

## English I

(Based on new curriculum issued by the council for the Indian School  
Certificate Examination, New Delhi  
First – Edition Nov 2016, Published by RDCD)

### First Term Syllabus

1. Subject and Predicate
2. The Phrase
3. Kinds of Nouns
4. Gender
5. Singular and Plural
6. Adjectives- Kinds
7. Adjectives of Comparison
8. Articles
9. Pronouns- Kinds
10. Adverbs
11. Verbs
12. Active and Passive Voice
13. Tenses- only introduction
14. Word Order
15. Letter Writing- simple formal and informal letters.
16. Simple Composition.
17. Comprehension: 1) A Walk in Disneyland  
2) The One-Horned Rhino  
3) Onam  
4) Knowing Gurudev  
5) Surya's Magic Pot

### **Creative Writing / Activities.**

1. Simple Projects
2. Dictation from unseen passages
3. Dramatisation and Recitation – from seen and unseen passages and poems.

### **Teaching Points and Learning Objectives**

#### **Writing Practice**

By this time the children will have obtained some skill and fluency in writing, but nevertheless oral work should still form an essential prelude to written work. Children can be given more definite work.

#### **Descriptive**

1. Writing descriptions of various events held in School
2. Describe something seen eg. a bird's nest; an unusual bird, a tree.
3. Describe: A class visit.
4. Visit to a historical monument in your city.

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**Narrative**

1. How do you spend your weekends?
2. My first visit to a circus/zoo and the like.
3. Describing one's family.

**Second Term Syllabus**

18. Tenses: Kinds
19. Prepositions
20. Conjunctions
21. Punctuation: Capital letters/ Full stops/ Question Marks.
22. Simple Idioms
23. Direct and Indirect Speech
24. Synthesis of sentences
25. Interjections
26. Possessives
27. The same word used as a different part of speech
28. Letter Writing and Composition to continue.
29. Comprehension: 1) The Magic Fruit  
2) Angus and His Friends  
3) Man Learns to Write  
4) Sinbad and the Valley of Diamonds.  
5) Royal Cars

**Creative Writing / Activities.**

1. Simple Projects
2. Teacher narration and interaction
3. Oral and aural exercises
4. Dramatisation and Recitation – from seen and unseen passages and poems.

**Teaching Points and Learning Objectives**

**Writing Practice**

By this time the children will have obtained some skill and fluency in writing, but nevertheless oral work should still form an essential prelude to written work. Children can be given more definite work.

**Descriptive**

1. Writing descriptions of various events held in School
2. Describe something seen eg. a bird's nest; an unusual bird, a tree.
3. Describe: a visit to the some place.
4. Visit to a historical monument in your city.

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**Narrative**

1. Any incident.
2. A journey by train
3. School Sports
4. Class Visits.
5. An adventure (clues given eg. my cycle brakes failed/had a puncture etc.)

**Exposition**

1. How to choose good mangoes/guavas etc.
2. How to look after a pet.
3. How to arrange a party.
4. How to arrange a picnic.
5. How to clean my room.

**Letter Writing**

1. Accepting an invitation to a friend's party.
2. Refusing an invitation to a friend's party.
3. A letter to the proprietor of a book store ordering some books..
4. A letter to an editor asking for a magazine subscription.
5. A letter for your uncle/aunt describing your school.

English II

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First Term Syllabus

1. Gulliver in Lilliput
2. Stuart in the Drain
3. *Little Things*
4. Tinku's New Friend
5. The Book of Nature
6. *The Fly*
7. The Heat-Ray
8. Maui's Kite
9. *Books*
10. The Cheshire Cat

Second Term Syllabus

11. The Great Ping Pong Ball Experiment
12. A Photograph
13. *The Village Green*
14. Ginger's Tale
15. Scaling Mount Everest
16. *The Fog*
17. Jatin and his Sandals
18. *The Cloud*
19. The Coral Island
20. *Trains*

**Note :** In Eng 2 Syllabus, words in Italics indicate poems

**Teaching Points and Learning Objectives**

**Criteria of Good Handwriting**

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.
3. Letters and words should be evenly spaced, neither too far apart nor crowded together.
4. There should be uniformity in size of letters, spacing, alignment and direction of slant.
5. The script should be such that it can be executed at a reasonable speed. It should not be laboured. It must however be emphasized that speed should not be aimed for in the earlier stages of writing. It should be kept in mind as a goal to be achieved by older pupils.

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**Spelling**

1. Direct the children’s attention to the appearance; sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Give children a lot of practice so that good spelling becomes habitual and automatic.
3. Help pupils develop strategies for discovering correct spelling when they are in doubt. Help them in the correct use of the dictionary for this purpose.
4. Effective teaching of spelling must be geared to individual needs. Each child will have different needs and teaching spelling to a class as a whole or from word lists may not always be a satisfactory answer to individual problems. The pupil needs to practice those words, which he himself spells incorrectly.

