

# **Syllabi cum Unitization Design**

**Elementary level**

**Session-2011-12**

# State Institute of Education Kashmir

## Foreword

State Institute of Education Kashmir as an academic body is actively involved in keeping tab on the general health of education. Among different activities and programmes, the development of syllabi and its unitization at the elementary level is aimed at working out a frame work of academic plan. The framework facilitates schools to plan their activities within the local setting with of course eye on main learning objectives desired to be achieved and thereby laying minimum level of quality standard to be ensured by all the stakeholders. Besides some Pupil Assessment strategies are highlighted to encourage multiple ways of Assessment that is essentially required to evaluate different and diverse personality dimensions. Under this unitization some time lines are drawn to bring in the element of accountability and facilitation for effective monitoring.

The process of Textbook development as per NCF-2005 by the board of school Education is still continuing which necessitated the revision and the updating of existing document. I am thankful to SIE, faculty and all other subject experts and teachers who contributed meaningfully in its revision and development process. I would like to place on record in particular the contribution of the following members who despite a number of difficulties worked hard in putting the document in time.

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## INSTRUCTIONS

1. The Unit Courses U-I and U-II shall carry aggregate weightage of 10 marks each. The term test T-I shall carry the weightage of 30 marks. This test shall be based on the entire course meant for 1<sup>st</sup> Term including the chapters specified under U-I and U-II.
2. The Unit Course U-III shall carry the aggregate weightage of 10 marks and the Term Course T-II a weightage of 40 marks. The Term test T-II shall be based on entire course meant for 2<sup>nd</sup> Term including the chapters covered under U-III.
3. In both Term Tests, a weightage of 02 marks shall be given to each of the related unit Course.
4. To appreciate the element of diagonal linkage, a weightage of 08 marks in T-II test shall be earmarked for assessment of contents prescribed for the First Term.
5. The diagonal linkage shall constitute essential component of tools in T-II Test.
6. The multiple assessment tools and techniques particularly in scholastic areas shall be used. For this, weightage of one unit test shall be earmarked for testing technique other than the routine paper pencil type. In class first and second, **student's record of observations**, teacher's record of observations (**Teacher Diary**), class work (**note book etc**) are suggestive techniques. Like wise for class 3<sup>rd</sup> to 6<sup>th</sup>, **student portfolio** (covering different work samples and even achievement in different tests) and **surveys** are suggestive options. In addition to the techniques / tools for class 3<sup>rd</sup> to 6<sup>th</sup>, **concept mapping** and **projects** are recommended for class 7<sup>th</sup> and 8<sup>th</sup>.
7. Environmental science for class 3<sup>rd</sup> to 5<sup>th</sup> is a single subject of study and activities. The practice of fragmenting this into Social Science and Science with two separate periods and thereof testing separately discourages the objective of its integration besides overburdens the learner. The schools shall ensure its testing as a single subject.

## Academic Calendar-cum-Weightage Design

Academic Spell/ Course	Period	Content Load	T E S T					
			U-I	U-II	T-I	U-III	T-II	Total
			Weightage					
U-I	<i>1<sup>st</sup>. Nov.-15<sup>th</sup>. Dec.</i>	10%	06	...	02	...	02	10
U-II	<i>1<sup>st</sup>.Mar.-10<sup>th</sup>. April</i>	10%	...	06	02	...	02	10
T-I	<i>11 April-05<sup>th</sup>. June</i>	30%	...	...	26	...	04	30
U-III	<i>15June-15<sup>th</sup> July</i>	10%	...	...	...	08	02	10
T-II	<i>16<sup>th</sup>. July- 05<sup>th</sup>. Oct.</i>	40%	...	...	...	...	40	40
Total		100%	06	06	30	08	50	100

Academic spell	Contents	KEY LEARNING GOALS
Unit I	The Girl with the laughing Voice. A Brush with Mithila Art. Age of Communication	1. Knowledge and understanding of the lessons. 2. Sentences (Simple, Compound and Complex) 3. Position of Adjective. 4. Compound words. 5. (Wh) Questions, 6. Wh/tag questions 7. Letter writing introductory. (Block format). 8. Formal Letter writing. 8. Paragraph writing. 9. Consonant sounds (First 12 only)
Unit II	The Mountain that ate people. The Fable of the Three brothers. The passion of the earth.	1. Knowledge and understanding of the lessons. 2. Narration 3. Exclamatory Sentences 4. If-Conditionals 5. Passivisation (Active, Passive) 6. Use of Dictionary 7. (Homographs) 8. Prepositional Phrases 9. Letter writing. (Informal). 10. Poster Writing 11. Diary Entry. 10. Paragraph writing. 11. Next 12 consonant sounds.
Term I	The Detective. The tortoise in the family. The last stone Mason. A am Me.	1. Knowledge and understanding of the lessons. 2. Narration 3. Ways of Expressing Future 4. Articles 5. (ing) (gerund) and , To Verb (infinitive) 6. Usage of "as if" 7. Question Tags 8. Newspaper Report 9. Descriptions 10. Stories. 11. Letter writing. (Formal/Informal). 12. Paragraph Writing. 13. 24 consonant sounds.
Unit III	Tricks tens and fools. The stone. The Dentist and the Crocodile. The Night we were the Buick.	1. Knowledge and understanding of the lessons. 2. Modals (Should, Must, Have to) 3. Adverbials of Time 4. Compound Words 5. Phrases 6. Prepositions 7. Idioms 8. Connectors 9. Phrasal Verbs 10. Essay Writing (Descriptive, Narrative, Biographic, reflective) as in teacher's supplement. 11. Story writing.
Term II	And Miles to go before I sleep. Kashmir, The Happy Valley. A Touch of Colour. Living in the World of four senses. We are all equal. A Planet at Prayer.	1. Knowledge and understanding of the lessons 2. Noun Clauses 3. Participles 4. Verbal Adjectives 5. Reflexive / Relative Pronouns 6. Relative Adverbs 7. Subject Verb Agreement 8. Homophones 9. Reduced Adjective Clauses 10. Adjective Phrases 11. Debate Script 12. Articles 13. Dialogue Writing 14. Essay Writing. 15. Story writing. 16. Narration. 17. Short Vowel sounds. 18. Letter Writing.

**Class: 8th**

**Subject: English** (Interaction in English)

With reference to:

**Writing Skills:-**

**Unit-I**

Letter writing introductory level (Format and Style).

**Unit-II**

Letters Formal

e.g.:- I) Application.

II) Official letters.

III) Business letters etc.

**Unit -III**

Letters Informal

e.g.; I) Letter to a friend.

II) Letter to father/mother/brother/sister etc, etc.

**Poster Writing:-** Poster is such a vast topic that could not be dealt with in time limits so focus has to be on some most important issues like:-

- Environmental issue related posters (Global warming, Save Dal , Save Hangul, Plant (Chinar)
- Education for all (Girl education, Health Education, Cleanliness, Physical Education etc)
- Beauties of Kashmir-Preservation and praise

**Diary Writing:-** Diary writing may not be ignored. It is very important for students to jort down important points to recall the same as and when needed.

**Essay Writing:-** Since essay writing is continued in Unit – III and Term – II also, therefore, it could be divided in categories like.

Narrative and Biographical essays such as

- A visit to Tulip garden.
- A Visit to Badamwari

c. Biographies of Prophets and religious persons.

d. Biographies of national leaders. e, biographies of great Men and Women.(Kashmir)

**Moral based Stories like:-**

- The woodcutter and the God Mercury(honesty is the best policy)
- The father and his sons (Union is strength)
- The fox and the grapes (Grapes are sour) etc, etc

**Term – II:-** Debate script:- The debate script should be taken up as per instructions given on Page No. 130. The teachers should ensure devoting 1-2 classes of English for class room debate, sometimes inter class debate sometimes inter school debate.

**The Article:-** should be taught situationally as well as contextually e.g. using actual objects in classroom(TLM Based)

Like An orange; A book; A pen; A window; etc, etc.

