



# **Queens' College, Indore**

**Annual Curriculum Plan  
COMPENDIUM**

**Exam-Wise Syllabus**

**Class – VI**

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**Dear Students,**

Compendium gives you a quick glance of the syllabus; a concise information of all subjects in advance. If you are able to use it effectively, compendium will enhance your knowledge and ability to make decisions regarding the measurements of academic content. It should be useful to monitor, guide and plan the forth coming topics and look back to revise the content covered. The learning outcomes will provide you an opportunity to reflect on your own learning and thereby take appropriate steps.

Eventually, it will pave a path to execute your plans and achieve the desirable goals.

**All the best wishes**

Smita Rathore

**Principal**

## ENGLISH

Test I	Content	Learning Outcomes
<p><b>Literature</b> <b>Prose:</b> The Playful and Friendly Dolphin</p>	<p>The lesson is about the characteristics of dolphins, their unique communication process, transformation from land to sea dwelling animals, and the research modern scientists are doing on them.</p>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>● Retell the event</li> <li>● Identify adjective phrases</li> <li>● Speak about the characteristics of dolphins.</li> <li>● Compare and contrast the main ideas.</li> </ul>
<p><b>Poem</b> Casabianca</p>	<p>The poem 'Casabianca' written by Felicia Dorothea Hemans relates an extraordinary incident of devotion and heroism witnessed during the Battle of Nile.</p>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>● Appreciate the poem</li> <li>● Recite with correct intonation</li> <li>● Identify homophones</li> <li>● Speak on qualities of a soldier and also on importance of obedience.</li> </ul>
<p><b>Prose:</b> Nat</p>	<p>The story is an extract from the novel 'Little Men' in which Louisa May Alcott details the life of Jo Bhaer and the students who live and learn at the Plumfield Estate School.</p>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>● Read with correct intonation</li> <li>● Speak about harms caused due to the bad habit of telling lie</li> <li>● Sympathize with orphans and people in need.</li> </ul>

Test I	Content	Learning Outcomes
<u>Poem</u> - Dear Mr. Examiner	This is a humorous poem that describes a student's condition in examination hall.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Appreciate the poem</li><li>• Recite with correct intonation</li><li>• Narrate their experience during examinations.</li><li>• Speak on need of exams</li></ul>
<b>Grammar</b> Sentences	<ul style="list-style-type: none"><li>• Types</li><li>• Rules</li><li>• Usage</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify and name the types of sentences.</li><li>• Use appropriate punctuation</li><li>• Frame correct sentences</li><li>• Give examples from daily life</li></ul>
Phrases and its types	<ul style="list-style-type: none"><li>• Types</li><li>• Examples</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify types of phrases.</li><li>• Name their kinds.</li><li>• Use phrases in sentences.</li></ul>

Test I	Content	Learning Outcomes
Parts of speech (Nouns, Pronoun, Adjective and Comparison)	<ul style="list-style-type: none"><li>• Examples</li><li>• Identification</li><li>• Exercises</li><li>• Types</li><li>• Usage</li><li>• Application rules</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify the parts of speech</li><li>• Apply them in sentences.</li><li>• Identify nouns</li><li>• Change forms</li><li>• Give own examples</li><li>• Identify pronouns</li><li>• Solve practice questions</li><li>• Identify and name the adjectives with their kinds</li><li>• Use concept correctly</li></ul>
Integrated	<ul style="list-style-type: none"><li>• Jumbled</li><li>• Editing</li><li>• Para Completion</li></ul>	<b>Students will be able to</b> Solve integrated exercises.

Test I	Content	Learning Outcomes
<b>Writing Skills (Persuasive and Descriptive Style)</b> Paragraph writing	<ul style="list-style-type: none"><li>• Format</li><li>• Practice</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Write coherently on a given topic.</li><li>• Write persuasive and descriptive paragraphs.</li><li>• Furnish relevant details.</li><li>• Use appropriate sentence structure.</li></ul>
<b>Informative Style</b> Informal Letter	<ul style="list-style-type: none"><li>• Format</li><li>• Sample Practice</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Use appropriate sentence structure.</li><li>• Develop content in required format and style.</li></ul>

Term I	Content	Learning Outcomes
<b><u>Literature</u></b> <b><u>Poem:</u></b> The Brook	The poem is an autobiography of a brook	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Understand personification, alliteration and onomatopoeia</li><li>• Develop love for natural objects</li><li>• Speak on natural resources and conservation</li></ul>
<b><u>Prose:</u></b> The Fun They Had	'The Fun They Had' by Isaac Asimov is a science fiction, set in the year 2157, is about the concept of mechanical teachers i.e. learning with a machine.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Read with correct intonation</li><li>• Identify suffix and prefix</li><li>• Speak on importance of teachers in their life.</li></ul>
<b><u>Prose-</u></b> Lulu	This story by Isak Dinesen is from her book 'Out Of Africa'.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Comprehend the text.</li><li>• Speak on their relationship with pets</li><li>• Write article on the theme.</li></ul>



Term I	Content	Learning Outcomes
<b>Poem:</b> On the Grasshopper and The Cricket	The poem 'On the Grasshopper and The Cricket' is a beautiful poem which reflects the poet's belief that the beauty of the nature never ends.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Appreciate the poem</li><li>• Give examples of Alliteration</li><li>• Speak on harmonious relationship between nature and man</li></ul>
<b>Grammar</b> Parts of speech (Adverbs)	<ul style="list-style-type: none"><li>• Types</li><li>• Examples</li><li>• Identification</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify the taught concept</li><li>• Give own examples</li><li>• Use adverbs correctly</li></ul>
Conjunctions	<ul style="list-style-type: none"><li>• Types</li><li>• Examples</li><li>• Identification</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify conjunctions.</li><li>• Use them in sentences.</li></ul>
Prepositions	<ul style="list-style-type: none"><li>• Examples</li><li>• Identification</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Use prepositions in right expressions.</li></ul>

Term I	Content	Learning Outcomes
Articles	<ul style="list-style-type: none"><li>• Rules</li><li>• Usage</li><li>• Types</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify the article</li><li>• Give own examples</li></ul>
Verbs	<ul style="list-style-type: none"><li>• Application rules</li><li>• Examples</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Identify verbs.</li><li>• Use them in correct form.</li></ul>
<b>Integrated</b>	<ul style="list-style-type: none"><li>• Jumbled</li><li>• Editing</li><li>• Para Completion</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Solve integrated exercises.</li></ul>
<b>Writing Skills (Narrative Style)</b>  Diary Entry	<ul style="list-style-type: none"><li>• Format</li><li>• Practice</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Pen diary entry in chronological order</li><li>• Write creatively</li></ul>
<b>Subject Enrichment Activity will be conducted before Term I +Complete syllabus of Test I</b>		

Test II	Content	Learning Outcomes
<b>Literature</b> <b>Prose:</b> Sho-nah and the Wolf Pack	This tale has been adapted from a folktale popular among a North American tribe.	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Comprehend the text</li> <li>• Identify sound words.</li> <li>• Use Conjunctions.</li> <li>• use words with multiple meanings.</li> </ul>
<b>Poem-</b> Vocation	'Vocation', a beautiful poem by Rabindranath Tagore highlights the feeling of a boy who craves for freedom from his regimented life	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Appreciate the poem.</li> <li>• Recite with correct intonation</li> <li>• Understand the use of metaphor</li> <li>• Speak on importance of education in life.</li> </ul>
<b>Poem:</b> The Solitary Reaper	The poem 'The Solitary Reaper' is indicative of the romantic view of imagination. It is a melancholy strain.	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Appreciate the text.</li> <li>• Learn about adjectives of comparisons.</li> <li>• Identify imagery and explain them.</li> </ul>
<b>Grammar</b> Tense	<ul style="list-style-type: none"> <li>• Application rules</li> <li>• Examples</li> <li>• Exercises</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Apply the learning in solving practice questions</li> </ul>

Test II	Content	Learning Outcomes
Subject-Verb Agreement	<ul style="list-style-type: none"><li>• Rules and their application</li><li>• Exercises</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Understand sub – verb agreement.</li><li>• Give own examples</li><li>• Apply the concept in sentences.</li></ul>
<b><u>Integrated</u></b>	<ul style="list-style-type: none"><li>• Jumbled</li><li>• Editing</li><li>• Para Completion</li></ul>	<b>Students will be able to</b> Solve integrated exercises.
<b>Writing Skills</b>  Article Writing	<ul style="list-style-type: none"><li>• Format</li><li>• Sample</li><li>• Practice</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Create a structure.</li><li>• Express the thoughts with appropriate words.</li><li>• Write coherently.</li></ul>

Term II	Content	Learning Outcomes
<b>Literature</b> <b>Prose:</b> The Rescue of the Tin Woodman	This lesson is an excerpt from the novel 'The Wonderful Wizard of Oz' by L Frank Baum	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Read with correct intonation.</li><li>• Write character sketch.</li><li>• Speak on friendship.</li><li>• Learn Life Skills and Values of sympathy.</li></ul>
L-6 Rip Van Winkle	Washington Irving's 'Rip Van Winkle' is one of the best known short stories in American Literature.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Comprehend the text.</li><li>• Use Conjunctions.</li><li>• Describe the characters.</li><li>• Write paragraph on the theme.</li></ul>
<b>Poem:</b> Trains	The poet in this poem describes the excitement of a boy who sits by his window and watches with fascination the trains that go rumbling by.	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Comprehend the text.</li><li>• Use Prepositions.</li><li>• Retell the event.</li><li>• Write a paragraph on theme.</li></ul>

Term II	Content	Learning Outcomes
<b>Prose:</b> Children of India	It is an optimistic essay which highlights the need of Education and the hardships faced by most of the children in their bid to be educated.	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Comprehend the text.</li> <li>• Speak about the importance of education.</li> <li>• Use conjunctions to join the sentences.</li> </ul>
<b>Grammar</b> Voice	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Examples</li> <li>• Exercises</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Identify the voice of the sentence.</li> <li>• Transform the sentences</li> </ul>
Infinitives	<ul style="list-style-type: none"> <li>• Examples</li> <li>• Identification</li> <li>• Exercises</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Give own examples</li> <li>• Use Infinitives in appropriate sentences.</li> </ul>
Reported Speech	<ul style="list-style-type: none"> <li>• Examples</li> <li>• Identification</li> <li>• Exercises</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Transform sentences appropriately.</li> </ul>

