | अधिगम उद्देश्य   | गतिविधियाँ और संसाधन   | मूल्यांकन के क्षेत्र  |
|---|--|--|---|
|   | ज्ञान/सामग्री आधारित   | अनुप्रयोग / कौशल आधारित  |   |
| पाठ 7-धातु-परिचय (क्रिया )<br>पाठ 8-सर्वनाम परिचय | <ul style="list-style-type: none"> <li>गायन विधि,</li> <li>उदाहरण विधि</li> <li>अनुवाद विधि</li> <li>विश्लेषण विधि</li> <li>संश्लेषण विधि</li> </ul> | <ul style="list-style-type: none"> <li>श्रवण</li> <li>वाचन</li> <li>गायन</li> <li>अनुप्रयोग</li> </ul> | <ul style="list-style-type: none"> <li>श्लोक गायन</li> <li>पठन</li> <li>श्रुतलेख</li> <li>वाक्य रचनात्मक कार्य</li> </ul> |

**माह- नवंबर -दिसंबर**

| पाठ/शीर्षक   | अधिगम उद्देश्य  | गतिविधियाँ और संसाधन   | मूल्यांकन के क्षेत्र  |
|--|---|--|---|
|  | ज्ञान/सामग्री आधारित  | अनुप्रयोग / कौशल आधारित  |   |
| पाठ 9- अव्यय परिचय<br>पाठ 10 -पशु पक्षियों के नाम -मधुर पक्षि-<br>रवम् | <ul style="list-style-type: none"> <li>गायन विधि</li> <li>उदाहरण विधि</li> <li>वाचन विधि</li> <li>विश्लेषण विधि</li> <li>संश्लेषण विधि</li> </ul> | <ul style="list-style-type: none"> <li>श्रवण</li> <li>वाचन</li> <li>गायन</li> <li>अनुप्रयोग</li> </ul> | <ul style="list-style-type: none"> <li>श्लोक गायन</li> <li>पठन</li> <li>श्रुतलेख</li> <li>वाक्य रचनात्मक कार्य</li> </ul> |

माह- जनवरी -मार्च

| पाठ/शीर्षक                               | अधिगम उद्देश्य   | गतिविधियाँ और संसाधन  | मूल्यांकन के क्षेत्र   |
|--|--|---|--|
|  | ज्ञान/सामग्री आधारित   | अनुप्रयोग / कौशल आधारित   |  |
| पाठ 9 -फलों के नाम<br>पाठ 12-शरीर के अंग | <ul style="list-style-type: none"><li>गायन विधि,</li><li>उदाहरण विधि</li><li>वाचन विधि</li><li>विश्लेषण विधि</li><li>संश्लेषण विधि</li></ul> | <ul style="list-style-type: none"><li>श्रवण</li><li>वाचन</li><li>अनुप्रयोग</li><li>वाचन</li></ul> | <ul style="list-style-type: none"><li>श्लोक वाचन</li><li>पठन</li><li>श्रुतलेख</li><li>वाक्य रचनात्मक कार्य</li></ul> |

# ANNUAL CURRICULUM PLAN (2023-24)

## STEP: IV

### SUBJECT: French

MONTH: APRIL- MAY

| Chapter/ Topic  | Learning Objectives  |   | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|---|--|---|---|---|--|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |   | Skill Based   |  |
| <p><b>Leçon 1: Les Alphabets, Les Voyelles</b></p> <p>Vocabulary : aa, bay, say, day</p> <p><b>Leçon 2: Bonjour!</b></p> <p>Vocabulary : Hello, Good Morning, Good Afternoon, Good Evening, Good Night</p> <p><b>Leçon 3: Les Salutations</b></p> <p>Vocabulary : Thank you, See you soon, Welcome, Sorry, Please, Good bye</p> | <ul style="list-style-type: none"> <li>identify the words, culture of France.</li> <li>read and write sound words.</li> <li>make sentences with the new sound words</li> <li>to frame sentences making use of concepts to frame correct sentences.</li> <li>knowledge of new Culture.</li> </ul> | <ul style="list-style-type: none"> <li>understanding of the given French words and associated French Culture.</li> <li>use the sound words in their speech.</li> <li>express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>find cities first on the Indian map and then on the maps of French speaking countries- Puducherry, France, Canada.</li> <li>Collage making</li> <li>Students interview a celebrity (Role play)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>E-Modules</li> <li>M1 – Culture and Civilization of France</li> <li>M2 – Les Salutations</li> <li>M3 – Au revoir</li> <li>Recorded e-learning resources</li> </ul> | <ul style="list-style-type: none"> <li>How to say hello and goodbye</li> <li>How to exchange Greetings</li> <li>How to pronounce Alphabets in French</li> <li>Discover French culture and civilization</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (New words and Sentence Reading)</li> <li>Listening Skills (Audio Dialogues)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Dialogue conversation)</li> <li>Comprehension skills (Analyzing the new words)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul> |



**MONTH: JULY- AUGUST**

| Chapter/ Topic  | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|---|--|--|---|---|--|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based   |  |
| <p><b>Leçon 4: Les Nombres(1-20)</b></p> <p>Vocabulary : Un, deux,trois, quatre.....</p> <p><b>Leçon 5: Les Couleurs</b></p> <p>Vocabulary : Rose, rouge, bleu, blanc.....</p> <p><b>Leçon 6: Masculin, Féminin</b></p> <p>Vocabulary : bleu-bleue, blanc- blanche.....</p> | <ul style="list-style-type: none"> <li>identify the gender of the new words.</li> <li>read and write sound words.</li> <li>make sentences with the new sound words.</li> <li>to frame sentences making use of concepts to frame correct sentences.</li> <li>knowledge of new vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>understanding of the given French words and associated French Culture.</li> <li>use the sound words in their speech.</li> <li>express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Tambola</li> <li>Students sing Alphabets</li> <li>A game of ludo</li> <li>Draw French and Indian Flag</li> <li>Colour different objects</li> <li>Name objects in the classroom</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Recorded e-learning resources</li> <li>E-Modules (online topic specific pdf and power point presentations)</li> </ul> <p>M1 – Numbers in French<br/>M2 – Colours in French<br/>M3 – French Words (Masculine/ Feminine)</p> | <ul style="list-style-type: none"> <li>How to say the different numbers from 1-20 in French.</li> <li>How to count in French.</li> <li>Discover different games related to Numbers.</li> <li>How to pronounce Colours in French.</li> <li>Discover and identify their favourite colour.</li> <li>How to identify the basic colours in French.</li> <li>How to identify the Masculine and Feminine in French.</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (New words and Sentence Reading)</li> <li>Listening Skills (Audio Dialogues)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Dialogue conversation)</li> <li>Comprehension skills (Analyzing the new words)</li> <li>Vocabulary (Dictation)</li> </ul> |

