

**NEW ERA PUBLIC SCHOOL, DWARKA**

**SYLLABUS**

**SESSION 2026-27**

<b>ENGLISH</b>			
<b>Month &amp; Working Days</b>	<b>Topic &amp; Sub topics</b>	<b>Learning Outcomes</b>	<b>Pedagogical Processes including Art-integration Project &amp; Competency-based Learning</b>
<b>TERM I</b>			
APRIL (22)	<p><u>Literature:</u> My Cats (Poem)  Uncle Giles' Paintbrush (Prose)</p> <p><u>Grammar:</u> Kinds of sentences, Subject and Predicate</p> <p><u>Writing:</u> Diary Entry</p>	<p>- The learner will interpret the basic ideologies behind the chapters while understanding the importance of critical thinking.</p> <p>- The learner will be able to identify different types of sentences.</p> <p>- The learner will be able to identify the subject and the predicate in a sentence.</p> <p>- The learner will be able to write a diary entry.</p>	<p>- Group discussions and Class Presentation.</p> <p>- Discussion on transformation of sentences.</p> <p>- Understand the grammatical forms in context through reading.</p> <p>- Discussion on sample diary entries.</p>
MAY (19)	<p><u>Literature:</u> What Makes the Lightning (Prose)  The Wind and the Leaves (Poem)</p> <p><u>Grammar:</u> Nouns, Pronouns, Idioms.</p>	<p>- The learner will be able to understand the context of the chapters and answer the questions based on them.</p> <p>- Understand the concept of rhyming schemes and words.</p> <p>- Differentiate among different types of Nouns and Pronouns, and understand their uses.</p> <p>- The learner will be able to understand the difference between the actual and literal meanings of various idioms.</p>	<p>- Class Discussion</p> <p>- Poem Prediction</p> <p>- Become familiar with poems in English through the input-rich environment and interaction.</p> <p>- Class Presentation on Nouns and Pronouns.</p> <p>- Understand various idioms as per their actual meanings.</p>
<b>JUNE</b>			
JULY (25)	<p><u>Literature:</u> The Parrot Who Wouldn't Talk (Prose)  Can't (Poem)</p> <p><u>Grammar:</u> Verbs, Adverbs</p>	<p>- The learner will describe the characters of the story and understand every one of them.</p> <p>- The learner will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p>	<p>- Conduct a Quiz.</p> <p>- Class Discussion.</p> <p>- Poem Discussion</p> <p>- Raise questions based on the reading.</p> <p>- Class Presentation on Verbs and Adverbs.</p>

	<p>Subject Verb Agreement.</p> <p><u>Writing:</u> Application to the Principal</p>	<ul style="list-style-type: none"> <li>- The learner will be able to understand the context of the poem.</li> <li>- The learner will be able to identify Verbs and Adverbs and their different types.</li> <li>- The learner will be able to use the correct verb as per the subject.</li> <li>- The learner will be able to write an application to the Principal.</li> </ul>	
AUGUST (21)	<p><u>Literature:</u></p> <p>Vocation (Poetry)</p> <p>The Wedding of the Mouse (Prose )</p> <p><u>Grammar:</u> Simple Tenses</p> <p>Continuous and Perfect Tenses.</p> <p><u>Writing:</u> Informal Letter</p>	<ul style="list-style-type: none"> <li>- The learner will be able to understand the facts and context of the poem.</li> <li>- The learner will be able to answer the questions based on the prose.</li> <li>- The learner will be able to use correct tenses.</li> <li>- The learner will write an informal letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a comic strip with a different ending of the story.</li> <li>- Differentiate between the structures of different tenses.</li> <li>- Discussion on sample informal letters.</li> </ul>
SEPTEMBER (23)	<b>MID- TERM EXAMINATION</b>		
<b>TERM II</b>			
OCTOBER (18)	<p><u>Literature:</u></p> <p>Naïve Friends (Prose)</p> <p><u>Grammar:</u> Prepositions</p> <p><u>Writing:</u> Notice Writing</p>	<ul style="list-style-type: none"> <li>- The learner will be able to understand the different types of prepositions and their uses.</li> <li>- The learner will be able to write a notice.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate prepositions using different objects in the class.</li> <li>- Discussion on sample notice writings.</li> </ul>
NOVEMBER (18)	<p><u>Literature:</u></p> <p>The Merchant of Venice (Prose)</p> <p><u>Writing:</u> Formal Letter</p>	<ul style="list-style-type: none"> <li>- The learner will be able to read the play with expression as per their assigned character.</li> <li>- The learner will be able to write Formal letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Enact the play as class presentation.</li> <li>- Discussion on sample Formal letters.</li> </ul>
DECEMBER (23)	<p><u>Literature:</u></p> <p>I Keep Six Honest Serving Men (Poetry)</p> <p><u>Grammar:</u> Articles (Definite and Indefinite)</p>	<ul style="list-style-type: none"> <li>- The learner will be able to understand the facts and context of the poem.</li> <li>- The learner will identify and differentiate between definite and indefinite articles.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify rhyme schemes and rhyming words.</li> <li>- Class Discussion.</li> </ul>
JANUARY (16)	<p><u>Literature:</u></p> <p>The Picnic (Prose)</p>	<ul style="list-style-type: none"> <li>- The learner will be able to understand the context of the</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on adventures and explorations.</li> </ul>