Term II	Content	Learning Outcomes
<b><u>Integrated</u></b>	<ul style="list-style-type: none"> <li>• Jumbled</li> <li>• Editing</li> <li>• Para Completion</li> </ul>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Solve the integrated exercises.</li> </ul>
<b>Writing Skills</b> Story Writing	<ul style="list-style-type: none"> <li>• Format</li> <li>• Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify elements of story writing</li> <li>• Use expression and vocabulary to elaborate views with the series of events leading to an end.</li> <li>• Apply appropriate style.</li> </ul>
<p><b>Subject Enrichment Activity will be conducted before Term II</b></p> <p>+ Complete syllabus of Test II</p> <p>+ 10% Syllabus from Term I</p> <p><b>Writing Skills: Diary Entry , Paragraph</b></p> <p><b>Grammar: Parts of speech</b></p> <p><b>Literature: The Fun They Had</b></p>		

## HINDI

Test-I	Content	Learning Outcomes
xn; i kB&3 uknu nklr	fpfM+ k ds vM] cPka ds l oky&tokc o uknuh	Nk=kvka dks i 'k& i f{k; ka ds thou ea NMANM+u djus dh l h[k i klr gksxA
i kB&2 cpiu	cpiu dh Lefr; k]	cpiu ds l lej .kka l s i j .kk i klr dj&xhA i fjlFKfr; ka ds vud kj l ek; kst uA
i n; i kB&1 og fpfM+ k tks	fpfM+ k dk i &fr&vlu] ty fotu vkfn l s i e	t&y] unh] i Mka dks cpkus o i e dh l h[k feyxhA HkkoukRed i &fr dk fodkl gksxA
i kB&4 pkn l s FkkMh l h xli a	pkn ds rkjka l s tMa oL=ka dk o.kLj] pkn ds ?kVus&c<us dh i fØ; k	'kDy i {k o &".k i {k dh tkudkj i klr gksxh] mRrjk; .k o nf{k.kk; u dh tkudkj i klr gksxA
0; kdj .k Hkk"kk] cksyh] fyfi o 0; kdj .k	Hkk"kk ds : i ka dh i &jkofRr] fyfi 0; kdj .k]	fofHku Hkk"kkvka dh fyfi; ka dh tkudkj gksxA
o.kz fopkj	o.k&kyk] Loj&0; atu] l a &r 0; atu	'j* ds : i] l a &r o nfoRo 0; atu iz ksx l h[k&xA
orLh] o.k&foPNn]	o.k& dh 'kq] ] o.kz foPNn	o.k& ds 'kq] iz ksx l h[k&x] o.k&foPNn dk vH; kl dj&x
'kCn HkMkj]	foyke] i ; kz okph] vudkFkd 'kCn] vud 'kCnka ds fy, , d 'kCn	Nk=kvka dks uohu 'kCnka dh tkudkj i klr gksxA
fodkj h 'kCn]	l k] l oLke] fØ; k] fo'ks'k.k	l Hkh fodkj h 'kCnka dh tkudkj o muds Hkn



Test-I	Content	Learning Outcomes
fojke fpgu]	fofHkUu fojke fpguka dk iz ksx	Hkk"kk ea fojke fpguka dk egrRro l e>xA
egkojs	egkojs	egkojka dk okD; ea iz ksx djuk l h[kxA
j puk vuPNn] i = ys[ku] l dkn ys[ku	vuPNn o i = ys[ku ¼ vukš pkfjd ½	cPps fofHkUu i dzkj ds i = ys[ku dh i fØ; k l e>xA
vi fBr cks/k xn; kd k	&	xn; kd k i <dj mRrj ys[ku nekjk mfpr okD; fy[kuk l h[kxA
Term-I	Content	Learning Outcomes
xn; i kB&5 v{kjka dk egrRro	vkfn ekuo fp= o Hkko l dšr nekjk fopkj 0; Dr] v{kjka dh [kkt l s bfrgkl i kjllk	Nk=kvka dks v{kjka ds vkjllk dh tkudkj h i klr gksxA Nk=k, j v{kjka dk thou ea egrRro] /ofu dk egrRro l e>xA
i kB&6 i kj utj ds %dguh½	exy xg dh tkudkj h] ukl k dh tkudkj h	exy xg l fgr fofHkUu xgka rFkk ukl k dh tkudkj h i klr gksxA
i kB&9 fVdV vyce %dguh½	fVdV l xg o vyce cukuk	fVdV l xg o vyce cukuk] l Pph fe=rk fuHkkuk] xyfr; ka dks l qkkjus dh l h[k feyxhA
i kB&7 l kFkh gkFk c<kkuk	gkFk ea gkFk i dMdj vkxs c<kkuk	feytydj dk; Zdjus ij l Qyrk i klr gksh gš

ƵdforƵ	efƵy rd i gpus ds fy, egur dk jkLrk vi ukukA	; g l h[k feyƵhA
<b>Term-I</b>	<b>Content</b>	<b>Learning Outcomes</b>
0; kdj . k 'kƵn HkA/kj	vud 'kƵnka ds fy, , d 'kƵn] /ofu dƵkd 'kƵn] rRl e&rnhko	cPps uohu 'kƵnka dh tkudkj h i klr dƵkA
mi l xƵi R; ; ¼' kƵn j puk¼ nh?kz l f/k	mi l xƵi R; ; yxkdj 'kƵn fuekz k	mi l xƵi R; ; yxkdj cPps uohu 'kƵnka dk fuekz k l h[kA
dkjd	dkjd ds Hkn] i j l xz	ys[ku ea dkjd dk iz ksx l h[kA
fojke fpgu	fojke fpgu ds izdkj o mi ; ksx	fojke fpgu ka dk mi ; ksx l h[kA
egkojs	egkoj ka o ykƵkƵDr; k;	egkojs Dr HkƵkƵ dk iz ksx l h[kA
j puk vuPn] i =] l puk ys[ku] fp= o.ku] dgkuh ys[ku] vi fBr x   kd k	vukƵ pkfjd i =	Nk=k, ; vuPn] o i = ys[ku nekjk HkƵkƵ ea n{krk i klr dƵkA
<b>NOTE:</b>	VƵV&1 ds l eLr i kB; Øe l fgr foƵk; l d/ku xrfof/k Ve&1 ds i dƵ vk; kftr dh tk, xhA	
<b>Test - II</b>	<b>Content</b>	<b>Learning Outcomes</b>
xn; i kB&11 tƵ ns[kdj Hkh ugha ns[krs ¼fucA/kz	gyu dƵyj ds thou dh xkFk o vutko	'kkjhfd vl eƵkƵrƵ ds i 'pkr thou ea gkj u ekuus dk l nsƵk i klr gkskA
i kB&12 l d kj i f rd gS	ug: th nekjk bñjk dƵs fy [k i =]	Nk=k, ; i = ys[ku o fyf[kr l kexh dk egRro

i = ½	i æpn nekjk fgnh vupkn	I e>æhA
i n; i kB&10 >kl h dh jkuh %dfork½	væstka ds f[kykQ y{ehickbz ds I æk"lz dh xkFkk	cPpka ea ns kHkFDr o ohj rk ds Hkko tkxr gkæA
<b>Test - II</b>	<b>Content</b>	<b>Learning Outcomes</b>
i kB&13 eš I cl s Nkš/h gksA; %dfork½	Nkš/s gkus ij ek; dk I kfel; ] vkthou ek; ds I e{k cPps cus jgus dh bPNk	Nk=k, ; ek; dh eerK dk egrRo I e>æhA ek; ds I e{k nfu; k dh gj phT+Nkš/h gkus dh I h[k i klr gkæhA
0; kdj . k 'kCn Hka/kj	foykæ] i ; k; okph] vuodkFkz] vud 'kCnka ds fy, , d 'kCn] ; æe 'kCn	uohu 'kCn I h[kæA
vfodkj h 'kCn %v0; ; ½	fØ; k&fo' kšk.k] foLe; kfnckš/kd	fodkj h&vfodkj h 'kCnka ds varj dks I e>æA
dky	Hkrdky] orækudky] Hkfo"; dky	fofHku dkyka dh tkudkj h i klr gkæhA
I ekl	I kefl d i n] I ekl foxg] vFkz o okD;	I ekl ds fu; e I h[krs gq 'kCnka dk mfpr iz; ksx I h[kæA
egkojs	vFkz o okD;	Hkk"kk ea egkoj ka dk iz; ksx I h[kæA
j puk vuPNn ys[ku] i = ys[ku] Mk; jh ys[ku	&	cPps fofHku i dkj ds i = fy[kæ] fopkj ka o Hkkoka dh vfHko; fDr djæA Mk; jh nekjk ; knxkj i yka dks 'kCnka ea I gstuk I h[kæhA

vi fBr cks/k x   kd k	&	xn; kd k nekjk mfpr okD; iz ks nekjk mRrj fuekZ k djæhA
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Term-II	Content	Learning Outcomes
ixn; ikB&14 ykdæhr ¼fucak½	fofHkUu LFkkuka ds ykdæhr] okn; ; æ] xk, tkus ds vol j o xkus ds rjhds	Nk=k, j 'kkL=h; l æhr o ykdæhr dk varj l e>æhA LFkkuh; ykdæhrka ds ckjs æa tkuæhA
ikB&15 ukdj ¼fucak½	xk/khth nekjk vkJe eafd, x, dk; ke o O; oLFkk dk C; ksj k	vi uk dke Lo; a djus dh f'k{kk i klr gksæhA xk/khth l ækh mi ; ksh tkudkj dh i klr gksæhA
ikB&8 , d æ, d s ¼, dkæh½	Nk= nekjk fon; ky; dk dk; Zi w kZ u djus ij cuk, x, cgkuš f'k{k d nekjk l ek/kku	, d >B dks fNi kus ds fy, dbZ >B cksyus i Mfs gA >B u cksyus dh l h[k i klr gksæhA
ikB&17 l k l & l k l æa ck l ¼fucak½	ck l ds idkj] ck l i k; s tkus okys {k=} fofHkUu oLrpkæ dk fuekZ k o mi ; ks	ck l ds fo" k; æa mi ; ksh tkudkj dh i klr gksæhA ; pk o ckæ ck l æa varj] ml l s fufeæ oLrpkæ ds ckjs æa tkuæhA
in; ikB&16 ou ds exZ æa ¼dfork½	ou ds exZ æa l hrk dh O; Fkk dks ns[kdj jke dk i hfMf gkuk	Nk=kvka dks dfBukbZ æa /kS Z u [kkus dh l h[k feyxæhA i fj fLFkr; ka dks vuphy cukus dh f'k{k feyxæhA
O; kdj . k	foyke] i ; kZ okph] vuudkFkd]	uohu 'kcnæa dk Kku