**MONTH: SEPTEMBER- OCTOBER**

| Chapter/ Topic  | Learning Objectives  |  | Activities & Resources   | Expected Learning Outcomes   | Assessment   |
|---|--|--|--|--|--|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |  | Skill Based  |  |
| <p><b>Leçon 7: Les jours de la semaine, Le temps</b></p> <p>Vocabulary :lundi, mardi.....<br/>Le soir, la nuit.....</p> <p><b>Leçon 8: Les mois de l'année</b></p> <p>Vocabulary :janvier, février...</p> | <ul style="list-style-type: none"> <li>• Parler et chantez les jours de la semaine.</li> <li>• Parler des vacances</li> <li>• read and write sound words.</li> <li>• make sentences with the new sound words.</li> <li>• to frame sentences making use of concepts to frame correct sentences.</li> <li>• knowledge of new vocabulary.</li> <li>• Améliorer la pronociation et vocabulaire.</li> </ul> | <ul style="list-style-type: none"> <li>• to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>• understanding of the given French words and associated French Culture.</li> <li>• use the sound words in their speech.</li> <li>• express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Memory game with days</li> <li>• Reading</li> <li>• Prepare a collage of festivals of France</li> <li>• Birthday cake with date and month in French</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Recorded e- learning resources</li> <li>• E-Module s (online topic specific pdf and power point presentations)</li> </ul> <p>M1 – Days in French<br/>M2 – Months in French</p> | <ul style="list-style-type: none"> <li>• Names of the different days.</li> <li>• How to pronounce Days in French.</li> <li>• Names of the different months.</li> <li>• How to pronounce Months in French.</li> <li>• How to put Accent in French.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Skills (New words and Sentence Reading)</li> <li>• Listening Skills (Audio Dialogues)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Description)</li> <li>• Comprehension skills (Analyzing the new words)</li> <li>• Communication Skills (Role Play)</li> <li>• Vocabulary (Dictation)</li> </ul> |

**MONTH: NOVEMBER- DECEMBER**

| Chapter/ Topic  | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes   | Assessment   |
|---|---|--|---|--|--|
|   | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based  |  |
| <p><b>Leçon 9: Les Fêtes</b></p> <p>Vocabulary : La fête nationale, Mardi Gras, Nouvel An.....</p> <p><b>Leçon 10: Les Fruits, Les Légumes</b></p> <p>Vocabulary : La pomme, La pomme de terre, La Mangue, L'oignon</p> | <ul style="list-style-type: none"> <li>try to understand French short videos</li> <li>talk about their likings and dislikings of Fruits and Vegetables</li> <li>read and write sound words.</li> <li>make sentences with the new sound words.</li> <li>to frame sentences making use of concepts to frame correct sentences.</li> <li>knowledge of new vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>understanding of the given French words and associated French Culture.</li> <li>use the sound words in their speech.</li> <li>express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Memory game with Fruits and Vegetables</li> <li>Prepare a collage of fruits and vegetables</li> <li>Prepare a collage of festivals of France</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Recorded e- learning resources</li> <li>E-Module s (online topic specific pdf and power point</li> </ul> <p>M1 – Les fêtes in French<br/>M2 – Les fruits in French<br/>M3- Les légumes</p> | <ul style="list-style-type: none"> <li>Names of the different fruits.</li> <li>How to pronounce Vegetables in French.</li> <li>Names of the different festivals in French</li> <li>Celebration of different festivals in French</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (New words and Sentence Reading)</li> <li>Listening Skills (Audio Dialogues)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Description)</li> <li>Comprehension skills (Analyzing the new words)</li> <li>Communication Skills (Role Play)</li> <li>Vocabulary (Dictation)</li> </ul> |

**MONTH: JANUARY- FEBRUARY**

| Chapter/ Topic  | Learning Objectives   |  | Activities & Resources  | Expected Learning Outcomes   | Assessment   |
|---|---|--|---|--|--|
|   | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |   | Skill Based  |  |
| <p><b>Leçon 11: Le poème, La chanson</b></p> <p>Vocabulary : Alouette, Brille et brille .....</p> | <ul style="list-style-type: none"> <li>try to understand French short videos</li> <li>talk about their likings and dislikings of poems</li> <li>read and write sound words.</li> <li>make sentences with the new sound words.</li> <li>to frame sentences making use of concepts to frame correct sentences.</li> <li>knowledge of new vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>to use their critical / thinking ability to read between the lines and go beyond the text</li> <li>understanding of the given French words and associated French Culture.</li> <li>use the sound words in their speech.</li> <li>express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Sing a poem</li> <li>Try to write a poem or song</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Recorded e- learning resources</li> <li>E-Module s (online topic specific pdf and power point</li> </ul> <p>M1-Alouette<br/>M2- Brille</p> | <ul style="list-style-type: none"> <li>Sing different songs.</li> <li>How to pronounce poem words in French.</li> <li>Names of the different poems in French.</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (New words and Sentence Reading)</li> <li>Listening Skills (Audio poem)</li> <li>Speaking Skills (Singing)</li> <li>Writing skills (Poem)</li> <li>Comprehension skills (Analyzing the new words)</li> <li>Vocabulary (Dictation)</li> </ul> |

# ANNUAL CURRICULUM PLAN - 2023–24

STEP: IV

SUBJECT: GERMAN

BOOK: 1 Deutsch und ich

MONTH: April-May

| Chapter/Topic   | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes  | Assessment   |
|---|--|--|---|---|--|
|   | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based   |  |
| <ul style="list-style-type: none"> <li>● <b>Sich Vorstellen</b></li> <li>● <b>Das Deutsche Alphabet</b></li> <li>● <b>Die Zahlen</b></li> </ul> | Students will be able to: <ul style="list-style-type: none"> <li>● Write small sentences</li> <li>● Learn numbers in German</li> </ul> | <ul style="list-style-type: none"> <li>● Understanding of the given German words and associated German Culture.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>● Introduce Yourself</li> <li>● Role Play</li> <li>● Game</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>● E-Modules</li> <li>● Recorded e-learning resources</li> </ul> | <ul style="list-style-type: none"> <li>● Pronunciation of German Alphabets</li> <li>● Sich vorstellen</li> <li>● How to exchange Greetings</li> <li>● Vocabulary enhancement</li> </ul> | <ul style="list-style-type: none"> <li>● Reading Skills (Paragraph)</li> <li>● Listening Skills (Audio/video)</li> <li>● Speaking Skills (Role Play)</li> <li>● Writing skills (Picture Composition)</li> <li>● Comprehension skills (Q&amp;A, Analyzing the new words)</li> <li>● Communication Skills (Q&amp;A)</li> <li>● Vocabulary (Dictation)</li> </ul> |

