

S.No	Content	Objectives	Skills	Learning Styles	Activity	Subject Integration	Outcome	Assessment
1	The Globe and Imaginary Lines	<p>The students will able to</p> <ul style="list-style-type: none"> *know earth as a planet which has life. *name the different continents and oceans of the world. *know about the shape of the earth. *understand what a globe is. *know about that how the earth moves around its axis. *understand how earth is divided into Northern Hemisphere and Southern Hemisphere. *understand the different lines of latitudes and their degrees. *know about the main lines of longitude and its degrees. *understand how the network of longitudes and latitudes form a grid. *understand how we can locate places on the earth. 	<p>Understanding</p> <p>Analytical</p> <p>Applying</p> <p>Expression</p> <p>Creative</p>	<p>Intrapersonal</p> <p>Visual</p> <p>Kinesthetic</p> <p>Picture</p> <p>Logic smart</p> <p>Interpersonal</p>	<p>*On a card board cut in a circle shape,use clay to show the earth and also use clay of different colours to show grid.</p> <p>* On a world physical map,use different colour pencils to mark- Equator,Tropics,Arctics</p> <p>*Write a paragraph on how GPS system is being used now a days for navigation.</p> <p>*Discuss the shape of the earth,movement longitudes & latitudes with the help of a globe.</p> <p>*Make a model of globe on a sponge ball and mark the imp. Lines of latitudes on it.</p> <p>* Find out the countries through which the equator passes.</p> <p>*Making grid in the notebookand locating different places.</p> <p>* Mark important lines of latitudes on card board with the help of clav.</p> <p>* On an outline map of the world,mark and colour the seven continenets and the five oceans.</p> <p>*Discuss , if the earth is flat ,not round. How it does affect our lives.</p>	<p>Art- Globe ,Latitudes and longitudes, grid.</p> <p>English- Paragraph</p> <p>Science</p> <p>Geography</p>	<p>The students will know</p> <ul style="list-style-type: none"> *Know about the names and number of continents and oceans of the world. *Know about the shape of the earth. * What are the imaginary lines. *How earth divided ito northern and southern hemisphere. *understand about eastern and western hemisphere. * know about the important latitudes and important longitudes. 	<p>Map work</p> <p>Class test</p> <p>Pen paper test</p>
2	Maps	<p>The students will able to</p> <ul style="list-style-type: none"> * know about maps and its different types. *know how we can study a map. 	<p>Understanding</p> <p>Analytical</p>	<p>Intrapersonal</p> <p>Visual</p>	<p>*Draw and colour all the conventional symbols.</p> <p>*On a A4 size sheet make a map showing the route from your home to school.Make use of signs and symbols.</p>	<p>Art- Cardinal directions</p> <p>Geography</p>	<p>The students will know</p> <ul style="list-style-type: none"> *Different types of maps. 	<p>Map work</p> <p>Class test</p>

		<p>* understand about the different cardinal directions.</p> <p>*know the scale of a map.</p> <p>*Study the language of maps-convetional symbols.</p>	Applying Expression	Kinesthetic Body kinesthetic Picture Logic smart	<p>*With the help of wooden sticks or cardboard strips make a crisscross showing the cardinal directions mentioning directions.</p> <p>*4 Students were made to stand in four directions to study the cadinal directions.</p>		<p>*know about conventional symbols</p> <p>*Diferentiate between a globe and a map.</p> <p>*Formation of a network called Grid.</p>	Unit Test
3	Movements of the earth	<p>The students will able to</p> <p>*know the shape of the earth.</p> <p>*know about that how the earth moves around its axis.</p> <p>*know about the movements of the eath</p> <p>*Rotation of the earth causes day and night.</p> <p>*The earth takes 365 days and 4 hours to complete one revolution around the sun.</p> <p>*Earth's revolution and the tilt of its axis are responsiblefor seasons.</p> <p>*know about vernal equinox on 21st March and autumnal equinox on 23rd September.</p> <p>*Know about 21st June and 21st December are the dates when the Northern Hemisphere experiences summer solsticeand winter solstice resp. Opposite occurs in the Southern Hemisphere.</p>	Understanding Analytical Applying Expression	Intrapersonal Visual Kinesthetic Picture Body Kinesthetic Logic Smart	<p>*2 students demonstrate the motions of the earth-revolution and rotation.</p> <p>*On a A4 size sheet draw positions of the earth during revolution around the sun on 21st june and 23rd September.</p> <p>*Draw and colour the tilt of the earth's axis causes seasons.</p> <p>*Discuss in the class what would happen if the earth was not tilted on its axis.</p>	Art-diagrams Science General Knowledge Geography	<p>The students will know</p> <p>*know about the movements of the earth.</p> <p>*know about rotation causes day and night and revolution causes seasons.</p> <p>*know about the important dates of the year.</p>	Class test Unit Test
4	Weather and Climate	<p>The students will be able to</p>			<p>*Divide the class into seven groups,assigning each group a climatic region. Each group collects information on vegetation,wildlife,crops of that region while making a chart.</p>	Art- diagrams,marking climatic regions.	<p>The students will know</p>	

