

English 1

1st Term

1. Types of Sentences
2. Parts of a Sentence
3. Articles
4. Nouns
5. Collective Nouns
6. Singular and Plural
7. Tenses
8. Verbs
9. Adverbs
10. Word Order
11. Countable and Uncountable Nouns
12. Gender
13. The Phrase
14. Active and Passive Voice

2nd Term

15. Abstract Nouns
16. Punctuation
17. Adjectives
18. Degrees of Comparison
19. Sound words: usage.
20. Verbs and their Objects
21. Prepositions
22. Pronouns
23. Conjunctions
24. Interjections
25. Possessives
- 26. Subject and Predicate**
- 27. Direct and Indirect Speech**

Creative Writing

1. Formal letter writing.
2. Informal writing
3. Comprehension.
4. Descriptive composition.
5. Narrative composition
6. Picture Composition

Teaching Points and Learning Objectives

Speech Training

1. Reading of prepared passages of prose and poetry.
2. Dramatic representation of scenes from suitable plays.

3. News reading.
4. Re-telling stories using selected phrases and vocabulary from the original stories.
5. Narration of personal experiences from prepared material.
6. Elocution.
7. Oral comprehension of passages read in class

Written Communication

Written communication in the middle school must not only serve to make English structures functional, but also provide opportunity for written expression which is spontaneous, specific and meaningful. Written expression at this stage should be a natural extension of oral expression.

Remembering that written expression is for communication, it is necessary to make the child want to communicate. Instead of giving set topics out of the blue, it is necessary to choose themes which are of immediate interest/and which cause maximum oral participation; discussion is an essential part of the writing experience

Note: The length of a composition should be about 150-200 words.

1. Expanding words into phrases, and phrases into clauses.
2. Compressing clauses into phrases, and phrases into single words.
3. Correct placing of words and phrases in sentences.
4. Extension of vocabulary, with the use of a dictionary.
5. Reproduction of information acquired by reading.
6. Reproduction of information acquired by listening.
7. Written answers testing comprehension of a passage.
8. Re-telling stories.
9. Descriptions, picking out outstanding characteristics.
10. Picture compositions using the cartoon strip to consolidate narrative techniques.
11. Simple narratives with sequencing and selection of details.
12. Dialogues.
13. Simple letters of thanks, invitations and polite refusal, sympathy, congratulation, complaint, apology.
14. To explain processes: washing clothes, planting trees.
15. To be able to give a short life-sketch of people.
16. To be able to describe objects and customs.
17. To be able to draw up rules, for games, clubs, book societies etc.
18. To express opinions.

Correct Language Skills

(Emphasize on full sentences referring to actual situations).

1. The sentence: subject and predicate.
2. Agreement of verb and subject.
3. Correct use of the articles.
4. Prepositions (i) expression of place. (ii) expression of time.
5. Simple and progressive forms of the present tense.
6. Simple and progressive forms of the past tense.

English 2

1st Term

1. The ant and the grasshopper
2. The Night the Roof Blew Off.
3. Daffodils
4. The New Student.
5. The Unforgettable Adventure.
6. *The Village School Master.*
7. The Story of Rip Van Winkle –I
8. The Story of Rip Van Winkle – II
9. *Stopping by the Woods on a Snowy Evening*

2nd Term

10. Pandora and the Box of Troubles.
11. They saved the Train.
12. *Sea Fever*
13. A Lesson Learnt.
14. The Light Lives On
15. *Robin RedBreast.*
16. The Victory that Made History.
17. The Merchant of Venice
18. *Bangle Sellers*

**Note : In Eng 2 Syllabus, words in Italics indicate poems
Teaching Points and Learning Objectives**

Literature In English

Class Reading:

1. One-act plays.
2. Prose narrative, e.g. stories of adventure, legends, tales of different nations.
3. Poetry: tales in verse, both humorous and serious; ballads; short lyrical Indian verse.

Extensive Reading:

It is recommended that pupils should read at least *six* books out of class, under the direction of the teacher, and discuss them informally in class. In addition, one period or more per week should be devoted to extensive reading.

