



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI
PARENT SYLLABUS -CLASS X
MARCH-SEPTEMBER (SESSION 2020– 21)

Subject	No. of period / Topics Covered	Learning Outcome	Activities	Assessments
English Books Prescribed: FIRST FLIGHT - Textbook in English for Class X - NCERT Footprints without Feet - Supplementary Reader in English for Class X - NCERT WORDS AND EXPRESSIONS – II (Workbook for Class X)				
March-May	<p>A Letter to God ~ G.L.Fuentes (4 classes) - About the author - Use of metaphors, irony and humour - Character sketch of Lencho and the postmaster</p> <p>A Triumph of Surgery ~ James Herriot (3 classes) - Cause of sickness of the dog - Compare with similar sickness amongst humans - Effects of overindulgence and</p>	<p>To be able to</p> <ul style="list-style-type: none"> - sequence the main events of the story - form predictions about the next course of events in the story - express opinions on the irony and humour and use of figurative language in the story - contribute meaningfully to a discussion on faith in god can move mountains - explain the meanings of unfamiliar words. - analyse the character traits of Lencho and the postmaster <p>To be able to</p> <ul style="list-style-type: none"> - summarize at least a part of the lesson in their own words. - explain the meaning of difficult words and phrases and use them in their answers. - justify the title of the lesson - analyse the character traits of Mrs. Pumphrey and Dr. Herriot - answer textual questions 	<p>Reading of the text Discussion: - A belief in God that he will always carry you and never leave you whenever troubles come your way. - Use of figurative language in the story, making it a masterpiece. - Reaction on receiving the letter and lesson learnt</p> <p>Worksheet No. 1 & 2</p> <p>Reading of the text Discussion: - Effects of overindulgence and pampering by parents - The author's love for animals and the simplicity with which he describes it.</p> <p>Worksheet No. 3, 4 & 5</p>	<ul style="list-style-type: none"> - Quiz using Google Form, - Online Assessment through Assessprep - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

	<p>pampering by parents - Discussion on the title - Character sketches of Mrs. Pumphrey & Dr. Herriot</p> <p>Dust of Snow ~ Robert Frost (1 class) - The significance of small natural events - Communication between nature and humans. - Healing power of nature - Setting, central idea and message - What does the dust of snow refer to? - Effect of the snowflakes on the poet's mood and soul - Symbolism in the images of hemlock and crow</p> <p>Fire and Ice ~ Robert Frost (1 class) - About the poet - The destructive potential of human passion in its extreme forms of love and hatred - The metaphor in the images of fire and ice - What do fire and ice represent - Literary devices - Themes and the message of the poem</p> <p>The Thief's Story ~ Ruskin Bond</p>	<p>To be able to - speak of an incident when they have felt down and a welcome interruption changed their mood. - identify the setting of the poem - present their views on the main ideas contained in each of the two verses - identify the poetic devices used in the poem. - identify the rhyme scheme and rhyming words</p> <p>To be able to - recall some interesting facts about the poet Robert Frost - summarise the poem in their own words - compare the message conveyed in each of the two poems by Frost - analyse the title, tone, theme, literary devices used in the poem - express opinions on why one needs to be compassionate and kind</p> <p>To be able to - understand the underlying meaning of the</p>	<p>Discussion: - Nature has its own mysteries and living in the midst of nature can be an enriching experience. - Views on the main ideas contained in each stanza. - The poem's relevance in today's time</p> <p>Think & Share: Any incident that may have proved that nature has healing powers Worksheet No. 6 & 7</p> <p>Discussion: - End of the world as a result of human misdeeds'- Different theories - Theme and message conveyed through the poem Worksheet No. 6 & 7</p> <p>Reading of the text Discussion:</p>	<p>- Quiz using Google Form</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Quiz using Google Form</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Online Assessment</p>
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	<p>(3 classes)</p> <ul style="list-style-type: none"> - About the author - Difficult words - Plot - Character sketches - A Paradoxical Study of Human Nature <p>A Tiger in the Zoo ~ Leslie Norris (2 classes)</p> <ul style="list-style-type: none"> - Central idea/ theme of the poem - Use of poetic devices - Difference between the tiger in the zoo and the tiger in the jungle <p>Two Stories about Flying (5 classes)</p> <p>I. His First Flight ~ Liam O' Flaherty</p> <ul style="list-style-type: none"> - A journey of a thousand miles begins with but a single step. - The need to conquer fear and venture forth <p>II. Black Aeroplane ~ Frederick Forsyth</p> <ul style="list-style-type: none"> - What is a mystery? - Some mysterious occurrences <p>The Midnight Visitor ~ Robert Arthur (3 periods)</p> <ul style="list-style-type: none"> - About the author - Plot - Character sketches of Ausable, Fowler, Max 	<p>passage.