**Essay:-** Revision of essay writing by giving new topics / innovative /relevant / contemporary issues. **Like Descriptive essays:-** such as, A morning Walk, An Evening Walk, Importance of Computer, Value of Games and sports etc, etc like **Reflective essays:-** like, Patriotism, Discipline, Helping others

**Dialogue writing:-**

Dialogue writing could be developed on simple situations like

- Telephoning
- Local marketing
- Greeting people.
- Offering help
- Asking directions
- Telling the time

Class 7<sup>th</sup>

Sub:English(Tulips Series)

course	Contents	Key Learning Goals
Unit I	The Markhor. Windows (poem). Three Questions	Listening skills;Listen to and invite others' views when examining a topic/issue.Speaking skills; Participate in interactions,debates etc.Reading skills;Deduce meaning of unfamiliar words from lessons under comprehension.Demonstrate understanding of key elements and main storyline when retelling, discussing a story or answering questions. Writing skills;Use a range of strategies to produce familiar and new prose writings and stories.Follow the writing process (planning, drafting, revising, editing, proof reading). Recapitulate tenses.Organise jumbled word into meaningful sentences.
Unit II	Lal Ded. Trees. The Little Girl.	Developing LSRW.Skimming and scanning.Use new words through contextualization.Should practice using compound words affixes, pairs of words,phrasal verbs,-ly adverbs.Understand text layout and conventions – title, writer, etc. Write sequenced and ordered paragraphs.
Term I	A Mad Tea Party. Macbeth. The Rebel. Sympathy. A shadow.	Developing LSRW.Infering meaning.Giving and following instructions.Understanding gist.Practice framing of wh-questions,simple past and continuous tenses,phrases, narration.Appreciating poems,rhyme and rhythm.Practice to consonant sounds.Writing controlled and guided paragraphs,letters (formal and informal) ,emails,messages.
Unit III	Tobacco. Abou Ben Adhem. Face Showing.	LSRW Comprehension:Follow ideas in and between paragraphs and over a text of reasonable length. Derive information and pleasure through reading a wide range of prose ,poems & stories.Demonstrate a liking for engaging in a reading activity. 4.Practice organizing jumbled letters,using Present Perfect tense in daily situations.Drilling consonant sounds,making notes,taking notes.
Term II	Fetching The Doctor. The Bahu Fort. To Sleep. The Gumbie	LSRW Comprehension:Enjoy listening to different types of texts.Participate actively and productively in peer discussions. 3.Participate in role play, dramatization,debate, elocution. 4.Conduct a group discussion. 5.Derive understanding and create meaning from a wide range of texts drawing on features, forms and functions of the English language. 6.Should understand new words through one word substitution. 7.Stdnts should recognize rhyme scheme and imagery in poems as poetic devices.Use simple idiomatic language appropriately.

	<p>Cat. Lalajee.</p>	<p>9.Demonstrate a habit of writing. 10.Expand forms of self expression.11.Practice essay,letter, and paragraph writing,Degrees of comparison (adjectives) Interrogative pronouns like; what,which,who etc. Contractions,Narration,Non finite-verbs.</p>
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course	Contents	Key Learning Goals
Unit 1	A different kind of School. Beauty. A Tale of two Birds.	Listening skills; 1. Listen to and invite others' views when examining a topic/issue. 2. Speaking skills; Participate in interactions that are appropriate to a wide range of audiences and purpose. Reading skills; 3. Deduce meaning of unfamiliar words from context. 4. Understand text layout and conventions – title, writer, etc 5. Demonstrate understanding of key elements and main storyline when retelling, discussing a story or answering questions. Writing skills; 6. Use a range of strategies to produce familiar and new texts. 7. Follow the writing process (planning, drafting, revising, editing, proof reading. 8. Write sequenced and ordered paragraphs 9. Write creative write ups (imaginative recounts, descriptions, poems). Practice parts of speeches. Framing adverbs from Adjectives. Present continuous tense, Phrase, paragraph writing.
Unit II	Who did Patrick's Home work. Where do all the teachers go. The Friendly Mongoose.	Developing LSRW. Skimming and scanning. Learning new words through contextualization. Teaching be' verbs implicitly. Nouns in context. Introduction to sounds/ Practicing compound sentences.
Term 1	Prophet Muhammad (SAW) Musa Ali's camel. A House, A Home. Vacation. The Shepherds Treasure	Developing LSRW. Inferring meaning. Giving and following instructions. Understanding gist. Appreciating poems, rhyme and rhythm. Syllable division, introduction to sounds (/p/ /b/ /t/ /d/) Writing {controlled and guided} /letter writing Paragraphs. Practicing relative Pronouns, Tense, Narration, antonyms, number.
Unit III	The Kashmiri shawl. First day at school. Granny's Fabulous kitchen.	LSRW Comprehension: Follow ideas in and between paragraphs and over a text of reasonable length. Derive information and pleasure through reading a wide range of prose & stories. Demonstrate a liking for engaging in a reading activity. Practicing prepositions, organizing jumbled sentences, contractions, antonyms, synonyms

		<b>5. Practicing sounds, /k/ /g/ /f/ /v/</b>
<b>Term II</b>	<b>An Indian-American Woman in space.</b> <b>Reusing the waste.</b> <b>What do we plant.</b> <b>Time you Old Gipsy Man.</b> <b>The story of the Hills.</b>	<b>LSRW Comprehension:</b> Enjoy listening to different types of texts. Participate actively and productively in peer discussions. Participate in role play, dramatization, debate, elocution. Conduct a group discussion. Derive understanding and create meaning from a wide range of texts drawing on features, forms and functions of the English language. Use simple idiomatic language appropriately. Demonstrate a habit of writing. Expand forms of self expression. Practicing essay, letter, and paragraph writing. Using what, which etc, Articles, Models, Tenses, Narration, Complex Sentence, Homographs, Affixing, Non-finite verbs, Rearranging jumbled words and sentences, Nouns; (count and uncountables).

Course	Contents	KEY LEARNING GOALS
Unit I	A Crow in the House. Kashmir's Gift to the World.	1. Knowledge and understanding of the lessons. 2. Phrasal verbs 3. Idioms. 4. Pronouns 5. Adverb 6. Singular plural 7. Draw the pictures of different Handicrafts and write few sentences on each of them. 8. Introduction to the Phonetic Sounds. 9. Developing Good pronunciation.
Unit II	Rhino's Ride in Space. They gave their best.	1. Knowledge and understanding of the lessons. 2. Enjoying Rhyme and Rhythm of poetry 3. Homograph. 4. Phrases, 5. Personal Pronouns 6. Present Continuous for (future planned actions) 7. Make students speak sentences using homographs and present continuous tense
Term I	Niagara Falls- A Natural Wonder. When all the world is Asleep. A poetess who became the Queen.	1. Knowledge and understanding of the lessons. 2. Antonyms 3. Prepositions 4. Past Simple 5. Prefix 6. To check reading skill: Make students read loudly from the book. 7. Essay writing to be done in the guided manner.
Unit III	Science in Our Life. Plastics: A Blessing and Curse.	1. Knowledge and understanding of the lessons. 2. Present simple tense 3. Degrees of comparison 4. Singular verb(is) and plural Verb(are) 5. Writing sentences with different degrees of comparison 6. Short story writing to be done in a guided manner.
Term II	Lofty Trees. Dolphins. Salama. Cowboy	1. Knowledge and understanding of the lessons. 2. Word formation (Nouns from verbs and Verbs from Nouns) 3. Singular / Plural / Antonyms 4. Past Simple 5. Writing applications/letters essays in consideration with the level of student. 6. Drawing pictures of trees like Chinar, Walnuts etc, and write slogans like save trees, save plant on them.

course	Contents	Key Learning Goals
Unit 1	1.Budshaw The Great. 2.The Blind Boy.	<p>Listening skills: Follow a set of oral instructions or directions, understanding the difference between requirements and suggestions. Recognize structure through word order and vocabulary rather than relying exclusively on intonation. Read aloud confidently and fluently with appropriate pronunciation and intonation, showing awareness of stress patterns. Use a range of strategies to interact meaningfully with the texts. Generate a personal response to a text. Identify important features of text organisation (e.g. titles, paragraphs). Draw on graphics, illustrations, diagrams to help interpret meaning. Start using basic punctuation ( capital letters, commas, question marks) appropriately. Use common conjunctions to link ideas between sentences (and, but, because). Practice Parts of Speech.</p>
Unit II	1.Mansar Lake. 2.All Things Bright and Beautiful. 3. With a little bit of Luck.	<p>Developing LSRW: Derive understanding and pleasure in listening to texts e.g. poems, anecdotes, stories, songs. Participate actively in oral presentations and activities like role playing. Recite poems, sing songs, tell anecdotes/short stories more confidently. Read aloud clearly and fluently. Read a wide range of texts with understanding. Show a liking for reading and derive pleasure from reading a wide range of simple texts. Begin to self correct lexical and grammatical errors in writing. Initiate writing for own purposes – dairy, letters, email.</p>
Term 1	1.Be Adventures. 2.Resting on a Bridge. 3.Ladakh the Land of Passes. 4.Naughty Boy.	<p>Developing LSRW: Predict the meaning of new texts - e.g. the end of a story Understand and respond to teacher questions, topics and themes addressed in the classroom. Follow a set of oral instructions or directions, understanding the difference between requirements and suggestions. Engage freely in conversations. Negotiate roles and tasks with peers. Speak in a way that reflects a range of views and experiences. Use a writing frame to complete a text. Begin to compose independently with prompting and support .Start using basic punctuation ( capital letters, commas, question marks) appropriately. Appreciate recitation of poems with proper intonation and pause. Introduction to English consonant sounds with thorough drill. Using Parts of speech and recognizing them. Initiate writing for own purposes – dairy, letters, email.</p>

