

**SYLLABUS FOR FINAL TERM**  
**SESSION: 2023-24**  
**GRADE- 4**

**Subject: English**

**Books:**

**Cambridge Primary English Learner’s Book- 5**

**Cambridge Primary English Workbook- 5**

**Literature: The Lion, the Witch and the Wardrobe**

| Unit/ Chapter  | Topic/ Title/ Page  | Book/ Resources   |
|--|---|---|
| Unit- 4  | Telling Timeless Tales  | Cambridge Primary English Learner’s Book- Stage- 5<br><br>and<br><br>Cambridge Primary English Workbook- Stage- 5 |
| Unit- 6  | A Different Type of Story   |   |
| Unit- 7  | Tell it Another Way   |   |
| Unit- 9  | Lights, Camera, Action...   |   |
| Chapter- 9-17  | Literature  | The Lion, The Witch and The Wardrobe  |
| <b>Assessment</b>  |   |   |
| Internal Assessment<br>(Weight: 40% of total assessment) | <b>❖ Formative Assessment:</b> <ul style="list-style-type: none"> <li>➤ Classwork (Group/ Pair/ Individual work)</li> <li>➤ Homework</li> <li>➤ Speech presentation/ Poetry recitation</li> <li>➤ Participation</li> </ul> <b>❖ Summative Assessment:</b> |   |

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|   | <ul style="list-style-type: none"> <li>➤ Tests and Marked Assignments</li> <li>➤ Project work</li> </ul>  |
| <p>External Assessment<br/>(Weight: 60% of total assessment)<br/>Final Term Question Paper<br/>(Total Marks – 60)</p> | <ul style="list-style-type: none"> <li>❖ <b>Section A: Reading Comprehension (15 marks)</b><br/>Comprehension and language-related questions in the context of the given text (unseen)</li> <li>❖ <b>Section B: Language and Vocabulary (20 marks)</b><br/>Spelling, Grammar and Language related questions, Adjectives of Comparison, Two forms of Past, Present &amp; Future Tenses. Synonym-Antonym and Personification, Poetic Language, Phrases, Clauses and Adverbial Clauses, Homophones, Homonyms, Play Script and Film Script.</li> <li>❖ <b>Section C: Literature (10 marks)</b><br/>Questions will be based on higher -level order. Students will look beyond the surface and use critical thinking skills to analyze, explain or interpret literary works such as- F/B, MCQ, T/F, Analytical and Open-ended Q/A.</li> <li>❖ <b>Section D: Creative Writing (15 marks)</b> <ul style="list-style-type: none"> <li>○ Choose from the options and write creatively on the chosen topic.</li> <li>➤ Descriptive/ narrative composition</li> <li>➤ Letter writing</li> </ul> </li> </ul> |

### Subject: Mathematics

- Books- 1. Cambridge Primary Mathematics Learners Book (Stage 5)**  
**2. Cambridge Primary Mathematics Workbook (Stage 5)**

| Maths strand                | Unit : Topic  |
|-----------------------------|---|
| <b>Number</b>               | <p><b>3</b> : Prime, Composite numbers and Prime Factorization</p> <p><b>9</b> : Addition and Subtraction of Fractions</p> <p><b>11</b>: Multiplication</p> <p><b>11</b>: Division</p> <p><b>11</b>: Tests of Divisibility</p> <p><b>13</b>: Ratio and Proportion</p> |
| <b>Geometry and measure</b> | <p><b>2</b> : Triangles</p> <p><b>14</b>: Area and Perimeter</p>  |

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| <b>Statistics and probability</b>  | <b>12:</b> Representing and Interpreting Data<br><b>12:</b> Frequency Diagrams and Line graphs  |
| <b>Times table:</b>  | <b>2-17</b>   |
| <b>Assessment</b>  |   |
| <b>Internal Assessment (Weight: 40% of the Total Assessment)</b><br>❖ <b>Formative Assessment:</b><br>❖ Classwork (Group/Pair/Individual work)<br>❖ Homework<br>❖ <b>Summative Assessment:</b><br>❖ Tests and Marked Assignments | <b>External Assessment (Weight: 60% of Total Assessment)</b><br><b>Final-Term Question Paper (Total Marks: 60)</b><br>❖ <b>Section A:</b> Basic problems for Mathematics (25 marks)<br>❖ <b>Section B:</b> Math problems with work out (35 marks) |