'kCn Hka/kj	rRI e&rnHko] okD; ka k ds fy, , d 'kCn] egkojs vks ykdksDr	
okD; fopkj	'kCn o okD; 'kf) mnns'; &fo/ks	'ka) 'kCnka dh Kku i kfr djxkA okD; ka ds vaka dh tkudkjh feyxhA
<b>Term-II</b>	<b>Content</b>	<b>Learning Outcomes</b>
j puk vuPNn] i =] foKki u] fp= o.ku] I okn ys[ku	&	ys[ku dh foHktu fo/kkvka dh tkudkjh gksxhA
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VtV&2 ds lElr i kB; Øe l fgr 10% Ve&1 ds i kB; Øe l s fo"k; I o/ku xrfrof/k Ve&2 ds i o/vk; kftr dh tk, xhA		

**MATHEMATICS**

<b>Test- I</b>	<b>Content</b>	<b>Learning Outcomes</b>
Ch-1 Knowing our numbers	1) Comparing numbers 2) Shifting digits 3) Indian and International system of numeration 4) Estimation 5) Roman Numerals	<b>Students will be able to</b> 1) Compare numbers like cost of two houses, number of spectators, money transactions. 2) Solve problems involving more than one operation and then to appreciate the hierarchy to be decided to carry on different operations.
Ch-2 Whole Numbers	1) Whole no. on number line 2) Predecessor and Successor 3) Properties of whole no.	<b>Students will be able to</b> 1) Understand whole numbers and its properties. 2) Use properties to solve daily life questions.
Ch-3 Playing with numbers	1) Factors and Multiples 2) Prime and Composite no. 3) Divisibility Rules 4) Prime factorization 5) L.C.M. and H.C.F.	<b>Students will be able to</b> 1) Classify number in various categories like even, odd, prime, co-prime, etc. 2) Use divisibility rules to find factors. 3) Identify situations to use the concept of L.C.M. and H.C.F.

Test- I	Content	Learning Outcomes
Ch-6 Integers	1) Integers on no. line 2) Operation of addition and subtraction	<b>Students will be able to</b> 1) Give daily life situations where opposites are involved and represent them by positive and negative numbers. 2) Add or subtract the integers 3) Compare integers
Ch-11 Algebra	1) Variable 2) Algebraic Expressions 3) Simple Equations	<b>Students will be able to</b> 1) Identify and extend a pattern. 2) Formulate the pattern and suggest a symbol for general term.
Term - I	Content	Learning Outcomes
Ch-7 Fractions	1) Fractions on no. line. 2) Proper, improper and mixed 3) Equivalent and like fractions 4) Addition and subtraction	<b>Students will be able to</b> 1) Identify situation for a fraction. 2) Reduce fractions to lowest form for operations and comparisons
Ch-8 Decimals	1) Representation on no. line 2) Comparison 3) Add and subtract on no. line	<b>Students will be able to</b> 1) Represent decimals on number line. 2) Add, subtract and compare decimals

Term - I	Content	Learning Outcomes
Ch-12 Ratio and Proportion	1) Ratio 2) Proportion 3) Unitary method.	<b>Students will be able to</b> 1) Compare quantities using ratios. 2) Understand the concept of proportion by constructing examples. 3)Apply Unitary method
	<b>Subject Enrichment Activity will be conducted before Term-I + Complete Syllabus of Test-I</b>	
Test - II	Content	Learning Outcomes
Ch-10 Mensuration	1) Perimeter and Area of rectangle, square and triangle	<b>Students will be able to</b> 1) Formulate the perimeter of shapes like rectangle and square. 2) Calculate the areas of rectangle and square by dividing into smaller units.



Test - II	Content	Learning Outcomes
Ch-4 Basic Geometrical Ideas	1) Point 2) Line 3) Line Segment 4) Parallel lines 5) Intersecting Lines 6) Polygons 7) Circle	<b>Students will be able to</b> 1) Describe geometrical ideas like line, line segment, open and closed figures 2) Understand Circle and its components like centre, radius, diameter, arc, sector, chord and circumference.
Ch-5 Understanding Elementary shapes	1) Angles and its types 2) Triangles and its types 3) Three dimensional shapes	<b>Students will be able to</b> 1) Classify angles into different types on the basis of measurement. 2) Identify 3D shapes and their elements (faces, vertices, edges) 3) Explain angle, triangles and quadrilaterals with the help of examples.

Term - II	Content	Learning Outcomes
Ch-14 Practical Geometry	Construction 1)Circle 2) Perpendicular lines 3)Angles ( $60^{\circ}, 90^{\circ}$ ) 4) Perpendicular and Angle Bisector	<b>Students will be able to</b> 1) Identify and draw perpendicular lines. 2)Draw an angle and its bisector 3)Construct perpendicular bisector of a line segment 4) Construct specific angles.
Ch-13 Symmetry	1)Understanding patterns 2)Draw line of symmetry 3) Identifying axis 4) Mirror images	<b>Students will be able to</b> 1) Observe the objects and able to decide line of symmetry in it. 2) Observe reflection of objects.
Term - II	Content	Learning Outcomes
Ch-9 Data Handling	1)Understanding data 2)Organize data 3)Represent data-Bar Graph 4)Draw Conclusion	<b>Students will be able to</b> 1) Identify daily life situation in which information is required to be arranged in table. 2) Find ways to organize and represent data as picture and graphs.
	<b>Subject Enrichment Activity will be conducted before Term –II + Complete Syllabus of Test-II +10 % Syllabus from Term-I (Ch-10 Integers )</b>	

## GENERAL SCIENCE

Test – I	Content	Learning Outcomes
Ch1 Food : Where Does it Comes from?	<ul style="list-style-type: none"><li>-Food variety</li><li>-Plant parts and animal products as food</li><li>-What do animals eat?</li></ul>	<b>Students will be able to -</b> <ul style="list-style-type: none"><li>-List various sources of food.</li><li>- Identify food ingredients, such as chapatti has two ingredients atta and water.</li><li>-Demonstrate the process of sprouting.</li><li>-Know the ingredients present in various food items.</li><li>-Understand the importance of food</li><li>- Classify animals on the basis of their food habits.</li></ul>
Ch2 Components of Food	<ul style="list-style-type: none"><li>-What do different food items contain?</li><li>-Various nutrients for our body</li><li>-Balanced diet</li><li>-Deficiency disease</li></ul>	<b>Students will be able to -</b> <ul style="list-style-type: none"><li>-Know about various nutrients present in food e.g. carbohydrates, fats, proteins, vitamins etc</li><li>-Distinguish between starch and sugar, vitamins and minerals.</li><li>-Perform experiments to know presence of starch, protein and fats in given food items</li><li>-State the importance of balanced diet</li><li>-Conclude that deficiency disease can be caused due to absence of various nutrients in the body</li></ul>

Test - I	Content	Learning Outcomes
Ch 3 Fibre to Fabric	<ul style="list-style-type: none"><li>-Variety in fabrics.</li><li>-Fibre : Natural and Synthetic.</li><li>-Cotton fibre</li><li>-Jute fibre.</li></ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"><li>-Classify fibres as natural &amp; synthetic.</li><li>-Understand terms like yarn, fibre etc.</li><li>-Explain the process of making cotton fabrics from yarn</li><li>-Summarize the steps involved in extraction of jute fibre.</li></ul>
Term - I	Content	Learning Outcomes
Ch 4 Sorting of Materials into Groups	<ul style="list-style-type: none"><li>-Objects around us</li><li>-Properties of material.<ul style="list-style-type: none"><li>-Appearance</li><li>-Hardness</li><li>-Solubility</li><li>-Float or Sink</li><li>-Transparency</li></ul></li></ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"><li>-Know the importance of sorting materials into groups.</li><li>- Explore materials on the basis of physical properties such as soft, hard, soluble, insoluble, appearance, transparent etc.</li><li>-Identify material on basis of its appearance.</li><li>-Differentiate between soluble&amp; insoluble material, hard and soft etc.</li><li>-Categorize materials on the basis of its transparency.</li></ul>

Term - I	Content	Learning Outcomes
Ch : 5 Separation of Substances	<ul style="list-style-type: none"><li>• Need for separation</li><li>• Methods of Separation<ul style="list-style-type: none"><li>-solid from solid</li><li>-insoluble solid from liquid.</li><li>-liquid from liquid</li><li>-saturated solution.</li></ul></li></ul>	<b>Students will be able to -</b> <ul style="list-style-type: none"><li>-define the key terms such as filtrate, residue, sediments etc</li><li>-perform simple experiments involving separation of mixtures.</li><li>-describe appropriate methods of separating mixtures.</li></ul>
Ch 6 Changes around Us	<ul style="list-style-type: none"><li>-Reversible and Irreversible changes.</li><li>-Other ways to bring change.</li></ul>	<b>Students will be able to -</b> <ul style="list-style-type: none"><li>-Identify various changes that occur in the surroundings.</li><li>-Classify changes as reversible and irreversible.</li><li>-Understand the effect of heating and cooling on various materials.</li><li>-Know that new materials are formed when irreversible change takes place.</li></ul>
Ch 7 Getting to know Plants	<ul style="list-style-type: none"><li>-Herbs, shrubs and trees.</li><li>-Parts of a plant: root, stem, leaves, flower, fruit</li></ul>	<b>Students will be able to -</b> <ul style="list-style-type: none"><li>- Classify plants as herbs , shrubs and trees</li><li>- Draw and label the parts of a plant.</li><li>- Know about different types of roots and their function.</li><li>- Understand the functions of stem, flower and fruit.</li></ul>

Term - I	Content	Learning Outcomes
Ch 14 Water	<ul style="list-style-type: none"> <li>-Importance of water</li> <li>-Water cycle</li> <li>-Floods and drought</li> <li>-Water harvesting.</li> </ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"> <li>-Examine the consequences of wastage of water.</li> <li>-Explain the process of water cycle</li> <li>-List the effects of flood and drought</li> <li>-Develop a plan of action in their lives and communities to conserve water</li> </ul>
<p><b>Subject Enrichment activity will be conducted before Term I</b>  <b>+ Complete Syllabus of Test-I</b></p>		
Test - II	Content	Learning Outcomes
Ch8 Body Movements	<ul style="list-style-type: none"> <li>-Human skeleton</li> <li>-Different types of joints.</li> <li>-Movement in earthworm, cockroach, snail, snake, fish</li> </ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"> <li>-Identify and explain different bones in human skeleton.</li> <li>-Explain different types of joints.</li> <li>-Distinguish between bone and cartilage.</li> <li>-Recall the ways in which different animals move.</li> </ul>
Ch 9The Living Organisms Around Us	<ul style="list-style-type: none"> <li>-Organism and the surroundings where they live</li> <li>-Habitat</li> <li>-Terrestrial adaptation</li> </ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"> <li>-Understand the relationship between living organism and their surroundings.</li> <li>-Classify the various components of environment as biotic and abiotic</li> </ul>