**MONTH: July-August**

| Chapter/Topic  | Learning Objectives  |   | Activities & Resources  | Expected Learning Outcomes   | Assessment   |
|--|--|---|---|--|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |   | Skill Based  |  |
| <b>Lektion 1: Hallo!</b> <ul style="list-style-type: none"> <li>Vocabulary :<br/>Hallo, Guten Morgen,<br/>Guten Abend,<br/>Gute Nacht,<br/>Vielen Dank,<br/>Willkommen</li> </ul> <b>Pg 6 - 11</b><br><b>Lektion 2: Mein Geburtstag!</b> <ul style="list-style-type: none"> <li>Monate,<br/>Wochentage,<br/>Zahlen, Wie viele?</li> <li>Singular – Plural</li> </ul> <b>Pg 12 - 20</b> | Students will be able to: <ul style="list-style-type: none"> <li>Write small sentences</li> <li>Greetings in German</li> <li>Write months/ Weekdays in German</li> </ul> | <ul style="list-style-type: none"> <li>Understanding of the given German words.</li> <li>Express their thoughts using simple sentences by making use of various parts of speech.</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Counting Game</li> <li>Word Grid</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Recorded e-learning resources</li> <li>E-Modules<br/>Lk 1: Hallo!<br/>Lk 2: Mein Geburtstag!</li> </ul> | <ul style="list-style-type: none"> <li>To be able to Greet in German</li> <li>To talk about their birthday</li> <li>To talk about Months/Weekdays/Numbers in German</li> <li>Vocabulary enhancement</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (Paragraph)</li> <li>Listening Skills (Audio/video)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Q&amp;A, Analyzing the new words)</li> <li>Communication Skills</li> </ul> |

| Chapter/Topic  | Learning Objectives   |  | Activities & Resources   | Expected Learning Outcomes  | Assessment   |
|--|---|--|--|---|--|
|  | Knowledge/<br>Content Based   | Application/<br>Aptitude Based   |  | Skill Based   |  |
| <b>Lektion 3 : Schule und Schulsachen</b> <ul style="list-style-type: none"> <li>• Ein/eine Mein/meine Kein/keine</li> <li>• Der/die/das Was hast du alles in der Schultasche?</li> </ul> <b>Pg 21 – 35</b> <b>Lektion 4: Wer ist das</b> <ul style="list-style-type: none"> <li>• Was ist das? Oder Wer ist Das?</li> <li>• Personal Pronomen : Ich, du, sie,er, es,wir, ihr, sie Nicht oder kein</li> <li>• Meine Familie</li> </ul> <b>Pg 36-44</b> | Students will be able to: <ul style="list-style-type: none"> <li>• Write small sentences</li> <li>• Use of artikel</li> <li>• Make Mein Familienbaum</li> </ul> | <ul style="list-style-type: none"> <li>• Understand new german words</li> <li>• Learn about german culture</li> <li>• express their thoughts using simple sentences</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>• Role Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Recorded e-learning resources</li> <li>• E-Modules</li> <li>• Lk 3 : Schule und Schulsachen</li> <li>• Lk 4: Wer ist das?</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about family members</li> <li>• To talk about school and school related things</li> <li>• Personal pronomen</li> <li>• meine Familie</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Skills (Paragraph)</li> <li>• Listening Skills (Audio/video)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Picture Composition)</li> <li>• Comprehension skills (Q&amp;A, Analyzing the new words)</li> <li>• Communication Skills</li> <li>• Vocabulary (Dictation)</li> </ul> |



| Chapter/Topic  | Learning Objectives  |  | Activities & Resources  | Expected Learning Outcomes   | Assessment   |
|--|--|--|---|--|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |   | Skill Based  |  |
| <b>Lektion 5: Mein Haus !</b> <ul style="list-style-type: none"> <li>Wie heißt das auf Deutsch?</li> <li>Wo wohnst du?</li> <li>Ich wohne.</li> <li>du wohnst.</li> </ul> <b>Pg 45 – 49</b><br><b>Lektion 6 : Farben</b> <ul style="list-style-type: none"> <li>Kleidung, Wir Malen</li> </ul> <b>Pg 50 – 58</b> | Students will be able to: <ul style="list-style-type: none"> <li>Write small sentences</li> <li>Explain Mein Haus in german</li> <li>Learn Farben in german</li> </ul> | <ul style="list-style-type: none"> <li>Understand new German words</li> <li>Explain their house</li> <li>learn Colours in German</li> <li>express their thoughts using simple sentences</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>Role Play</li> <li>Counting Game</li> <li>Word Grid</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Recorded e-learning resources</li> <li>E-Modules</li> <li>Lk 5: Mein Haus!</li> <li>Lk 6: Farben</li> </ul> | <ul style="list-style-type: none"> <li>To name the rooms in the House</li> <li>Enquire about the rooms</li> <li>Ask about the Objects in a house and answer the questions</li> <li>Vocabulary enhancement</li> <li>Farben</li> <li>Kleidung</li> </ul> | <ul style="list-style-type: none"> <li>Reading Skills (Paragraph)</li> <li>Listening Skills (Audio/video)</li> <li>Speaking Skills (Role Play)</li> <li>Writing skills (Picture Composition)</li> <li>Comprehension skills (Q&amp;A, Analyzing the new words)</li> <li>Communication Skills</li> <li>Vocabulary (Dictation)</li> </ul> |

| Chapter/Topic  | Learning Objectives  |   | Activities & Resources   | Expected Learning Outcomes  | Assessment   |
|--|--|---|--|---|--|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based  |  | Skill Based   |  |
| <b>Lektion 7: Hast du ein hobby?</b> <ul style="list-style-type: none"> <li>• Wer Macht was? Hobby</li> <li>• Wer ist was? Beruf</li> </ul> <b>(Pg 59 – 66)</b><br><b>Lektion 8 : körperteile</b> <ul style="list-style-type: none"> <li>• Wie viele</li> <li>• Wie gut kennst du deinen körper ?</li> </ul> <b>(Pg 67 – 72)</b> | Students will be able to: <ul style="list-style-type: none"> <li>• Write small sentences</li> <li>• Write about hobbies and profession</li> <li>• Talk about Körper</li> </ul> | <ul style="list-style-type: none"> <li>• Understand new German words</li> <li>• Explain their house</li> <li>• Learn body parts in German</li> <li>• Express their thoughts using simple sentences</li> </ul> | <b>Activities:</b> <ul style="list-style-type: none"> <li>• Role Play</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Recorded e-learning resources</li> <li>• E-Modules</li> <li>• Lk 7: Hast du ein hobby?</li> <li>• Lk 8: körperteile</li> </ul> | <ul style="list-style-type: none"> <li>• To talk about their Hobbies and profession</li> <li>• To be able to tell about their Körperteile</li> <li>• Frame small sentences</li> <li>• Vocabulary enhancement</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Skills (Paragraph)</li> <li>• Listening Skills (Audio/video)</li> <li>• Speaking Skills (Role Play)</li> <li>• Writing skills (Picture Composition)</li> <li>• Comprehension skills (Q&amp;A, Analyzing the new words)</li> <li>• Communication Skills</li> <li>• Vocabulary (Dictation)</li> </ul> |