2nd Language - HINDI

1ST SEMESTER

BOOK-GUNJAN HINDI PAATH MALA-6

1. Abhinandan
2. Meri shiksha
3. Asthidaan
4. Pushp ki abhilasha
5. Bodh
6. Aa rahi ravi ki sawaari
7. Boondi ka kila
8. te hi sanche meet

Book-Vyakaran Vatika=4

1. Bhasha, Varn
2. Shabd
3. Pad
4. Ling
5. Vachan
6. Karak ka vistrat addhyayan
7. Pryaywachi
8. Anekarthi
9. Vaakyanshon ke liye ek shabd
10. Apathit, kahaani, Patra, Nibandh

2nd SEMESTER

BOOK-GUNJAN HINDI PAATH MALA-6

1. Album
2. Meera magan bahi
3. Sachcha veer
4. Andher nagari
5. Khilauna
6. Krantikari ki aatmkatha se
7. Aise the we

Book-Vyakaran Vatika=4

1. Kriya ka vistrat addhyaan
2. Avyay
3. Kaal ka samannya parichay
4. vakya shuddha karo
5. Muhaware
6. Viraam cinha
7. Ekarthi, Samroopi bhinnarthak, Vilom
8. Apathit, Patra, Nibandh

1ST TERM

SAHITYA MALA

- 1) Eesh Vandana
- 2) Santan Aur Sona
- 3) Suno Kahani Nani Se
- 4) Ajeeb Dhobi

GRAMMAR

- 1) Vakya Shudhikaran
- 2) Vilom Shabad
- 3) Vachan
- 4) Translation

2ND TERM

SAHITYA MALA

- 1) Hamare Parv
- 2) Kalkatta
- 3) Maa Ka Sapna
- 4) Bharat Ki Santan
- 5) Hamare Parosi Pashu

GRAMMAR

- 1) Vilom Shabad
- 2) Paryayvachi
- 3) Anek Shabado Ke Liye Ek Dhabad
- 4) Translation

2nd Language – Bengali (NO STUDENTS)

- 1) Padh parechai (Bishasya , Bishasan,Sarbonam,Abbey o Kria)
- 2) Kria – Samapika o Asamapika
- 3) Sanjojok Abby o Beyojok Abboy
- 4) Alankarik Abboy
- 5) Karok
- 6) Sandhi-Sarosandhi o banjoyn sandhi
- 7) SamartheK sabdo
- 8) Beporit Sabdo
- 9) Bakya – saral bakya
- 10) Patra Likhen – Baykeyigago o Bedhalaya sankranto
- 11) Anuched rachana
- 12) Bodh parekshen

Sahethya prosango – Galpo

- 1) Japan – Rabindra nath Thakur
- 2) Atithi – Sarat Chandra Chattapadhya
- 3) Janani gandharir Khama – Nripendra Krishna Chattapadhya
- 4) Amader bsabhumi – Surjendu bikash kar Mahapatra
- 5) Bone pahare – Bibhuti bhushen Bandhapadhya
- 6) Aak bocharer raja – Sukumer Roy
- 7) Sahid Sushil Sen – Sunil Gunguli
- 8) Sadhinata – Bonofool

Sahethya prosango – Kabita

- 1) Parthana -- Rabindra nath Thakur
- 2) Sankalpo sadhan – Hemchandra Bandhapadhya
- 3) Rakhel raja – Kaji Najrul Islam
- 4) Ahauan – Sukanta Bhattacharyya
- 5) Apochae – Kalidas Roy
- 6) Barsha rani – Mankumari Basu
- 7) Sargo o narok – Fajlul karim
- 8) Mahim – Rahim – Sunirmal Basu

Galpo sankalan

- 1) Rather mela – Bankim Chandra Chattopadhyaya
- 2) Sonali jagya – Bibakananda
- 3) Jadukar – Prabhat Mukhopadhyaya
- 4) Apur PathShala – Bibhuti bhushan Bandhopadhyaya
- 5) Madhu master – Tara Sankar Bandhopadhyaya
- 6) Utshab – Probadh kumar Synnal
- 7) Kalu Sarder – Premendra Mitra
- 8) Pash Fail – Manik Bandhopadhyaya