	<u>Writing</u> : Picture Composition	prose and answer questions based on it.  - The learner will be able to write picture compositions on the given topics.	- Write a picture composition using their power of imagination and critical thinking.
FEBRUARY (22)	<b>REVISION</b>		
MARCH (21)	<b>FINAL EXAMINATION</b>		



	<b>Chapter 5 – Prime Time</b>	<p>information visually, and making Data- Driven inferences to solve real world problems.</p> <ul style="list-style-type: none"> <li>Identifying Prime and Composite numbers.</li> <li>Multiples and Factors.</li> <li>HCF and LCM.</li> <li>Divisibility Rules.</li> </ul> <p>Prime puzzles.</p>	<p><b>CBL</b></p> <ul style="list-style-type: none"> <li>Students will be able to organize and given information in various forms like Pictograph and Bar graph.</li> </ul> <p><b>AIL</b></p> <ul style="list-style-type: none"> <li>Create visual factor trees for various composite numbers.</li> </ul> <p>Create a grid of Sieve of Eratosthenes Mosaic to identify prime numbers.</p> <p><b>CBL</b></p> <ul style="list-style-type: none"> <li><b>Collaborative Learning and Factorisation:</b> Playing the Idli Vada game or similar activity to understand the concept of factors and multiples.</li> <li>Developing logical reasoning using the seed of Eratosthenes to identify prime numbers up to 100.</li> </ul> <p>Experiential learning through games and puzzles.</p>
AUGUST (21)	<b>Chapter 6 – Perimeter and Area</b>	<ul style="list-style-type: none"> <li>Understanding perimeter as the total distance around a closed 2-D figure and calculate it for squares, rectangles and irregular polygons.</li> <li>Understanding area as the amount of surface enclosed within a closed shape.</li> </ul> <p>Understanding to use appropriate units for Perimeter (cm, m) and Area (cm<sup>2</sup> and m<sup>2</sup>)</p>	<p><b>AIL</b></p> <ul style="list-style-type: none"> <li>Use tangrams or square grid paper to explore the relationship between shape and area.</li> </ul> <p>Design a floor plan for a room or park featuring different geometric shapes.</p> <p><b>CBL</b></p> <ul style="list-style-type: none"> <li>Develop the ability to analyse and differentiate between various types of geometrical figures.</li> </ul> <p>Perform numerical skills like calculation of Perimeter &amp; Area and develop critical thinking and collaboration in process.</p>
SEPTEMBER (23)	<b>Chapter 6 – Perimeter and Area (Cont.)</b>	<b>MID TERM</b>	
<b>TERM II</b>			
OCTOBER (18)	<b>Chapter 7 - Fractions</b>	Conceptual understanding of identifying fractions and representing it on number line.	<p><b>AIL</b></p> <ul style="list-style-type: none"> <li>Create a colourful wheel resembling a flower representing <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{8}</math></li> </ul>



		Adding and Subtracting using a number line to visualize movement	
JANUARY (16)	<b>Chapter 10 – The other side of zero (Cont.)</b>		
FEBRUARY (22)	<b>Revision for Annual Examination</b>		
MARCH (21)	<b>Annual Examination</b>		

SCIENCE			
Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	<p><b>Chapter 1-</b> The wonderful world of Science</p> <p><b>Chapter 3-</b> A Path to healthy Bod</p>	<p>The students will be able to-</p> <p>a) Distinguish between living and non-living things and explore the characteristics of different organisms.</p> <p>a) Identify the nutrients present in food.</p> <p>b) name the sources of various</p> <p>c) nutrients . test the presence of starch, fat and proteins in the given food sample.</p> <p>d) appreciate the role of balanced diet .</p> <p>e) Identify the deficiency diseases.</p>	<p><b>CBL:</b> Students will learn to observe, ask questions, and explore the world around them, developing foundational scientific thinking and inquiry skills, while also understanding basic scientific concepts and their relevance to everyday life.</p> <p><b>AIL:</b>Role play: Nutrients , sources and functions Activity for the presence of starch, proteins and fats.</p> <p><b>CBL:</b> Students will be able to inculcate the balanced diet into their daily eating habits.</p>
MAY (19)	<b>Chapter 4 –</b> Exploring magnets	Discovery of magnets, magnetic and non-magnetic materials, poles of magnets, finding directions, making of magnet, attraction and repulsion between the magnet, handling and storage of magnets.	<p><b>AIL:</b> Model of electromagnet</p> <p><b>CBL:</b> Students will understand the properties of magnet and its uses in MRI, trains.</p>
<b>JUNE</b>			
JULY (25)	<b>Chapter 9-</b> Methods of separation in everyday life.	<p>a) Explain the different Methods of separation (hand picking, threshing, winnowing, sieving, sedimentation, filtration, evaporation).</p> <p>b) Identify the various examples for different methods.</p> <p>a) Learn about the vast diversity of plants and</p>	<p><b>AIL:</b>Activity of Filtration and evaporation using tea leaves, water and salt.</p> <p><b>CBL:</b> Students will be able to apply different methods of separations in daily life.</p> <p><b>AIL:</b>Collection of different types of roots Collection of Parts of plants: roots, stem and leafs of herbs shrubs and</p>