# ANNUAL CURRICULUM PLAN (2022-23)

STEP: IV

SUBJECT: COMPUTER

Book: Wow Compu-Bytes

Months: April – May

| Chapter/ Topic                     | Learning Objectives   |   | Activities & Resources   | Expected Learning Outcomes                                      | Assessment  |
|------------------------------------|---|---|--|---|---|
|                                    | <b>Knowledge/<br/>Content Based</b>   | <b>Application/<br/>Aptitude Based</b>  |  | <b>Skill Based</b>  |   |
| Chapter 1: History of Computers    | <b>Chapter 1: History of Computers:</b><br><br>Different early calculating device; different innovations and inventors; how computers came into existence                 | <b>Chapter 1: History of Computers:</b><br><br>Different calculating devices and computers that led to today's computer.<br>Discussion of different types of computers. | Lab Activity<br><br>Group discussion<br><br>Project work<br><br>Online links | IT skills<br><br>Teamwork & cooperation<br><br>Logical thinking | Worksheets<br><br>Brain Teaser<br><br>Quiz<br><br>Notebook work |
| Chapter 2: Input and Output device | <b>Chapter 2: Input and Output device</b><br><br>List the different types of input and output devices; functions of input and output devices; state the functions of CPU. | <b>Chapter 2: Input and Output device</b><br><br>Advanced input and output devices  |  |   |   |

## Months: July – August

| Chapter/ Topic                               | Learning Objectives  |  | Activities & Resources   | Expected Learning Outcomes   | Assessment  |
|--|--|--|--|--|---|
|  | Knowledge/<br>Content Based  | Application/<br>Aptitude Based   |  | Skill Based  |   |
| Chapter 3:<br>Computer Memory<br>and storage | <b>Chapter 3: Computer Memory and storage</b><br>State about computer memory; Understand memory units; basic terms related to computer memory; understand primary memory chips and secondary storage device; distinguish between primary and secondary memory. | <b>Chapter 3: Computer Memory and storage</b> <ul style="list-style-type: none"> <li>• Use of RAM and ROM in computers.</li> <li>• Learn different secondary storage devices and their use.</li> </ul>       | Lab Activity<br><br>Group discussion<br><br>Project work<br><br>Online links | IT skills<br><br>Teamwork & cooperation<br>Analysis<br><br>Organization<br><br>Creativity<br><br>Logical thinking<br><br>Problem Solving | Worksheets<br><br>Brain Teaser<br>Quiz<br><br>Notebook work |
| Chapter 4: Working<br>with Windows 10        | <b>Chapter 4: Working with Windows 10</b><br>Role of an operating system; different operating systems; components of Windows 10 desktop; set screen saver; customize taskbar; adjust volume; set date and time.  | <b>Chapter 4: Working with Windows 10</b> <ul style="list-style-type: none"> <li>• Learn to set screen saver, adjust volume and set date and time.</li> <li>• Learn to change desktop background.</li> </ul> |  |  |   |

## Months: September – October

| Chapter/ Topic  | Learning Objectives   |   | Activities & Resources   | Expected Learning Outcomes   | Assessment   |
|---|---|---|--|--|--|
|   | Knowledge/<br>Content Based   | Application/<br>Aptitude Based  |  | Skill Based  |  |
| Chapter 5:<br>Introduction to<br>Microsoft Word<br>2016       | <b>Chapter 5: Introduction to Microsoft Word 2016</b><br>Know about word processor; know about launching word application; learn to type, edit and format text; learn to save, open and resave a document.      | <b>Chapter 5: Introduction to Microsoft Word 2016</b><br><br>Typing in word processor, format and edit a document. Save a document and resave a document.             | Lab Activity<br><br>Group discussion<br><br>Project work<br><br>Online Links | IT skills<br><br>Teamwork & cooperation<br><br>Analysis<br><br>Organization<br><br>Creativity<br><br>Logical thinking<br><br>Problem Solving | Worksheets<br><br>Brain Teasers<br><br>Quiz<br><br>Notebook work |
| Chapter 6:<br>Introduction to<br>Microsoft<br>PowerPoint 2016 | <b>Chapter 6: Introduction to Microsoft PowerPoint 2016</b><br>Know about Microsoft PowerPoint; Steps to launch the application; demonstrate how to enter text in slides; steps to save and open a presentation | <b>Chapter 6: Introduction to Microsoft PowerPoint 2016</b><br>Launch an application. Text in slides. How to make a presentation. Steps to save and open presentation |  |  |  |

## Months: November – December

| Chapter/ Topic                      | Learning Objectives   |   | Activities & Resources   | Expected Learning Outcomes   | Assessment  |
|-------------------------------------|---|---|--|--|---|
|                                     | <b>Knowledge/<br/>Content Based</b>   | <b>Application/<br/>Aptitude Based</b>  |  | <b>Skill Based</b>   |   |
| Chapter 7:<br>Programming with LOGO | <b>Chapter 7: Programming with LOGO</b><br>About LOGO; understand working in LOGO interface; demonstrate working in Logo  | <b>Chapter 7: Play with Turtle - Logo</b><br>Make different types of LOGO<br>Write simple programs. | Lab Activity<br><br>Group discussion<br><br>Project work<br><br><br>Online links | IT skills<br><br>Teamwork & cooperation<br>Analysis<br><br>Organization<br><br>Creativity<br><br>Logical thinking<br><br>Problem Solving | Worksheets<br><br>Brain Teaser<br><br>Quiz<br><br>Notebook work |
| Chapter 8: Working with Scratch     | <b>Chapter 8: Working with Scratch</b><br>Learn to use the scratch interface; steps to insert the premade sprite; create custom sprite; use of costumes and various blocks. | <b>Chapter 8: Working with Scratch</b><br>Create custom sprite and projects.                        |  |  |   |

**Months: January – February**

| Chapter/ Topic          | Learning Objectives  |  | Activities & Resources   | Expected Learning Outcomes   | Assessment  |
|-------------------------|--|--|--|--|---|
|                         | Knowledge/<br>Content Based  | Application/<br>Aptitude Based                                 |  | Skill Based  |   |
| Chapter 9: The Internet | <b>Chapter 9: The Internet</b><br><br>Define internet; history of internet; basic terms of internet; basic requirements for internet connections; steps to browse the internet | <b>Chapter 9: The Internet</b><br><br>Steps to use of internet | Lab Activity<br><br>Group discussion<br><br>Project work<br><br>Online links | IT skills<br><br>Teamwork & cooperation<br><br>Analysis<br><br>Organization<br><br>Creativity<br><br>Logical thinking<br><br>Problem Solving | Worksheets<br><br>Brain Teaser<br><br>Quiz<br><br>Notebook work |