</p> <ul style="list-style-type: none"> - frame at least one question after reading the story - write a diary entry as the thief - analyse the character traits of Anil & Hari Singh <p>To be able to</p> <ul style="list-style-type: none"> - recite the poem with correct pause, stress and intonation - identify the use of poetic devices - contrast the tiger in the zoo with the tiger in the jungle <ul style="list-style-type: none"> - write a gist of the poem in their own words <p>To be able to</p> <ul style="list-style-type: none"> - deduce and state the meaning of difficult words with the help of clues in the text. - organize the events in the order in which they happened. - justify the title of the story - analyse the character sketch of the protagonist <p>To be able to</p> <ul style="list-style-type: none"> - narrate a situation in which they have used their presence of mind to deal with the situation. - find out the meaning of difficult words using a dictionary - answer textual questions - peer check the answers and give feedback 	<p>Analysing actions and character traits of Anil & Hari Singh</p> <p>Debate: Punishment does not always reform a criminal</p> <p>Worksheet No. 8</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Are zoos necessary for the protection or conservation of some species of animals? - Are they useful for educating the public? - Are there alternatives to zoos? <p>Worksheet No. 9</p> <p>Reading of the text</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Importance of independence, self-belief and confidence - Need for motivation to attain goals - Mysterious occurrences: Who helped the pilot of Dakota? <p>Art Integrated Activity: Students will brainstorm the theme/ message conveyed through the lesson, 'His First Flight' and design a poster on the same.</p> <p>Worksheet No. 10</p> <p>Reading of the text</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Act calm and wise in a situation of danger and surprise - quote real life experiences or own experience or share a story. <p>Web chart for character sketches of Ausable, Fowler and Max.</p> <p>Worksheet No. 11</p>	<p>through Assessprep</p> <ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Online Assessment through Assessprep - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Online Assessment through Assessprep - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Online Assessment through Assessprep - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
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	<p>How to Tell Wild Animals ~ Carolyn Wells (2 classes)</p> <ul style="list-style-type: none"> - Recitation - Rhyme scheme - Poetic devices - Use of humour - Central idea of the poem - Various features of wild animals <p>The Ball Poem ~ John Berryman (3 classes)</p> <ul style="list-style-type: none"> - Recitation - Literal & metaphorical meaning of the poem - Use of poetic devices - Central idea - Themes *Loss of innocence *Loss of a loved one <p>From the Diary of Anne Frank ~ Anne Frank (4 classes)</p> <ul style="list-style-type: none"> - Setting - About the author - A real friend vs a diary - Character sketch of Anne Frank and her teacher Mr. Keesing <p>Nelson Mandela: Long Walk to Freedom ~ Nelson Rolihlahla Mandela (5 classes)</p> <ul style="list-style-type: none"> - Nelson Mandela and his thoughts on freedom - Apartheid; how it affected the lives of people in South Africa. - The inauguration and the 	<p>To be able to</p> <ul style="list-style-type: none"> - state various features of wild animals - identify the use of poetic devices - summarize the poem using a graphic organizer <p>Each student will be able to</p> <ul style="list-style-type: none"> - explain the meaning of difficult words and phrases - summarize the poem in their own words - identify the use of poetic devices in the poem - comment on the themes of the poem <p>To be able to</p> <ul style="list-style-type: none"> - find out the meaning of difficult words using a dictionary - debate on the given topic and put forth their viewpoint - analyse the character traits of Anne Frank and Mr. Keesing <p>To be able to</p> <ul style="list-style-type: none"> - summarize at least a part of the lesson in their own words. - collect information/ incidents related to apartheid and share it in the class - explain the meaning of difficult words and phrases and use them in their answers. - analyse the aspects of Mandela's character revealed in the extract - state the ideals that Nelson Mandela had set for South Africa. 	<p>Recitation of the poem Art Integrated Activity: Write a short poem describing any one animal of your choice. Discussion:</p> <ul style="list-style-type: none"> - Use of humour in the poem - Central idea of the poem <p>Graphic Organizer</p> <ul style="list-style-type: none"> - Description of various animals <p>Worksheet No. 12</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> - One should learn to accept and let go and not stick to something that we cannot have. - Messages conveyed through the poem <p>Worksheet No. 12</p> <p>Reading of the text Debate: A real friend vs a diary Discussion: Paper has more patience than people Web chart for character sketches of Anne Frank & Mr. Keesing Worksheet No. 13</p> <p>Reading of the text Watching the Movie: Long Walk to Freedom Class Discussion: How does discrimination of any kind affect lives? Web chart for character sketch of Nelson Mandela Worksheet No. 14 & 15</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Exit Slip: Students wrote a character trait of Nelson Mandela, with supporting incident/ statement from the lesson. - Quiz using Google Form - Oral questioning in the class