3rd Language – Bengali

1st Semester

- 1) Dial B For Bengali Lesson – 1 – 10
- 2) Sahaj Bangla Path Prabeshika- 2
- 3) Neje Paro 1- 8
- 4) Aamilikhi Page – 1- 24

2nd semester

- 1) Dial B For Bengali Lesson – 12 – 18 , 25
- 2) Galpo Guccho- Dhani 0 Gorib
- 3) Sahaj Bangla Path
Neje Paro – 15 ,16,17,18,20
- 4) Aamilikhi Page – 25- 48S

3rd Language - GUJARATI

1st Term

1. Rivision all Matras.
2. Ganit- Page 10 to 33
3. Counting 1-50 in numbers and words
4. Gujarati – page 34 to 64

2nd Term

1. Prathana a) Mara Aanganiye b) Mara Ganapati
2. Balgeeto- a) Shakvadi b) Avyo Shiyado c) Chand Mama Ne
3. Samanya Gyan

Hu Ane Maru Kutumb
Sarir na Bhago
Vahano
Rituo
Phalo
Shakbhaji
Upyogi Pranio
Amne Orakho

Mathematics

1. Number system
2. Set theory
3. Fundamental concepts of geometry
4. Algebraic expressions
5. Integers
6. Powers and roots of integers
7. Factors and multiples
8. Substitution of algebraic expressions
9. Unitary Method
10. Construction of angles using compasses only
11. Fractions
12. Operations on algebraic expressions
13. Decimals
14. Percentage
15. Construction of perpendiculars and perpendicular bisectors
16. Linear Equations and its problem sums
17. Angles
18. Ratio
19. Profit, loss and discount
20. Parallel lines and their properties
21. Simple interest
22. Triangles and their construction
23. Perimeter and area of plane figures

Teaching Points and Learning Objectives

Sets

Idea of a set notation - Set as a well defined collection of distinct objects.

Notation - Roster -listing and set builder methods of representing sets.

Finite/infinite sets - Denoting sets by capital letters and elements by small letters.

The empty set - Geometric figures as sets of points.

Cardinal number of a set - Sets of numbers: N, W, I or 7. Symbols: e.g.. e, C, { } or 0, n(A), u,

Numbers

Number systems – Hindu - Arabic system of numeration. Face and place value.

Integers – Operations, use of integers as directed numbers.

Fractions - Proper, improper, mixed, equivalent. (Operations).

Decimals - Tenths, hundredths, thousandths only. Conversion of decimals to fractions. (Vice versa)

Factors and multiples - Prime factorization, HCF and LCM.

Powers and roots - Exponential notations. Square root and cube root of positive integers by factor method.

Ratio - Simple and direct problems only.

Percentage, Profit and loss - Conversant with the measures of money, length, weight and time).

Simple interest and Arithmetical Problems

The number line

Representing numbers on the number line (natural numbers, whole numbers, integers, fractions, decimals). Illustrating the fundamental operations and properties of numbers.

Algebra

Fundamental concepts

Pupils will be expected to be familiar with terms such as: term, like and unlike terms, monomial, binomial, trinomial, polynomial, constant, variable literal or numerical, coefficient, degree of a polynomial.

Fundamental operations

Addition, subtraction of polynomials, multiplication of a polynomial and a monomial. Multiplication of two binomials. Use of brackets as grouping symbols. (Use of BODMAS rule is not desired at this stage.)

Substitution

Substitution in polynomials of degree 1 or 2 involving at most three unknowns.

Geometry

Fundamental concepts

Pupils will be expected to be familiar with the idea of a point, line, ray, plane, space, line segment, triangle, rectangle, square, and circle.

Lines

Parallel and intersecting lines, perpendicular lines, perpendicular bisector of a line segment. The following incidence properties are to be observed and subsequently assumed (axioms);

1. One and only one line passes through two distinct points in a plane.
2. Two different lines in a plane are either parallel or intersect in exactly one point.

Angles

Concept of an angle. Vertex, arm or sides of an angle. Interior and exterior of an angle. Measurement of an angle—degrees, minutes, seconds. Use of a protractor to measure an angle.

Types of angles

Acute, right, obtuse, straight, and reflex angles. Adjacent angles, vertically opposite angles, complementary and supplementary angles. Alternate, corresponding, interior, exterior angles with reference to parallel lines.