**ANNUAL CURRICULUM PLAN (SESSION: 2023-24)****STEP: 4****SUBJECT: MUSIC (Vocal)****APRIL – MAY**

| <b>CONTENT</b>   | <b>TECHNIQUES/ RESOURCES USED</b>  | <b>SKILL DEVELOPMENT</b>   | <b>ASSESSMENT/OBSERVATION</b>  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• National Anthem (with meaning)</li><li>• National Songs (with meaning)</li><li>• Shloka (with meaning)</li><li>• We are the BGS</li><li>• Performance on Earth Day</li><li>• Mother's day performance</li><li>• Prayers- (Tum hi Mata)</li><li>• School Songs-(janam diya ishwere)</li></ul> | <ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul> |

**JULY- AUGUST**

| <b>CONTENT</b>   | <b>TECHNIQUES/ RESOURCES USED</b>  | <b>SKILL DEVELOPMENT</b>   | <b>AREAS OF ASSESSMENT/OBSERVATION</b>   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Shloka (with meaning)</li><li>• Guru Purnima Performance</li><li>• Van Mahotsav day</li><li>• Performance on World nature conv. day</li><li>• Prayers- (O palan haare)</li><li>• Performance on Independence Day</li></ul> | <ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul> |

**SEPTEMBER-OCTOBER**

| CONTENT  | TECHNIQUES/ RESOURCES USED   | SKILL DEVELOPMENT  | AREAS OF ASSESSMENT/OBSERVATION  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Shlokas (with meaning)</li><li>• Prayer- (humko man ki shakti)</li><li>• Chopaiyan (with meaning)</li><li>• Performance on teacher's day</li><li>• Performance on Janmashtami</li><li>• Performance on Gandhi Jayanti</li><li>• Performance on Dussehra</li><li>• Alankaar</li></ul> | <ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul> |

**NOVEMBER – DECEMBER**

| CONTENT  | TECHNIQUES/ RESOURCES USED   | SKILL DEVELOPMENT  | AREAS OF ASSESSMENT/OBSERVATION  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• English Prayers-(We are the BGS)</li><li>• Performance on Diwali</li><li>• Gurupurab Performance</li><li>• Annual Day</li><li>• Performance on Christmas day</li><li>• Basant Panchami</li><li>• Raag Bhoopali</li><li>• Raag Bhairav</li><li>• Raag yaman</li></ul> | <ul style="list-style-type: none"><li>• Tanpura</li><li>• Audio Recording</li><li>• Lyrics Sheet</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation</li><li>• Knowledge of Ragas, beat, rhythm</li><li>• Practical voice training, discipline</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li></ul> |

**JANUARY - FEBRUARY**

| <b>CONTENT</b>  | <b>TECHNIQUES/ RESOURCES USED</b>  | <b>SKILL DEVELOPMENT</b>   | <b>ASSESSMENT/OBSERVATION</b>  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>English Prayers-(We are the BGS)</li><li>Performance on Republic Day</li><li>Raag yaman</li><li>Taals- Ektaal, Teentaal</li><li>Hindi Prayers- (aye malik tere bande hum)</li></ul> | <ul style="list-style-type: none"><li>Tanpura</li><li>Audio Recording</li><li>Lyrics Sheet</li></ul> | <ul style="list-style-type: none"><li>Voice modulation</li><li>Knowledge of Ragas, beat, rhythm</li><li>Practical voice training, discipline</li></ul> | <ul style="list-style-type: none"><li>Melody</li><li>Rhythm</li><li>Voice Quality</li><li>Alignment with Scale</li></ul> |

**ANNUAL CURRICULUM PLAN: 2023-24****STEP: 4****SUBJECT: MUSIC (INSTRUMENTAL)****APRIL – MAY**

| CONTENT  | TECHNIQUES/ RESOURCES USED  | SKILL DEVELOPMENT   | ASSESSMENT/OBSERVATION   |
|--|---|---|--|
| <ul style="list-style-type: none"><li>• National Anthem (with meaning)</li><li>• National Songs (with meaning)</li><li>• Basic Theory<br/>(Parts of Guitar, Parts of Keyboard, and Parts of Drums)</li><li>• Types Of Chords<br/>(Major Chord, Minor Chord, and Sharp Chord)</li><li>• All Major Scale(Practical)</li><li>• Performance on Earth Day</li><li>• Mother's day performance</li><li>• School Anthem (WE ARE THE BGS)</li></ul> | <ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Practice Pad</li></ul> | <ul style="list-style-type: none"><li>• Work on Beats</li><li>• Tempo</li><li>• Prepare the Correct song with the correct pitch</li></ul> | <ul style="list-style-type: none"><li>• Tempo</li><li>• Tones</li><li>• Sound Quality</li><li>• Knowledge of Beats</li></ul> |

**JULY – AUGUST**

| CONTENT   | TECHNIQUES/ RESOURCES USED   | SKILL DEVELOPMENT   | ASSESSMENT/OBSERVATION   |
|---|--|---|--|
| <ul style="list-style-type: none"><li>• Van Mahotsav day</li><li>• Basic Introduction About Tabla</li><li>• Performance on World nature conv. day</li><li>• All Minor Scale(Practical)</li><li>• All Sharp Scale(Practical)</li><li>• How to find Scale</li><li>• Performance on Independence day</li></ul> | <ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Ukulele</li><li>• Tabla</li></ul> | <ul style="list-style-type: none"><li>• Voice Modulation</li><li>• Knowledge of Rhythm</li><li>• Works on Beats</li><li>• Tempo</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Voice Quality</li><li>• Alignment with Scale</li><li>• Tempo</li></ul> |

**SEPTEMBER – OCTOBER**

| CONTENT  | TECHNIQUES/ RESOURCES USED  | SKILL DEVELOPMENT  | ASSESSMENT/OBSERVATION   |
|--|---|--|--|
| <ul style="list-style-type: none"><li>• Tabla Taal</li><li>• Time Signature</li><li>• Drum Beats</li><li>• Gandhi Jayanti</li><li>• Performance on teacher's day</li><li>• Performance on Janmashtami</li><li>• Dussehra Performance</li></ul> | <ul style="list-style-type: none"><li>• Tabla</li><li>• Ukulele</li><li>• Drum practice pad</li><li>• Shaker</li><li>• Tambourine</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation</li><li>• Rhythm</li><li>• Work on Beats</li><li>• Practical on Drum</li><li>• Practice on Song</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Beats</li><li>• Time Signature</li></ul> |