Test - II	Content	Learning Outcomes
	<ul style="list-style-type: none"> <li>- Aquatic adaptation</li> <li>-Characteristics of living organism</li> </ul>	<ul style="list-style-type: none"> <li>-Know about various adaptation in different plants and animals belonging to different habitat</li> </ul>
Ch: 15 Air around us	<ul style="list-style-type: none"> <li>-Composition of air</li> <li>-Importance of air</li> <li>-Balance of oxygen and carbon-dioxide in air</li> </ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"> <li>-Demonstrate that air is present in the environment</li> <li>-Know about the composition of air</li> <li>-List the various uses of air</li> <li>- Name components of air</li> <li>-Explain the importance of rain water harvesting.</li> </ul>
Term– II	Content	Learning Outcomes
Ch 10 Motion and Measurement of distances	<ul style="list-style-type: none"> <li>-Story of transport</li> <li>-Standard unit of measurements</li> <li>-Measuring length of a curved line</li> <li>-Types of motion</li> </ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"> <li>- Convert units</li> <li>-Measure different lengths correctly</li> <li>-Know about S.I units</li> <li>-Classify different types of motion such as motion of a vehicle on straight road , falling stones, hands of a clock.</li> </ul>

Term– II	Content	Learning Outcomes
Ch 11 Light , Shadow and Reflection	-Luminous and non – luminous objects -Shadow -Pinhole camera. - Plane Mirror and reflection	<b>Students will be able to -</b> -Distinguish between luminous and non-luminous objects -Classify objects as transparent, translucent and opaque objects -Demonstrate that light travels in a straight line. - Understand the concept of shadow formation -Prepare a simple pin hole camera -State the characteristics of image formed by plane mirror - Explore reflection from surfaces such as water of a pool, mirror etc.



Term– II	Content	Learning Outcomes
Ch 12 Electricity and Circuits	<ul style="list-style-type: none"><li>-Electric cell.</li><li>-Bulb</li><li>-Electric circuit.</li><li>-Electric switch</li><li>-Torch</li><li>-Conductors and insulators</li></ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"><li>-Describe what is present in an electric cell</li><li>-Understand the construction and function of an electric bulb</li><li>-Prepare simple electric circuits involving the use of switches and bulbs</li><li>-Write the working of an electric torch</li><li>-Categorize simple material as conductors and insulators</li><li>-State the precautions one should take while handling electric appliances</li></ul>
Ch 13 Fun With Magnets	<ul style="list-style-type: none"><li>-Discovery of magnets.</li><li>-Magnetic and non-magnetic material.</li><li>-Poles of magnet.</li><li>-Finding directions.</li><li>-Making your own magnet</li></ul>	<p><b>Students will be able to -</b></p> <ul style="list-style-type: none"><li>-Classify materials as magnetic and non-magnetic material</li><li>-Identify north south directions using a bar magnet or a simple magnetic compass</li><li>-Describe magnetic compass</li><li>- Explain how to magnetize a soft iron bar</li><li>-Infer the correct way of storing and handling a magnet</li></ul>

Term - II	Content	Learning Outcomes
Ch 16:Garbage in, garbage out	-Types of waste -Composting and vermi-composting -Advantages and disadvantages of using a plastic.	<b>Students will be able to -</b> -Identify appropriate methods of waste management for items commonly found in municipal solid waste -Learn about the importance of composting and vermi-composting and recycling of waste products. -Segregate waste material as biodegradable and non-biodegradable
<b>Subject Enrichment Activity will be conducted before Term II</b> + Complete Syllabus of Test-II + 10% Syllabus from Term-I Ch-4: Sorting of Materials Ch-5: Separation of Substances		

## SOCIAL SCIENCE

Test I	Content	Learning Outcomes
<b>History :</b> Ch-1 What , Where How, and When?	<ul style="list-style-type: none"> <li>• What is history?</li> <li>• Time and Dates in History</li> <li>• Name of the land</li> <li>• Sources of History</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• Understand the need to study history</li> <li>• Recognize that the physical features of the land influence its history</li> <li>• Understand the different names for their country-India</li> <li>• Identify different sources of History</li> </ul>
Test I	Content	Learning Outcomes
<b>History :</b> Ch 2- From Hunting- Gathering to Growing Food	<ul style="list-style-type: none"> <li>• Evolution of humans</li> <li>• Tools, weapons, clothing, shelter of the Neolithic age.</li> <li>• Early humans from hunters to gatherers to farmers and herders</li> <li>• Palaeolithic age, Mesolithic age and Neolithic age.</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• Trace the evolution of humans</li> <li>• Discuss the various aspects of human life during the Palaeolithic Age, Mesolithic Age and the Neolithic Age</li> <li>• Describe the tools and weapons, clothing, shelter and the art of the Palaeolithic age</li> </ul>

Test I	Content	Learning Outcomes
<b>History :</b> Ch 2- From Hunting- Gathering to Growing Food	<ul style="list-style-type: none"><li>• Towards a settled life</li><li>• Customs and practices Mehrgarh</li><li>• Daojali Hading</li></ul>	<ul style="list-style-type: none"><li>• Appreciate the skills and knowledge of hunter –gatherer</li><li>• Explain why Neolithic humans slowly started living in one place</li><li>• Describe and analyse the progress of early humans from hunters and gatherers to farmers and herders</li><li>• Explain the changes in social life of the early humans</li></ul>
<b>Geography :</b> Ch - 2 Globe : Latitudes and Longitudes	<ul style="list-style-type: none"><li>• Globe</li><li>• Axis</li><li>• Equator</li><li>• Latitudes and Longitudes</li><li>• Heat zones</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Understand ‘globe’</li><li>• Recognize points of reference on a globe</li><li>• Explain what latitudes and longitudes are and differentiate between them</li><li>• Recognize the important latitudes and longitudes</li><li>• Explain the temperature zones of the earth</li></ul>

Test I	Content	Learning Outcomes
<b>Geography :</b> Ch - 2 Globe : Latitudes and Longitudes	<ul style="list-style-type: none"><li>• Prime Meridian</li><li>• Local time</li><li>• Standard time</li></ul>	<ul style="list-style-type: none"><li>• Locate places on the earth grid</li><li>• Identify the time zones of the world</li><li>• Calculate the time of a place based on longitudinal location</li></ul>
<b>Civics :</b> Ch-1 & 2 Understanding Diversity and Diversity and Discrimination	<ul style="list-style-type: none"><li>• Diversity</li><li>• Inequality</li><li>• Prejudice and Discrimination</li><li>• Stereotypes</li><li>• Gender and Economic inequality</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Appreciate various forms of diversity</li><li>• Describe the nature of India's diversity</li><li>• Analyse economic equality, social and regional diversity in India</li><li>• Develop sensitivity towards pluralism and interdependence</li><li>• Develop positive attitude towards persons with disability, marginalized groups, etc.</li><li>• Assess the diversity between the states of Kerala and Ladakh</li></ul>

Test I	Content	Learning Outcomes
Geography Ch-I The Earth in the Solar System	<ul style="list-style-type: none"> <li>● Star</li> <li>● Constellations</li> <li>● The Solar System</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Identify and describe the various heavenly bodies</li> <li>● Identify the various objects that make up the Solar System.</li> <li>● Describe in detail about the Sun, the Planets the Moon and the Earth</li> </ul>
History Ch 4-What Books and Burials tell us?	<ul style="list-style-type: none"> <li>● The four Vedas</li> <li>● Case study of Inamgaon</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Classify the structure of the Aryan society</li> <li>● Describe the occupations of the Aryans</li> <li>● Describe a special burial at Inamgaon</li> </ul>
Term I	Content	Learning Outcomes
<b>History :</b> Ch 3- In the Earliest Cities	<ul style="list-style-type: none"> <li>● What is civilization?</li> <li>● Urbanization and cities</li> <li>● The Indus Valley Civilization</li> <li>● Houses ,drains and streets</li> <li>● Life in the city</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Describe the conditions that led to the growth of civilizations</li> <li>● Discuss the rise of the Indus Valley Civilization</li> </ul>

Term I	Content	Learning Outcomes
	<ul style="list-style-type: none"><li>• Harappan towns in Gujarat</li></ul>	<ul style="list-style-type: none"><li>• Describe the town Planning of the Indus Valley Civilization</li><li>• Analyse the reasons for the decline of the Indus Valley Civilization</li></ul>
<b>Geography:</b> Ch-3 Motions of the Earth	<ul style="list-style-type: none"><li>• Rotation</li><li>• Revolution</li><li>• Effects of rotation</li><li>• Effects of revolution</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Identify and define two different motions of the Earth – rotation and revolution</li><li>• Explain the process and the effects of the Earth's rotation</li><li>• Illustrate how rotation causes day and night</li><li>• Explain the process and the effects of the Earth's revolution</li><li>• Describe and demonstrate how the revolution causes varying lengths of day and night and the changing seasons</li><li>• Identify when equinoxes, solstices and the leap year occurs</li></ul>

Term I	Content	Learning Outcomes
<b>Geography</b> Ch 5 - Major Domains of the Earth	<ul style="list-style-type: none"><li>• Lithosphere</li><li>• Continents and Oceans</li><li>• Hydrosphere</li><li>• Atmosphere</li><li>• Biosphere</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Describe lithosphere and hydrosphere</li><li>• Identify the seven continents and unique features of it</li><li>• Identify the five oceans and unique features of it</li><li>• Explain the composition of the atmosphere</li><li>• Explain biosphere and factors that enable life to exist on the Earth</li></ul>
<b>Civics:</b> Ch –3 & 4 What is Government? and Key Elements of a Democratic Government	<ul style="list-style-type: none"><li>• What is Government?</li><li>• Levels of Government</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Explain the term government</li><li>• Recognize the need for a government</li><li>• Describe the different forms of government</li><li>• Explain the features of democracy</li></ul>



Term I	Content	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Need and structure government</li> <li>• Role of government</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of democracy – participation, accountability, conflict resolution, concern for equality and Justice</li> <li>• Explain the provision in the constitution for equality and justice</li> <li>• React to the unjust practices and discrimination</li> </ul>
<p><b>Civics :</b> Ch 5 - Panchayati Raj</p>	<ul style="list-style-type: none"> <li>• Local Self-Government</li> <li>• Panchayati Raj</li> <li>• The three levels of Panchayati Raj</li> <li>• The Gram Panchayat</li> <li>• Panchayat Samiti</li> <li>• Zila Parishad</li> </ul>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Justify the need for the local Self-Government</li> <li>• Describe the Panchayati Raj System</li> <li>• Identify and describe the three levels of Panchayati Raj</li> <li>• Explain the Gram Panchayat, Panchayat Samiti and Zila Parishad</li> <li>• Explain the functions and the sources of income for each level of Panchayati Raj</li> </ul>