Unit III	1 An Evening Prayer. 2. Tom and his Medicine	LSRW Comprehension: Recognize structure through word order and vocabulary rather than relying exclusively on intonation. Recite poems, sing songs, tell anecdotes/short stories more confidently. Read aloud clearly and fluently. Read a wide range of texts with understanding Show a liking for reading and derive pleasure from reading a wide range of simple texts. Begin to self correct lexical and grammatical errors in writing. Initiate writing for own will – dairy, letters, messages.
Term II	1. Alice in Wonderland. 2. Against Idleness. 3. Robinhood. 4. Foreign Lands.	LSRW Comprehension: Participate spontaneously in a discussion Predict the meaning of new texts e.g. the end of a story. Understand and respond to teacher questions, topics and themes addressed in the classroom. Participate actively in oral presentations and activities like role playing. Recite poems, sing songs, tell anecdotes/short stories more confidently. Use a range of verb tenses to represent temporal concepts in simple situations. write application to farm teacher, Headmaster, paragraph (guided & controlled)

course	Contents	Key Learning Goals
Unit I	Happy Trees. Nina and the Baby.	Listening skills; Listen attentively to songs/stories/spoken input and identify key information. Speaking skills; Express oneself more and more clearly using short sentences and appropriate vocabulary. Reading skills; Understand main information in a written text. Practice reading based on models provided. Show willingness to respond to a range of simple texts. Begin to read for pleasure as well as for school work. Writing skills; Write simple sentences/texts. Begin to compose short texts with prompting/support. Show awareness of and attend to punctuation and spelling. Practice countable and uncountable nouns.
Unit II	How creatures move. The Ship of the Desert.	Developing LSRW. Understand basic sequence markers in speech (e.g. first, then). Follow a series of instructions relating to familiar topics (e.g. procedures for a game). Express understanding or lack of understanding through questions. Repeat to make oneself understood. Engage in a simple conversations. Begin to self-correct lexical and grammatical errors. Start using present and common past forms. Answer who, what, when, where, why questions based upon a simple text. Follow simple written instructions. Re-read well-known texts. Show awareness of and attend to punctuation and. Spelling. Read own writing aloud to check meaning. Practicing Homonyms, Number, gender, Articles.
Term I	My Home where there is will there is way. Rain of the Night. The story of the Road.	Developing LSRW. Giving and following instructions. Express oneself more and more clearly using short sentences and appropriate vocabulary. Reading skills; Understand main information in a written text. Practice reading based on models provided. Begin to self-correct lexical and grammatical errors. Start using present and common past forms. Answer who, what, when, where, why questions based upon a simple text. Follow simple written instructions. Appreciating poems, rhyme and rhythm. Introduction to sounds (/p/ /b/ /t/ /d/ .....). Writing controlled and guided paragraphs. Practicing Antonyms, Tense, Homographs, verbs, adverbs. Writing sentences on Class Room, Our Headmaster by displaying a web diagram.
Unit III	Don't tell He is my brother. Sea Song. A little fish	LSRW Comprehension ; Follow the teacher's normal rate of speech and understand / identify common intonation patterns. 5. Practicing sounds, /k/ /g/ /f/ /v/ ..... Understand common phrases both in their full and contracted forms (I'm, you're) Express oneself more and more clearly using short sentences and appropriate vocabulary. Interact meaningfully with simple texts. Ask questions about a text. Understand

	story.	main information in a written text. Write simple sentences/texts in essay format.Begin to compose short texts with prompting support.Practice formation of compoundwords,conjunctions,Rhyming words.
Term II	The Ballon Man. The Yellow Butterfly. What is in the mailbox. My silly sister.	LSRW Comprehension;Listen attentively to. songs/stories/spoken input and identify key information. Understand main information in a written text.Practice reading based on models provided. Begin to self-correct lexical and grammatical errors.Start using present and common past forms.Answer who, what, when, where, why questions based upon a simple text. Follow simple written instructions. Understand common phrases both in their full and contracted forms (who are you, who are they....) Express oneself more and more clearly using short sentences and appropriate vocabulary. Show awareness of and attend to punctuation and Spelling.Read own writing aloud to check meaning,practice adjectives, Nouns, Interjection,Preposition,Present Perfect,Affixes,Homophones,Phrasel verbs.Writing essays(guided).Letter writing.

Class 2<sup>nd</sup>

Sub;English(Tulips series)

course	Contents	Key Learning Goals
Unit 1	Health and Hygiene. Monkey's are not Little Bugs.	Develop LSRW: Follow directions. Understand vocabulary in simple contexts. Engage in co-operative learning activities.Talk about good habits. Give some basic personal information spontaneously – name, age, family details, address, likes. Recite nursery rhymes, sing songs, tell/retell a simple story. Identify recurring common words and simple structures in a text. Write complete words with / without prompts Copy sentences.
Unit II	The Month's Snow Fall.	Develope LSRW: Listen to and compare input of self and others. Express simple opinions. Should recite poems with proper intonation, stress and tone. Recite poem loudly. Understand pictures and words in an age appropriate story or poem. Remember names of months, days of the week.
Term I	Animals are our Friends. Abu Ali counts his Donkeys. First Day at School. Haldi's Adventure. I am Lucky.	Develop LSRW: Understand and respond to question forms and short sequences of instructions appropriately. Recognise and use simple 'be' form verbs. Recognise and use singulars and plurals/Before and After etc. Should pronounce words accurately. Proper recitation of poems. Use adjectives to describe or add emphasis. Speak more frequently in simple sentences. Ask clarifying questions or make comments using short phrases and simple sentences. Use verbal and non-verbal cues to respond. Provide responses consisting of more than one word. Recognise different text formats – a letter, a book, a poster. Engage in choral reading of lessons. Complete sentences with more than one word. Responses. Generate simple descriptions - one word or short phrases. Write or draw appropriately to a simple task. Complete simple



	I want.	sentences using sentence starters and/or a word / picture bank.
Unit III	A Smile. The Wind and the Sun.	Develop LSRW: Demonstrate understanding of aural texts using verbal responses. Recognise and use some grammatical rules consistently (e.g. plurals, inflection for third person singular in present simple tense).Enjoying poems and reciting in groups.
Term II	On my Black Board I can Draw. The Mouse and the Pencil. Granny please comb my Hair. The Magic Porridge.	Developing LSRW;-Ask for clarification.Listen for main points. Recognise and use articles – a, an, the. Recognise and use simple negative and interrogative forms. Recognise and use some grammatical rules consistently (e.g. plurals, inflection for third person singular in present simple tense.Provide responses consisting of more than one word.Use some common prepositions appropriately.Give some basic personal information spontaneously – name, age, family details, address, likes.Recite nursery rhymes, sing songs, tell/retell a simple story.Read and understand the meaning of words.Recognise some letter patterns in words, e.g. consonant clusters, combinations to express vowel sounds.Use appropriate intonation and phrasing when reading a familiar text aloud.Demonstrate interest in reading simple story books, poems, advertisements, posters. Write complete words with / without prompts.Copy sentences. Complete sentences with more than one word responses.Generate simple descriptions - one word or short phrases. Write or draw appropriately to a simple task. Complete simple sentences using sentence starters and/or a word / picture bank. Complete simple texts with prompts / word books.Show awareness of and use basic punctuation marks and simple spelling.