Properties of angles

If two straight lines intersect, the adjacent angles are supplementary lines, and vertically opposite angles are equal.

If two straight lines are cut by a transversal line -

1. The alternate angles are equal.
2. The corresponding angles are equal.
3. The interior angles on the same side of the transversal are supplementary

Constructions

Using ruler and compasses:

1. An angle equal to a given angle.
2. Bisection of angle.
3. Angles of 300, 600, 900, 450, 1200, 1350.
4. Perpendicular bisector of a line segment.
5. Perpendicular to a line from a point not on the line.
6. Perpendicular to a line at a point on the line.

Using set - squares:

1. A right angle.
2. Angles of 300, 450 600, 750 1050.
3. Perpendicular to a line from a point outside the line.
4. Perpendicular to a line at a point on the line.

Triangles

Concepts

Vertices, sides and angles of a triangle. Denoting angles of a triangle. Interior and exterior angles of a triangle.

Types

Scalene, isosceles, equilateral acute, obtuse and right triangles.

Property

The angle sum property of a triangle.

Constructions

Construction of triangles given -

1. Two sides and included angle.
2. Two angles and a side.
3. Three sides.

The Circle

Terms: centre, radius, diameter, circumference, chord, secant, tangent, arc, sector, segment. Interior and exterior of a circle. Symmetric and non-symmetric figures. Line or axis of symmetry.

Linear symmetry

A point symmetric to a given point with respect to a given line of Symmetry.

Constructions

The line of symmetry given two points which are symmetric with respect to the line of symmetry.

Mensuration

Recognition of solids

Recognition of faces, edges, vertices (corners) of solids. Prism, pyramid, cube, cuboids.

Perimeter and area

Perimeter of square, rectangle, triangle. Concept of area: measurement of area using squared paper. Area of rectangle and square only (Using formulae for area).

Volume and surfaces

Cubes and cuboids. (Pupils will be expected to be familiar with abbreviations cm, m, km, cm^2 , in', cm^3 , in^3 .)

History

1^{RST} TERM

1. Knowing the Past
2. Early Human Society
3. River Valley Civilization I
4. River Valley Civilization II
5. Early Vedic Age
6. Later Vedic Age
7. Preparing for Civic life.

2nd TERM

1. Rise of Reformist Religions-Buddhism and Jainism
2. The Mauryan Empire
3. The Gupata Empire
4. Villages and Cities
5. Valuing Public Property.

Teaching Points and Learning Objectives

How do we learn about History?

A very basic idea of the different historical sources - literary (Religious, travelers' accounts, secular sources) and archaeological (inscriptions, coins, monuments, artifacts) - and conclusions that can be drawn from them.

Suggested Activity

1. Collect articles about your daily life and school.
2. Try to think what conclusions archaeologists will draw about them in the future.

Early man

Outline of the change from hunting / gathering to settled agriculture; significance of developments such as beginning of agriculture, importance of using tools, discovery of metals (tools and other benefits) invention of wheel (transportation-trade) on the process of evolution of human society (Excessive details not required. just a basic timeline)

Suggested Activity

Show how the wheel, metals, tools are important even today in our daily life.

Civilizations

A very basic outline of the major features of each of the following early river valley civilizations: Egyptian, Mesopotamian, Chinese, Harappan — society, religion, Arts and crafts, trade and commerce etc. Why would people settle around rivers? What impact have they had on us? (e.g. religion, the measurement of time, etc.).

Iron Age civilizations

Greece (city states to Alexander), Rome (Republic to Empire); basic account of incursion of Indo-Aryans (avoid terms Aryan "race"! avoid invasion) - main features of settlement. Development of religion and society (the Vedic literature and epics). Jainism, and Buddhism Founders of the two religions, to be done very briefly; main tenets of religions. their spread. Comparison with China at the time of Confucius: main teachings (simplified). Development

of Empires -background to Ashoka; Ashoka and the Kalinga war.

Suggested Activity

Teach Ashoka through edicts.