		<p>*understand the meaning of weather</p> <p>*understand the meaning of climate.</p> <p>*know the difference between weather and climate.</p> <p>*study the different climatic regions of the world.</p> <p>*know about the factors which determine the climate of a place.</p> <p>*know how altitude distance from equator affect the climate of a place.</p> <p>*study the different heat zones of the earth.</p> <p>*know about India's climate.</p>	<p>Expression</p> <p>Applying</p> <p>Critical Thinking</p>	<p>Kinesthetic</p> <p>Intrapersonal</p> <p>picture</p>	<p>*Make a Rain Gauge using a glass and marking centimeters on it.</p> <p>*Cut and paste the weather report for seven days in the notebook.</p> <p>*Class discussion on the steps or ways in which we can reduce global warming.</p> <p>*Find out the different climate of any 5 states of India. Mark them on a political map and show different climates using different colours.</p> <p>*Collect weather reports from newspaper for a week and notice the variation in temperature.</p> <p>*Diagram of the heat zones of the earth.</p> <p>*Diagram of land breeze and sea breeze.</p>	<p>English-Information and discussion.</p> <p>English-Information and discussion.</p> <p>Science</p> <p>Geography</p>	<p>*The difference between weather and climate.</p> <p>*know about the different climatic regions of the earth.</p> <p>*Study the factors which determine the climate of a place.</p> <p>*Different climatic zones.</p>	<p>Class Test</p> <p>Unit Test</p>
5	<p>The Land of Dense Forests: The Democratic Republic of Congo</p>	<p>The students will be able to know</p> <p>*identify the zone in which DRC is located.</p> <p>*recognise the location of DRC.</p> <p>*name the countries that surround DRC.</p> <p>*understand the climate of these dense forests.</p> <p>*understand the vegetation and animal life of DRC.</p> <p>*know about the people, tribes of the region.</p> <p>*comprehend the economy of DRC.</p> <p>*know about transport system of DRC.</p> <p>*know about the major towns and cities.</p>	<p>Applying</p> <p>Analysing</p> <p>Understanding</p>	<p>Intrapersonal</p> <p>Picture Smart</p>	<p>*Paste the pictures of Pygmies and Bantu and write about them on a A3 sheet.</p> <p>*Make a collage on the wildlife found in Congo. Also write information on any species of animals found there.</p> <p>*On the outline map of Africa mark and label the countries that surround DRC.</p> <p>*On the outline map of the world mark the areas of equatorial rainforests.</p> <p>*find out detail about the rainforests of the world and make a list of animals and trees found there.</p> <p>*organise a quiz on the DRC.</p>	<p>Art-Collage</p> <p>English-information</p>	<p>The students will</p> <p>*understand the location of the DRC.</p> <p>*comprehend the climate of these rainforests.</p> <p>*know about the vegetation and wildlife of Congo.</p> <p>*understand the lifestyle of the people/tribe that exist in Congo.</p> <p>*know about industry & agriculture of DRC.</p>	<p>Collage</p> <p>Class Test Term-1</p>