Term I	Content	Learning Outcomes
<b>History</b> Ch 8 & 9 - Vital Villages, Thriving Towns and Traders Kings and Pilgrims	<ul style="list-style-type: none"><li>• Expansion of agriculture</li><li>• Emergence of new occupations</li><li>• Second urbanization</li><li>• Silk Route</li><li>• Spread of Buddhism</li><li>• Quest of the pilgrims</li><li>• Nalanda - Unique center of learning</li></ul>	<ul style="list-style-type: none"><li>• Identify the newly emerging occupation of the Aryans</li><li>• List the reasons for the coming of second urbanisation</li><li>• Identify the different ways in which India has contacted other countries</li><li>• Reconstruct the ancient trade routes that linked India with the rest of the world</li><li>• Recollect the ways of Buddhism spread to other countries</li></ul>

**Subject Enrichment Activity will be conducted before Term I**

**+ Complete syllabus of Test I**

Test II	Content	Learning Outcomes
<b>History</b> Ch- 5 - Kingdoms, Kings and An Early Republic	<ul style="list-style-type: none"><li>• Ashvamedha</li><li>• Varnas</li><li>• Janapadas</li><li>• Mahajanapadas</li><li>• Taxes</li><li>• Magadha</li><li>• Vajji</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Describe the changes in agriculture</li><li>• Discuss about the tax in Mahajanapadas</li><li>• Analyse the growth of Janapadas and Mahajanapadas</li><li>• To present the similarity and differences between present and janapada elections</li></ul>
<b>Geography-</b> Ch 6 - Major Landforms of the Earth	<ul style="list-style-type: none"><li>• Mountains</li><li>• Plateaus</li><li>• Plains</li><li>• Landforms &amp; people</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Identify and explain major landforms of the Earth</li><li>• Differentiate between fold mountains and block mountains</li><li>• Discuss importance of mountains</li><li>• Explain the formation of plateaus</li><li>• Illustrate importance of plateaus</li><li>• Analyse the formation of plains and its importance</li></ul>

Test II	Content	Learning Outcomes
<b>Civics-</b> Ch 6 & 8-Rural Administration and Rural Livelihoods	<ul style="list-style-type: none"><li>• Work at police station</li><li>• Maintenance of Land Records</li><li>• Work of Patwari</li><li>• Rural livelihood</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Justify how police plays an important role in solving conflicts</li><li>• Describe the role of Patwari</li><li>• Explain about district administration</li><li>• Explain about different means of livelihood in rural areas</li><li>• Discuss about farming and different categories of farmers</li><li>• Articulate on differences in the living and working conditions of the rural and urban labour.</li></ul>
<b>Geography</b> Ch-4 Maps	<ul style="list-style-type: none"><li>• Types of maps</li><li>• Components of maps</li></ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"><li>• Prepare a simple sketch</li><li>• Differentiate between a map and sketch</li><li>• Classify maps</li><li>• Identify political and physical map of India</li><li>• Recognise components of map</li></ul>

Test II	Content	Learning Outcomes
<b>History</b> Ch-6 New Questions and ideas	<ul style="list-style-type: none"><li>• Buddhism</li><li>• Jainism</li></ul>	<ul style="list-style-type: none"><li>• Identify new thinkers such as Mahavira and Gautama Buddha</li><li>• Describe the life and teachings of Mahavira and Gautama Buddha</li></ul>
Term II	Content	Learning Outcomes
Ch-7-Ashoka, The Emperor Who gave up war	<ul style="list-style-type: none"><li>• What is an empire?</li><li>• Chandragupta Maurya</li><li>• Bindusara</li><li>• Ashoka the Great</li><li>• The Mauryan administration</li><li>• The end of the empire</li></ul>	<ul style="list-style-type: none"><li>• Define the term –empire</li><li>• Identify the Mauryan dynasty from Chandragupta Maurya to Ashoka the Great</li><li>• Describe the Kalinga war and its consequences</li><li>• Analyse the end of the Mauryan empire</li></ul>

Term II	Content	Learning Outcomes
<b>History</b> Ch 10 & 11- New Empires and Kingdoms & Buildings, Paintings and Books	<ul style="list-style-type: none"> <li>● The Guptas</li> <li>● Life under the Guptas</li> <li>● Harshavardhana</li> <li>● The kingdoms of the Deccan</li> <li>● Art and Architecture</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate the diversity of historical experiences</li> <li>● Describe the rise of Gupta empire</li> <li>● Identify the extent of the empire ruled by Harshavardhana</li> <li>● Identify two most important kingdoms of the Deccan-the Chalukyas and Pallavas</li> <li>● Describe the temples, sculpture and stupas of ancient India</li> </ul>
<b>Geography</b> Ch - 7- Our Country-India	<ul style="list-style-type: none"> <li>● Location</li> <li>● India's neighbours</li> <li>● Physical divisions of India</li> <li>● Political and administrative Divisions</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Indicate the Latitudinal and Longitudinal extent of India</li> <li>● Identify India's neighbours</li> <li>● Identify six major Physical divisions of India</li> <li>● Explain the Himalayan mountain ranges, Northern Plains, Deserts, Coastal Plains and Islands of India</li> </ul>

Term II	Content	Learning Outcomes
<b>Geography</b> Ch - 8- India : Climate, Vegetation and Wildlife	<ul style="list-style-type: none"> <li>● Weather and climate</li> <li>● The climate of India</li> <li>● Natural vegetation</li> <li>● Conservation of flora and fauna</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Differentiate between Weather and Climate</li> <li>● Explain the factors that affect the climate of a place</li> <li>● Explain major seasons in India</li> <li>● Describe each type of natural vegetation and the place where they are found</li> <li>● Assess the significance of the forests</li> <li>● Recognise the various wildlife found in India</li> </ul>
<b>Civics</b> Ch –7 & 9 Urban Administration and Urban Livelihoods	<ul style="list-style-type: none"> <li>● The Municipal Corporation</li> <li>● The Municipal Council</li> <li>● Nagar Panchayat</li> </ul>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Identify the three levels of local government - The Municipal Corporation, The Municipal Council and Nagar Panchayat</li> <li>● Explain the functions and the source of income for Municipal Corporation and Municipal Council.</li> <li>● Explain urban livelihood and problems faced in urban areas</li> </ul>

Term II	Content	Learning Outcomes
		<ul style="list-style-type: none"><li>• Put forth creative and feasible suggestions for bringing about improvements in the functioning of urban administration</li></ul>
<p><b>Subject Enrichment Activity will be conducted before Term II</b> <b>+ Complete syllabus of Test II</b> <b>+ 10% Syllabus from Term I</b> <b>History Ch 3 – In the Earliest Cities</b> <b>Geography Ch 5 - Major Domains of the Earth</b></p>		



## SANSKRIT

Test-I	Content	Learning Outcomes
x   Hkkx i k B & 1 vdkj kUr i qYayx	fyax% =; % i q "kk%" =hf.k opukfu] o.k&kyk] o.k&foPNn	l ॐr ¼=hf.k fyaxkfu l e> l d&š =; % i q "kk%" ¼ç-i q] e-i q] m-i q] tku l d&A =hf.k opukfu ¼, -o] f}-o] c-o-½ tku l d&A
i k B & 2 vdkj kUr L=hfya	o.k&foPNn] l oÙke] l Kk	o.k&foPNn , oa o.k l a kstu l h[k l d&A l Kk] l oÙke dk ç; kx djuk l h[k l d&A
i k B & 3 vdkj kUr ui q d fyax	i nkfu l a kš; ] drī nā fØ; ki na	Nk=k, a i n l a kstu djuk l h[k l d&hAdrī n , oa fØ; ki n dh tkudkj h i klr dj] okD; fuekz k dk iz kl dj l d&A
0; kdj .k dkjd] ¼çFkek l s l lreh¼ /kkrq i &yVydkj 'kCn: i &cky d%		0; kdj .k dk Kku i klr dj l d&A
j pukRed vocks/kue-		ççr , oa nšud dk; k&dk l ॐr ea tku&s , oa 'kCnka dk 'kq) mPpkj .k dj l d&A
vi fBr vocks/kue- x   ka k@i   ka k		'kCn Hka/kj ea of) , oa i <ej] l e> dj fy [kus ds dks ky dk fodkl A

Term - I	Content	Learning Outcomes
x   Hkkx ¼ VLV &1 dk   Ei w k z i kB; Øe l fgr½ i kB&4 fo   ky; %	l oZuke	, "k% , "kk% l oZuke dks tku l d&A
i kB&5 o{k%	dfork	o{kka dks Ndj mudk fpduk] ][kijnjki u egl   dj l d&A
i kB&6 l enrV%	l dkn	l enr Hk"kk ea okrkzyki dj l d&A
i kB&7 cdL; çfrdkj%	dgkuh	dgkuh dks i <dj ys[ku ds fofo/k rjhdk vks' 'kfy; ka dks igpku l d&s vks' dgkuh ds ek/; e l scf) pkrq rk dks tku l d&A
i kB&8 l fDrLrcd%	i   ka k	'ykdka dk okpu djuk l h[k l d&s , oa 'ykdka dks l vfHku; djuk l h[k&A
i kB&9 ØhMkLi /kk%	l dkn	l dkn dh fo   k dks l e>dj okrkzyki &dyk dks tku l d&A
Term - I	Content	Learning Outcomes
0; kdj .k /kkrq i &yk/ydkj		0; kdj .k dk Kku i klr dj l d&A

'kCn: i & Qy ds : i %i qrd vk/kkfjr 0; kdj .k%		
j pukRed vocks/kue- ee fnup; k] l dkn] Qyka ds uke vkfn		l e; k] fxrk , oa vuq kkfl r thou dh gj .kk çklr dj l dæA
vi fBr vocks/kue- x   ka k@i   ka k		'kCn Hk&Mkj ea of) , oa i <ej] l e>dj fy [kus ds dks ky dk fodkl A
V&V&1 ds l eLr ikB; Øe l fgr fo" k; l d/kz xrfrof/k Ve&1 ds inz vk; kftr dh tk, xhA		
<b>Test – II</b>	<b>Content</b>	<b>Learning Outcomes</b>
i   Hkkx i kB&10 f"kd k% dezhj k%	dfork	j l kudny okpu dj l dæA
x   Hkkx i kB&11 i qi kRl o%	x	fofo/k dykvka tS sglrdyk] Qy/ka ds i a[ks cukuk , oa iz qR Hkk"kk ds ifr ftKkl k 0; Dr djrs gg ml dh l jkguk djrs gg {ks= dh tkudkjh iklr dj l dæA
<b>Test – II</b>	<b>Content</b>	<b>Learning Outcomes</b>
i kB&12 n' ke% Roefl	dgkuh	n fud thou dh ?kvukvka dks l e>us dh {kerkvka dk fodkl A