**Compilation of Dictionaries**

1. One-way of creating an interest in spelling is to encourage pupils to compile their own dictionaries. The dictionary of each pupil will consist of words which he has used in writing work, or which he has mis-spelt. It should also include words which have aroused his interest and which he has come across in reading and which he would like to use.
2. Teachers can help their pupils to increase the vocabulary in their dictionaries by going through written work carefully and compiling lists of words, which are most commonly used in the class. To this may be added lists of words, which are commonly mis – spelt.
3. The active (writing) vocabulary given in **Appendix II** is to be used as a “check” list. It should be regarded as the writing vocabulary to be acquired by the end of Standard 5.

2<sup>nd</sup> Language - HINDI

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1<sup>st</sup> Term Syllabus

Gunjan Hindi Pathmala-5

- 1) Vah shakti Hame Do
- 2) Bhiksha Patra
- 3) Vadya –Yantro Ki Anokhi Duniya
- 4) Ek Boond
- 5) Abraham Lincoln
- 6) Apna Sthan Swayam Banaye
- 7) Cricket ka Khel
- 8) Surajkund Mela

Bhasha Adhigam Evam Vyakaran-5

- 1) Bhasha Aur Vyakaran
- 2) Varna Vinyas
- 3) Shabd Rachana
- 4) Sangya
- 5) Sangya ke Vikar
- 6) Sarvanam
- 7) Paryaywachi Shabd
- 8) Anek Shabdon Ke Liye Ek Shabad
- 9) Vilom Shabd
- 10) Nibandh Lekhan/Kahani Lekhan
- 11) Patra Lekhan
- 12) Apatith Gadyansh

2<sup>nd</sup> Term Syllabus

Gunjan Hindi Pathmala-5

- 1) Suman Ek Upvan Ke
- 2) Babu Ki Seekh
- 3) Hamari Naav chali
- 4) Mahadani Karna
- 5) Rakt Ki Kahani
- 6) Chota Jadugar
- 7) Dohe
- 8) Dani Pedh

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**Bhasha Adhigam Evam Vyakaran-5**

- 1) Visheshan
- 2) Kriya
- 3) Kaal
- 4) Avikari Shabd
- 5) Vakya
- 6) Viram Chinah
- 7) Shrutisam-Bhinnarthak Shabd
- 8) Muhavare
- 9) Anekarthi Shabd
- 10) Nibandh Lekhan/Anuched Lekhan
- 11) Patra Lekhan
- 12) Apatith Gadyansh

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Grammar

- 1) Bhasha
- 2) Saroborna 0 Banjanbarno
- 3) Shabdo , pad and Bakya
- 4) Uddayasha and Bedaho
- 5) Padh parechai (Bishasya , Bishasan,Sarbonam,Abbey,Kria)
- 6) Sandhi

Patra likhan – Byaktigat

Anuched

Bodh parakshan

Sahitya Path – Galpo

- 1) Sriramkrishna
- 2) Sonakhalir rather mela
- 3) Kalketu o Phullara
- 4) Jati bicher
- 5) Chiattarer Mannanter

Sahitya Path – Kabita

- 1) Kajadidi
- 2) Gandhabicher
- 3) Sabar ami Chatra
- 4) Bango Basha
- 5) Sankalpo

Galpo Sankalan

- 1) Vagya ganana – Abonindanath Thakur
- 2) Lalur patha bali – Sarat Chandra Chattapadhaya
- 3) Sabha kabi – Sailoananda Mukhopadhya
- 4) Amer kushi – Bibhuti bhushan Bandhapadhaya
- 5) Mama dadur ghorabaje – Lila Majumder
- 6) Lucknowte Faluda – Satyajit Roy
- 7) Atapurur dayta – Shirshendu Mukhopadhya
- 8) Rajar bari cithi – Nikhel Chandra Sarkar



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**1<sup>st</sup> Semester**

Sahaj Bagla Path – Prabeshika – 1  
1-38 Pata  
Aami Likhi – 1- 24 Pata  
Chabir sathe Aksher parechai  
Sahaj Bakya rachana

**2<sup>nd</sup> Semester**

Sahaj bangle Path – Probesika-1  
Pata 39- 64  
Aamilikhi – 25-48 Pata chabi Sohojoge Aksher Parechai  
Sahaj Bakya rachana

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1<sup>ST</sup> TERM

- 1) Revision of Swar and Vyanjan
- 2) Barakhadi
- 3) Revision of all the Matras
- 4) Two and Three Letters Words
- 5) Numbers – 1 to 20 in Words
- 6) Prathana – Ame to Tara
- 7) Poem :- 1. Varsad
- 8) Prose :- 1. Gopal Bhai 2. Pankhio
- 9) Samanaya Gyan