### Subject- Science

#### Book: CUP Cambridge Primary Science Stage 5 (Learner's book & Workbook)

|                  | Unit   | Cambridge Curriculum Framework   | Types of Questions  |
|------------------|--|--|---|
| <b>Chemistry</b> | <ul style="list-style-type: none"> <li>UNIT-3: States and properties of matter<br/>Learner's Book, pages 56 to 87</li> </ul> | <ul style="list-style-type: none"> <li>Know how to use the particle model to describe solids, liquids and gases.</li> <li>Know the main properties of water including its melting, boiling point and expansion</li> <li>Know that water acts differently than other substances.</li> <li>Know the processes of evaporation and condensation</li> <li>Know how to use the particle model to relate the changes in temperature.</li> <li>Know the ability of a solid to dissolve and the ability of a liquid to act as a solvent are properties of a solid and a liquid</li> </ul> | <ul style="list-style-type: none"> <li>Work Book Exercises</li> <li>Question/Answers Q/A on basic understandings</li> <li>Wh Questions</li> </ul> |

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| <b>Biology</b> | <ul style="list-style-type: none"> <li>UNIT-4: The digestive system<br/>Learner's Book, pages 88 to 103</li> </ul>   | <ul style="list-style-type: none"> <li>Know about the human digestive system, including the functions of the organs involved (limited to mouth, esophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have similar digestive system.</li> <li>Know that animals, including humans, need an adequate, balanced diet in order to be healthy.</li> </ul>  | <ul style="list-style-type: none"> <li>Think &amp; Write</li> <li>One Word Question Answer</li> <li>T/F</li> <li>F/B</li> <li>M/J (Match &amp; Join)</li> <li>Who am I?</li> <li>M.C.Q (Multiple Choice Questions)</li> <li>Diagrams</li> </ul> |
| <b>Physics</b> | <ul style="list-style-type: none"> <li>Unit 5: Forces and magnetism<br/>Learner's Book, Pages: 104 to 135</li> </ul> | <ul style="list-style-type: none"> <li>Identify a range of forces (limited to gravity, applied forces, normal forces, upthrust, friction, air resistance and water resistance).</li> <li>Know the use of force diagrams to show the name and direction of forces acting on an object.</li> <li>Know that satellite is an object in space that orbits a larger object and Moon is a natural satellite that orbits a planet.</li> <li>Know that an object may have multiple forces acting upon it even when at rest.</li> <li>Know the difference between a magnet and a magnetic material.</li> <li>Know that forces act over a distance between magnets, and between a magnet and a magnetic material.</li> <li>Know that magnets can have different magnetic strengths.</li> </ul> |   |

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| Physics and Biology | <ul style="list-style-type: none"> <li>Seasons and adaptations of plants and animals.</li> </ul> <p>Learner's Book<br/>Pages- 136 to 168</p> | <ul style="list-style-type: none"> <li>Know the orbit of the Earth around the Sun (limited to slight ellipse, anticlockwise direction and the duration).</li> <li>Know how the tilt of the Earth can create different seasons in different places.</li> <li>Know how plants and animals are adapted to environments that are hot, cold, wet and/or dry.</li> <li>Know the common adaptations of predator and prey animals.</li> </ul> |  |
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**Assessment criteria**

| <b>Term No:</b>   | <b>Internal Assessment: 40 marks</b>  | <b>Term Assessment: 60 marks</b>  |
|-------------------|---|---|
| <b>Final term</b> | <b>Summative assessment-20</b><br><b>MCW/H.W: 10</b><br><b>Project/ Oral Markings/ Lab activity/Research work: 10</b> | <b>F/B, T/F, one words answer, MCQ, Match and join, Diagram drawing, Structured Questions,</b><br><b>Identification from diagram, labelling, reasoning according to Cambridge format.</b> |