**NOVEMBER – DECEMBER**

| CONTENT  | TECHNIQUES/ RESOURCES USED   | SKILL DEVELOPMENT  | ASSESSMENT/OBSERVATION   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Learn Chords<br/>Major Chord<br/>Minor Chord<br/>Sharp Chord</li><li>• Chord Formation</li><li>• Diwali Performance</li><li>• Chaupai With Meaning</li><li>• Performance on Christmas day</li><li>• Annual Day</li></ul> | <ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Tabla</li><li>• Ukulele</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation<br/>Knowledge of beats</li><li>• Song Preparation on<br/>Instruments Play<br/>Practically Songs with<br/>Chords</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Pitch</li><li>• Sound</li><li>• Beats</li><li>• Time Signature</li></ul> |

## JANUARY – FEBRUARY

| CONTENT   | TECHNIQUES/ RESOURCES USED   | SKILL DEVELOPMENT  | ASSESSMENT/OBSERVATION   |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• Learn Beats<br/>4/4 Beats<br/>3/4 Beats<br/>6/8 Beats</li><li>• Republic Day Performance</li><li>• English Prayer with Instrument(We Are The BGS)</li></ul> | <ul style="list-style-type: none"><li>• Guitar</li><li>• Keyboard</li><li>• Drum</li><li>• Tabla</li><li>• Ukulele</li></ul> | <ul style="list-style-type: none"><li>• Voice modulation<br/>Knowledge of beats</li><li>• Song Preparation on<br/>Instruments Play<br/>Practically Songs with<br/>Chords</li></ul> | <ul style="list-style-type: none"><li>• Melody</li><li>• Rhythm</li><li>• Tempo</li><li>• Pitch</li><li>• Sound</li><li>• Beats</li><li>• Time Signature</li></ul> |

# ANNUAL CURRICULUM PLAN : 2023-2024

SUB: DANCE

CLASS : IV

## MONTH : APRIL - MAY

| CONTENT   | TECHNIQUES / RESOURCES  | SKILL DEVELOPMENT  | ASSESSMENT / OBSERVATION  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>World dance day .</li> <li>Fusion dance style .</li> <li>Introduction - Teen Taal - 16 beats (kathak Nritya - pure classical)</li> <li>Ganesha Mantra - Classical dance style (kathak Nritya)</li> </ul> | <ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies .</li> <li>Audio - visuals aids:video clips.</li> <li>Dance training with the help of audio system and other related equipments.</li> </ul> | <ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul> | <ul style="list-style-type: none"> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul> |

## MONTH : JULY-AUGUST

| CONTENT   | TECHNIQUES / RESOURCES  | SKILL DEVELOPMENT  | ASSESSMENT/ OBSERVATION   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Independence day - Patriotic theme(dance style- fusion).</li> <li>Folk dance of assam - "BIHU".</li> <li><b>Teen taal - 16 beats</b> - full knowledge of foot work of taal teen taal.</li> </ul> | <ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies.</li> <li>Audio - visuals aids: video clips.</li> <li>Dance training with the help of audio system and other related equipments.</li> </ul> | <ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul> | <ul style="list-style-type: none"> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul> |



**MONTH : SEPTEMBER-OCTOBER**

| CONTENT   | TECHNIQUES / RESOURCES  | SKILL DEVELOPMENT  | ASSESSMENT / OBSERVATION  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>● Gandhi jayanti - Patriotic theme .</li> <li>● Dussehra special - [ dance style -semi classical ].</li> <li>● Janmashtmi special assembly.</li> </ul> | <ul style="list-style-type: none"> <li>● The task based approach focused on the skills and competencies .</li> <li>● Audio - visuals aids:video clips.</li> <li>● Dance training with the help of audio system and other related equipments.</li> </ul> | <ul style="list-style-type: none"> <li>● Development of the effective psycho motor domain.</li> <li>● Development of keen sense of rhythm and balance.</li> <li>● Knowledge and respect for diverse Indian culture and heritage .</li> </ul> | <ul style="list-style-type: none"> <li>● Performance</li> <li>● Rhythm</li> <li>● Coordination</li> <li>● Expression</li> </ul> |

**MONTH : NOVEMBER-DECEMBER**

| CONTENT   | TECHNIQUES / RESOURCES  | SKILL DEVELOPMENT  | ASSESSMENT / OBSERVATION  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>● Annual day.</li> <li>● Diwali assembly.</li> <li>● Folk dance of Gujrat - "Garba"</li> </ul> | <ul style="list-style-type: none"> <li>● The task based approach focused on the skills and competencies .</li> <li>● Audio - visuals aids:video clips.</li> <li>● Dance training with the help of audio system and other related equipments.</li> </ul> | <ul style="list-style-type: none"> <li>● Development of the effective psycho motor domain.</li> <li>● Development of keen sense of rhythm and balance.</li> <li>● Knowledge and respect for diverse Indian culture and heritage .</li> </ul> | <ul style="list-style-type: none"> <li>● Performance</li> <li>● Rhythm</li> <li>● Coordination</li> <li>● Expression</li> </ul> |

**MONTH: -JANUARY-MARCH**

| CONTENT   | TECHNIQUES / RESOURCES   | SKILL DEVELOPMENT  | ASSESSMENT / OBSERVATION  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>State day .</li> <li>Republic day .</li> <li><u>Bharatnatyam</u> - Basic knowledge of style .</li> <li>Sarswati vandna - pure classical dance .</li> </ul> | <ul style="list-style-type: none"> <li>The task based approach focused on the skills and competencies.</li> <li>Audio - visuals aids: video clips.</li> <li>Dance training with the help of audio system and other related equipment s.</li> </ul> | <ul style="list-style-type: none"> <li>Development of the effective psycho motor domain.</li> <li>Development of keen sense of rhythm and balance.</li> <li>Knowledge and respect for diverse Indian culture and heritage .</li> </ul> | <ul style="list-style-type: none"> <li></li> <li>Performance</li> <li>Rhythm</li> <li>Coordination</li> <li>Expression</li> </ul> |

**ANNUAL CURRICULUM PLAN (SESSION: 2023-24)****STEP: 4****SUBJECT: ART AND CRAFT****BOOK – AESTHETICS - ART & ACTIVITY****MONTH: APRIL -MAY**

| CHAPTER/TOPIC  | TECHNIQUES USED  | SKILL DEVELOPMENT  | AREAS OF OBSERVATION   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Designs on Mushroom(Colouring)</li><li>• Pelican Bird (Colouring)</li><li>• Best Friends (Colouring)</li><li>• Fruits Basket (Activity)</li><li>• Save Environment (Colouring)</li><li>• Happy Mother’s Day (Activity)</li><li>• Bell Pepper (Colouring)</li><li>• My Lill Hut (Activity)</li><li>• Parrot (Colouring)</li></ul> | <ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Tearing &amp; Paper pasting</li><li>• Line Drawing</li><li>• Cotton Pasting</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li></ul> | <ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Strokes</li><li>• Neatness</li></ul> |