Class: 1<sup>st</sup>

Sub: English(Tulip Series)

Course	Contents	Key Learning Goals
Unit 1	Introduction to Letters Unit 1	<p>Develop LSRW:            Demonstrate understanding of and follow simple directions (e.g. open your book, lift your hand). Understand simple yes/no statements and questions. Listen actively to gain comprehension. Demonstrate understanding of key vocabulary (e.g. book, pencil) by pointing, using simple non-verbal communication, simple verbal response and/or by drawing pictures. Use basic forms of politeness (please, thank you). Use common greetings (e.g. Hello, Good morning/Afternoon, goodbye) Introduce oneself (My name is .....). Begin to name concrete objects Name the days of the week. Recite nursery rhymes / simple poems/ sing simple songs. Recognise the letters of the alphabet. Recognise words, icons, signs, numbers. Show awareness of one-to-one matching between spoken words and written words on the page. Match pictures to words and words to pictures. Show a personal response to a text, e.g. draw a Picture. Begin to recognise letter, word and sentence boundaries. Write the letters of the alphabet. Complete words with missing letters, given clues. Complete simple, modelled sentences with a clear structure.</p>
Unit II	Introduction to Letters Unit 1	<p>Develop LSRW:- Understand simple sentences that relate to a visual/Use visual clues to respond (e.g. point to an illustration of the sun to indicate type of weather). Demonstrate understanding of key vocabulary (e.g. book, pencil) by pointing, using simple non-verbal communication, simple verbal response and/or by drawing pictures. Use basic forms of politeness (sorry, welcome). Use common greetings e.g. Hey, hi, morning/Afternoon, goodbye. Introduce ones friend (This is .....He is my.....). Begin to name concrete objects Listen to peers for assistance/ reinforcement. Recognise rhyming words in a song/poem. Listen to and appreciate a poem, a song. Replace names and nouns with pronouns in an exchange. Express basic needs relevant to the immediate context (e.g. permission to go the toilet).</p>

Term - I	Unit 2,3,4	<p>Developing LSRW:Begin to recognise basic English features, forms and functions and construct meaning in the language in classroom activities, drawing on key words, and visuals, short phrases, simple sentences and non-verbal communication. Demonstrate understanding of key vocabulary (e.g apple,ball, cat dog.....) by pointing, using simple non-verbal communication, simple verbal response and/or by drawing pictures Understand key words. Understand simple sentences that relate to a visual/Use visual clues to respond (e.g. point to an illustration of the earth to indicate type of season). Listen to peers for assistance/reinforcement. Recognise rhyming words in a song/poem. Listen to and appreciate a poem.Engage in choral reading of simple texts.Follow on the page during choral reading.Begin to read aloud with appropriate pronunciation of words and short sentences/texts, under guidance and with prompting. Copy simple written information in a left to right, top to bottom format. Complete simple sentences given a word/picture bank. Use some familiar punctuation (full stops, capital letters)</p>
Unit- III	If I were an apple. Our Tree. Raja's Mango Tree.	<p>Developing LSRW:- Begin to read aloud with appropriate pronunciation of words and short sentences/texts, under guidance and with prompting.Role playing using masks.Drawing picture of tree labeling its different parts.Scribbling on scrap book.</p>
Term II	Unit 6,7	<p>Developing LSRW:-Demonstrate understanding of key vocabulary (e.g Ant,Almond,Arrow.....,bag,bat,boat....., cup,cage,calf....., doll,date,dad.....) by pointing, using simple non-verbal communication, simple verbal response and/or by drawing pictures Understand key words. Understand simple sentences that relate to a visual/Use visual clues to respond (e.g. point to an illustration of the tree to indicate type of fruit). Listen to peers for assistance/reinforcement.Recognise rhyming words in a song/poem. Listen to and appreciate a poem.Engage in choral reading of simple texts.Follow on the page during choral reading. Complete simple, modelled sentences with a clear structure.Copy or unite familiar words or short sentences/texts.Copy simple written information in a left to right, top to bottom format. Complete simple sentences given a word/picture bank. Use some familiar punctuation (full stops, capital letters)</p>

Course	Contents	LEARNING GOALS
Unit I	1. Microorganism 2. Friends and Foes 3. Sounds.	Microorganism, classification and survivals. Useful microorganisms. (Animals and plants). Project on microorganisms.
		Diseases caused by micro organisms. Communicable diseases. Nitrogen cycle.
		Food preservation by chemical method, by salt, sugar, heat and cold treatment. Involvement of Rhizobium in nitrogen fixation.
		Sounds produced by vibration. Activity on producing of sounds by human beings. Passing of sound through various bodies. Ear drum vibration. Low and high pitch sounds. Audibility of the sound. Noise pollution.
Unit II	2. Coal and petroleum 3. Reproduction in animals	Natural Resources, Exhaustible and in exhaustible. Coal and its formation. Petroleum and its formation.
		Constituents of petroleum. Important industrial material found in J and K.
		Reproduction. Sexual and asexual reproduction. Male and female reproductive organs.
		Fertilization. Internal and external fertilization. Viviparous and oviparous animals. Life cycle of frog.
Term I	1. Light. 2. Some natural phenomena 3. Combustion and flame. 4. Conservation of plants and animals. 5. Food production and management.	Concept of natural phenomena. Charged and uncharged bodies. Charging by rubbing
		Types of charges and their interaction. Detection of charges by electroscope. Charges in atmosphere cause lightning.
		Earthquakes and its causes. Project on preventive measures.
		Combustion. Combustible and non combustible materials. Ignition temperature, flammable and non flammable substances.
		Types of combustion. Zones of flame.
		Conservation of forests and wild life. Causes of deforestation. Flora and Fauna and endemic species.
		Biosphere reserves, wild life sanctuary and national parks in J and K. Red data book. Recycling of papers. Reforestation.
		Agriculture and crop plants. Main crops grown in J and K. Basic practices of crop production.
		Improvement of crops (Plant breeding, soil improvement, protection from pests and weeds)
		Dairying, Classification of animal producing milk. Well known breeds of buffalo in India. Poultry. Fisheries, Species, Apiculture.
Unit III	1. Friction. 2. Reaching the age of Adolescence	Introduction about force and friction. Causes of friction. Laws of limiting friction, rolling friction and its cause.
		Friction due to liquids and gasses. Advantages and disadvantages of friction, ways to reduce friction.
		Adolescence and puberty and changes at puberty. Secondary sexual characters, Role of hormones in initiating reproductive function.. Reproductive phase of life in humans. Sex determination in baby.
		Role of hormones in completing life history of insects and frogs. Reproductive health.
Term II	1. Force and Pressure. 2. Stars and solar system. 3. Chemical effects of current. 4. Materials, metals and non metals. 5. Pollution of air and water. 6. The Cell	Force and its application in daily life. Force, changing the state of motion and shape of an object.
		Contact forces and non contact forces, Types of force. Pressure, Pressure exerted by liquids and gasses.
		Atmospheric pressure.
		Introduction of Heavenly bodies and universe. Stars and their imitation of light. Measurement units of distance.
		Constellations and phases of moon.
		Solar System, formation of day and night on earth. Asteroids, Comets, Meteors.
		Conductors and insulators of electric current. Chemical effect of electric current. Electroplating.
		Physical and chemical properties of metals and non metals. Reaction of metals and non metals with air, water and acids. Application of metals and non metals in our daily life.
		Air pollution, Its cause and effects. Green house effect, Global warming, its causes and effects.
		Water pollution and its causes. Portable water. Preventive measures for water pollution. Project work on pollution.
		Introduction about cell. Its discovery and structure. Microscope as an instrument to study the structure.
		Parts of cell, Difference between animal and plant cell. Diversity in the cells.

Course	Contents	S.no	LEARNING GOALS
Unit I	Measurement	01	Concept of measurement of length, mass and time.
	2. Heat and Temperature	02	Determination of area and volume of regular and irregular shapes.
		03	Calculation of density of some solids and liquids.
		04	Effects of heat; Measurement of heat ( heat capacity and specific heat)
		05	Mercury thermometer; transfer of heat through solids, liquids and gases
		06	Thermos flask (Construction and working)
		07	Project: calculation of density of some solids and liquids and transfer of heat through solids, liquids and gases
Unit II	Light	01	Sources of light and rectilinear propagation of light; Characteristics of light
		02	Transparent, translucent and opaque materials; Shadows and Eclipse( Solar and Lunar)
		03	Reflection of light and laws of reflection; Plane and spherical mirror and their uses.
		04	Focus point; Center of curvature and pole of the mirror.
		05	Project: Incident ray, reflected ray, normal, point of incidence, angle of incidence and reflection.
	Sound	01	Sound is produced when a body vibrates; Amplitude, Time period and frequency of vibration.
		02	Sounds and Noises. Loudness and pitch sounds; Audible and inaudible sounds
		03	Sound needs medium for propagation; Sound travels faster in solids than liquids and gases. Echoes.
		04	Project: Activity on sound travels faster in solids than liquids and gases and sound is produced when an object vibrates.
Term I	Electric Charges	01	Charged and uncharged bodies; Nature of charges.
		02	Different ways to charge a body; detection of charge and its nature with the help of electroscope.
		03	Induction and conduction and lightning conductors.
		04	Project: Detection and nature of charges on a charged body with the help of electroscope
		05	Project: Different ways to charge an uncharged body.
	Structure of matter	01	Particle nature of matter; Force between particles( solids, liquids and gases)
		02	Elements; Compounds and mixture.
		03	Symbols and chemical formula of some elements and compounds.
		04	Project : Preparation of chart of some elements and compounds showing their symbols and chemical formulas
	Life on earth	01	Layers and spheres of earth; Resources of earth and their exploitation and impact.
		02	Conservation of natural resources
		03	Project: Layers of earth ( Model)