	<b>Chapter 2- Diversity in the Living World</b>	<p>animals, including their different appearances, habitats, and behaviours.</p> <p>Understand the need to protect biodiversity and the role of conservation efforts.</p>	<p>trees to explain structure of leaf, structure of flower. Presence of starch in leaf.</p> <p>Labelling the plants in our school with their local and scientific name and listing in the notebook.</p> <p><b>CBL:</b> Identify and classify different organisms, understand the importance of biodiversity, and appreciate the interconnectedness of living things and their environment.</p>
AUGUST (21)	<p><b>Chapter 7- Temperature and its measurement</b></p> <p><b>Chapter 6 – Materials Around us</b></p>	<p>a) Differentiate between Celsius and Fahrenheit scales.</p> <p>b) Identify different types of thermometers (clinical and laboratory) and understand their uses.</p> <p>a) Learn about different properties of materials, such as hardness, softness, transparency, opacity, solubility, and appearance (shiny, dull, etc.).</p> <p>b) Recognize and describe different materials like wood, metal, plastic, glass, and fabric, and the objects they are made from.</p>	<p><b>AIL:</b> Activity to record the reading of thermometer hung in the classroom in first period, lunch break and last period. Draw the variation on the graph.</p> <p><b>CBL:</b> Students will be able to differentiate between hot and cold objects, understand the use of different temperature scales, and gain practical knowledge through hands-on activities related to measuring temperature in everyday life and scientific experiments.</p> <p><b>AIL:</b> Activity to observe the variation in solubility of different solutions with temperature in lab.</p> <p><b>CBL:</b> Students will be able to relate the properties of materials to their uses in everyday life and understand how different materials are used in construction, clothing, and other applications.</p>
SEPTEMBER (23)	<b>Revision and Mid-Term Examination</b>		
<b>TERM II</b>			
OCTOBER (18)	<p><b>Chapter 5 – Measurement of Length and motion</b></p> <p><b>Chapter 8- A journey through states of water</b></p>	<p>Story of transport, Some measurements, standard units of measurements, correct measurement of length, measuring the length of a curved line, moving things around us, types of motion</p> <p>a) Explain of the three states of water (solid, liquid and gas) with real-life examples. ...</p> <p>b) Investigate surface area, temperature and other</p>	<p><b>AIL:</b> Measurement of different things using inch tape , scale.</p> <p>Enlist the examples of types of motions.</p> <p><b>CBL:</b> Students will be able to measure different things using standard tools. They will correlate the different types of motion with their daily life examples.</p> <p><b>AIL: Model of water cycle.</b></p> <p><b>CBL:.</b> Students will understand water's three states (solid, liquid, gas), the water cycle (evaporation,</p>

		factors that affect evaporation rates. c) Outline the stages of the water cycle (evaporation, condensation and precipitation).	condensation, precipitation), and how these processes relate to everyday life and the environment.
NOVEMBER (18)	<b>Chapter 10- Living creatures : Exploring their Characteristics</b>	a) Able to connect the adaptations of an organism to the specific conditions of its habitat. Group organisms based on characteristics like size, shape, color, presence of certain body parts (e.g., wings, legs, scales), and habitat.	<b>AIL:</b> Activity of germination of seeds. <b>CBL: Students will be able to</b> identify characteristics of living organisms, classify them based on observable features, and understand their basic needs and adaptations.
DECEMBER (23)	Ch 11-Nature's Treasures	A) Learn about sustainable practices for using natural resources. B) Learn about Renewable and non-renewable resources. Learn about importance of conservation to protect these resources for future generations.	<b>AIL:</b> Tree plantation drive and report writing on the trees planted along with their importance. <b>Model of renewable sources of energy.</b>  <b>CBL:</b> Students will be able to understand the importance of natural resources, their types (renewable and non-renewable), and the need for their conservation for a sustainable future.
JANUARY (16)	<b>Chapter 12- Beyond Earth</b>	A) To identify and describe common star patterns (constellations) and understanding their historical significance in navigation and cultural storytelling. B) To learn the use of star maps, sky mapping apps and other tools to locate and identify constellations and planets in the night sky.	<b>AIL:</b> Embroidery of constellation on a cloured cloth. <b>CBL:</b> Students will be able to learn about the solar system, planets, stars, and constellations, understanding Earth's unique place in the universe and how it supports life, including the concept of seasons and day/night cycles.
FEBRUARY (22)	<b>Revision and Annual Examination</b>		
MARCH (21)	<b>Revision and Annual Examination</b>		