The Guptas, South Indian Kingdoms (Pallavas, Cholas)

A very basic idea of political developments

1. Chandra Gupta I, Samudra Gupta and Chandra Gupta II.
2. Rajaraja and Rajendra Chola,
3. Cultural Developments - literature, science architecture.

The Roman Empire

A brief look at the development the Roman Empire – its achievements (script, law).

Suggested Activity

Take a South Indian temple and show how every thing revolves around it.

Civics

1. Environment and community life.
2. The Village Panchayat.
3. Public Property and It's Protection.

Teaching Points and Learning Objectives

Man as a Social Being

Basic definition of environment – discussion on natural and man made environment. Importance of living in a community, Different levels of community from family to nation. Similarities and differences in communities in India – social cultural, religious.

Suggested Activity

Show how communities can be defined in different ways - linguistic, regional, religious. Yet, we all are Indians. What are the similarities and differences between various communities in India?

1. Do an investigative project on your family/locality/ community etc
2. How we govern our communities: Very BASIC look at Panchayats and Municipal Corporations and the work they do/services they offer; how are they elected? (Details about these bodies are not required).
3. Look at the locality around you. What activities do you think the panchayat is doing! Ought to be doing?
4. Projects on die work of the local governing body.

Care of public property

At school, and in the community (monuments etc) — definition of public property and private property (in relation to the child, e.g. school property is private property). Why do we need to take care of public property — results of ill-treatment and vandalism.

Suggested Activity

Conduct an interview/campaign for maintenance of public property / school etc.

Geography

1. Use of Globes and Maps
2. The Earth: Our habitat in the solar system
3. Australia: The Land and its Resources
4. Australia: The People and their Economic Activities
5. Sugarcane Cultivation in Queens land
6. Our Environment
7. Africa: The land and resources
8. Africa: The People and their Economic Activities
9. The Gift of Nile
10. Cocoa Cultivation in Ghana

Map Marking

1. Australia
2. Africa

Project

1. Different Types of maps with examples, finding directions from the map and Conventional symbols.
2. Africa-Location, Natural Vegetation and Wildlife

Teaching Points and Learning Objectives

Practical Work

1. Measuring distance.
2. Diagram showing four cardinal and four intermediate directions.
3. Drawing of conventional signs – international boundary, state boundary, district boundary, capital city, river, metallic road and nonmetallic road.

The earth our Habitat in the Solar System

Celestial bodies – nebula – universe – stars – planets – satellites – meteors – asteroids – comets.

Major Landforms and Water Bodies of the Earth

1. Continents, mountains, plateaus, plains, islands.
2. Oceans, seas, bays, lakes, rivers.

Australia and New Zealand

1. Location – area.
2. Physical features – the Eastern Highlands, the Central Lowlands, the great Western Plateau, the Great Artesian Basin, the Great Barrier Reef, Rift Valley of Australia.
3. Climate
4. Resources and their utilization – natural vegetation, wild life, agriculture, sheep rearing, cattle rearing, minerals and industries.
5. Political divisions (through map) and important cities.

Case study

1. Aborigines of Australia.
2. Sugarcane cultivation in Queensland.

Africa

1. Location – area.
2. Physical features – mountains and plateaus, deserts, rift valleys, rivers.
3. Climate and natural vegetations.
4. Natural resources and their utilization – water resources, forests, wild life, minerals, crops.
5. The People
6. Political divisions of Africa (through map).

Case study

1. Gift of the Nile – the Arab republic of Egypt.
2. Life of Bushmen.
3. Cocoa cultivation in Ghana.

Environmental Education

Knowing the Environment

1. The environment -social and natural.
2. Human dependence on the environment.
3. Interdependence of plants and animals.

Natural Resources and their Utilisation

1. Natural resources -air, water, land (soil and minerals) and sunlight (energy); significance for growth, development and survival of all organisms.
2. Utilisation of resources for developmental and social activities -production of food, electricity and fuels, construction and other infrastructure.
3. Overutilisation of resources.

Waste Generation

1. Generation of waste and its sources.
2. Types of waste -solid, liquid and gaseous.
3. Hazards of waste accumulation.
4. Waste, community health and sanitation.

Management of Waste

1. Waste and its disposal- solid waste (physical removal and dumping), liquid waste (drainage and sewer system) and gaseous waste (discharged directly into air).
2. Conditions for proper waste management -co-operation of individuals and community; proper functioning of governmental and local bodies.