Course	Contents	LEARNING GOALS
Unit I	Fiber to fabric	Concept of fiber, Fabrics and yarn. Sources of fabrics ( Animals and Plants) Natural fabrics and synthetic fabrics.
		Use of cotton, Jute and Wool. Processing of cotton and wool. Silk, Sources and its use. Weaving and knitting.
		Project t: Collection of samples of synthetic and natural fabrics found in your surroundings.
Unit II	1.Motion and Measurement of substances. 2.Air around us	Concept of measurement, Units of measurements.
		Project: Measuring the various objects by using thread etc.
		Air and its constituents. And importance of its constituents. Dust and smoke deteriorates the quality of air.
Term I	1.Food where does it come from 2.Components of food 3.Light Shadow and Reflection 4.Water 5.Separation of Substances 6.Changes around us	Project: Designing a model of wind mill.
		Different food items and their ingredients. Plants and animals as sources of food and edible parts of plants.
		Sources of protein, vitamins, carbohydrates. Functions of food.
		Simple testing for starch, portions and fats. Balanced Diet and its need. Deficiency diseases and their cause.
		Concept of light and shadow, Transparent, opaque and translucent substances.
		Mirror cause reflection. Activity for the travelling of light.
		Water and its uses in our daily life. Misuses of water, Sources of water and conservation of the sources of water.
		Evaporation and condensation. Water cycle.
		Project: Preparation of posters showing the misuse of water.
		Separating mixtures. Sedimentation, decantation by activities. Solution and saturated solution. And water as universal solvent.
Unit III	1.Sorting material into groups 2.Getting to know plants.	Examples of physical and chemical changes. Fermentation. Reversible and irreversible changes. Changes occurring in the environment by project work.
		Materials and their properties. Classification of materials on the basis of solubility. Transparent. Opaque etc.
		Importance of grouping of materials. Preparation of chart showing the list some opaque and translucent materials.
		Concept of herbs, shrubs and trees. Parts of the plant as root, shoot, stem and leaf etc. Transpiration through leaves, parts of flower.
Term II	1. Electricity and circuit. 2. Body Movements. 3. Fun with magnets. 4. Garbage in Garbage out.	Project: paste different types of leaves on a chart.
		Concept of electric cell and circuit. Parts of torch bulb, and the use of switch.
		Electric conductors and insulators. Positive and negative charges. Project: Designing a simple circuit.
		Movements of the body parts, Joints of the body. Human Skelton through demonstration. Role of rib cage.
		Movement of worms (earth worm, snail and fish). Preparation of chart showing the Skelton of man.
		Concept of magnetism, use of magnets and characteristics. Poles of the magnet with heir properties.
		Project: To magnetize a piece of rod.
		Waste and kinds of wastes. Concept of 3R's. Recycling of paper. Compost and its use.
		Decomposable and non decomposable wastes.

Course	Contents	KEY LEARNING GOALS
Unit I	<p>Super Senses</p> <p>Seeds and Seeds</p> <p>Who's Forests?</p>	<p>Observation of nature; Shapes; Sounds &amp; colours of insects, birds, reptiles &amp; animals. Jigsaw puzzle; Expression of thoughts through funny animals (p. 7 book 3; Animal &amp; bird I like most. Activity (P 2 &amp; 5); National Parks information; Paper folding activity (P 13 – 14)</p> <p>Collection of leaves for herbarium; Leaf &amp; bark rubbings by pencil to get patterns; Paste different seeds in your scrap book with necessary information; Observing, Sprouting of seeds using water, blotting paper and glass; Activity ( P28 – 30); Types of Seeds; Do You Know This (P 34) for class Notice board;</p> <p>Right To Forest Act 2007; 15 piece puzzle on political map of India; Activities given in chapter; Map on P140.</p>
Unit II	<p>Experiments With Water</p> <p>Like Father, Like Daughter</p> <p>From Tasting To Digesting</p>	<p>Development of Song/Verses on water in Urdu &amp; Kashmiri; Concept of Sink, float and swim; Poem (P 37) for class display; Dandi March; Activities given in chapter.</p> <p>Draw family tree; Role plays; Discussion on activities when a new baby comes in a family and marriage; Activities given in chapter; whom do you resemble in your family &amp; In what way; Gregor Mendel's experiment for display.</p> <p>Different kinds of food we eat; Types of food; Martin's window for display; Activities given in the chapter; Story cards on A Stomach with a Window.</p>
Term I	<p>Our Health Services</p> <p>A Treat For Mosquitoes</p> <p>First Aid</p> <p>A Seed Tells A Farmer's Story</p> <p>Who Will Do This Work Across the Wall</p>	<p>Observation of health melas and camps; interaction with people working in the nearest health centre; Role plays; Activities given in the chapters; Poster making; Life sketch of Ronald Ross.</p> <p>First aid box kit; Do's and Don'ts chart for different accidents; Activities given in the chapter.</p> <p>Activities and projects given in the chapter; Journey of any seed from field to plate.</p> <p>Discussion on job role issues; Snake/ Ladder game; Activities given in the chapter; Knowing about Gandhiji.</p> <p>Different games we play; Riddles on games; Newspaper cuttings on sports and games; Gender stereotypes.</p>
Unit III	<p>Up You Go!</p> <p>Rocks and Minerals</p> <p>Air: Its Uses and Pollution</p>	<p>Model of mountain, river; leadership qualities; Snow storm you know about; Activities given in the chapter.</p> <p>Model of sand dunes; Activity given in the chapter; different types of rocks sample collection; Rock cycle</p> <p>Air; its constituents in pie chart form; pollution: sources, effects and control; Activities in the chapter.</p>
Term II	<p>On The Move Again</p> <p>Clothing &amp; Culture</p> <p>The Earth</p> <p>When Earth Shook</p> <p>A Shelter So High</p> <p>Sunita In Space</p>	<p>Different modes of transport; Discussion on how people lived 50 years ago; Activities given in the chapter; different types of farmers.</p> <p>India: States and Capitals; location of the states given in the chapter; neighbouring states of each of the state given in the chapter (like which state is in the north of Andhra Pradesh); Dresses and dances of the states; try to sew the dresses.</p> <p>Three layers of Earth; formation of days and nights; seasons; eclipses; volcano; earthquake; model of solar and lunar eclipse; Activities given in the chapter.</p> <p>Remember and recall the incidents of latest earthquake; Collect information regarding the earthquake of 2005; News reports regarding earthquake; Activities given in the chapter.</p> <p>Map of J&amp;K; Full information way of living of all the three regions; Art; Architecture; Handicrafts etc using web charts; Collect pictures depicting heritage of J&amp;K; Activities given in the chapter.</p> <p>Activities given in the chapter; Twinkling stars (P 172) for display; Model of Sun, Moon and Stars.</p>

Course	Contents	KEY LEARNING GOALS
Unit I	Ear To Ear Abdul In Garden	Observation of nature; Shapes; Sounds & colours of insects, birds, reptiles & animals. Jigsaw puzzle of dinosaurs (P 26); Expression of thoughts through funny animals (p. 7 book 3; Animal & bird I like most. Collection of leaves for herbarium; Leaf & bark rubbings by pencil to get patterns; Oldest tree in your locality; Its magnificence; Importance of roots; Paste different tree pictures in your scrap book with necessary information; Sprouting of seeds..
Unit II	Safe Drinking Water Changing Families Food & Fun	Development of Song/Verses on water in Urdu & Kashmiri; Scene of rain; Conservation of water; Snake/Ladder game; Usage of water; Model of river & mountains; How water gets impure (Expression of thoughts); Ways to purify water; Water filtration & purification model using pots; Draw family tree; Role plays; Discussion on activities when a new baby comes in a family and marriage; Activity (P 42); Different kinds of food we eat; Types of food; Cards of food groups; Methods of food cooking; Role play; Activities (P 108).
Term I	A Busy Month From Home To Market Chuskit Goes To School Eating Together A World In My Home	Names of familiar birds in English, Urdu & Kashmiri; Pasting of bird pictures in Scrap book with basic information; Types of beak, feathers & eggs; Food habits; Puzzles on birds; Paper folding to make a cock (P 39 book 3); Observing one bird; Activity (P 69 – 70) Different types of professions; Role play on scene of market place; Time chart on routine activities; Open discussion on what is rightly placed in market & what it ought to be; Activity (P139 – 143). Knowing CWSN; How to help CWSN; Sense of feelings and emotions; Braille script; Write about a CWSN you know; Activity (P 134 – 135). Discussion on gender role issues; Sources of food we eat; Food you like most & why; Snake/ Ladder game about food; Dishes during festivals; Differentiate mid-day meal & meal at home. Different games we play; Thought provoking activities given in chapter; Person I like most; Relations; Riddles on games
Unit III	Living & Non-Living Home & Abroad	Understanding living & non-living; Pictures of living & non-living things you see for class album. Model of sand dunes; Activity (P120 – 121); Collection of stamps, coins etc; Sharing of experiences of visiting a new place; Comparing way of living; Visit to post office; Role play on delivering letters.
Term II	Going To School  Defence Officer - Wahida From The window A Visit To Jammu & Kashmir How Days & Nights Re Formed	Different modes of transport; Sounds of different vehicles; Noise pollution; Discussion on how people travelled 50 years ago; Toy train model (P 53 book 3); Ways to travel/ overcome obstacles; Model of shikara; Ride I like most; Activity (P 8 – 9) Role play of any lady officer you know; Sketch life & works of officers like DSEK, Kiran Bedi, Gulshan Ji (Women police station, Rambagh). Explain a bridge in your locality; Busy market place ever visited; Model of tunnel; Languages spoken at different places. Map of J&K; Full information on handicrafts, music, languages, art, festivals etc. of all the three regions using web charts; Activity (P81) Formation of days & nights with the help of torch/ candle & globe/ ball; Rotation & revolution of earth; Activity (P62).