SOCIAL SCIENCE			
Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	<p><b>Chapter – 1 Locating Places on Earth</b></p> <ul style="list-style-type: none"> <li>-Map components</li> <li>-Concepts of Latitude and Longitude</li> <li>-Earth’s Grid System</li> <li>-Time Zone</li> <li>-International Date Line</li> </ul> <p><b>Ch– 2 Oceans and Continents</b></p> <ul style="list-style-type: none"> <li>- Distribution of Land and Water on Earth</li> <li>- Names and location of major Oceans and continents, their characteristics, their impacts on life on earth.</li> <li>-Islands</li> <li>-Marine life and environmental concerns related to oceans.</li> </ul>	<p><b>Students should be able to Understand-</b></p> <ul style="list-style-type: none"> <li>-Maps and their components</li> <li>-Comprehend the Earth’s shape and its representation</li> <li>-Grasp the concept of geographical coordinators</li> </ul> <p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The distribution of water and land on earth.</li> <li>-Identify and locate major oceans and continents.</li> <li>-Comprehend the concept of Island</li> <li>-The importance of Oceans for life on Earth.</li> <li>-Recognise oceans as a source of oxygen.</li> <li>-Awareness of ocean related natural disasters.</li> </ul>	<p>Spatial awareness and Orientation Map reading and interpretation Critical thinking and Problem solving. Numerical skills</p> <p>Map reading and geographical awareness. -Critical thinking about environmental issues.</p> <p>-Understanding of global interconnectedness.</p> <p>-Awareness of natural disasters and their management.</p> <p>-Appreciation for marine diversity.</p> <p><b>Art Integrated Project</b> – Create an informative poster about the importance of oceans for life on Earth.</p>
MAY (19)	<p><b>Ch-3 Land Forms and Life</b></p> <ul style="list-style-type: none"> <li>-Types of Land Forms- Mountain, Plateaus and Plain</li> <li>-Their characteristics, environments and how they impact human life and culture.</li> <li>-Challenges and opportunities associated with each landform and briefly discusses deserts.</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The concept of Land Forms and their types.</li> <li>-Comprehend the characteristics of mountains.</li> <li>-Plateaus and their significance</li> <li>-Comprehend the nature and importance of plains.</li> <li>-How Land forms impact human life and culture.</li> <li>-Awareness of challenges and opportunities associated with land forms.</li> </ul>	<p>-Spatial awareness and geographical understanding.</p> <p>-Critical thinking about human environment interactions.</p> <p>-Appreciation for cultural diversity.</p> <p>-Environmental awareness.</p> <p>-Problem solving skills related to land form challenges.</p> <p>Art Integrated Project- Land form adaptation project.</p>

	<p><b>Ch 4 Time Line and Sources of History</b></p> <ul style="list-style-type: none"> <li>-Concept of Historical Time</li> <li>-Methods of measuring it</li> <li>-Various sources used to study History</li> <li>-Early human history</li> <li>-Development of agriculture and early settlement</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The concept of historical time and measurement.</li> <li>-Identify and explain the various sources of history.</li> <li>-Comprehend the beginning of human history</li> <li>-Recognize studying history.</li> <li>-Develop basic skills in historical inquiry.</li> </ul>	<p>Chronological thinking and understanding</p> <p>Source analysis and evaluation</p> <p>Historical inquiry and research skills.</p> <p>Critical thinking and problem solving</p> <p>Communication and presentation skills.</p> <p>Art Integrated Project- Create a Historical Time Line Project.</p>
<b>JUNE</b>			
JULY (25)	<p><b>Ch5 India, That Is Bharat</b></p> <ul style="list-style-type: none"> <li>-Names given to India throughout history</li> <li>-Geographical understanding of India in ancient times</li> <li>-How different cultures refer to the Indian subcontinent.</li> </ul> <p><b>Ch 6 The Beginning of Indian Civilization.</b></p> <ul style="list-style-type: none"> <li>-Concept of civilisation and focus on the Indus Saraswati (or Harappan civilisation)</li> <li>-Characteristics of civilization- Urban planning, water management, agriculture, trade and cultural aspects.</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The concept of India as a geographical and cultural entity.</li> <li>-Identify and explain various ancient names for India</li> <li>-Comprehend how foreign cultures named India</li> <li>-Understand the evolution of India's name over time.</li> <li>-Develop an appreciation for India's rich historical and cultural heritage.</li> </ul> <p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The concept of civilization and its characteristics.</li> <li>-Comprehend the geographical extent and timeline of the Indus-Saraswati civilization.</li> <li>-Analyse the urban planning and water management systems of Harappan cities.</li> <li>-The economic activities of the Harappan civilisation.</li> <li>-Appreciate the technological achievements of the Harappans.</li> <li>Comprehend the decline of the Harappan civilisation and its legacy.</li> </ul>	<ul style="list-style-type: none"> <li>-Map reading and geographical awareness.</li> <li>-Historical analysis and interpretation</li> <li>-Cultural sensitivity and appreciation.</li> <li>-Chronological thinking.</li> <li>-Research and information gathering skills.</li> </ul> <p><b>Art Integrated Project-</b> Construct a time line showing when different names for India were used.</p> <ul style="list-style-type: none"> <li>-Historical analysis and interpretation</li> <li>-Geographical awareness and map skills.</li> <li>-Critical thinking about societal development.</li> <li>-Appreciation for ancient technologies and cultural achievements.</li> <li>-Understanding of environmental impacts on civilisations.</li> </ul> <p><b>Art Integrated Project –</b> Create and present a poster on Harappan agricultural and trade practices.</p>
AUGUST (21)	<p><b>Ch7 India's Cultural Roots</b></p> <ul style="list-style-type: none"> <li>-Early cultural and philosophical traditions of India.</li> <li>-Vedic culture, Buddhism, Jainism,</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The Vedas and Vedic culture.</li> <li>-Comprehend the basic principles of Buddhism.</li> <li>-Grasp the fundamental ideas of Jainism.</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking and analysis of philosophical concepts.</li> <li>-Cultural sensitivity and appreciation of diversity</li> <li>-Research and presentation skills.</li> <li>-Understanding of historical and cultural context.</li> </ul>