**Subject: Bangla**

| বিষয়সমূহ   | নির্বাচিত বিষয়  |
|---|--|
| <p><b>আমার বাংলা বই (চতুর্থ ভাগ)</b></p> <p><b>গদ্য</b> - ১। বাংলার খোকা ২। আজকে আমার ছুটি চাই ৩। ঘুরে আসি সোনারগাঁও ৪। বীরশ্রেষ্ঠদের বীরগাথা</p> <p><b>পদ্য</b> - ১। নেমন্তন্ন ২। মোদের বাংলা ভাষা ৩। মা ৪। কাজলা দিদি</p> <p><b>ব্যাকরণ-</b></p> <p>১। ক্রিয়ার কাল (অতীত, বর্তমান ও ভবিষ্যৎ কালানুসারে ক্রিয়ার রূপান্তর শেখা) - পাঠপত্র</p> <p>২। বচন (একবচন ও বহুবচনবাচক শব্দ শেখা)- পাঠপত্র</p> <p>৩। বাক্য (সরল, জটিল, যৌগিক) - পাঠপত্র</p> <p>৪। বিরাম চিহ্নের পরিচিতি ও প্রয়োগ - পাঠপত্র</p> <p>৫। বাগধারা (নির্বাচিত বাগধারা শেখা)- পাঠপত্র</p> <p>৬। অনুচ্ছেদ থেকে বোধজ্ঞানমূলক প্রশ্ন উত্তর লেখা- পাঠপত্র</p> <p>৭। অনুচ্ছেদ/রচনা লেখা</p> <p><b>গল্পের বই- গুপী গাইন বাঘা বাইন (পৃষ্ঠা: ২৫-৪৪)</b></p> <p><b>হাতের লেখা অনুশীলনের বই - নিজে নিজে লেখা শেখো (চতুর্থ ভাগ) পৃষ্ঠা: (২৬-৪৮)</b></p> <p><b>প্রয়োজনে সংযোজন বিয়োজন হতে পারে</b></p> | <p><b>গদ্য ও পদ্যের সংশ্লিষ্ট বিষয়সমূহ:</b></p> <p>১। শূন্যস্থান পূরণ</p> <p>২। সত্য/মিথ্যা নির্ণয়</p> <p>৩। সঠিক উত্তর বাছাইকরণ</p> <p>৪। মূলভাব</p> <p>৫। যুক্তবর্ণ</p> <p>৬। শব্দার্থ ও বাক্য গঠন</p> <p>৭। বানান ও শ্রুতলিপি</p> <p>৮। সংক্ষিপ্ত প্রশ্ন উত্তর</p> <p>৯। গল্প পঠন শেখা</p> <p>১০। আবৃত্তি শেখা ও লেখা</p> <p>১২। সৃজনশীল লেখা ও উপস্থাপন ( প্রকল্প আকারে)</p> <p>১৩। চিঠি/আবেদন পত্র লেখা</p> |

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| <b>Internal Assessment</b><br>(40% of total assessment) | <b>Formative Assessment –Classwork (Group, Pair, Individual Discussion, Presentation), Homework, Reading, Class Test, Assignment, Project Work, Oral test</b> |
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| <b>External Assessment-</b><br>(Weight- 60% of the total Assessment) | <b>Summative Assessments-</b><br><b>Section A- (40 Marks)</b><br>বানান<br>শূন্যস্থান পূরণ<br>সত্য/মিথ্যা নির্ণয়<br>মূলভাব<br>সঠিক উত্তর বাছাইকরণ<br>শব্দার্থ ও বাক্য গঠন<br>প্রশ্ন/উত্তর<br>ক্রিয়ার কাল<br>বচন<br>বাগধারা<br>বিরাম চিহ্ন<br><b>Section B- (20 Marks)</b><br>অনুচ্ছেদ থেকে বোধজ্ঞানমূলক প্রশ্ন উত্তর<br>লেখা- পাঠপত্র<br>অনুচ্ছেদ/চিঠি লেখা |
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**প্রয়োজনে সংযোজন বিয়োজন হতে পারে**

**Subject: Global Perspectives (GP)**

**Cambridge Global Perspectives Challenge (Stage – 5)**

| Topic  | Skill focus       | Stage    | Learning objectives  |
|--|-------------------|----------|--|
| <p><b>1.</b> Working with other countries (How are countries different?)</p> | <p>Evaluation</p> | <p>5</p> | <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Discuss a source, considering the author or purpose, and use this to comment on its strengths and limitations</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Identify sources and locate relevant information and answers to questions within them</li> <li>• Select, organize and record relevant information from sources and findings from primary research, using an appropriate method</li> </ul>             |
| <p><b>2. Water, food and farming</b> (How much water do we use?)</p>         | <p>Research</p>   | <p>5</p> | <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Begin to construct research questions with support</li> <li>• Identify sources and locate relevant information and answers to questions within them</li> <li>• Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Present information clearly with an appropriate structure and</li> </ul> |