Course	Contents	KEY LEARNING GOALS
Unit I	Poonam's Day Out The Plant Fairy	Observation of nature; Shapes; Sounds & colours of insects, birds, reptiles & animals. Jigsaw puzzle; Finger printing to develop shapes of different creatures; Expression of thoughts through funny animals (p 7) Collection of leaves for herbarium; Leaf & bark rubbings by pencil to get patterns; My tree thoughts for class album.
Unit II	Water O! Water Drop by Drop Our First School Food We Eat	Development of Song/Verses on water in Urdu & Kashmiri; Scene of rain; Conservation of water; Snake/Ladder game on proper usage of water (P 71); Draw containers used to store water at home; Paper colour activity. Draw family tree; whom do you resemble in your family & In what way; Role plays; Narrate funny incident of your home Different kinds of food we eat; Web of foods/ dishes we prepare from wheat, rice etc. ; Tastes and types of food;
Term I	Flying High Work We Do Sharing Our Feelings The Story of Food Games We Play	Names of familiar birds in English, Urdu & Kashmiri; Pasting of bird pictures in Scrap book with basic information; Types of beak, feathers & eggs; Puzzles on birds; Paper folding to make a cock (P 39) Different types of professions; Role play; Time chart on routine activities; Open discussion "Which work is better". Knowing CWSN; How to help CWSN; Sense of feelings and emotions; Braille script. Discussion on gender role issues; Sources of food we eat; Food item cards to be classified in proper baskets (P 70); Snake/ Ladder game about food (P 71) Different games we play; Local games; Hopscotch competition; Famous sports personality of your locality, National & International (One each); Riddles on games
Unit III	What Is Cooking Here Comes A Letter A House Like This	Different utensils at home & school; Methods of cooking; Food eaten raw & cooked; Sequence of one dish prepared at home; Agents of cooking; Sprouts preparation (P 44). Visit to post office; Letter box model (P 79); Role play on delivering letters; Telephone model (P 83); Differentiate letter, phone & E-mail as per local environment Different types of houses; Model of a house; Model of a brick (P 90).
Term II	From Here To There Our Friends – Animals Families Can Be Different Left – Right A Beautiful Cloth Web Of Life	Different modes of transport; Sounds of different vehicles; Noise pollution; Discussion on how people travelled 50 years ago; Toy train model (P 53). Animals around us; Making funny Animals (P 7) & express thoughts; Pet animal with description; Bird bath model (P 94); Food for animals; Comparing families; Specialty of every family; Common features among families; Activities on sides; Symbols & signs; Map from home to school with important land marks. Model of cloth using two different coloured paper/ cloth strips (P 119); Observing a Sack; Vegetable/scrap printing on cloth; Different types of clothes; Different textures. Making & sharing web (P 122);

Academic Spell	Contents	Key Learning Goals
Unit 1	Study of History	Purpose of studying history, sources of history. <b>Activity:</b> Prepare a history of your family.
	The Earth in our Solar System	The composition of solar system
	Preparing for Civic Life	Cooperation & concept of civic life
Unit 11	Early Man	Life of early man, Skills & Knowledge of hunter gatherers. Developments leading to settled life
	Beginning of the Settled Life	<b>Project:</b> Historical importance of a river flowing in/near your city/village
	How Globe and Maps help us	Use & importance of maps & globes in studying geography
	Changing Face of Our Villages	Day by day improvements in villages-Developmental issues & concerns of our village. <b>Activity:</b> Compare the present day picture of your city/village with that of ten years earlier.
Term 1	Early River Valley Civilizations	Civilizations & their features. Arrival & settlement of the Aryans, Material life, Composition & significance of Vedas
	Life in the Vedic Age	Emergence of territorial states.-Birth of new religions
	India from 600 B.C.-400 B.C.	
	Locating Places on Earth	Concept of longitudes, latitudes-local time standard time. Calculation of time of a place with longitudinal extension. Formation of days & nights and change of seasons
Unit 111	How Days & Seasons are caused	Cooperation, cooperative society, Profiteering, Usury- Cooperative banks
	Cooperatives and our Economy	
Unit 111	The Mauryan Empire	Concept of empire-Developments in Mauryan age-Ashok 's social order
	Major Domains of Earth	Domains of air, land water-Pollution-continent and acid rain. <b>Activity:</b> Water bodies are depleting at fast rate. Prepare poster to highlight it.
	Local Self Govt-Rural & Urban	Local level of government functioning
Term 11	India from 200 B.C.—300 A.D.	Developments in north & south in art & religion. Expansion under the Guptas.
	Age of the Guptas	Developments in arts, society, literature & science. Society during Harsha-Kingdoms in the South India 's contacts with the outside world Values enshrined in the tales
	India from 600- 700 A.D.	<b>Project:</b> List the achievements in science during the Gupta age.
	Tales from History	
	India at a glance	Location and divisions
Unit 111	India: Climate, Vegetation and Wild Life	Factors influencing climate-Definition of natural vegetation, wild life and its importance for human life. <b>Project:</b> Importance of natural vegetation and wild life through art & painting.
	J & K at a Glance	Resources, Climate and figures
	Pollution	Causes, types and effects
	District Administration	Composition & functioning of administration at district level.
Unit 111	Public property	Definition of public property. Duties & right enjoyed by citizens.
	Duties and Rights	Polythene as a menace. <b>Activity:</b> Prepare a list of public property in your area and the steps you would suggest protecting it.
	Read, Think & Write	

Academic Semester	Contents	Learning Goals
Unit 1	Periodisation and Major Developments	<b>To Know/Understand/Familiarize:</b> Changing names of the land-Broad historical trends-Kinds of sources historians use for studying this period
	Our Environment	Different spheres of environment & biodiversity
	We and Our Government	Relationships between government & the citizens.
Unit 11	New Kings and Kingdoms	Political developments and military conquests-Relationship b/w political & economic processes-use of inscriptions to write history
	Earth's Interior	Composition of earth's surface and interior layers.
	Making of the Constitution	Understanding constitution of India
Term 1	The Delhi Sultans	Development of political institutions & relationship amongst rulers-strategies of Military control & resource mobilization , Use of travellers' accounts, court chronicles & historical buildings to reconstruct history
	The Mughal Empire	Political history of the 16 <sup>th</sup> & 17 <sup>th</sup> centuries-Impact Of imperial administration at the local/regional level-Akbarnama and Ain i akabari as a source
	Rulers and Buildings	Range of materials, skills & styles used for buildings-Engineering & construction skills, artisanal organisation & resources required for building works-Use of contemporary documents, inscriptions & the buildings to write history
	Changing Face of the Earth Air Around Us Water Surrounding the continents	Formation of soil, deltas, glaciers  Different layers of atmosphere ,pollution, green house effect Water cycle, ground water, water budget, waves & tides, currents & their effects on surrounding areas. Project: Collect models of different types of rocks.
	Fundamental Rights and Duties Directive Principles Our Identity	Definition, difference between rights, duties & directive principles  National symbols of India. Project: As a responsible citizen, how would you help in keeping your vicinity clean.
Unit 111	Towns, Traders and Craftspersons	Origin & history of towns-differences b/w founded towns and those that grow as a result of trade- Use of Travellers' accounts, contemporary maps & official documents in reconstructing history
	Natural Vegetation And Wild Life	Forests,types and deserts
	Government at Centre	Functioning of govt at centre

