



Government of Jammu and Kashmir
State Council of Educational Research and Training
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Notification

11th of July , 2023

SCERT-JK notified Academic Calendar Cum Syllabus upto classes 8th vide Notification No. SCERT/C/Asstt-Cell/2023/1296-1343(E-715623) dated 11.04.2023 .However Jammu & Kashmir Board of School Education Notification No. F(Acad-C)/Rev-New/Tbs/23 dated 27.05.2023 has introduced Chant IV series (English) in respect of class 4th from current academic session.

Accordingly this Council has mapped contents of the said text book with the learning outcomes and prepared Academic Calendar Cum Syllabus for the said class in English subject.

Therefore "Syllabus-cum-Academic Calendar for Academic Session 2023-24" in respect of **Class 4th English (Chant IV)** is hereby notified and is available on the official website of SCERT JKUT viz www.scertjkonline.com. These issues with the approval of competent authority.


Joint Director
SCERT
11.7.23
Dated: 11.07.2023

No: SCERT/C/Ass. Cell/2023/ 2221-27

Copy to:

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Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

Preparatory Stage

Class – 4th

English (Chant IV)

Session – 2023-24



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Published by: JK-SCERT

www.scertjk.online

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English



Academic Calendar-2023-24

Class: IV—English (Chant IV)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none">• participate in role play, enactment, dialogue and dramatization of stories read and heard• listen to simple instructions, announcements in English made in class/school and act accordingly• participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard• learn English through posters, charts, etc., in addition to books and children’s literature• read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.• understand different forms of writing (informal letters, lists, stories, diary entry etc.)• learn grammar in a contextual and integrated manner and frame grammatically correct sentences• notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.• notice categories and word clines• enrich vocabulary in English mainly through telling and re-telling stories/folk tales• start using dictionary to find out spelling and meaning• practice reading aloud with pause and intonation, with	<p>The learner–</p> <ul style="list-style-type: none">• ENG401 recites poems with appropriate expressions and intonation.• ENG402 enacts different roles in short skits• ENG403 responds to simple instructions, announcements in English made in class/ school• ENG404 responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read• ENG405 describes briefly, orally/in writing about events, places and/or personal experiences in English• ENG406 reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements• ENG407 shares riddles and tongue-twisters in English• ENG408 solves simple crossword puzzles, builds word chains, etc.• ENG409 infers the meaning of unfamiliar words by reading them in context• ENG410 uses dictionary to find out spelling and meaning• ENG411 writes/types dictation of short paragraphs (7-8 sentences)• ENG412 uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop

an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing

- infer the meaning of unfamiliar words from the context
- take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts
- be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.
- look at cartoons/pictures/comic strips with or without words and interpret them.
- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day-to-day life and story book, seen in videos, films, etc.

- **ENG413** uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters
- **ENG414** writes informal letters or messages with a sense of audience
- **ENG415** uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.
- **ENG416** uses nouns, verbs, adjectives, and prepositions in speech and writing
- **ENG417** reads printed script on the classroom walls, notice board, in posters and in advertisements. speaks briefly on a familiar issue like conservation of water; and experiences of day-to-day life like visit to a zoo; going to a mela
- **ENG418** presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.
- **ENG419** Identifies rhyming words.

Time-line	Topic/Content	LO/ Part of LO	Key Competencies	Suggestive Activities
Week 1 & 2	1. The Boy Who Never Told a Lie	<p>ENG401: recites poems with appropriate expressions and intonation.</p> <p>ENG405: describes briefly, orally the main idea of the poem.</p> <p>ENG419: Identifies rhyming words</p>	<ul style="list-style-type: none"> • Fluency • Listening and speaking • Reading comprehension • Empathy 	<ul style="list-style-type: none"> • Engage children in meaningful conversation, trying to encourage them to speak their mind and heart. • Group discussion to be held on various ideas present in the poem and comparing them in day today life. e.g., Do you think we should always speak the truth? Why? • Bring a dictionary/ laptop in the classroom and show the students how to use dictionary/ multimedia to find out spelling and meaning of words. • Give children some idea about blind – the script through which blind can read. • Divide the class in three groups. Ask each group to identify the rhyming words of the poem.
Week 3 to 5	2. Let us Read Stories	<p>ENG404: responds verbally/in writing in English to questions based on given text.</p> <p>ENG406: reads subtitles on TV and News Headlines.</p> <p>ENG416: uses verb, adverbs, prepositions</p>	<ul style="list-style-type: none"> • Listening and Speaking • Reading comprehension • Vocabulary development • Use grammar item in context. 	<ul style="list-style-type: none"> • Divide class into groups and ask them to discuss and write the main events of the story. • Ask students to watch news headlines and note down them on a piece of paper and present them in the class. • Ask students to play a theme-based language game. Guide them how to play such a game. e.g., if your theme is classroom- ask them to write/say all the words associated with the classroom.