Teaching Points and Learning Objectives

Suggested list of Activities

The activities suggested below are neither exhaustive nor prescriptive. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of Environmental Education at this stage. They will have to make use of local flora and fauna and the available resources and facilities and take cognisance of local environmental problems. The students should be encouraged to initiate action on their own.

1. Check for leakage of taps in school and at home and take appropriate measures to minimize wastage of water.
2. Switch off electric lights, fans, TV and other gadgets when not in use.
3. Participate in debates/discussions/exhibitions/talks on environment issues in school.
4. Motivate residents to use dustbins or garbage pits.
5. Find out about the various agencies responsible for maintaining civic facilities in the area and seek their attention for maintaining cleanliness.

Identify various sources from which items of daily use are obtained and group these as:

1. Plants and animals
2. Soil, air and water
3. Fuels
4. Metals
5. Plastics

Visit a nearby locality (market/colony/village pond) and collect information about:

1. Prevailing sanitary conditions (littering or accumulation of garbage, absence or choking of drains);
2. System for disposal of solid waste managed by the residents and civic agencies;
3. Flies, mosquitoes and other insects, rodents and stray animals thriving on the accumulated garbage/stagnant water.

This may be followed by participating in discussions on the sanitary conditions of the visited site to infer possible impact on the environmental conditions. Suggestions for improving the situation may also be put forth.

Visit a nearby river, pond, well or community water tap/hand pump and collect information about:

1. The extent of wastage of water;
2. Possible sources that may contaminate or pollute water;
3. Condition of cleanliness and drainage.

This may be followed by discussions to initiate appropriate follow up action to improve the situation.

Teaching Learning Strategies

The teaching-learning strategies for Environmental Education at this stage are to be designed in keeping with the local environmental conditions, both natural and social. At the same time, it should also aim to help students to develop a global perspective of the environment and problems related to it. The most important parameter, however, to be considered while designing teaching-learning situations would be to provide adequate emphasis on the development of positive attitude as well as love and respect towards environment. This implies that a conscious effort has to be made to provide enough opportunities to the students to participate in a variety of activities.

In order to transact Environmental Education effectively at the upper primary stage, an appropriate combination of the following strategies may be adopted:

1. Focusing on mastery of basic skills by frequent drills and repetition of relevant exercises.
2. Creating and arranging situations for observation of natural phenomena.
3. Organizing demonstrations and involving students in discussions.
4. Providing opportunities to identify simple environment related problems and studying them through surveys and projects.
5. Helping students to acquire interpersonal and social skills to accomplish tasks through group learning.
6. Providing opportunities to students to use their imagination and visualize their roles in attempting to find alternate solutions to environmental problems.
7. Organizing group activities and group discussions.
8. Organizing activity based learning. Providing hands-on experience sessions.
9. Providing opportunities to develop skill of communicating their perceptions and ideas in verbal, written and visual forms like pictures, cartoons, maps, charts.

10. Organizing field visits and field interaction followed by discussions.
11. Utilizing various types of resource materials, both in print and non print, as well as expertise available in the community.

Evaluation

The assessment of students' achievement in Environmental Education would encompass all the three aspects of development i.e., cognitive, affective and co native. Both process and product evaluation techniques will need to be used. These will help in ascertaining the growth patterns, identification of strengths and weaknesses as also in utilizing systematic feedback for development of environment friendly habits, positive attitudes and desirable values amongst students.

Continuous and comprehensive evaluation using students' profiles and assigning grades would be desirable. Proper records of students' progress would need to be maintained and their profiles so developed, would be utilized for effecting improvement leading to desirable understanding and behavioural actions towards the environment.

A multi-pronged approach to evaluation meeting local needs would have to be evolved by the teachers in the context of Environmental Education. Multiple approaches and instruments can be used for monitoring and assessment of desirable behavioural changes in the students. This could be accomplished by carefully observing students individually as well as in groups during participation in field activities, excursions, discussions project work and co-scholastic activities. In addition, assessing students' progress by peers, parents, teachers and community members could also be undertaken. It would also be desirable to undertake institutional evaluation.