Term 11	<p>Devotional Paths to the Divine</p> <p>The Emergence of Regional Cultures Eighteenth Century Political Formations</p> <p>Medieval Jammu and Kashmir</p>	<p>Major religious ideas &amp; practices that began during the period-Kabir &amp; Nank challenged formal religions-Written 7 oral traditions as a source of history</p> <p>Development of regional cultural forms</p> <p>Developments related to the Sikhs, Marhataas, Rajputs, later Mughals, Nawabs of Awadh, Bengal &amp; Hyderabad</p> <p>Political development during 14<sup>th</sup>-17<sup>th</sup> centuries-Establishment of Sultanate-Development of arts &amp; crafts, religious tolerance under Zainulabidin-Chak rule -impact of Mughal rule-Engineering skills &amp; material under the Sultans &amp; the Mughals-Prominent Sufis &amp; Saints of the period-Spread of Islam -Ladakh consolidation under the Namgyals-Gompas some features-Jammu emerges under Dev dynasty- their administration</p>
	<p>Human Environment, Transport and Communication</p> <p>Life in the Deserts</p> <p>Life in Tropical and Subtropical Regions</p> <p>Life in the Temperate Grass lands</p>	<p>Settlements, geography, transport &amp; communication.</p> <p>Desert region &amp; their resources</p> <p>Climate, flora &amp; fauna in Amazon Valley and the Ganga Brahmaputra plains</p> <p>Climate, flora &amp; fauna in Prairies and Veld</p>
	<p>Government in States</p> <p>Administrative Structure of the Government</p> <p>Media and Democracy</p>	<p>Functioning of govt in the states</p> <p>Structure of the government at the different levels.</p> <p>Relation of media with Democracy</p> <p>Project: List an account of developmental works in your area</p>

Academic Spell	Contents	Learning Goals
Unit 1	India and the Modern World	<b>To understand/know/appreciate/learn:</b> Men and Ideas that inspired the revolutions. Factors that shaped the revolution. Impact of the revolutions on the world
	Resources	Meaning of resources, their variety, location and distribution
	Foreign Policy of India	Relations of India with the other countries Of the world.
Unit 11	India in the Eighteenth Century	Weak and instable political conditions of India in the 18 <sup>th</sup> century. <b>Activity:</b> Show in the map of India the independent kingdoms emerging in the 18 <sup>th</sup> century.
	Land ,Soil, Water Natural Vegetation and Wildlife Resources	Importance of resources in our life-Judicious use of resources for sustainable development-awareness about resource conservation
Term -1	Rise and Growth of British Rule	How a trading company becomes a political power
	Administrative Policies and impact of British Rule	Consolidation of British power was linked to the formation of colonial administrative policies.
	Revolt against the British Rule	Causes and the impact of the rising
	Mineral and Power Resources Agriculture	Importance, judicious use and conservation of resources. Types of farming and agricultural development
	India and her Neighbours	Aims and objectives of SAARC
Unit 111	Changes in Economic Life	Impact of the British rule and changes in the economic life-agriculture, industry, infrastructure <b>Activity:</b> list the changes in Indian economy during the period
	Religious and Social Reform Movements	Reformers struggle against the evils in the society Project: Identify the evils in the present society and suggest measures to reform these evils.
	Industries	Important types of manufacturing industries
	The united Nations	Structure and functions of the United Nations

<b>Term -11</b>	<b>Rise of Indian Nationalism</b> <b>Struggle for Swaraj</b> <b>Nationalist movement</b>	<b>Factors giving birth to nationalism</b> <b>Developments within nationalist movement</b> <b>Nationalist movement becomes popular involves masses</b>
	<b>Human Resources</b> <b>Demographic profile of J&amp;K</b> <b>Population of India</b> <b>Know about J &amp; K State</b> <b>Activity*</b>	<b>Human resources, factors influencing its growth and distribution.</b>  <b>Figures and facts about J &amp; K</b>
	<b>Global Issues</b> <b>Disaster Management</b>	<b>Issues facing the present world</b> <b>To explain disaster, its types, awareness about disaster management</b>

Course	Contents	S.no	LEARNING GOALS
Unit I	Shapes & Space Inside-outside to On- Under/Above-Below	01	To develop the understanding of the space, the things occupy with respect to their size.
		02	Compare things on the basis of their Size and Length.
Unit II	Shapes & Space Shapes around - Colour of Shapes	01	To be able to relate the familiar things with the different Mathematical Shapes.
		02	To be able to colour different shapes for development of writing Skill.
		03	Development of Cognitive.
	Number One to Nine	01	Conceptual understanding of numbers 1-9.
		02	Compare the things on the basis of their number.
		03	To be able to write the numbers 1-9.
Term I	Addition	01	To be able to gather the objects in different numbers and interpreting them in terms of addition. (less than 10 in all cases)
	Subtraction	02	To be able to calculate the result after taking away some number from the group of objects. (less than 10 in all cases)
	Number from Ten to twenty	03	The concept of grouping the objects in different numbers up to ten. (10)
			The conceptual understanding of Numbers Ten to Twenty.
			To be able to add and Subtract the numbers up to twenty.
Unit III	Time	01	To be able to relate their day to day activities with the time.
	Measurement	02	To be able to differentiate the things on the basis of their Size, length and weight.
Term II	Number from Twenty one to fifty	01	Group the things in tens and ones and add.
		02	Write numbers from 21 to 50.
	Pattern	01	Development of sequential thinking.
	Numbers	01	To group the number up to 100 in Tens and ones and add.
		02	Representation of Numbers.
		03	To be able to write the numbers up to 100.
	Money	01	Concept of Coins and Rupees.
		02	Differentiate the currency as per their value.

Course	Contents	S.no.	LEARNING GOALS
Unit I	Numbers	01	To identify the position of an object.
		02	Conceptual understanding of Even and Odd numbers.
		03	Grouping and Regrouping of objects.
		04	Development of sequential thinking.
Unit II	Addition and Subtraction	01	Concept of Addition using Number line.
		02	Understanding of commutative law of addition.
Term I	Addition and Subtraction	01	Understanding of column Addition.
		02	Conceptual understanding of subtraction by different ways.
		03	Addition and Subtraction with and without regrouping.
	Multiplication	01	Concept of multiplication as repeated addition.
Unit III	Geometrical Shapes	01	Should be able to use descriptive relative position in day to day life such as on/under, Front/Back, here/there, Closed/open. etc
		02	To join dots to make different figures and naming.
Term II	Lines	01	Conceptual understanding of line (Vertical and horizontal).
		02	Joining different line segments to make geometrical figures.
	Measurement	01	The skill of measuring/ weighing different Objects through non standard units.
		02	Understanding of capacity of different familiar objects.
	Time	01	To gain the understanding of Days, Weeks, Months, Years and Seasons.



Course	Contents	S. no	LEARNING GOALS
Unit I	Fun with Numbers	01	Have the concept of Estimation.
		02	Be able to solve different mathematical problems involving the fundamentals of addition
Unit II	Give and take	01	Concept of addition.
		02	Splitting the number.
	Fun with give and Take	01,	Be able to solve different mathematical problems involving the fundamentals of addition and subtraction
Term I	Time goes on	01	Have the understanding of time and be able to relate their experience with time.
	Geometrical Shapes	01	Have the competence of relating of relating different familiar objects with geometrical shapes.
		02	Concept of curved and straight lines.
		03	Formation of shapes with the help of objects.
	How many times	01	Conceptual understanding of repeated addition.
Unit III	Length-Mass or Weight and capacity	01	Have the competence of measuring different objects with the help of tape and scale
		02	Working knowledge of weighing objects by standard units.
		03	Be able to measure the capacity of different containers through standard capacity containers
Term II	Can we Share	01	Concept of division.
	Rupees and Paisa	01	To have the skill of calculating the amount to be paid for the purchase of different things.
	Fractional Numbers	01'	To be able to divide the objects in different desirable parts.
		02	Representation of the fractional parts in terms of fractional numbers.