<p>Week 6</p>	<p>3. All Things Bright and Beautiful</p>	<p>ENG401: recites poems with appropriate expressions and intonation.</p> <p>ENG404: responds verbally/in writing in English to questions based on poem heard or read.</p> <p>ENG407: shares riddles and tongue-twisters in English.</p> <p>ENG419: Identifies rhyming words.</p>	<ul style="list-style-type: none"> • Fluency • Listening and speaking • Reading comprehension • Aesthetic sense 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Role play to be conducted related to the beauties of nature mentioned in the poem. • A few tongue-twisters to be practiced in the classroom for the enrichment of fluency and pronunciation • Divide the class in to groups. Ask each group to identify the rhyming words of the poem. • Let the children discuss about the places they have visited and give the description of the same to the classroom.
<p>Week 7 to 9</p>	<p>4. Tom and His New Medicine</p>	<p>ENG402: enacts different roles in short skits.</p> <p>ENG403: responds to simple instructions, announcements in English made in class/ school.</p> <p>ENG413: uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.</p>	<ul style="list-style-type: none"> • Listening and speaking • Reading comprehension • Primitive way of treatment 	<ul style="list-style-type: none"> • Ask children to look at cartoons/pictures/comic strips with or without words and interpret them. • Let the class dramatize the extract in their mother-tongue for better understanding, appreciation and enjoyment.

<p>Week 10</p>	<p>5. The Naughty Boy</p>	<p>ENG401: recites poems with appropriate expressions and intonation.</p> <p>ENG418: presents orally and in writing the highlights of a given written text / a short speech / dialogue.</p> <p>ENG419: Identifies rhyming words.</p>	<ul style="list-style-type: none"> • Listening and speaking • Reading comprehension • Dialogue conversation 	<ul style="list-style-type: none"> • Ask children to write about their own childish naughty things they do and enjoy and share them with your friends. • Is the boy in the poem naughty according to children? Let the children form small groups and engage in a meaningful dialogue.
<p>Week 11 to 13</p>	<p>6.The Elephant and the Mice</p>	<p>ENG402: enacts different roles in short skits.</p> <p>ENG405: describes briefly, orally/in writing about events, places and/or personal experiences in English.</p> <p>ENG411: writes/types dictation of short paragraphs (7-8 sentences).</p>	<ul style="list-style-type: none"> • Listening and Speaking • Reading comprehension • Love and kindness are never wasted 	<ul style="list-style-type: none"> • Dramatize the story in the native language for better enjoyment and appreciation of morals. • Ask the children to write a short paragraph of four to six lines on the incident if they ever found anything precious on the roadside.

<p>Week 14 & 15</p>	<p>7. Against Idleness and Mischief</p>	<p>ENG401: recites poems with appropriate expressions and intonation.</p> <p>ENG404: responds verbally/in writing in English to questions based on the poem heard or read.</p> <p>ENG419: Identifies rhyming words.</p>	<ul style="list-style-type: none"> • Fluency • Listening and speaking • Reading comprehension 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Engage children in meaningful conversation, trying to encourage them to speak their mind and heart. • Group discussion to be held on various ideas present in the poem and comparing them in day today life.
<p>Week 16 to 18</p>	<p>8. From Alice in Wonderland</p>	<p>ENG403: responds to simple instructions, announcements in English made in class/ school.</p> <p>ENG409: infers the meaning of unfamiliar words by reading them in context.</p>	<ul style="list-style-type: none"> • Listening and speaking • Reading comprehension • Imagination 	<ul style="list-style-type: none"> • Do a guided mind map activity for enrichment of vocabulary. • Divide students into groups and show them cartoons/pictures and ask them to interpret a few sentences about them. • A short skit about Alice, her character and her adventures in the wonderland to be performed in class.
<p>Week 19 and 20</p>	<p>9. The Arrow and the Song</p>	<p>ENG401: recites poems with appropriate expressions and intonation.</p>	<ul style="list-style-type: none"> • Listening and speaking • Reading comprehension • Observation 	<ul style="list-style-type: none"> • Recite the poem aloud to the students with stress on proper syllables. Ask them to follow the same for better pronunciation. • Ask students to practice reading aloud with pause and intonation,

		<p>ENG404: responds verbally/in writing in English to questions based on the poem heard or read.</p> <p>ENG419: Identifies rhyming words</p>		<p>with an awareness of punctuation marks (full stop, comma, question mark etc); also use punctuation marks appropriately in writing.</p> <ul style="list-style-type: none"> Engage children in meaningful dialogue amongst themselves and try to capture from them the theme of the poem.
Week 21 to 23	10. Mansar Lake	<p>ENG404: responds verbally/in writing in English to questions based on given text.</p> <p>ENG406: reads subtitles on TV and News Headlines.</p> <p>ENG416: uses verb, adverbs, prepositions</p>	<ul style="list-style-type: none"> Listening and Speaking Reading comprehension Vocabulary development Use grammar item in context. 	<ul style="list-style-type: none"> Divide class into groups and ask them to discuss and write the main events of the story. Ask students to watch news headlines and note down them on a piece of paper and present them in the class. Ask students to play a theme-based language game. Guide them how to play such a game. e.g., if your theme is any place like home, market, tourist place etc- ask them to write/say all the words associated to these places.