Computer Applications

1st Term

1. CH. 1. Computer Language
2. Ch. 2. More on Windows
3. Ch 3. Using Mail Merge
4. Ch 6. Introduction to MS Excel
5. Ch 7. Editing a Worksheet

2nd Term

1. Ch 10. Introduction QBASIC
2. Ch 11. QBASIC Statement
3. Ch 12. Control Statement
4. Ch 4. More on Power Point
5. Ch. 5. Enlivening A Presentation
6. Ch. 13. Browsing Internet

Physics

1. Physics and its importance
2. Force
3. Pressure
4. Work energy
5. Machines
6. Magnetism

Chemistry

1. Rocks, soil and minerals **I. Chemistry and its importance -Scientific method; Recording an experiment; Importance of chemistry; Laboratory apparatuses; common and miscellaneous**
2. The nature of matter -States of matter; molecular Arrangement in solids, liquids and gases; Changes of State; evaporation, condensation and solidification; Properties of matter; differences between solids, Liquids and gases; Classification of matter; Elements: Metals, non-metals and metalloids; Compounds; Mixtures.
3. **Pure and mixed substances -Mixtures; Characteristics, types; Methods of separation: solid From solid, solid from liquid, liquid from liquid.**
4. Changes around Us -Changes around us: natural and Man-made, slow and fast, periodic and non-periodic, Desirable and undesirable, reversible and Irreversible, physical and chemical; Conditions Favoring a chemical change; some more examples of Physical and chemical changes; Changes involve energy.

Annual examination

1. **Air -Constituents of air; importance of air; Rusting of iron; balance of oxygen in air .**
2. **Water- Occurrence of water; the three stages of Water; Water cycle; Importance of water for sustaining Life; Water as a solvent; Potable water; some Water-borne diseases; Water pollution.**
3. **Rocks and minerals -Types of rocks: sedimentary,**

Igneous and metamorphic; Minerals and ores: properties Of minerals, metallic and non-metallic minerals; Gems; Fossil fuels: coal and petroleum.

Biology

1. Life on earth
2. Classification of plants and animals
3. Structure and functions of plant parts
4. Health and hygiene
5. Soil
6. Our environment

Socially Useful Productive Work

1. Health and hygiene
2. Food
3. Shelter
4. Clothing
5. Culture and gardening
6. Community work and social service

Teaching Points and Learning Objectives

Activities practices, crafts and services

Health and hygiene

1. Making of tooth powder, chalk sticks, candles, shoe polish, soap, detergents, broom, wastepaper baskets, dust bins, compost manure etc.
2. Preparation of health posters.
3. Keeping of health records.
4. Keep the neighbourhood clean.
5. Working at health centres.
6. Growing medicinal plants.
7. Working for eradication of communicable diseases.
8. Provision of para-medical series.

Food

1. Growing of selected vegetables, ornamental plants.
2. Seed collection, soil testing.
3. Experimentation with different kinds of soil, different kinds of manure.
4. Vegetative propagation by cutting, breeding, grafting.
5. Vegetative reproductivity layering, soil conservation.
6. Making jam, jelly, ketchup, pickles, bakery items. Running canteens for specific periods.
7. Working in Agro – industries and on kitchen gardening, pot culture, crop and seed production, soil conservation and desert control , bee-keeping, poultry, bakery, confectionery, cooking.

Shelter

1. Making articles of use with the help of available material.
2. Polishing doors, windows and furniture.
3. Casual labour tasks in school.
4. Bamboo work, house carft, carpet weaving, etc.
5. Working on potter.
6. Mechanical, electrical and electronic workshop practice.

Clothing

1. Making school bags, school flags, table cloths, pillow cases, table mats.
2. Production of cotton/wool/silk and other fibres. Dress making, knitting hosiery work, embrodiery, leather work.

Culture and Gardening

1. Toy making, making of artificial flowers, items, games material etc.
2. Preparing cards for festivals, designing fancy covers for books, book-binding, fancy candle-making, puppets, musical instruments, and photography.