Course	Contents	LEARNING GOALS
Unit I	Long and Short  Tick Tick Tick	Comparison of lengths by different activities.
		Different units of length, Activities regarding the measurement of length between two spots.
		Awareness about time, Reading of both analogue and Digital clocks.
		Comparison of 12 and 24 hour clock.
		Concept of Morning, Mid Day, Evening, Night, After Noon, Before Noon with rest time.
Unit II	The Junk Seller	Concept of selling and buying,
		Project regarding the selling and buying of different items.
Term I	Jugs and Mugs	Concept of litre and millilitre.
		Various activities regarding the measurement liquid quantities through various measuring vessels.
	Charts and Wheels	Concept of circular shapes.
		Concept of radius, Diameter, Circumference, Activities to know the centre of the circular shapes.
Unit III	Halves and Quarters	Conceptual understanding of fractions in different area, such as in Rupees, things, Kgs, etc.
		Circular things in the environment and their estimated radius and circumference.
	Tables and Shares	Learning of various multiplication tables by activities, Application of these tables.
Term II	How Heavy How light	Concept of mass. Units of Mass. Weighing different quantities by using different measuring units
		Comparison of the different measuring units of mass.
	Fields and Fences	Understanding of perimeter. Concept of area of the field. .
		Activities regarding the calculation of perimeter such as measuring the perimeter of the school ground etc.
	Smart Charts	Data collection, family data, School Data
		Food charts, charts of the weights of the students of the class. Activity regarding the framing of different charts from the environment.

Course	Contents	LEARNING GOALS
Unit I	Shapes and Angles How Many Squares	Concept of shape, size and the angles through daily life based activities.
		Different ways to make line segments, angles. And the concept of vertex.
		Understanding of perimeter and the boundaries of rectangular, square shaped figures.
		Concept of area of perimeter of square, triangle, rectangle etc.
		Different activities regarding the calculation of perimeter and the area of the different figures.
Unit II	Parts and Wholes Does it Look Same	Understanding of the parts of the whole by different activities as a fraction
		Activities regarding the parts of the whole as colouring the part of the whole.
		Addition, Subtraction and multiplication of the fractions
		Understanding of the similar figures by different activities. Comparing quantities by different ways
Term I	Be My Multiple I will be your factor	Understanding of multiples, factors, Common factors.
		Problems based on the application of factors and multiples.
	You can see the pattern	Understanding of patterns to develop reasoning power among students.
		Use of various patterns to learn the tricks in the basic operations.
	Tenths and Hundredths	Understanding of decimals, Comparison between the decimals, Understanding decimal as a fraction.
Unit III	Area and its Boundary	To understand the different dimensions of the figure by using different scales.
		Measurement of length, breadth and height by different activities.
		Concept of area by different methods.
Term II	Smart Charts Way to multiply and Divide How Big how Heavy	Understanding of different charts, framing of different charts from the environment.
		Understanding of the need of these smart charts in our daily life.
		Different activities regarding the division and multiplication. Expanded multiplication etc.
		Conceptual understanding of weight and volume of the different objects. Different activities regarding the understanding of volume and weight of the object.

Course	Contents	S. n	LEARNING GOALS
Unit I	Whole Numbers	01	Understanding of whole numbers and concept of predecessor and successor.
		02	Understanding of division as repeated subtraction and reasoning for division by 0 (zero).
		03	Understanding of Commutative, Associative and Distributive property and their uses in whole numbers.
		04	Observation of patterns to develop thinking and reasoning.
	Playing with Numbers	01	Divisibility tests and their use.
		02	Understanding of Prime and Composite numbers by activities.
Unit II	Playing with Numbers	01	Understanding of factors and multiples
		02	Understanding of Prime factorization, L.C.M and H.C.F.
	Integers	01	Understanding of Integers and their need.
		02	Representation of Integers on the number line.
		03	Addition and Subtraction of Integers with the help of number line.
Term I	Basic Geometrical Ideas	01	Conceptual understanding of point, line, line segment and plane.
		02	Parallel lines and non parallel lines and their application in surroundings.
		03	Understanding of simple closed figures, sides, vertices and diagonals.
	Understanding Elementary Shapes	01	Understanding of corners, faces, edges and shapes.
		02	Angles with their types and measurement of angles by protector.
		03	Classification of triangles on the basis of angles.
	Menstruation	01	Understanding of regions and boundaries.
		02	Concept of perimeter and area.
		01	Construction of formulas for the area of square and rectangle with application in the field.
Unit III	Fractions	01	Representation of fractions on number line.
		02	Classification of fractions and comparison of fractions.
		03	Addition and subtraction of fractions and use of fractional numbers in day to day life.
Term II	Decimals	01	Understanding of decimals and types of decimals.
		02	Comparison of decimals.
	Algebra	01	Concept of variable through induction method.
		02	Use of variable and construction of expressions with variable.
		03	Concept of equation and its solution.
	Ratio and proportions	01	Understanding of Ratio, Ratio as a comparison of two numbers.
		02	Understanding of proportion and concept of unity method.
	Practical Geometry	01	Use of geometrical instruments in construction circle and line segment.
		02	Application of learnt facts.
		03	Drawing of perpendicular bisector by paper folding activity. Concept of radius by paper folding activity.
		01	Use of ruler and compass to construct some angles known and unknown.

Course	Contents	LEARNING GOALS
Unit I	Integers  Fractions and Decimals	Understanding of integers on number line. Basic four operations on integers.
		Conceptual understanding of fractions as decimals.
		Basic four fundamental operations in fractions. Types of decimals,
		Understanding of 10 <sup>th</sup> , 100 <sup>th</sup> and 1000 <sup>th</sup> decimals.
Unit II	Data Handling  Simple Equations	Awareness about the collection of various data. Data collection from the surroundings of the child.
		Calculation of mean (Average) and its applications in the field. Concept of Mode and Median. Bar graph.
		Conceptual understanding of equations. Solution of equations. Framing of equations from the field situations.
		Different ways to solve the equations
Term I	Lines and Angles  The Triangle and its properties.	Conceptual understanding of point, line, line segment and the plane.
		Different types of angles and their identification in the surroundings
		Parallel lines and the transversal. Identification of parallel items in the environment.
	Rational Numbers	Conceptual understanding of triangle as closed curve. Different types of triangles.
		Pythagoras theorem and its application in the field.
		Understanding of rational numbers and their need. Rational numbers on number line.
		Understanding of negative rational numbers on number line. Basic four operations in the set of rational numbers.
Unit III	Congruent Triangles	Conceptual understanding of congruency. Congruence in various shapes especially in triangles.
		Different criteria for the congruence.
	Comparing quantities	Comparison of different quantities with respect height, length and the comparison on the percentage basis
		Concept of simple interest and its application in the local environment.
Term II	Practical Geometry	Students be able to practice the geometry in the daily life.
		Proper use of compass, protector, ruler divider and other items of geometry box.
		Conceptual understanding of the area and the perimeter of the different shapes and its application in the field.
	Perimeter and Area.	Triangle as a part of rectangle and obtaining the area formula for it.
		Formation of algebraic expressions from the field situations. Understanding of factor, co-efficient and the constant in the expression. Transformation of verbal statements to algebraic expression
		Basic four operations in algebraic expressions.
	Algebraic Expressions	Application of algebraic expressions in the field.
		Understanding of exponents, laws of exponents.
		Application of exponents in the arithmetic part of the mathematics.
	Exponents and Powers	Conversion of numbers into exponential form and exponentials into number form.

Course	Content	Key learning goals
Unit I	1. Rational Numbers	To Have the, Concept of Rational numbers., Understanding of different properties of Rational numbers and their operations, Skill of representing the numbers on number line, Knowledge of identifying rational numbers between the given two rational numbers.
	2. Linear Equation in one variable	To be able to solve the equation which have: Linear expression on one side and numbers on other side, Variables on both the sides. To be able to reduce the equation to simpler form to linear form
Unit II	1. Data Handling	To be able to, Represent the given Data in different forms (Bars, Circle graph ,Organize the Data To have conceptual understanding of random experiments and probability
	2. Square and Square roots	<ul style="list-style-type: none"> <li>To have the concept and understanding of different properties and patterns of square numbers.</li> <li>To be able to find square root by different methods</li> </ul>
Term 1	1. Cubes and Cube Roots	To have the concept of Cube and Cube Roots and their factorization
	2. Understanding Quadrilaterals	To develop conceptual understanding of Quadrilaterals , Formation of different kinds of Quadrilaterals
	3. Comparing Quantities	To be able to compare quantities in terms of their ratios and percentages
	4. Practical Geometry	To be able to construct quadrilaterals within the different given conditions
Unit III	1. Exponents and powers	Concept and Importance, laws and their applications
	2. Direct and inverse proportion	To develop conceptual understanding , to be able to solve day- to- day related problems
Term II	1. Algebraic expressions and Quantities	Concept of Expressions and their kinds. Operation with expressions Concept of identities and their application.
	2. Factorization	Concept of Factorization. To be able to factorize by different Methods. Concept of Division by Algebraic Expressions
	3. Introduction to Graphics	To be able to draw comparison by represent the data through Bars, Pie, Histogram, line Graph and linear Graphs Understanding of different applications
	4. Mensuration	To develop the knowledge of different Geometrical Shapes. To have the Conceptual understanding of formulas used to find out the area. To have the skill of finding the area different type and size of Geometric shapes.