**MONTH: JULY-AUGUST**

| CHAPTER/TOPIC  | TECHNIQUES USED   | SKILL DEVELOPMENT  | AREAS OF OBSERVATION   |
|--|---|--|--|
| <ul style="list-style-type: none"><li>• Dahi Handi (Colouring)</li><li>• An Emblem of Love (Activity)</li><li>• Village Scene (Colouring)</li><li>• Be Healthy (Colouring)</li><li>• Poster Design (Colouring)</li><li>• Landscape (Colouring)</li><li>• Leave Art (Activity)</li><li>• Funky Easter Eggs (Colouring)</li><li>• Pussy cat (Activity)</li></ul> | <ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Tearing &amp; Paper pasting</li><li>• Ice Cream Sticks pasting</li><li>• Coloring with sketch pens</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li></ul> | <ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul> |

**MONTH: SEPTEMBER - OCTOBER**

| CHAPTER/TOPIC  | TECHNIQUES USED  | SKILL DEVELOPMENT  | AREAS OF OBSERVATION   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• The Ravana (Colouring)</li><li>• Happy Halloween (Activity)</li><li>• Swami Vivekananda (Colouring)</li><li>• Sunset Scene (Colouring)</li><li>• Garba Dance (Colouring)</li><li>• Hide &amp; Seek (Colouring)</li><li>• Save Tree Save Life (Colouring)</li></ul> | <ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Coloring with sketch pens</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Exploration</li><li>• Colour sense</li><li>• Drawing</li><li>• Tracing</li><li>• Focus</li><li>• Perspective</li></ul> | <ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul> |

**MONTH: NOVEMBER – DECEMBER**

| CHAPTER/TOPIC   | TECHNIQUES USED  | SKILL DEVELOPMENT  | AREAS OF OBSERVATION   |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• Chhath Puja (Colouring)</li><li>• Madhubani Art (Colouring)</li><li>• Quiling art (Activity)</li><li>• Hangul-Kashmir's Tag(Colouring)</li><li>• Merry Christmas (Colouring)</li><li>• Eid Mubarak (Colouring)</li><li>• Bharatnatyam (Colouring)</li></ul> | <ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Colouring with sketch pens</li><li>• Quilling Technique</li></ul> | <ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Spatial comprehension</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Focus</li></ul> | <ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul> |

**MONTH: JANUARY- FEBRUARY**

| CHAPTER/TOPIC   | TECHNIQUES USED   | SKILL DEVELOPMENT  | AREAS OF OBSERVATION   |
|---|---|--|--|
| <ul style="list-style-type: none"><li>• Happy Republic Day (Activity)</li><li>• Woodpecker &amp; Hen Drawing (Activity)</li><li>• Save Environment (Colouring)</li><li>• Holi Hai!! (Colouring)</li></ul> | <ul style="list-style-type: none"><li>• Colouring with crayons</li><li>• Glitter pasting</li><li>• Step by step drawing</li></ul> | <ul style="list-style-type: none"><li>• Self-expression</li><li>• Observation</li><li>• Exploration</li><li>• Aesthetic sense</li><li>• Colour sense</li><li>• Fine motor skills</li><li>• Drawing</li><li>• Focus</li><li>• Perspective</li><li>• Simple coordination</li></ul> | <ul style="list-style-type: none"><li>• Imagination</li><li>• Creativity</li><li>• Colour sense</li><li>• Neatness</li></ul> |

## ANNUAL CURRICULUM PLAN (2023 – 24)

### STEP: IV

### SUBJECT:GENERAL AWARENESS

We, at BGS, have designed a Life Skills Program that enables every child to "Empower with the knowledge and skills they need to navigate life's challenges and opportunities."

| April-May   | July-August   | September-October   | November - December   | January -February  |
|---|---|---|---|--|
| <ul style="list-style-type: none"><li>● Animal world</li><li>● Travel diaries</li><li>● Time to celebrate</li><li>● In good taste</li></ul> | <ul style="list-style-type: none"><li>● Films we love</li><li>● Characters and creators</li><li>● Our green world</li><li>● As free as a bird</li></ul> | <ul style="list-style-type: none"><li>● Magic of music</li><li>● Timeless treasures</li></ul> | <ul style="list-style-type: none"><li>● Inspiring India</li><li>● All about Africa</li><li>● A child's play</li><li>● What's the sport?</li></ul> | <ul style="list-style-type: none"><li>● Brain teasers</li><li>● Puppetry</li><li>● Tokyo Olympics 2020</li></ul> |

**ANNUAL CURRICULUM PLAN (2022-23)****STEP: IV****SUBJECT : SCHOOL CINEMA**

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

| MONTH     | MODULE(S)              | Values   | Attitudes      | Life Skills                   | Expected Learning Outcomes   |
|-----------|------------------------|--|----------------|-------------------------------|--|
| APRIL     | With or without medals | Self-Awareness, Critical Thinking, Coping with Stress                            | Commitment     | Self-Acceptance, Optimism     | To understand that competition is very good... as long as it's healthy. It's what makes one strive to be better. |
| MAY       | In the name of the law | Decision Making, Interpersonal, Problem Solving, Critical Thinking               | Understanding  | Discipline, Self-Control      | Obedience alone gives the right to command.  |
| JULY      | It's not my fault      | Decision Making, Critical Thinking, Coping with Emotions                         | Responsibility | Maturity, Accountability      | The greatest day in your life and mine is when we take total responsibility for our attitudes.                   |
| AUGUST    | Spot the mistake       | Critical Thinking, Coping with Emotions, Empathy, Communication, Problem Solving | Non-Judgmental | Acceptance, Being Open-minded | To understand be curious, not judgmental.  |
| SEPTEMBER | Jealousy               | Self-Awareness, Coping with Emotions, Interpersonal                              | Individuality  | Contentment, Uniqueness       | To accept every person has uniqueness - something that nobody else has.  |
| OCTOBER   | Make Peace             | Empathy, Communication, Coping with Emotions, Problem Solving                    | Forgiveness    | Love, Sensitivity             | Ethics is knowing the difference between what you have a right to do and what is right to do.                    |

|                 |                     |  |                |   |  |
|-----------------|---------------------|--|----------------|---|--|
| <b>NOVEMBER</b> | Believe in yourself | Self-Awareness, Creative Thinking, Decision Making, Coping with Emotions | Self           | Confidence, Perseverance, Optimism          | When you have confidence, you can have a lot of fun. And when you have fun, you can do amazing things.   |
| <b>DECEMBER</b> | The Big Competition | Interpersonal, Communication, Coping with Emotions, Creative Thinking    | Self-Assurance | Stage Presence, Public Speaking, Composure, | The best way to conquer stage fright is to know what you are talking about.  |
| <b>JANUARY</b>  | Jump to it          | Coping with Emotion, Communication                                       | Patience       | Self-Control, Calmness, Maturity            | To identify situations in which if patience is worth anything, it must endure to the end of time. And a living faith will last in the midst of the blackest storm. |
| <b>FEBRUARY</b> | The Tomboy          | Critical Thinking, Interpersonal, Empathy, Problem Solving               | Equality       | Fairness, Open-mindedness, Acceptance       | The greatest discovery of all time is that a person can change his future by merely changing his attitude.   |