	and the contributions of folk and tribal traditions. -Core principles of these traditions and their impact on Indian culture.	-Appreciate the contribution of folk and tribal traditions to Indian culture. -Identify common themes across different Indian philosophical traditions.	-Ability to draw connections between different traditions. <b>Art Integrated project-</b> Design an informative poster explaining core Jain principles.
SEPTEMBER (23)	<b>Revision and Mid-Term Examination</b>		
<b>TERM II</b>			
OCTOBER (18)	<b>Ch-8 Unity in Diversity, or ‘Many in the One’</b> Concept of unity in diversity in the Indian context.  Highlighting how various aspects of Indian culture, such as food, clothing, festivals, and literature, demonstrate both diversity and underlying unity.  <b>Ch-9 Family and Community</b>  The concepts of family and community in the Indian context. Types of families, roles and responsibilities within families, and the	<b>Students will be able to understand-</b> -The concept of unity in diversity in the Indian context. -Identify diverse elements in Indian food culture. -Comprehend the diversity and unity in Indian clothing. -Appreciate the diversity of India festivals. -Recognize the unifying role of Indian epics and literature.  <b>Student should be able to understand-</b> -Different types of families and their characteristics. -Comprehend roles and responsibilities within families. -Appreciate family values and their importance in Indian culture. -Understand the concept of community and its various forms. -Comprehend the interdependence of families and communities.	-Cultural awareness and appreciation. -Research and presentation skills. -Geographical understanding. -Critical thinking about cultural unity and diversity. -Creativity in adapting cultural elements.  Art Integrated project- Diversity Collage-Create a collage representing various aspects of Indian diversity.  <b>Art Integrated project-</b> Community Service Project- Plan and execute a small-scale community service activity. -Social awareness and empathy. -Responsibility and cooperation. -Critical thinking about social structures. -Communication and interpersonal skills. -Cultural sensitivity and appreciation. <b>Art Integrated project – Family Values Poster-</b> Design posters illustrating key family values and their importance.

<p>NOVEMBER (18)</p>	<p><b>Ch10 Grassroots Democracy- Part-I Governance</b> -Basic concepts of governance, government, and democracy. -Three organs of government. -Three levels of government in India. -Fundamental principles of democracy.</p> <p><b>Ch11 Grassroots Democracy- Part-2 Local Government in Rural Area</b> -Panchayati Raj system. -The three-tier system, the functions of each tier, and the importance of grassroots democracy in rural governance.</p>	<p><b>Students should be able to understand-</b> -The concept of governance and the need for rules. -Comprehend the structure and functions of government. -Recognize the three levels of government in India. -The concept of democracy. -Appreciate the concept of grassroots democracy.</p> <p><b>Students should be able to understand-</b> -The Panchayati Raj system and its structure. -Comprehend the functions of Gram Panchayats. -Appreciate the role of Panchayati Raj in rural development. -Recognize efforts to make Panchayats more inclusive -Understand the historical context of local governance in India.</p>	<p>-Critical thinking about societal organization. -Understanding of democratic processes -Civic responsibility and participation -Problem-solving and decision making skills. -Communication and debate skills.</p> <p><b>Art Integrated project</b> – Election process flowchart.</p> <p>-Understanding of democratic process at the grassroots level. -Critical thinking about local governance and development. -Appreciation for inclusive representation. -Problem-solving skills for local issues. -Historical perspective on governance structures. <b>Art Integrated project</b> – Rural Development Project – Design development project for a hypothetical village.</p>
<p>DECEMBER (23)</p>	<p><b>Ch 12 Grassroots Democracy – Part-3 Local Government in Urban Area.</b> -Structure and functions of urban local bodies in India.  -Different types of urban local bodies, their responsibilities, and the importance of citizen participation in urban governance.</p>	<p><b>Students should be able to understand-</b> -The structure of urban local bodies. -Comprehend the functions of urban local bodies. -Recognize the importance of citizen participation in urban governance. -Compare urban and rural local governance systems.  Appreciate the historical context of urban local governance in India.</p>	<p>-Understanding urban governance structures. -Critical thinking about local issues and solutions -Civic responsibility and participation. -Comparative analysis of governance systems -Historical perspective on urban development.</p> <p>Art Integrated project – Urban Governance Timeline-Develop a timeline showing the evolution of local governance.</p>