Community work and social service

1. Helping adults in their work.
2. Keeping the school and its neighbourhood clean.
3. Helping in the care of the sick at home, in school and in the community.
4. Offering first aid when needed.
5. Helping organizers at festivals and during functions.
6. Helping police and public in traffic control.
7. Helping in literacy campaigns.
8. Surveys of the activities of business and industrial set ups in the neighbourhood.

Curriculum Transaction – Aspects of emphasis

Academic Areas

Knowledge of

1. Needs and problems of the community
2. Availability of resources

Concern for the community and environment

Interests, attitudes and values, concern for the community and the environment. Interest in the activity in which participating as demonstrated through:

1. Discipline
2. Dignity of labour
3. Initiative
4. Originality
5. Self reliance

Process of work

1. Planning and execution of work in the desired sequence.
2. Correct selection of tools as also their maintenance and manipulation.
3. Adherence to safety rules

Product of work

1. Quality of the finished product
2. Originality
3. Sale ability of the products

Report

Evaluation Criteria

1. Collection and interpretation of information
2. Self evaluation
3. Social usefulness of the task
4. Precautions taken

5. Results obtained

Format of a teaching learning unit

1. Area under which the content unit falls
2. Class
3. Estimated time for the completion of the task
4. Other inputs/tools etc. as needed
5. Steps of operation
6. Procedures for evaluation

Evaluation of proficiency levels coverage

1. In regard both product and service oriented activities evaluation may have the following criteria.
 - Subject matter
 - Skills
 - Work attitudes
 - Interests
2. Evaluation of all segments of growth.
3. Evaluation of both product and process performance.
4. Evaluation by the teacher who teaches with appropriate checks and balances for containing biases.
5. Evaluation in real life situations and not in hypothetical or contrived settings.

Physical Education

General

1. Basic rules of games like tennis, table tennis, chess,
2. Exercises in general
3. Football and cricket tournaments for boys
4. Carom tournaments for girls

Number of Periods

Physical Exercises

- 1 Warm up exercises
- 2 Aerobics
- 1 Cooling down
- 5 Skipping, Dumbbells, Swiss ball

Games

- 2 Khokho
- 2 Dodge ball
- 3 Table Tennis
- 2 Carom

Theory

- 1 Basics of athletic
- 1 Structure of 400mt track.
- 4 March Past-commands
- 1 Khokho, Dodge ball rules
- 2 Major Sports events

Videos

- 2 IPL 2008 DISC 1
- 2 IPL 2008 DISC 2
- 1 ICC WORLD CUP FINALS
- 1 BSET GOALS OF FIFA
WORLD CUP FOOTBALL
- 1 BOYS FROM BRAZIL
- 2 BSET 50 GOAL OF
UEFA CUP FOOTBALL

General Knowledge

(Common to all Classes with varying degree of learning objective)

1. SUCCESS SKILL - PERSONALITY DEVELOPMENT

- The grooming of self-confidence begins with the developing of one communication skills.
- Just bookish knowledge is not enough
- To be successful in today's world, we must know how to express what we know.

2. SUCCESS SKILL – LIFE SKILL

- The relevant knowledge required for everyday existence.
- To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.

3. SUCCESS SKILL – GENERAL KNOWLEDGE

- Relevant and useful information for everyday life.
- Gradation of knowledge according to class.

4. SUCCESS SKILL – CREATIVITY AND THINKING SKILLS

- Like our bodies, our brain too needs regular exercise.
- Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

Note :

- Classwise detailed syllabus will be as per the series of the prescribed book. (The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
 - b) Quiz /Scrap books on different topics
 - c) Projects – Current affairs, Geography, History etc
 - d) Quiz may be conducted by the students on any of the above mentioned subjects.
 - e) Question bank may be compiled.

Value Education

(Common to all Classes with varying degree of learning objective)

Suggestions

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes * (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student’s all-round personality development.

Suggested Topics

- 1) Discipline
 - 2) Honesty
 - 3) Health & Hygiene
 - 4) Friendship
 - 5) Respect towards elders
 - 6) To develop healthy competitive spirit.
 - 7) To develop a sense of responsibility.
 - 8) Etiquette
- These can be channelized into academics for senior students in the following ways-
 - The writing skills can be channelised into literary works which involves imagination.
 - Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
 - If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.
 - All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.