6	Land of Ice and Snow: Greenland	<p>The students will be able to</p> <ul style="list-style-type: none"> *understand the zone in which Greenland falls. *know the difference between Tundra and Icecaps. *comprehend the location of Greenland. *know about the climate of this place. *know about the vegetation of Greenland. *understand the kind of animal life and how far it is important. *know about the lifestyle of people. *the overlook of the changing times. 	<p>Applying</p> <p>Understanding</p> <p>Expression</p>	<p>Kinesthetic</p> <p>Intrapersonal</p> <p>picture</p> <p>Intrapersonal picture</p>	<ul style="list-style-type: none"> *make a model of the igloo. *write a paragraph on why animals are killed for their skins.How can we stop it. *mark Greenland and its capital on the world map. *draw the diagrams of kayak and harpoon. *discussion in class on how the lifestyle of the people in Greenland is different from our ifestyle. *collect pictures of anials found in Greenland and make a collage. *mark Greenland and the latitude that passes through Greenland and the ocean that lies to the north of Greenland. *study about yhe icebergs and find out the efforts of the rapid meltdown due to climatic changes. 	<p>Art-model</p> <p>English-paragraph</p>	<p>The students will</p> <ul style="list-style-type: none"> *know the location of Greenland. *understand the different types of frigid zones. *understand the climate of the place. *view the lifestyle of the people of Greenland. *type of vegetation *importance of animal life in Greenland. 	<p>Class test</p> <p>Term-1</p>
7	The Land of hot sand:Saudi Arabia	<p>The students will be able to</p> <ul style="list-style-type: none"> *know the meaning of desert. *know about the location of Saudi Arabia. *understand the type of climate there. know about the flora and fauna of Saudi Arabia. *comprehend the economic activity of this region. *learn about the life of the people. *learn about the religion that people follows. *important cities &towns of Saudi Arabia. 	<p>Applying</p> <p>Analytical</p> <p>Creative thinking</p> <p>understanding</p> <p>expression</p>	<p>kinesthetic</p> <p>Intrapersonal</p> <p>Picture Intrapersonal</p> <p>Linguistic</p>	<ul style="list-style-type: none"> *make a model of desert using sand and clay in a tray. *make a list of deserts of the world and where they are located. *collect pictures and information on the nomadic tribe of Saudi Arabia. *on a physical map of the world mark and name Saudi Arabia,Persian Gulf and the Red Sea. *speech on how camel has adapted itself in the desert.Why is camel called"The Ship of the Desert". *draw diagrams of oasis and sand dunes. *collect pictures and information on the largest desert of the world. *list out points about how animals of the desert region have adapted themselves to living in high temp. and surviving with little water. 	<p>Art-model</p> <p>English-speech</p>	<p>The students will</p> <ul style="list-style-type: none"> *understand the meaning of a desert. *know the locatin of the Arabinan desert. *study the climate of Saudi Arabia. *know about the industry of Saudi Arabia. *know the religion,lifestyle that people follow. *know about the important towns & cities of Saudi Arabia. 	<p>Model of the desert</p> <p>Class test</p> <p>Term-1</p>

8	The Treeless Grasslands: The Prairies	The students will be able to			*on the physical map of the world mark the major grasslands of the world.	English-information	The students will	Class Test
		*understand the meaning of grasslands.	understanding	picture	*collect pictures of ranches, homesteads and cowboys. Also write information on A3 size sheet.		*understand the location of grasslands.	
		*understand the location of grasslands.	Applying	Intrapersonal	*discussion on how the modern equipments in the dairy farming are beneficial to the farmers.		*know the climatic condition of the temperate grasslands.	
		*know about the climate, vegetation and wildlife of Prairies.	Analytical	Linguistic	*make a table showing different grasslands found in their corresponding continents.		*understand the wildlife of Prairies.	
		*understand about the life of the people of Prairies.	expression		*make a collage on wheat based product used in our daily life.		*economic activities of Prairies.	
		*know about the economic activities here.	critical thinking		*class discussion on the machines and tools used in farming in India, comparing them with the ones used in Prairies.			
*know about the temperate grasslands.	remembering		*quiz in class related to climate, life, vegetation, wildlife, location of Prairies.					
*understand cattle rearing as imp. Economic activity.			*make a collage on the activities carried out in a Ranch.					
			*make a list of advantages and disadvantages of mechanical farming. Compare it with the kind of farming done in India.					
			*find out the various tribes of the different grasslands.					

St. Albans School

SSS Curriculum (Class V)

(Term-2)

S.No	Content	Objectives (Class V) (Term-2)	Skills	Learning Styles	Activity	Subject Integration	Outcome	Assessment
1	Natural Disasters	The students will be able to			*collecting pictures, information, statistics, data regarding places that are suffering from natural disasters.	Maths-statistical information Science-scientific reasons behind various disasters.	The students will	First Aid Box
		*comprehend the meaning of natural disasters.	Interpreting	Intrapersonal	*make a first aid box.		*understand what are natural disasters.	
		*know about the different types of natural disasters.	problem solving	Kinesthetic	*diagram showing structural composition of a volcano.	Art-diagrams	*classify different types of natural disasters.	Class Test