<p>0; kdj .k /kkrq i &amp; 'kCn: i &amp; %i qrd vk/kkfjr 0; kdj .k½</p>		<p>0; kdj .k dk Kku i klr dj l d&amp;A</p>
<p>j pukRed vocks/kue- vuPNn] l okn] fo   ky; &amp; i fjp; vksj okD; j puk</p>		<p>l 'tukRedrk , oa dYi uk' khyrk dks l e&gt; l d&amp;A</p>
<p>vi fBr vocks/kue- x   ka k@i   ka k</p>		<p>'kCn Hk&amp;Mkj ea of) , oa i &lt;ej] l e&gt;dj fy [kus ds dks ky dk fodkl A</p>
<p><b>Term-II</b></p>	<p><b>Content</b></p>	<p><b>Learning Outcomes</b></p>
<p>i   Hkkx ¼ VLV &amp;2 dk l Ei w k i k B; Øe l fgr½ i k B&amp;13 yk dexye-</p>	<p>i   ka k</p>	<p>Hkkj rh; l l kfr ds vFk on] mi fu "kn}- __pk; j vkfn dks tkuus , oa l e&gt;us ds l kFk cksyus dh {kerk dk fodkl A</p>
<p>i k B&amp;14 vgg vk% p</p>	<p>dgkuh</p>	<p>nsud thou ea /kurirk] diV vkfn dks tkudj pkrq rk dks l e&gt; l d&amp;A</p>
<p><b>Term-II</b></p>	<p><b>Content</b></p>	<p><b>Learning Outcomes</b></p>
<p>i k B&amp;15 ekrypln</p>	<p>i   ka k</p>	<p>dYi uk' khyrk vksj l 'tu' khyrk ds vk/kkj ij pnkekek l sckra djuka</p>

<p>0; kdj . k /kkrq i &amp; yVydkj 'kCn: i &amp; ckfydk ¼i qrd vk/kkfjr 0; kdj . k½</p>		<p>0; kdj . k dk Kku i klr dj l dæA</p>
<p>jpukRed vocks/kue- vuPNn] l okn] i fjokj&amp;i fjp; vksj okD; jpuk</p>		<p>l 'tukRedrk , oa dYi uk' khyrk dks l e&gt; l dæA</p>
<p>vi fBr vocks/kue- x   ka k@i   ka k</p>		<p>'kCn Hka/kj ea of) , oa i &lt;ej] l e&gt;dj fy [kus ds dks ky dk fodkl A</p>
<p>VLV&amp;2 ds l eLr i kB; Øe l fgr 10% Ve&amp;1 ds i kB; Øe l s fo" k; l w/ku xrfof/k Ve&amp;2 ds i w/ vk; kftr dh tk, xhA</p>		

## FRENCH

Test– I	Content	Learning Outcomes
<b>Literature</b> <ul style="list-style-type: none"> <li>▪ Un coup d' œil sur la France?</li> <li>▪ Les salutations</li> <li>▪ Comptons ensemble</li> </ul>	<ul style="list-style-type: none"> <li>▪ S'initier à la culture française</li> <li>▪ Saluer et se présenter</li> <li>▪ Presentez-vous les noms et compter</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ greet one another</li> <li>▪ count number from 1-100</li> <li>▪ present-themselves and the others</li> <li>▪ speak phrases of greetings</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ Les formules de politesse</li> <li>▪ Le verbe: être</li> <li>▪ L'alphabet</li> <li>▪ Les nombres de 1-50</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Learn the usage of the ÊTRE verb</li> <li>▪ Learn the usage of the articles (definit and indefinit)</li> <li>▪ Pronounce the alphabet</li> <li>▪ Poems based greetings in French.</li> <li>▪ Count the numbers from 1 to 50</li> </ul>
<b>Literature</b> <ul style="list-style-type: none"> <li>▪ Les copains</li> <li>▪ Voilà le frere et la sœur de Manuel</li> <li>▪ Il est francais?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Présenter un objet /une personne</li> <li>▪ Décrire une personne</li> <li>▪ Dire les nationalités</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Present herself/himself</li> <li>▪ Describe an individual</li> <li>▪ Identify the body parts</li> <li>▪ Speak out the body parts</li> </ul>

Term-I	Content	Learning Outcomes
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ Le verbe: avoir</li> <li>▪ Les verbes en «&lt;er&gt;&gt;</li> <li>▪ Le pluriel des noms</li> <li>▪ Les adjectifs</li> <li>▪ La position des adjectifs</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Conjugate the verb «&lt;Avoir&gt;&gt;</li> <li>▪ Conjugate all the verbs that end in «&lt;ER&gt;&gt;</li> <li>▪ Use the adjectives</li> <li>▪ Make plural of nouns</li> <li>▪ Position the adjectives</li> </ul>
<b>Comprehension and writing skills</b>	<ul style="list-style-type: none"> <li>▪ Unseen passage</li> <li>▪ Write on the given topic</li> <li>▪ éarbre de généologique</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ family tree in French</li> <li>▪ Describe his/her family</li> <li>▪ guess the language</li> <li>▪ Children will be able to use the words they have learned</li> </ul>
<b>Subject Enrichment Activity will be conducted before Term I + Complete syllabus of Test I</b>		
Test– II	Content	Learning Outcomes
<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>▪ Les vacances</li> <li>▪ La famille de Manuel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parler des vacances.' et des mois de l'année</li> <li>▪ Décrire la famille</li> <li>▪ Parler de l'information personnelle</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Speak about days of the vacations</li> <li>▪ Speak about the days of the week and months of the year.</li> <li>▪ Give personal details</li> </ul>

Test– II	Content	Learning Outcomes
<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ Les verbes en «&lt;ir&gt;&gt;</li> <li>▪ Le verbe : aller</li> <li>▪ La négation</li> <li>▪ les verbes en «&lt;er&gt;&gt;</li> <li>▪ Les professions</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Conjugate all the verbs ending with «&lt;ir&gt;&gt;</li> <li>▪ Conjugate the verb Aller</li> <li>▪ Make negative sentences</li> <li>▪ Conjugate all the verbs with «&lt;er&gt;&gt; ending</li> <li>▪ name the different types of profession</li> </ul>
Term-II	Content	Learning Outcomes
<b>Literature</b> <ul style="list-style-type: none"> <li>▪ C'est Noël</li> <li>▪ Allons à l'école</li> <li>▪ Dans un grand magasin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parler des saisons</li> <li>▪ Remettre le dialogue en ordre</li> <li>▪ Localiser des objets</li> <li>▪ Demander et poser quelque chose (préposition Basic)</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Name the four seasons</li> <li>▪ Put the dialogues in the right order</li> <li>▪ Christmas Carole in French.</li> <li>▪ locate the position of objects</li> <li>▪ Ask for the position of an object</li> <li>▪</li> </ul>



Term-II	Content	Learning Outcomes
<b>Comprehension</b> <b>Writing skills</b>	<ul style="list-style-type: none"> <li>▪ Unseen passage</li> <li>▪ Write on a given topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehend the language</li> <li>▪ To use the words they have learnt</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Les verb en er ir and re ending verbs</li> <li>▪ Les expressions avec faire</li> <li>▪ Les prépositions</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Conjugate the verbs ending in &lt;&lt;er, ir and re ending verbs.</li> <li>▪ Express with verb faire</li> <li>▪ usage of preposition</li> <li>▪ Understand and write the names of garments both masculine and feminine</li> </ul>
<b>Subject Enrichment Activity will be conducted before Term II</b> <b>+ Complete syllabus of Test II</b> <b>+ 10% Syllabus from Term I</b>		

**COMPUTER**

Test I	Content	Learning Outcomes
<b>Ch-1 Computational Thinking</b>	<ul style="list-style-type: none"><li>• What is Computational Thinking?</li><li>• Components of Computational Thinking</li><li>• Analyzing</li><li>• Decomposition</li><li>• Pattern Recognition</li><li>• Abstraction</li><li>• Algorithm</li><li>• Applying Reasoning to make Decisions</li><li>• Importance of Computational Thinking</li></ul>	<ul style="list-style-type: none"><li>• Understanding the problem and conditions</li><li>• Defining the goal</li><li>• Problem Solving through process</li><li>• Breaking down a large problem into smaller parts</li><li>• Logical Reasoning</li><li>• Step-by- step Solution</li></ul>
<b>Ch-2 Computer Language</b>	<ul style="list-style-type: none"><li>• Program and Programming Concepts</li><li>• Machine Language</li><li>• Assembly Language</li><li>• High-Level Language</li><li>• Fourth Generation Language</li></ul>	<b>Students will be able to understand:</b> <ul style="list-style-type: none"><li>• Computer languages</li><li>• Generations of computer languages</li><li>• Syntax to write a Program</li><li>• Translator Programs</li></ul>

Test I	Content	Learning Outcomes
<b>Ch-3 More on Windows 7</b>	<ul style="list-style-type: none"><li>• Windows Media Player</li><li>• How to Rip and Burn a CD/DVD</li><li>• Displaying two windows at the same time.</li><li>• Exploring Pictures Folder</li><li>• Disk Cleanup</li><li>• Additional Features of Windows 7</li></ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Features of Task bar</li><li>• Jump List</li><li>• Aero Flip 3D Features</li></ul>
Term I	Content	Learning Outcomes
<b>Ch-4 Using Mail Merge</b>	<ul style="list-style-type: none"><li>• Introduction to Mail Merge</li><li>• Creating a Mail Merge Document</li><li>• Creating Recipient List</li><li>• Inserting Merge Fields</li><li>• Viewing the Merged Data</li><li>• Printing the Letters</li></ul>	<b>Students will understand :</b> <ul style="list-style-type: none"><li>• Create mail merge</li><li>• Use mail merge in sending letters</li><li>• Print letters</li></ul>
<b>Ch-5 More on MS PowerPoint 2010</b>	<ul style="list-style-type: none"><li>• Inserting a Table</li><li>• Entering Data in a table</li><li>• Table Tools and Formatting a Table Style</li></ul>	<b>Students will be able to understand:</b> <ul style="list-style-type: none"><li>• Concepts of Chart and Table</li><li>• Changing Background, Colours and Patterns</li></ul>