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|  |               |   | with some reference to sources where appropriate   |
| <b>3. The world of work</b> (Will a robot do your job?)  | Collaboration | 5   | <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Work positively with team members, contributing useful ideas and helping to solve problems to improve teamwork or to achieve a shared outcome</li> <li>• divide tasks fairly to achieve a shared outcome</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>• Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Discuss own opinion about another's perspective</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Present information clearly with an appropriate structure and with some reference to sources where appropriate</li> </ul> |
| <p><b>Assessment</b><br/>(Weight: 60% of the total Assessment – Class Activities)</p> <p><b>Assessment</b><br/>(Weight: 40% of the total Assessment – Report writing/Team project)</p> |               | <p><b>Assessment criteria:</b></p> <ul style="list-style-type: none"> <li>• Classwork (Group/Pair/Individual)</li> <li>• Presentation on challenges and introspective questions</li> <li>• Pre-session and exit tasks</li> <li>• Chart paper project</li> <li>• Power Point Presentation</li> <li>• Marking worksheets</li> <li>• Research paper</li> </ul> |  |

**Subject: Geography**

**Book: Understanding Geography 1**

| <b>Chapters</b>   | <b>Unit</b>   |  |
|---|---|--|
| <b>Water</b>  | 7.1 Earth's Water<br>7.2 Movement of Water<br>7.3 Water and People  | Students will be evaluated via different types of formative and summative assessments. |
| <b>Agriculture</b>  | 8.1 Earth's Agricultural Land<br>8.2 Agriculture and the Physical Environment<br>8.3 Problems in Agriculture  |  |
| <b>Settlement &amp; Population</b>                        | 9.1 Where People live<br>9.2 World Population Growth<br>9.3 Rapidly Increasing Population<br>9.4 Decreasing Population  |  |
| Internal Assessment (Weight: 40% of the Total Assessment) | <p style="text-align: center;"><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Classwork (Group/Pair/Individual work)</li><li>• Presentation on textbook topics &amp; introspective questions</li><li>• Pre-session &amp; exit tasks</li></ul> <p style="text-align: center;"><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>• Class Tests and Marked Assignments</li><li>• Presentations</li><li>• Project work</li></ul> |  |
| External Assessment (Weight: 60% of Total Assessment)     | <p style="text-align: center;"><b>Section-A</b></p> Matching, Fill in the blanks, one -word answers, Drawing task, Picture identification, map skill, True/False<br><p style="text-align: center;"><b>Section-B</b></p> Short Q/A, Q/A with detailed information, Picture description   |  |

**Subject: Bangladesh Studies and History**

**Book- Starting History and Civics Book- 3**

**Book - Bangladesh and Global Studies Class 4 (NCTB)**

| Term       | Chapter  | Content   |
|------------|--|---|
| Final Term | <p><b>1. Mahavira and Buddha</b><br/>Chapter: 10<br/>History Book</p> <p><b>2.The Mauryan Empire</b><br/>Chapter: 12<br/>History Book</p> <p><b>3. Ethnic Groups of Bangladesh</b></p> | <p>The learners will know about Mahavira who founded Jainism and Buddha who founded Buddhism.</p> <p>The learners will know about the big empire formed after Alexander left India. The first king of this dynasty was Chandragupta Maurya</p> <p>The learners will know about the Ethnic Groups of Bangladesh.</p> |
|            | Internal Assessment:<br>(Weight:40% of the total assessment)   | Formative Assessment:<br>Classwork (Group/Pair/Individual Work)<br>Presentation on text book topic<br>Summative Assessment:<br>Class Test /Marking Task<br>Project work<br>Presentations  |

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|  | <p>External Assessment:<br/>(Weight:60% of the total<br/>assessment</p> | <p>Section A:<br/>Fill in the blanks, True/False,<br/>Matching, One word answer and<br/>Picture Identification.</p> <p>Section B:<br/>Short Q/A, Higher-order thinking<br/>Q/A, Knowledge<br/>based/Comprehension Q/A and<br/>Picture description.</p> |
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## Computer Science