		<p>*know the places that are prone to earthquakes,volcanoes,floods,cyclones.</p> <p>*precautions to be taken.</p> <p>*reasons and preventions of droughts.</p> <p>*safety measures that can be taken for-cyclones,floods,tsunami</p>	human relationships artistic	Picture smart	<p>*clay model of a volcano.</p> <p>*to make a collage of natural disasters.</p>		*know the precautions that one can take.	pen paper test -2
2	India under British Rule	<p>The students will be able to</p> <p>*recognise that India was a land of riches.</p> <p>*identify many explorers who came to India,from different parts of the world.</p> <p>*point out the year of establishment of East India Company.</p> <p>*know about the people involved in the Battle of Plassey.</p> <p>*reason out the discontent among people.</p> <p>*identify the major happenings of the Revolt of 1857.</p>	understanding Analysing Remembering	music smart visual spatial Intrapersonal/ word smart	<p>*students will listen to a patriotic song."Yeh Desh hai veer jawano ka "/ "Ae mere vatan ke logo "etc.</p> <p>*scenes from the movie Mangal Pandey (which was responsible for the Revolt of 1857.)</p> <p>*recitation of a poem on Jhansi ki Rani(Khoob Ladi Mardani)</p> <p>*audio-video clippings of Jhansi Ki Rani.</p> <p>*timeline of various events of Revolt of 1857.</p> <p>*list of items that were traded out of India.</p>	music-song G.K.-important dates and events. Hindi-poem on jhansi ki rani.	<p>The students will</p> <p>*comprehend that India was a rich land which was exploited by the invaders and Britishers.</p> <p>*recognise the policies and doctrines adopted by the Britishers against Indians.</p> <p>*know the reason behind the Revolt of 1857 and how it lead to a great struggle.</p>	Class test Term-2
3	India wins freedom	<p>The student will be able to</p> <p>*recall some of the important freedom fighters.</p> <p>*understand some important movements like Apartheid,Satyagraha,Civil Disobedience Movement.</p> <p>*explain the Jallianwala Bagh Massacre.</p>	Analysing remembering evaluating	Interpersonal visual spatial music smart	<p>*paragraph writing on the "Anti-Apartheid Movement".</p> <p>*clippings of a documentary based on the Jallianwala Bagh Massacre will be shown to the students.</p> <p>*song : "De di hume aazadi bina" based on Gandhiji</p> <p>*quiz -all G.k. questions related to dates,imp. people,events talked about in the chapter.</p>	English-paragraph writing G.K.-imp. Dates ,people eventsin history. music-song	<p>The students will</p> <p>*summarise all the major events that took place.</p> <p>*know the causes which lead to the rise of various movements.</p> <p>*assess the role played by various Indian leaders that were at the forefront of the freedom struggle.</p>	Paragraph writing Class test Term-2

		<p>*indicate the reasons behind the Civil Disobedience Movement, Khilafat Movement, Quit India Movement.</p> <p>*assess that how after so many movements and efforts finally India became free from the British rule.</p>	<p>applying</p>	<p>people smart</p> <p>logic smart</p> <p>picture smart</p> <p>kinesthetic</p> <p>self smart</p>	<p>*speech "Meaning of freedom now and then".</p> <p>*timeline of various events of freedom struggle.</p> <p>*collect pictures and informations of the leaders and freedom fighters.</p> <p>*role play on Quit India Movement.</p>			
4	Our Government	<p>The students will be able to</p> <p>*list the different levels of the government.</p> <p>*identify the various branches of the govt.-legislature, executive and judiciary.</p> <p>*point out the two houses of the Parliament.</p> <p>*indicate the role of the President in the Executive branch.</p> <p>*understand the hierarchy of different courts in the judiciary.</p> <p>*meaning of Coalition Government.</p> <p>*role of Governor and Chief Minister.</p>	<p>understand</p> <p>applying</p>	<p>Interpersonal</p> <p>Intrapersonal</p> <p>picture smart</p> <p>kinesthetic</p> <p>visual spatial</p>	<p>*class will be divided into 3 groups representing the 3 branches of the govt. Each group/branch will come and explain its role.</p> <p>*scenes of the parliament sessions.</p> <p>*pictures and information on President of India.</p> <p>*to make a list of any ten rights and duties that you should follow as a student.</p> <p>*mock parliament</p>	<p>civics</p> <p>general knowledge</p> <p>english</p>	<p>The students will</p> <p>*understand the various branches of the govt.</p> <p>*identify the role played by the legislature.</p> <p>*know about the role played by the executive.</p> <p>*assess the role of the judiciary.</p>	<p>Class test</p> <p>Unit test-2</p>
5	The United Nations	<p>The students will be able to</p> <p>*reason out the birth and objectives of United Nations.</p> <p>*understand the role of Economic and Security Council</p>	<p>remembering</p> <p>create</p>	<p>Interpersonal</p> <p>kinesthetic</p>	<p>*organise a quiz based on the chapter.</p> <p>*draw flag of U.N. and mention the objectives of U.N.</p> <p>*documentary on the UNO. Main organs, working etc.</p>	<p>G.K.</p> <p>Civics</p>	<p>The students will</p> <p>*point out the reason behind the establishment of the UNO</p> <p>*mention the various objectives of UNO.</p>	<p>Class Test</p> <p>Term-2</p>