Term I	Content	Learning Outcomes
	<ul style="list-style-type: none"> <li>Aligning Text in a Table</li> <li>Charts and its Components</li> <li>Inserting and Formatting a Chart</li> </ul>	
<b>Ch-6 Animating Text and objects</b>	<ul style="list-style-type: none"> <li>Applying Animation Effects</li> <li>Adding Transition Effects</li> <li>Inserting Sound from a / file and Your Own Sound</li> </ul>	<b>Students will be able to understand:</b> <ul style="list-style-type: none"> <li>Looping in Slides</li> <li>Action Buttons</li> </ul>
	<ul style="list-style-type: none"> <li>Inserting Video Clips</li> <li>Using Action Buttons</li> <li>Importing Data from Word</li> </ul>	<ul style="list-style-type: none"> <li>Animation and Transition Effects</li> <li>Slide from Outline</li> </ul>
<b>+ Complete Syllabus of Test-I</b>		
Test – II	Content	Learning Outcomes
<b>Ch-7 Microsoft Excel 2010</b>	<ul style="list-style-type: none"> <li>Features of Microsoft Excel 2010</li> <li>Starting Microsoft Excel, Components of a Worksheet</li> <li>Moving Around the Worksheet</li> </ul>	<b>Students will be able to understand:</b> <ul style="list-style-type: none"> <li>Moving around the Spread Sheet</li> <li>Switching Worksheets</li> </ul>

Test – II	Content	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Entering Data in a Worksheet and Types of Data</li> <li>• Performing Calculations, Working with a Worksheet</li> <li>• Saving a Workbook</li> <li>• Importance of Computational Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Inserting new Worksheet and Deleting Worksheets</li> <li>• Saving a Workbook</li> </ul>
<b>Ch-8 Editing a Worksheet</b>	<ul style="list-style-type: none"> <li>• Selecting Cells</li> <li>• Entering Numbers as Text, Date, and Time</li> <li>• Changing cell Contents, Using Undo and Redo Features</li> <li>• Inserting Columns/ Rows</li> <li>• Copying and Moving Data</li> <li>• Using AutoFill Feature</li> </ul>	<p><b>Students will be able to understand:</b></p> <ul style="list-style-type: none"> <li>• Modifying Cell contents</li> <li>• Edit Mode</li> <li>• Drag and Drop Method</li> </ul>
<b>Ch-9 Log on to Animate CC</b>	<ul style="list-style-type: none"> <li>• What is Animate?</li> <li>• How to Start Animate?</li> <li>• The Animate Workspace</li> <li>• Using the Tools Panel</li> <li>• Using Frame by Frame Technique to Animate</li> </ul>	<p><b>Students will be able to use:</b></p> <ul style="list-style-type: none"> <li>• Drawing Tools</li> <li>• Selection Tools</li> <li>• Colouring Tools</li> <li>• Animation using Frame by Frame Technique</li> </ul>

Term – II	Content	Learning Outcomes
<b>Ch-10 Working with Animate CC</b>	<ul style="list-style-type: none"> <li>• Symbols and Animation</li> <li>• How to Create a Symbol?</li> <li>• Using Animation</li> <li>• Create a Motion Tween</li> <li>• Shape Tween</li> <li>• Motion Guide</li> <li>• Classic Motion Guide</li> <li>• How to Print Stylish Strokes on the Stage</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create Symbols</li> <li>• Describe Shape tween</li> <li>• Motion guide tween</li> <li>• Classic Tweening</li> <li>• Making Own Brush Stroke</li> <li>• Animation using Tweening</li> </ul>
<b>Ch-11 Introduction to HTML 5</b>	<ul style="list-style-type: none"> <li>• Introduction to HTML</li> <li>• HTML Editors</li> <li>• Creating a Web Page Using HTML Editor(Notepad)</li> <li>• Viewing an HTML Document</li> <li>• HTML Document Structure</li> <li>• Basic HTML Tags</li> <li>• More Tags in HTML</li> <li>• Attributes of Body Tag</li> </ul>	<p><b>Students will be able to understand:</b></p> <ul style="list-style-type: none"> <li>• Web Browsers</li> <li>• Tools to be used for HTML</li> <li>• Tags, Elements and Attributes</li> <li>• Writing HTML Document</li> <li>• Cascading Style Sheets</li> <li>• Background Properties</li> </ul>
	<p><b>+ Complete Syllabus of Test-II</b>  <b>+10 % Syllabus from Term-I</b>            (Ch-5 More on MS PowerPoint 2010 and Ch-6 Animating Text and Object )</p>	

## GENERAL KNOWLEDGE

Term I	Learning Outcomes	Term II	Learning Outcomes
Ch.1- Incredible India Ch.2-Festivals Ch.3- Timeline of India Ch.4- Timeline of World Ch.5-Seven Natural Wonders of the World Ch.6- Seven Forgotten Wonders of the World Ch.7-India : Important Days Ch.8-World:Important Days Ch.9- India's Superlatives Ch.10- World's Superlatives Ch.11- Animal Superlatives Ch.12- Fast Facts	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the importance of different Festivals</li> <li>• Correlate the Historic Events with dates</li> <li>• Compare different types of Wonders</li> <li>• Relate the development with the Importance these dates</li> <li>• Know about largest, smallest</li> <li>• Associate the nick name with the place</li> <li>• Connect the old and new name of the city</li> <li>• Update themselves</li> </ul>	17. Riverside Cities of India 18. Riverside Cities of the World 19, Industrial Cities of India 20. Industrial Cities of the World 21.India: Dynamic Personalities' Nicknames 22.World: Dynamic Personalities' Nicknames 23. National Parks and Sanctuaries 24. Abbreviations  25. Scientific Instruments 26. Diseases	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop knowledge about the riverside cities of India and the World</li> <li>• Know the industrial cities of India and the world</li> <li>• Knowledge about dynamic personalities of India and the world with their nicknames</li> <li>• Collect information about national parks and sanctuaries</li> <li>• Explain the importance of scientific Instruments</li> </ul>

Term I	Learning Outcomes	Term II	Learning Outcomes
Ch.13- India : Sobriquets Ch.14- World : Sobriquets Ch.15- India : Changed Names of Some Place Ch.16- World : Changed Names of Some Places	<ul style="list-style-type: none"> <li>• Discuss Current Affairs</li> </ul>	27. Branches of Knowledge 28. All purpose Terminology 29. Inventions 30. The Olympic Symbols 31. Planets of Our Solar System 32. Traffic Signs 33. Yoga	<ul style="list-style-type: none"> <li>• Knowledge about the different diseases and their symptoms</li> <li>• Update with the terminology</li> <li>• Recognize the Olympic symbols and their significance</li> <li>• Knowledge about the planets of our solar system</li> <li>• Create awareness about the importance of Yoga and traffic signals</li> <li>• Discuss current affairs</li> </ul>
<b>Exercise – 1, 2, 3 &amp; 4 + Current Affairs</b>		<b>Exercise 5, 6, 7 &amp; 8 + Current Affairs + 10% of Term I</b>	



## LIFE SKILLS

Term - I	Content	Learning Outcomes
<b>Unit-1 An Introduction to Life Skills</b>	<ul style="list-style-type: none"><li>• What are Life Skills?</li><li>• Who needs Life Skills?</li><li>• Life Skills development</li><li>• Importance of Life Skills.</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Solve some of the basic psychological and logical problems faced by them in their daily life.</li><li>• Reduce the stress and frustrations faced by them in the school and personal life.</li><li>• Enhance their creative thinking and decision making abilities.</li></ul>
<b>Unit- 2 –Self Awareness</b>	<ul style="list-style-type: none"><li>• Understanding My Innerself.</li><li>• Wishes and Goals</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Understand the importance of knowing their strengths and weaknesses as it will help them to work on improving their weakness after identification.</li><li>• Discover and assess their identity.</li><li>• Understand success is achieved by goals and not wishes.</li><li>• Realize wishes are only desires and not permanent.</li></ul>

Term - I	Content	Learning Outcomes
<b>Unit- 3- Critical Thinking</b>	<ul style="list-style-type: none"><li>• Backward or Forward?</li><li>• Let's Debate</li><li>• My Smartness Quotient</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Understand the intricacies of English Language.</li><li>• Solve riddles and puzzles and develop critical thinking.</li><li>• Understand that debating helps in critical thinking.</li><li>• Understand that critical thinking helps us take wise decisions and solve our problems.</li></ul>
<b>Unit- 4- Creative Thinking</b>	<ul style="list-style-type: none"><li>• Tell Me a Story</li><li>• Fantastic Waste</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Form a variety of story from the same word list.</li><li>• Enhance their communication skills and vocabulary.</li><li>• Sharpen their imagination.</li><li>• Understand the importance of waste disposal.</li><li>• Be creative and convert what they considered as junk or unwanted into something useful.</li></ul>

Term - I	Content	Learning Outcomes
<b>Unit- 5- Effective Communication</b>	<ul style="list-style-type: none"><li>• Contribution in Group Discussions</li><li>• Good Listening</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Comprehend the importance of sharing their views no matter their personal opinion.</li><li>• Encourage the shy or reluctant students to put forth their opinions so that others benefit from their opinions.</li><li>• Understand that listening is very important for effective communication.</li><li>• Acquire good listening skills</li></ul>
<b>Unit- 6- Interpersonal Relationships</b>	<ul style="list-style-type: none"><li>• Interacting with Peers</li><li>• Beyond Appearance</li><li>• Puzzle Monster</li></ul>	<b>Students will be able to</b> <ul style="list-style-type: none"><li>• Learn that way of interaction is necessary for effective communication.</li><li>• Develop skills for effective communication.</li><li>• Analyze, not to be judgemental and not form opinions based on the outer appearance.</li><li>• Understand the need to respect and appreciate people who are different from us.</li><li>• Understand in our diversity lies our strength.</li></ul>

Term II	Content	Learning Outcomes
<b>Unit - 7</b> <b>Managing Emotions</b>	<ul style="list-style-type: none"><li>• Recognize their emotions</li><li>• Ways to manage emotions</li><li>• Managing Anger</li></ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify their emotions in different situations.</li><li>• Learn different ways to manage their emotions.</li><li>• Learn relaxation techniques to manage anger.</li></ul>
<b>Unit – 8</b> <b>Coping with Stress</b>	<ul style="list-style-type: none"><li>• What is stress? Are you stressed?</li><li>• Breathing exercise to release stress.</li><li>• How to cope with stress.</li></ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Understand common symptoms of stress.</li><li>• Learn healthy ways to deal with stress.</li><li>• Use positive ways to cope with stress.</li></ul>
<b>Unit – 9</b> <b>Empathy</b>	<ul style="list-style-type: none"><li>• Importance of being kind.</li><li>• Impact of respectful behavior.</li><li>• Kindness towards animals and birds.</li></ul>	<ul style="list-style-type: none"><li>• Acquire the quality of being friendly.</li><li>• Give respect in order to earn respect.</li><li>• Identify and deal with bullies.</li><li>• Realize that birds &amp; animals feel pain.</li></ul>