	<p><b>Ch-13 The value of work</b></p> <ul style="list-style-type: none"> <li>-The concepts of economic and non-economic activities.</li> <li>-Types of economic activities.</li> <li>-Value addition.</li> <li>-The importance of non-economic activities in society.</li> </ul>	<p><b>Students should be able to understand-</b></p> <ul style="list-style-type: none"> <li>-The difference between economic and non-economic activities.</li> <li>-Comprehend different types of economic activities and compensation.</li> <li>-Grasp the concept of value addition in economic activities.</li> <li>-Appreciate the importance of non-economic activities.</li> <li>-Recognize the role of community participation in social welfare.</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking about economic concepts.</li> <li>-Understanding of social responsibility.</li> <li>-Appreciation for different types of work</li> <li>-Community awareness and participation.</li> <li>-Analytical skills in identifying value creation.</li> </ul>
JANUARY (16)	<p><b>Ch14 Economic Activities Around Us.</b></p> <ul style="list-style-type: none"> <li>-The classification of economic activities into three main sectors: primary, secondary, and tertiary.</li> <li>-Characteristics of each sector, provides examples, and demonstrates how these sectors are interconnected.</li> </ul>	<p><b>Student should be able understand-</b></p> <ul style="list-style-type: none"> <li>-The classification of economic activities into sectors.</li> <li>-Recognize examples of activities in each economic sector.</li> <li>-Comprehend the interdependence among economic sectors.</li> <li>-Appreciate the role of cooperatives in economic activities.</li> <li>-Analyze the process of production from raw materials to final products.</li> </ul>	<ul style="list-style-type: none"> <li>-Economic literacy and understanding.</li> <li>-Critical thinking about production processes.</li> <li>-Appreciation for interconnectedness in economies.</li> <li>-Understanding of local and national economic structures.</li> <li>-Analytical skills in categorizing economic activities.</li> <li>Art Integrated project – Economic Sector Interdependence Web-Construct a web diagram showing connections between different sectors.</li> </ul>
FEBRUARY (22)	<p><b>Revision and Annual Examination</b></p>		
MARCH (21)	<p><b>Annual Examination</b></p>		

HINDI			
Month & Working Days	Topic & Sub topics	Learning Outcomes	Pedagogical Processes including Art-integration Project & Competency-based Learning
<b>TERM I</b>			
APRIL (22)	<p><b>गुलमोहर –</b> पाठ 1 आ रही रवि की सवारी पाठ 3- खाद्य संस्कृति</p> <p><b>व्याकरण विभोर-</b> 1) वर्ण-विचार (स्वर, व्यंजन, मात्रा, संयुक्त व्यंजन, संयुक्ताक्षर, द्वित्व व्यंजन, आगत स्वर, नुक्ता, अनुस्वार, अनुनासिक, पाई, शिरोरेखा, र में उ और ऊ की मात्रा, र के रूप, वर्ण-विच्छेद) 2) शब्द-विचार-तत्सम-तद्भव ( नृत्य से चंद्र तक )</p> <p><b>लेखन कौशल</b> अनुच्छेद लेखन-पुस्तक पढ़ने की कला</p>	वर्णों के सही उच्चारण तथा उसके प्रयोग से बनने वाले विभिन्न शब्दों के बारे में जान सकेंगे और भाषा में और स्पष्टता ला सकेंगे	<p><b>CBL-</b> जो खाद्य पदार्थ आपको पसंद हैं और जिनको खाना आप बहुत पसंद करते हैं उसकी सूची बनाएँ। उनमें प्रयोग होने वाली कच्ची सामग्री और वे कौन से स्त्रोतों से प्राप्त होती है उनकी सारणी बनाएँ।</p> <p><b>AIL-</b> सौरमंडल का चित्र बनाकर उनके ग्रहों के नाम हिंदी में लिखें।</p>
MAY (19)	<p><b>गुलमोहर –</b> पाठ 4- गिल्लू</p> <p><b>व्याकरण विभोर-</b> शब्द-भंडार-</p> <ol style="list-style-type: none"> <li>1) पर्यायवाची शब्द (असुर से पृथ्वी तक)</li> <li>2) विलोम शब्द ( अन्धकार से सुलभ तक )</li> <li>3) श्रुतिसम भिन्नार्थक शब्द (अंस, अन्न, आदि, प्रणाम, धरा )</li> <li>4) शब्द रचना- (अ, अप, स्व, गैर, अन, दुर, निर, अध, ना, बद)</li> </ol>	कही जा रही बात, कहानी, कविता, आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त कर सकेंगे। आस-पास होने वाली गतिविधियों/घटनाओं आदि के बारे में बातचीत कर सकेंगे /प्रश्न पूछ सकेंगे, अपनी राय दे सकेंगे, अपनी बात के लिए तर्क दे सकेंगे।	<b>CBL-</b> पशु-पक्षी हिंसा पर रोकथाम में योगदान देने के लिए पोस्टर बनाए।