		<p>*know about working /functions of Secretariat and the Special Agencies. *recognise the role of International Court of Justice.</p> <p>*point out India's contribution.</p>	applying	<p>Intrapersonal</p> <p>picture smart</p> <p>visual spatial</p>	<p>*collect pictures and information related to Special Agencies.</p> <p>*draw the symbols of UNO and its agencies. *identifying a continent and writing names of countries that are a part of UN in that continent.</p> <p>*drawing the flags of those countries and writing their contribution towards UN. *collect pictures of the General Secretaries of the UN from the year of its inception and make an album.</p>	Art	<p>*recognise the major organs of UNO.</p> <p>*identify the role of India in the UNO.</p>	
6	Caring for the environment	<p>The students will be able to</p> <p>*understand the need and importance of waste management.</p> <p>*understand the major reasons for the environmental pollution.</p> <p>*understand the methods used to dispose waste in towns and cities.</p> <p>*understand the importance of 3R's.</p>	<p>understanding</p> <p>logical</p> <p>co-relating to real life environment sensitisation analytical</p>	<p>Intrapersonal</p> <p>kinesthetic</p> <p>picture smart</p> <p>Interpersonal</p>	<p>*identify waste into biodegradable and non-biodegradable.</p> <p>*draw diagram of 3R's. *write a paragraph expressing how you can help in protecting the environment in your day to day life.</p> <p>*discuss on the best way to dispose waste in class.</p>	<p>Science</p> <p>Art</p> <p>G.k.</p>	<p>The students will</p> <p>*able to understand the difference between biodegradable and non-biodegradable waste.</p> <p>*apply the 3R's in their day to day life.</p> <p>*disposing waste in best possible manner.</p>	<p>Paragraph writing</p> <p>class test</p> <p>Unit test-2</p>
7	Great People	<p>The students will be able to</p> <p>* know about the great personalities who played a significant role in moulding the society all over the world.</p> <p>*analyse their contribution and the problems they faced in their endeavour.</p> <p>*their role in different fields like science, politics, social work etc.</p>	<p>Analytical</p> <p>understanding</p> <p>co-relating to real life</p>	<p>Intrapersonal</p> <p>Linguistic</p>	<p>*discussion on the work done by great personalities.</p> <p>*recitation of shlokas of Kalidasa.</p> <p>*write a paragraph on contribution of Mother Teresa.</p>	<p>music</p> <p>english</p> <p>history</p>	<p>The students will</p> <p>*understand about the contribution of the great personalities.</p> <p>*creating a sense of empathy and compassion for other people.</p> <p>*recognise the contribution of Gandhiji in freedom struggle.</p>	<p>Class Test</p> <p>Term-2</p>

			self expression	Oratory musical		science G.K.	
8	Living long and healthy lives	<p>The students will be able to</p> <ul style="list-style-type: none"> *know about the advancement in medical science. *understand the uses of some instruments like clinical thermometer, stethoscope and microscope. *comprehend the advancements in the field of vaccination, surgeries, ways of fighting new diseases. *understand the usefulness of pasturisation, antibiotics and antiseptics. 	<p>analytical</p> <p>research</p> <p>comprehension</p> <p>logical</p>	<p>Intrapersonal</p> <p>Kinesthetic</p> <p>content organisation</p> <p>Linguistic</p>	<ul style="list-style-type: none"> *role play on doctor and patient interaction. *write a paragraph on importance of vaccination. *collect information on the role played by WHO in fighting against deadly diseases. *prepare a collage on the modern equipments used in medical fields. 	<p>Science</p> <p>English</p> <p>History</p> <p>Art</p>	<p>The students will</p> <ul style="list-style-type: none"> *know about the importance of health and hygiene. *precautions they can take to keep themselves safe from deadly diseases. *keep themselves updated with the outbreak of new viruses and advancements made in the field of medical technology.