**ANNUAL CURRICULUM PLAN (2023-24)****STEP: 4****SUBJECT: Physical Education**

| <b>Month</b>  | <b>Lessons</b>   | <b>Skill Area</b>  | <b>Learning Out Come</b>  |
|---------------|--|--|---|
| <b>APRIL</b>  | <ul style="list-style-type: none"><li>● 50m Hurdle Race</li><li>● Basic Kicks</li><li>● Medicine Ball Relay</li><li>● 100m Race</li><li>● 200m hurdle race</li><li>● Medicine Ball Throw</li></ul> | <ul style="list-style-type: none"><li>● Athletics</li><li>● Martials Arts</li><li>● Health and Fitness</li><li>● Athletics</li><li>● Gymnastics/Aerobics</li></ul> | <ul style="list-style-type: none"><li>● Improvement in Speed, Reaction time</li><li>● Push Kick, Spring Kick, Round Kick</li><li>● Balancing,</li><li>● Improvement in Speed, Strength, Balance</li><li>● Improvement in Speed, Reaction time</li><li>● Improvement in skill and concepts.</li><li>● Arm and back strength.</li><li>●</li></ul> |
| <b>MAY</b>    | <ul style="list-style-type: none"><li>● Front Roll</li></ul>   | <ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li></ul>  | <ul style="list-style-type: none"><li>● Back, Abdominal, Shoulder Strength and Balance</li></ul>  |
| <b>JULY</b>   | <ul style="list-style-type: none"><li>● Back Roll</li><li>● Side Roll</li></ul>  | <ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li></ul>  | <ul style="list-style-type: none"><li>● Back, Abdominal, Shoulder Strength and Balance</li><li>● Ballance, Transfer of body weight</li></ul>  |
| <b>AUGUST</b> | <ul style="list-style-type: none"><li>● Floor Exercises</li><li>● Jump and split</li><li>● Cartwheel</li></ul>   | <ul style="list-style-type: none"><li>● Gymnastics/Aerobics</li></ul>  | <ul style="list-style-type: none"><li>● Improvement in floor exercises.</li><li>● Flexibility for hip joint, leg strength and improvement in skill.</li></ul>   |

|                  |  |   |  |
|------------------|--|---|--|
| <b>SEPTEMBER</b> | <ul style="list-style-type: none"> <li>● Basic Rules</li> <li>● Ball Handling</li> <li>● Fighting Skills</li> </ul>                              | <ul style="list-style-type: none"> <li>● Sports – Basketball</li> <li>● Martial Arts</li> </ul>     | <ul style="list-style-type: none"> <li>● Shoulder and Back strength, Balance.</li> <li>● Basic knowledge of the game</li> <li>● Improvement in Control on ball, Arm strength, Judgement over the ball</li> </ul>   |
| <b>OCTOBER</b>   | <ul style="list-style-type: none"> <li>● Dribbling and Controlling</li> <li>● Gallery</li> <li>● Stance</li> <li>● Catching</li> </ul>           | <ul style="list-style-type: none"> <li>● Sports - Basketball</li> <li>● Sports - Cricket</li> </ul> | <ul style="list-style-type: none"> <li>● Improvement in Dribbling , Agility, Running with the ball</li> <li>● Agility, Neuro-muscular coordination, Team Work</li> <li>● Learning advantage of proper stance</li> <li>● Improvement in catching, Hand-eye coordination</li> </ul>                                    |
| <b>NOVEMBER</b>  | <ul style="list-style-type: none"> <li>● Basic Rules</li> <li>● Ball Handling</li> <li>● Dribbling and Controlling</li> <li>● Gallery</li> </ul> | <ul style="list-style-type: none"> <li>● Sports - Basketball</li> </ul>                             | <ul style="list-style-type: none"> <li>● Basic knowledge of the game</li> <li>● Improvement in Control on ball, Arm strength, Judgement over the ball</li> <li>● Improvement in Dribbling , Agility, Running with the ball</li> <li>● Agility, Neuro-muscular coordination, Knowledge of space, team work</li> </ul> |
| <b>DECEMBER</b>  | <ul style="list-style-type: none"> <li>● Throwing at Various Length</li> <li>● Striking (Straight and Cover Drive)</li> </ul>                    | <ul style="list-style-type: none"> <li>● Sports - Cricket</li> </ul>                                | <ul style="list-style-type: none"> <li>● Improvement in Hand-eye coordination, shoulder strength</li> <li>● improvement in Batting skills</li> </ul>   |

|                 |  |  |  |
|-----------------|--|--|--|
|                 | <ul style="list-style-type: none"> <li>● Fielding Concentration Drills</li> <li>● Bowling Concentration Drills</li> </ul>  |  | <ul style="list-style-type: none"> <li>● Improvement in Concentration, catching skills, reaction ability</li> <li>● Improvement in Concentration</li> </ul>  |
| <b>JANUARY</b>  | Striking (Straight and Cover Drive) <ul style="list-style-type: none"> <li>● Fielding Concentration Drills</li> <li>● Bowling Concentration Drills</li> <li>● Balance</li> <li>● Punches, Kicks, Gymnastics</li> </ul> | <ul style="list-style-type: none"> <li>● Sports - Cricket</li> <li>● Sports – Football</li> <li>● Martials Arts</li> </ul> | improvement in Batting skills <ul style="list-style-type: none"> <li>● Improvement in Concentration, catching skills, reaction ability</li> <li>● Improvement in Concentration</li> <li>● Improving balance, Strength, Anticipation</li> <li>● Cordinations</li> </ul> |
| <b>FEBRUARY</b> | <ul style="list-style-type: none"> <li>● Kicking (In Step)</li> <li>● Kicking(Out Step)</li> <li>● Kicking(Corner Kick)</li> </ul>   | <ul style="list-style-type: none"> <li>● Sports - Football</li> </ul>  | <ul style="list-style-type: none"> <li>● Improving instep kicking, Leg strength</li> <li>● Improving outstep kicking, Leg strength</li> <li>● Improving corner kick, Scoring, Accuracy in passing</li> </ul>   |
| <b>MARCH</b>    | --ANNUAL EXAMINATIONS--  |  |  |