	<b>लेखन कौशल</b> अनुच्छेद लेखन- अनुशासन का महत्त्व		
<b>JUNE</b>			
JULY (25)	<b>गुलमोहर –</b> पाठ-5 अभी समय है पाठ6- घंटियाँ  <b>व्याकरण विभोर-</b> 1) संज्ञा-परिभाषा तथा भेद 2) भाववाचक संज्ञा का निर्माण 3) लिंग परिवर्तन 4) वचन परिवर्तन 5) कारक 6) अपठित गद्यांश  <b>लेखन कौशल</b> अनुच्छेद-त्योहारों का देश भारत औपचारिक पत्र लेखन	अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा, भाषा की बारीकियों/ व्यवस्था/ढंग/ पर ध्यान देते हुए उसकी सराहना कर सकेंगे।	<b>CBL-</b> घड़ी का चित्र बनाकर समय से सम्बंधित एक दोहा लिख कर उसके अर्थ लिखें।  <b>AIL-</b> किसी प्रसिद्ध वाद्य यंत्र का चित्र बनाकर उस वाद्य यंत्र का नाम और वादक का नाम लिखें
AUGUST (21)	<b>गुलमोहर-</b> पाठ7- मेरी यूरोप यात्रा  <b>व्याकरण विभोर-</b> 1) सर्वनाम (परिभाषा और भेद ) 2) विशेषण, विशेष्य और प्रविशेषण 3) अपठित गद्यांश 4) अनौपचारिक पत्र  <b>लेखन कौशल</b> अनुच्छेद लेखन- समाचार पत्र औपचारिक पत्र लेखन	कही जा रही बात, कहानी, कविता, आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त कर सकेंगे। आस-पास होने वाली गतिविधियों/घटनाओं आदि के बारे में बातचीत कर सकेंगे /प्रश्न पूछ सकेंगे, अपनी राय दे सकेंगे, अपनी बात के लिए तर्क दे सकेंगे।	<b>CBL-</b> आप पहली बार विदेश में घूमने जा रहे हैं तो इसके लिए आपको क्या-क्या तैयारियाँ करनी चाहिए ? चर्चा।  <b>AIL-</b> एक भारत श्रेष्ठ भारत के अन्तर्गत मणिपुर की भाषा, नृत्यकला, त्योहार, लोककलाएँ, परम्परागत खानपान और पर्यटन से सम्बंधित परियोजना कार्य बनाएँ।
SEPTEMBER (23)	<b>गुलमोहर</b> पुनरावृत्ति (प्रथम सत्र पाठ्यक्रम)		

	<b>भाषा-</b> पुनरावृत्ति (प्रथम सत्र पाठ्यक्रम)		
<b>TERM II</b>			
OCTOBER (18)	<b>गुलमोहर-</b> पाठ8- डॉ भीमराव अंबेडकर पाठ9- तुलसीदास और कबीर के दोहे <b>व्याकरण विभोर-</b>  1) संधि (दीर्घ )वाक्य की परिभाषा, अंग, उद्देश्य और विधेय का विस्तार 2) समास- समास-विग्रह (द्विगु समास)  <b>लेखन कौशल</b> अनौपचारिक पत्र  <b>अनुच्छेद लेखन-</b> जीवन के नैतिक मूल्य	कहानी, कविता आदि को उपयुक्त उतार चढ़ाव, गति, प्रभाव और सही पुट के साथ सुना सकेंगे।	<b>CBL-</b> विद्यालय के संगीत अध्यापक की सहायता से तुलसीदास के किसी भी पद का सस्वर गायन सीखेंगे और कक्षा में सुनाएँगे। <ul style="list-style-type: none"> <li>• सूरदास और रसखान के बारे में विस्तृत जानकारी एकत्रित करें।</li> </ul> <b>AIL-</b> अंबेडकर जी का चित्र लगाकर उनकी कौन-सी दो बातें आपको अच्छी लगीं लिखिए।
NOVEMBER (18)	<b>गुलमोहर</b> पाठ10- गाँव बड़ा या शहर पाठ11- मिठाईवाला <b>व्याकरण विभोर-</b> 1) मुहावरे ( 1 - 10 ) 2) क्रिया-कर्म के आधार पर 3) औपचारिक पत्र  <b>लेखन कौशल</b> अनुच्छेद-समय अमूल्य धन चित्र वर्णन	आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बता सकेंगे, बात-चीत और प्रश्न पूछ सकेंगे।	<b>AIL-</b> 'पर्यावरण की रक्षा', 'वृक्षारोपण' या 'जल है तो जीवन है' आदि विषयों पर अर्थपूर्ण और आकर्षित नारा लिखें।  <b>CBL-</b> गाँव की सुरक्षा व रखरखाव की एक योजना तैयार करें।
DECEMBER (23)	<b>गुलमोहर</b> पाठ13- कलम आज उनकी जय बोल <b>व्याकरण विभोर-</b>	सुनी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते	