Textbook: Cambridge Primary Computing Learner's Book 4 (Hodder Education)

| <b>Resources:</b> Cambridge Primary Computing Learner's Book Stage 4  |   |
|---|---|
| <b>Chapter</b>  | <b>Types of Assessment</b>  |
| <b>Unit 2 – Be a data controller</b><br><b>Unit 6 – Be musician</b><br><b>Unit 7 – Be a data boss</b><br><b>Unit 8 – Be an innovator</b><br><b>Unit 9 – Be a code cracker</b><br><b>Unit 11 – Be a robot controller</b><br><b>Unit 12 – Be an artist</b><br>Application: <b>MS PowerPoint</b> | <b><u>Practical Assessment</u></b><br><br>1. Practical Work on Scratch block coding (Scratch 3), Microbit, MS PowerPoint, MS Excal<br><br><b><u>Theory Assessment</u></b><br><br>1. Chapter wise practice solving (MCQ, Fill in the blanks, True or False, Matching, One Word Answer)<br><br>2. Chapter wise topics (steps of algorithm writing, blocks of coding, question answer) |

### Question paper pattern

F/B, T/F, One word answer, Technical terms/tech words, full forms, Writing Code, Algorithm Writing, Drawing diagram/device, short questions etc.

### **Marks Distribution (Total 100)**

| Internal Assessment (Total 40)   | Term Assessment (Total 60)   |
|--|--|
| <ul style="list-style-type: none"> <li>● Summative Test: 20</li> <li>● MCW/HW/Activity: 10</li> <li>● Assignment &amp; Presentation: 10</li> </ul> | <ul style="list-style-type: none"> <li>● Lab Practical Exam (40 Marks)</li> <li>● Written Exam (20 Marks)</li> </ul> |

### Subject: French Language

#### Book – Alex et Zoé et Compagnie (Méthode de Français & Cahier d'activités- By Colette Samson )

1. Unité 11: leçon 1-4, Quelle heure est-il? [Chapter 11, What time is it?]
2. Unité 12: leçon 1-4, Tu as les yeux de quelle couleur? [Chapter 12: Lesson 1-4, What is the color of your eyes?]
3. Unité 13: leçon 1-4, Où es-tu? [Chapter 13: Lesson 1-4, Where are you?]
4. Unité 14: leçon 1-4, Où vas-tu? [Chapter 14: Lesson 1-4, Where are you going?]
5. Unité 15: leçon 1-4, On va à Paris? [Chapter 15: Lesson 1-4, Are we going to Paris?]
6. Les nombres (80 – 100, 200, ..... 1000) [The numbers 80 – 100, 200, .....1000]
7. Les noms de 10 transports [Name of the 10 transports]
8. Conjugaison des verbs “Aller”, “Venir” et “Faire” [Conjugation of the Verbs “To go”, “To come” & “To do”]
9. Les verbs régulier [The regular verbs]
10. Pratique Orale [Oral Practice]
  - Méthode de français (Main book) Page 48-71
  - Cahier d'activités (Exercice book) Page 42-61

## Assessment

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| <p><b>Internal Assessment</b><br/>(40% of the Total Assessment)</p> <p>It contains 40 marks.</p>                     | <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>❖ Homework</li><li>❖ Worksheets</li><li>❖ Workbook participations</li></ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>❖ Tests and Marked Assignments</li><li>❖ Speaking Test</li></ul>  |
| <p><b>External Assessment</b><br/>(60% of Total Assessment)</p> <p>Mid-Term Question Paper<br/>(Total Marks: 60)</p> | <p><b>Section A: Writing (30 marks)</b></p> <ul style="list-style-type: none"><li>❖ Answer to the questions</li><li>❖ Write 5-10 sentences about yourself</li><li>❖ Word-meaning</li><li>❖ Matching</li><li>❖ Numbers</li><li>❖ Fill in the gaps</li><li>❖ Verbs conjugation ( "Aller", "Venir" et "Faire" )</li></ul> <p><b>Section B: Speaking (verbal assessment) (30 marks)</b></p> <ul style="list-style-type: none"><li>❖ Verbs</li><li>❖ Self-introduction</li><li>❖ Numbers</li><li>❖ Answering teacher's questions properly</li><li>❖ Word meanings</li><li>❖ Overall performance on oral presentation</li></ul> |
| <p><b>The section A &amp; B will be held on the 1<sup>st</sup> 2 weeks of May.</b></p>                               |   |