Term II	Content	Learning Outcomes
<b>Unit - 10 Decision- Making</b>	<ul style="list-style-type: none"><li>• Process of decision making. P.O.W.E.R model</li><li>• Decision – making using critical thinking.</li><li>• Decision making scale.</li></ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Take responsible and mature decisions.</li><li>• Take decisions using scientific skills.</li><li>• Analyze their decision- making skills and improve accordingly.</li></ul>
<b>Unit – 11 Problem Solving</b>	<ul style="list-style-type: none"><li>• Generate solutions.</li><li>• Family and resource management.</li><li>• Use of problem solving techniques for rational solutions.</li></ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Deal constructively with life problems.</li><li>• Conduct a survey to know public opinion.</li><li>• Develop time management skills to solve problems.</li><li>• Understand the barriers to problem solving and remove the mental blocks.</li></ul>

**ART & CRAFT**

Term -I	Term-II
Poster Making *Different forms of art using colours, ribbons etc	Best Out Of Waste *Waste materials will be used to make different items of daily use (Jute, Newspaper)
Wooden Art *Decorate wooden cut outs using kundan, colours, rise papers etc	Flower Making *Making flowers of different variety using duplex paper & organdy cloth
Mandana *Decorative home wall pieces, floor and table mat designs	Mix Media Work *Show pieces using different mediums of art like stampings, stencils etc
Stone Art *Creative pebbles using acrylic colours, markers, varnish etc	Organizers *Different types of usable decorative organizers like magazine holder and pen holder.
Clay Work *Clay modelling and forming different shapes	Complete all the incomplete work

**DRAWING & SKETCHING**

<b>Term-I</b>	<b>Term-II</b>
<p><b>OBJECT BASED-</b></p> <ul style="list-style-type: none"> <li>i. Object drawing with measurement</li> <li>ii. Trace outlines of objects and fill with images/designs/colors</li> <li>iii. Interior painting (kitchen, library etc) emphasizing on objects and arrangements</li> <li>iv. Understand color chart, color merging and mixing</li> </ul>	<p><b>TRADITION BASED-</b></p> <ul style="list-style-type: none"> <li>i. Drawing based on past traditions and earlier timelines</li> <li>ii. Drawing and painting based on various traditional and mythological stories or religious tales (reference-historical sites, calendar etc.)</li> <li>iii. Drawing based on folk art</li> </ul>
<p><b>PEOPLE BASED-</b></p> <ul style="list-style-type: none"> <li>i. Painting on subjects like My School, Rainy Day, Picnic, Birthday.</li> <li>ii. Imaginary drawing like people walking through water pipe, sitting inside trunk of a tree etc</li> <li>iii. Draw and sketch simple figure of a boy and a girl.</li> </ul>	<p><b>ENVIRONMENT BASED-</b></p> <ul style="list-style-type: none"> <li>i. Painting of a village pond, zoo, garden, village school etc.</li> <li>ii. Collage making on environmental issues</li> </ul> <p><b>EXPERIENCE BASED-</b></p> <ul style="list-style-type: none"> <li>I. Create and paint modern art using basic elements</li> </ul>

## VOCAL MUSIC

Term I	Term II
<ul style="list-style-type: none"><li>• Definition and introduction of music</li><li>• Om Chant, kharaj ka riyaz, vowels practice</li><li>• knowledge of Saptak and practice</li><li>• Alankaar 1 to 10 in aakaar</li><li>• 10 thaat introduction and practice bilaaval, kalyaan, bhirav, bhairavi thaat</li><li>• Basic knowledge of taal and practice teental, dadra, keharwa taal</li></ul>	<ul style="list-style-type: none"><li>• Raag Yaman introduction and alankaar 1 to 10</li><li>• Raga Yaman, aaroh avroh pakad, saragam geet ,bandish, taan tarana</li><li>• Folk song, patriotic song, devotional song, moral songs practice</li><li>• Practice with mike ,solo singing, demonstration by children in class</li><li>• Prepare Indian Folk Song</li></ul>



## INSTRUMENTAL MUSIC (STRING)

Term-I	Term-II
<p><b><u>For Beginners :</u></b></p> <ul style="list-style-type: none"><li>• Theory of Notation</li><li>• Basic finger Practice on Guitar &amp; Keyboard</li><li>• Introduction of Scale &amp; Scale practice on Guitar &amp; Keyboard</li><li>• Preparation for Assembly Prayers &amp; Songs</li></ul> <p><b><u>For Advance :</u></b></p> <ul style="list-style-type: none"><li>• Scales practice with both hands on Keyboard.</li><li>• Chords changing patterns on Guitar</li></ul>	<p><b><u>For Beginners :</u></b></p> <ul style="list-style-type: none"><li>• Major &amp; Minor Scales on Guitar &amp; Keyboard</li><li>• Introduction of Chords on Guitar &amp; Keyboard</li><li>• Major &amp; Minor Chords on Guitar &amp; Keyboard</li><li>• Accompanying Songs with Rhythm</li><li>• Preparing for Presentation &amp; Annual Function</li></ul> <p><b><u>For Advance :</u></b></p> <ul style="list-style-type: none"><li>• Chords with both hands on Keyboard</li><li>• Implementation of Chords in songs on Guitar</li></ul>

**INSTRUMENTAL MUSIC (RHYTHM)**

Term-I	Term-II
<p><b><u>For Beginners :</u></b></p> <ul style="list-style-type: none"><li>• Knowledge of instruments and their organs</li><li>• Basic exercise of hand control, finger control and stick control</li><li>• Introduction of rudiments for hands and sticks</li><li>• Recognition of different tones</li><li>• Basic patterns of Slow Rock , Waltz and Disco.</li><li>• Introduction of Paradiddles</li></ul> <p><b><u>For Advance :</u></b></p> <ul style="list-style-type: none"><li>• Advance exercises for Hand, Stick &amp; Finger Control</li><li>• Advance rudiments for hands and sticks</li><li>• Improvisations of Slow Rock , Waltz and Disco</li></ul>	<p><b><u>For Beginners :</u></b></p> <ul style="list-style-type: none"><li>• Introduction of North Indian Style Syllable Structure (Theka of Taal's)</li><li>• Introduction of Carnatic Rhythm Style</li><li>• Improvisation of Paradiddles</li><li>• Revision of previous exercises</li></ul> <p><b><u>For Advance :</u></b></p> <ul style="list-style-type: none"><li>• Implementation of pickups &amp; fills in Patterns of different time signature.</li><li>• Accompaniment with songs &amp; other Instruments</li><li>• Revision of previous exercises</li></ul>

## DANCE

Term-I	Term-II
<ul style="list-style-type: none"> <li>• Knowledge and practice previous forms of different footwork with the right body posture</li> <li>• Introduction to 'Samyukta' and 'Asamyukta' hasta mudras</li> <li>• Knowledge of two 'Nayan Bheda', Shiro Bheda and Greeva Bheda</li> <li>• Improving and exploring all the above with the help of a Vandana Dance</li> <li>• Introduction and basic knowledge of one 'Amad' and its practice</li> <li>• Tarana /Song</li> <li>• Learning Folk Dances</li> <li>• Making a chart on different dance forms</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of two todas</li> <li>• Practice the above with accompaniments for better understanding of the rhythm</li> <li>• Introduction to one "Gata Nikasa" and its features.</li> <li>• Exploring the entire knowledge with the help of a song</li> <li>• Introduction of different forms of 'Abhinay'</li> <li>• Revising all the knowledge above and practise it regularly</li> <li>• Learning Folk Dances</li> <li>• Making a chart on different dance forms</li> </ul>

**SWIMMING**

Term – I	Term II
Introduction of swimming & general rules & safety measures	Various styles of races
General & Specific Warm-Up	Team Relay Competition practice
Terminologies :- leg action, floating , breathing, body balancing in water	Officiating. (different types of whistle styles, start )
Technique: - free style, back stroke, breast stroke, butterfly stroke, start & turning practice.	Practice session with complete first aid session

**BASKETBALL**

<b>Term - I</b>	<b>Term – II</b>
<ul style="list-style-type: none"><li>• Rules and regulation (Basic theory) of basketball game, different types of whistleblower (short, long, double).</li></ul>	<ul style="list-style-type: none"><li>• Type of pass with ball</li><li>• Both and one hand pass, standing and running position pass, chest pass, bounce pass, over head pass, three man pass, figure of eight pass,</li></ul>
<ul style="list-style-type: none"><li>• Warm up exercise, stretching, running and conditioning drills, sprint, back running, shuttle run, zigzag running</li></ul>	<ul style="list-style-type: none"><li>• Layup shot, Basket shot, Shooting practice</li></ul>
<ul style="list-style-type: none"><li>• Ball holding, standing position dribble, walking and running dribble, low dribble, change of hand</li></ul>	<ul style="list-style-type: none"><li>• Practice of offence</li><li>• Practice of defense</li><li>• Match practice</li></ul>

**VOLLEYBALL**

<b>Term-I</b>	<b>Term-II</b>
Introduction of game & general rules	Defensive:- Blocking, Eliminating threat of attack, Judgment of flight of ball & movement
General & Specific warm-up	Various kinds of attack:- drop the ball
Measurement of volleyball play filed	Team work:- build up competition
Attacker:- control, range of shots, speed, accuracy	Officiating & Coaching
Terminologies:- underarm serve, over arm serve, forearm pass, upper hand pass, forward & backward lifting of the ball	

**SKATING**

<b>Term – I</b>	<b>Term - II</b>
Introduction of skating & general rules	Various types of races:- 1R,R2,R3.
General & Specific Warm-Up	Team Work on field & off field :- Competition Level
Measurements of the skating track.	Officiating. ( different types of whistle styles
Terminologies :- Walking , Rolling, Breaking, Side Pushing, Turning, Crossing , (Roll Ball )	Match Practice
Technique :- Over Lapping,, Breaking , Start, Finish	

**KHO-KHO**

<b>Term-I</b>	<b>Term – II</b>
Introduction of game & General rules	Various kinds of attack sitting
General and specific warm-up	Team work – build up competition.
Measurement of kho-kho field	Officiating & coaching
Terminologies- chain kho, pole dive , fielding defense	
Offensive technique – pole turning, tapping shoulder , zig - zag running ,3-4-6 running	



**BADMINTON**

<b>Term I</b>	<b>Term II</b>
Introduction of badminton & general rules	Repetition of Various styles of attacks ( back hand ,overhead,& net )
General & Specific Warm-Up	Team work: - build up competition level for doubles and single.
Terminologies :-gripping of racket & foot work	Practice of term I
Various styles of attacks ( back hand ,overhead, net, Forehand & smashing )	