<p>Week 24 & 25</p>	<p>11. Written in March</p>	<p>ENG401: recites poems with appropriate expressions and intonation.</p> <p>ENG417: reads printed script on the classroom walls, notice board, in posters and in advertisements.</p> <p>ENG419: Identifies poetic devices.</p>	<ul style="list-style-type: none"> • Fluency • Listening and speaking • Reading comprehension • Writing Skill 	<ul style="list-style-type: none"> • The students will discuss in pairs/groups on the topic "Different seasons in Kashmir" and present their views to the class. • Work in groups and list all the images used by the poet in the poem. Categorize them into visual, auditory, olfactory and tactile. • Show pictures depicting spring or winter in Kashmir and ask students to read the picture and write a few sentences about them.
<p>Week 26 to 28</p>	<p>12. Adventure in the Forest</p>	<p>ENG402: enacts different roles in short skits.</p> <p>ENG403: responds to simple instructions, announcements in English made in class/ school.</p> <p>ENG414: writes informal letters or messages with a sense of audience.</p> <p>ENG416: uses simple present.</p>	<ul style="list-style-type: none"> • Listening and speaking. • Reading skill • Wit • Bravery • Vocabulary development • Writing Skill 	<ul style="list-style-type: none"> • Ask students to listen to the stories from their grandparents and narrate them to the classroom. • Ask students to write a letter to your friends to inform them that the school is going to celebrate its annual day. • Guide the students to write brief dialogues in present simple. • Play memory games. You can write down ten new words from the lesson on the whiteboard. Let the children look at the words for two minutes. Ask them to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased.

Selected Learning Outcomes for Summative Assessment Class—4th

The learner–

ENG404: responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.

ENG405: describes briefly, orally/in writing about events, places and/or personal experiences in English.

ENG409: infers the meaning of unfamiliar words by reading them in context.

ENG413: uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.

ENG414: writes informal letters or messages with a sense of audience.

ENG415: uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.

ENG416: uses nouns, verbs, adjectives, and prepositions in speech and writing.

ENG418: presents in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

ENG419: Identifies rhyming words.

Design of Summative Assessment for Class-4th

Section (A) Reading Comprehension 15 Marks

- 1)** One seen passage about 100 to 150 words from the prose section to be attempted followed by MCQs, comprehension questions, fill-ups, vocabulary etc. **1 × 5 = 5 Marks**
- 2)** One unseen passage of about 100 to 150 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution etc. **1 × 5 = 5 Marks**
- 3)** One question based on visual clues/ statistical data/bar graphs etc. to be attempted followed by MCQs, based on comprehension, inference, analysis, evaluation, etc. **1 × 5 = 5 Marks**

Section (B) Grammar 8 Marks

- Identification of articles
 - Use of nouns, pronouns, verbs, adjectives
 - Identification of Prepositions
 - Use of tenses (simple present and simple past)
 - Identification of Conjunctions
 - Use of noun numbers and genders
- 4)** One contextualized passage to be asked to identify by underlining or encircling articles, prepositions, conjunctions, etc. **3 Marks**
 - 5)** One contextualized passage with blanks to be filled by using nouns, pronouns, verbs, adjectives, etc. **3 Marks**
 - 6)** One passage to be attempted with the blank spaces using verbs in simple present and simple past. **2 Marks**

Section (C) Writing Skill 12 Marks

- 7)** One question to be attempted on paragraph writing out of three on any given situation with the given of hints. (50 -80 words). **5 Marks**
- 8)** One question to be attempted on letter writing out of the two on the given situations. (informal) **4 Marks**
- 9)** One question to be attempted on message/e-mail writing with the given hints. (50-60 words) **3 marks**

Section (D) Literature 15 Marks

- 10) Two out of four short competency-based questions to be attempted from the prose lessons of the prescribed textbook. **2×2=4 Marks**
- 11)** Three out of five short competency-based questions based on theme, central idea, rhyme scheme to be attempted from the poems. **3×2=6 Marks**
- 12)** One out of two long answer competency-based questions to be attempted based on comprehension, analysis, evaluation etc. **1×5=5 Marks**

Academic Calendar-Cum-Syllabus – 2023-24

This syllabus has been designed in order to provide students a broad and balanced understanding of subjects, to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with the learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Value Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.



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