	<p>1) प्रत्यय- आवत, आहट, कार, मान, ईला, इक, ईय, इन, दार, गर</p> <p>2) अनेकार्थक शब्द ( अर्थ, अंबर, सुर, उत्तर, कारण, फल )</p> <p><b>लेखन कौशल</b> अनौपचारिक पत्र चित्र वर्णन</p>	<p>हैं, अपनी बात के लिए तर्क दे सकेंगे।</p>	<p><b>CBL-</b> विश्व के किन देशों में वर्षों पूर्व के मनमुटाव या देश की सीमाओं के कारण समय-समय पर युद्ध होता रहता है ? विश्व शान्ति के लिए सभी देशों को कौन-सा कदम उठाने चाहिए ? चर्चा</p>
<p>JANUARY (16)</p>	<p><b>गुलमोहर</b> पाठ14- पक्की दोस्ती</p> <p><b>व्याकरण विभोर-</b></p> <p>1) विराम चिह्न ( सम्पूर्ण )</p> <p>2) अपठित गद्यांश</p> <p><b>लेखन कौशल</b> अनौपचारिक पत्र</p>	<p>स्वेच्छा से या शिक्षा द्वारा गतिविधि के अंतर्गत, वर्तनी के अंतर्गत सचेत होते हुए स्वनियंत्रित लेखन(कन्वेंशनल राइटिंग) कर सकेंगे।</p>	<p><b>CBL-</b> "सच्चे मित्र और केवल मित्रता का दम भरने वाले मित्र के स्वभाव में ज़मीन-आसमान का अंतर होता।" इस वाक्य पर कक्षा में वाद-विवाद प्रतियोगिता का आयोजन किया जाएगा</p>
<p>FEBRUARY (22)</p>	<p><b>गुलमोहर</b> पुनरावृत्ति</p> <p><b>भाषा-</b> पुनरावृत्ति</p>		
<p>MARCH (21)</p>	<p><b>गुलमोहर</b> पुनरावृत्ति</p> <p><b>भाषा-</b> पुनरावृत्ति</p>		

		SANSKRIT			
माह	संस्कृत सोपानम्	शब्द रूप	धातु रूप	संख्यावाची शब्द	अधिगम उद्देश्य
		TERM I			
APRIL (22)	शब्द-विचार पाठ-1 वर्णमाला	बाल	पठ् धातु (लट् लकार)		तीनों लिंग, वचन, पुरुष व वर्णमाला का ज्ञान प्राप्त कराना।
MAY (19)	पाठ-2 अकारांत पुल्लिंगम् पाठ-3 प्रथमपुरुष एकवचनम्		लिख् धातु (लट् लकार)	संख्यावाची शब्द 1 से 10 तक	1 अकारान्त पुल्लिंग और प्रथमपुरुष एकवचन का प्रयोग कर वाक्य रचना का ज्ञान विकसित करना। 2 विभिन्न धातुओं (जैसे- पठ् , लिख् ) के रूपों का तीनों लकारों में पहचान कराना
		JUNE			
JULY (25)	पाठ-4 प्रथमपुरुष द्विवचनम् पाठ-5 प्रथमपुरुष बहुवचनम् पाठ-6 आकारांत स्त्रीलिंगम्	नर	अस् धातु (लट् लकार)		1.एकवचन, द्विवचन और बहुवचन में अंतर बताना । 2.पाठ में आए अकारान्त स्त्रीलिंग के नए संस्कृत शब्दों और उनके अर्थों की पहचान कराना।
AUGUST (21)	पाठ-7 प्रथमपुरुष- स्त्रीलिंगम् पाठ-8 अकारांत नपुंसकलिंगम्	पुस्तक	गम् धातु (लट् लकार)		1.प्रथम पुरुष स्त्रीलिंग सर्वनाम (सा, ते, ताः) का प्रयोग करने के लिए प्रेरित करना। 2. पाठ में आए अकारान्त नपुंसकलिंग संस्कृत शब्दों के अर्थ सहित ज्ञान प्राप्त कराना।
SEPTEMBER (23)	पुनरावृत्ति			संख्यावाची शब्द 1 से 10 तक	
		TERM II			
OCTOBER (18)	पाठ-9 प्रथमपुरुष नपुंसकलिंगम् पाठ-10 मध्यमपुरुष एकवचनम्	देव	पठ् धातु (लृट् लकार)		1. नपुंसकलिंग में प्रथम पुरुष के सर्वनाम (तत् ते तानि) का प्रयोग सिखाना। 2. सरल संस्कृत वाक्यों में "त्वम्" तथा "असि" का सही प्रयोग का ज्ञान कराना।
NOVEMBER (18)	पाठ-11 मध्यमपुरुष द्विवचनम् पाठ-12 मध्यमपुरुष बहुवचनम्		लिख् धातु ( लृट् लकार)	संख्यावाची शब्द 11 से 20 तक	मध्यमपुरुष द्विवचन और बहुवचन में वाक्यों को बोलने और लिखने का ज्ञान कराना।
DECEMBER (23)	पाठ-13 उत्तमपुरुष एकवचनम्	फल	अस् धातु (लृट् लकार)		उत्तम पुरुष एकवचन, द्विवचन द्वारा कर्ता व क्रिया परिवर्तन से परिचित कराना।

	पाठ-14 उत्तमपुरुष द्विवचनम्				
JANUARY (16)	पाठ -15 उत्तमपुरुष बहुवचनम्	लता	गम् धातु (लृट् लकार)	संख्यावाची शब्द 11 से 20 तक	वाक्य शुद्धीकरण द्वारा वाक्य की क्रियाओं में परिवर्तन का अध्ययन कराना। 2 छात्रों को शब्द रूपों का शुद्ध उच्चारण कर उनका प्रयोग सिखाना।
FEBRUARY (22)	पुनरावृत्ति			संख्यावाची शब्द 1 से 20 तक (पुनरावृत्ति)	
MARCH (21)	पुनरावृत्ति				