## Subject: Islamiat

### Book: An Introduction to Islam (Book: IV)

| Topic                  | Chapter           | Unit   | Page no:                   |
|------------------------|-------------------|--|----------------------------|
| THE MESSENGER OF ALLAH | <b>Chapter -2</b> | <b>Unit-3</b><br>The story of Hazrat Ibrahim (A.S)<br>Glossary 2: Vocabulary,<br>Ch-2, U-3 | Page-15-20<br><br>Page- 58 |

|                |                   |   |                               |
|----------------|-------------------|---|-------------------------------|
| ABOUT ISLAM    | <b>Chapter -4</b> | <b>Unit-1</b><br>Customs and Traditions<br>(Islamic Festivals)<br>Vocabulary, Ch-4,unit-1 | Page: 43-46<br><br>Page-59    |
| ABOUT ISLAM    | <b>Chapter -4</b> | <b>Unit-2</b><br>Mosques<br>Vocabulary, Ch-4,unit-2                                       | Page: 47-54<br><br>Page-59-60 |
| THE HOLY QURAN | Chapter- 3        | Unit-2<br>SURAH: "Ayatul Kursi"<br>with meaning   | Page: 29                      |
| Glossary :2    |                   |   | Page: 58-60                   |

#### Assessment Criteria

| Term       | Internal Assessment: 40 Marks  | External Assessment: 60 Marks  |
|------------|--|--|
| Final Term | <p><b>Formative Assessment (Chapter wise Worksheets): 20</b></p> <p>1. Q/Ans 2. F/Blanks 3. Matching<br/>4. True/False 5. Word Meaning<br/>6. Circle the Correct answer</p> <p><b>Google Form: 10</b></p> <p><b>Oral (Surah Recitation with Meaning): 10</b></p> | <p><b>Summative Test: 20 (Converted into 40)</b></p> <p>1. Q/Ans 2. F/Blanks 3. Matching<br/>4. True/False 5. Word Meaning<br/>6. Circle the Correct answer</p> <p><b>H.W: 10</b></p> <p><b>Project work: 10</b></p> |



**Subject: SEL (Social Emotional Learning)**

Name of the Lesson Topics

- i) Communication is the key (What is a meaningful communication, assertive communication to express feelings and needs without hurting anyone, verbal and non-verbal communication, elements of an impactful communication)  
Day 1: Discussing the topic through PPT and videos. Group Discussion and a game.  
Day 2: Marking activity- the students will be given scenarios to show a role play in group where they have to solve a problem by doing assertive communication.
  
- ii) I Am a Crisis Manager  
Day 1: Discussing What is a crisis, steps to resolve a crisis, using resources in an effective way.  
Day 2: Marking activity- Students get divided in groups and finds out an existing problem in the classroom, find ways to solve it and make a flowchart of the process.
  
- iii) Becoming a Better Person (anti-bullying, conflict resolution and being accepting towards diversity)  
Day 1- Discussing the concepts, clearly defining what is bullying, how to handle this, how fight between friends can be solved and how to help a friend who is different than others, having group discussion in class.  
Day2- Marking Activity- Students have to either,  
Writing a letter to a new student in the class who is struggling to adjust in new environment and offer help.  
Or  
Writing a letter to a friend who misbehaves with others to motivate him to behave better  
Or  
Writing a letter to a student who doesn't have friends in the class and offering him or her friendship.  
Or  
Writing a letter to a friend with whom you had a fight last week and stopped talking, but now you want to make things better.  
The students can choose any of the topic and write letters.
  
- iv) Changes that Our Bodies and Minds Go Through During Puberty

Day 1: Discussion through PPT and Videos about physical and psychological changes for boys and girls during puberty, good touch & bad touch, how to prevent ourselves from bad touch.

Day 2: Marking Activity- Group Quiz completion in the class on the chapter

***Assessment Criteria: Students will receive average grade points based on the activities done in the class.***