2<sup>ND</sup> TERM

- 1) Poem :- 1. Vadari 2. Meghraj
- 2) Prose :- 1. Madhmakhi 2. Narmada
- 3) Vyakaran
- 4) Conversation
- 5) Samanaya Gyan
- 6) Genaral Question & Answer

**Mathematics**

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**1<sup>st</sup> Term syllabus**

1. Numbers and Number Names
2. Addition and Subtraction
3. Multiplication and Division
4. Factors and Multiples
5. Common Fractions
6. Decimals
7. Metric Measurement
8. Basic geometrical concepts
9. Average

**2<sup>nd</sup> Term syllabus**

1. Money
2. Percentage
3. Integers
4. Geometry(continued)
5. Area and Volume, Perimeter
6. Patterns
7. Data Handling

**Social Studies**

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**1<sup>st</sup> Term**

- Evolution of Human Beings
- The Iron Age
- Evolution of Transport
- Evolution of Communication
- Weather and Climate
- Solar and Lunar Eclipses

**2<sup>nd</sup> Term**

- India- A Diverse Country
- The Constitution of India
- Elections in India
- Locating Places on the Earth
- Natural Resources
- Agriculture in India
- Industries in India
- The Environment-The Major Concerns

**Computer Studies**

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1. Early Calculating Devices
2. Evolution of Computers
3. Characteristics of Computers
4. Input devices, Output Devices
5. Objects in Word 2013
6. Advanced Features of Word 2013
7. Making Presentations
  - Slide Transitions and Animations
  - Viewing and Organizing Slides
  - Slide Shows
  - Printing the Presentation
8. Starting Excel 2013
  - Creating new Workbook
  - Saving a workbook
  - Selecting Cells
  - Editing cell contents
9. Introduction to Internet
10. WWW
11. Search Engines
12. Safety on the Internet.
13. Typing Tutor

**Science**

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**1<sup>st</sup> Term**

1. Plants :Increasing in numbers
2. Food and health
3. Safety and first aid
4. Houses all around
5. Solids , liquids and gases
6. Soil erosion and conservation
7. Rocks and minerals
8. Animals everywhere

**2<sup>nd</sup> Term**

9. Our skeletal system
10. Our nervous system
11. Force and energy
12. Our life supports
13. Our Earth's Natural satellite
14. Natural disasters
15. Changes in our environment

**Socially Useful Productive Work (SUPW)**

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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. Helping in work situations.
2. At home and in school.
3. Dusting of furniture.
4. Cleaning of classrooms, school buildings, school compound and its vicinity.
5. Manipulating simple materials with simple tools for creative self-expression.

**Food**

1. Learning about food habits/dishes of different parts of the country.
2. Vegetable gardening or pot culture or cooking of simple meals.

**Shelter**

1. Learning about different types of shelter.
2. Relationship between climate and types of shelter. Knowledge of clothing materials.
3. Construction with plastic pliable and rigid material.

**Clothing**

1. Clothing in different weather conditions.
2. Attire of people of different people in different parts of the country.
3. Stitching, mending, embroidery etc.

**Culture and gardening**

1. Participation in social and school activities and knowing about their significance.
2. Decorating the classroom, the school and flower gardening.
3. Participating in the celebration of special national days, festivals and school functions.

**Community work and social service**

1. Knowing about the problems and needs of the community and ways of helping it, out of them.
2. Cleaning the neighbourhood.
3. Preparation, maintenance and use of compost pit.
4. Planting and care of shady trees.
5. Running of cooperative stores, organizing school parliament etc.
6. Helping parents in family vocations.

**Socially Useful Productive Work (SUPW)**

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**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



**Physical Education**

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**General**

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

**Number of Periods**

**Physical Exercises**

- 2 Warm up exercises
- 2 Aerobics
- 2 Cooling down
- 3 Skipping, Dumbbells

**Games**

- 2 Kho kho
- 2 Javelin
- 2 Discus
- 2 Gymnastics
- 2 Shot put
- 2 Dodge Ball
- 3 Football
- 2 Table Tennis
- 3 Carom
- 1 Hand Ball
- 1 Yoga

**Theory**

- 2 Basics of athletic
- 2 Structure of 400mt track.
- 2 Rules for carom and Table Tennis
- 2 Kho kho, Dodge ball rules
- 1 Olympics and other events

**Videos**

- 1 ICC WORLD CUP 1/4 FINALS
- 1 ICC WORLD CUP SEM FNL
- 1 ICC WORLD CUP FINALS
- 2 ICC WC 2011 IND VS ENG
- 2 IPL 2008 DISC 1
- 2 IPL 2008 DISC 2

**General Knowledge**

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

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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)

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**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.