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	<p>ideals set for the future of South Africa</p> <ul style="list-style-type: none"> - How adversity can change a character/ personality - The idea of 'twin obligations' - Nelson Mandela's thoughts on the oppressor and the oppressed <p>Amanda ~ Robin Klein (2 classes)</p> <ul style="list-style-type: none"> - About the poem and background of the poem - Central idea of the poem - Themes of the poem - Tone: Amusing - Rhyme Scheme - Poetic devices used in the poem: <p>Integrated Grammar (2 classes)</p> <ul style="list-style-type: none"> - Reported Speech - Editing - Cloze filling 	<p>- discuss the concept of twin obligations and its relevance to daily life.</p> <p>To be able to</p> <ul style="list-style-type: none"> - recite the poem in pairs (alternate stanzas) - comment on the themes of the poem - share personal experiences related to nagging - analyse the character traits of Amanda - narrate/ write the story of Rapunzel in brief. - share their childhood fantasies <ul style="list-style-type: none"> - summarize the poem in their own words/ write in the brief the central idea of the poem. <p>To be able to</p> <ul style="list-style-type: none"> - frame and deliver dialogues appropriate to the given situation - report the dialogues spoken by the peers <ul style="list-style-type: none"> - edit the given text 	<p>Narration: Story of Rapunzel Discussion: Themes of the poem</p> <ul style="list-style-type: none"> - End of childhood - Expected behaviour of young women - Does Amanda want to postpone the process of growing up? <p>Art Integrated Activity: Compose a short poem expressing your fantasies as a teenager. Worksheet No. 16</p> <p>Editing of the statements written in the chat (google meet) Art Integrated Activity: Dialogue/ conversation on the given situation (role play) and reporting of the dialogues</p>	<ul style="list-style-type: none"> - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google Form - Worksheet No. 17
<p>July No. of working days: 22</p>	<p>A Question of Trust ~ Victor Canning****</p>	<p>To be able to</p> <ul style="list-style-type: none"> - present their views on the main ideas contained in each paragraph. - comment on the use of humour in the story - unlock the meanings of the unfamiliar words using different strategies - analyse the character traits of Horace Danby 	<p>Reading of the text Discussion:</p> <ul style="list-style-type: none"> - There is no honour among thieves - Character traits of Horace Danby <p>Practice Worksheet</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
<p>July</p>	<p>Footprints Without Feet ~ H.G.Wells (3 classes)</p> <ul style="list-style-type: none"> -About the poet -Science fiction 	<p>To be able to</p> <ul style="list-style-type: none"> - make a flowchart depicting sequence of events in the story - find out the meaning of difficult words using a dictionary - comment on the humour in the story 	<p>Reading of the text Discussion:</p> <ul style="list-style-type: none"> - Misuse of a scientific discovery can play havoc with humanity - Character traits of Griffin and Mrs. Hall <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class

	<ul style="list-style-type: none"> -Plot -Character sketches of Griffin and Mrs. Hall -Use of humour 	- discuss how misuse of a scientific discovery can play havoc with humanity		and home assignments through Google Classroom
July	<p>The Hundred Dresses – I ~ EI Bsor Ester (2 classes)</p> <p>The Hundred Dresses – II ~ EI Bsor Ester (3 classes)</p> <ul style="list-style-type: none"> - Experiences of teasing and bullying. - About the poet - Plot - Themes - Character sketches 	<p>To be able to</p> <ul style="list-style-type: none"> - share his/ her personal experiences related to discrimination on the basis of region, religion, caste, gender etc. - make a flowchart depicting sequence of events in the story - suggest an alternative ending to the story. - explain with reference to the story that appearances can be deceptive. 	<p>Reading of the text Experiential Learning Role play: Wanda’s bullying by Peggy and Maddie. Discussion:</p> <ul style="list-style-type: none"> -Tolerance for those who are different. -Teasing and bullying – effect on individuals <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
July	<p>Animals ~ Walt Whitman (1 class)</p> <ul style="list-style-type: none"> - About the poem and background of the poem - Central idea of the poem -Themes of the poem *End of childhood *Expected behaviour of young women -Tone: Amusing -Rhyme Scheme -Use of poetic devices 	<p>To be able to</p> <ul style="list-style-type: none"> - identify the connection to words or phrases that resonate with other things. - research and share about the poet or background of the poem. - comment on the theme of the poem - identify the use of poetic devices 	<p>Recitation of the poem Group Discussion:</p> <ul style="list-style-type: none"> - Views and feelings about animals - Values that no longer exist in humans but are prevalent in animals <p>Research What is uniquely American about Walt Whitman’s poetry Class Discussion: Attitude of animals which the poet appreciates. Art Integration Activity: Draw a caricature based on the message/ theme of the poem. Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
July	<p>Glimpses of India I. A Baker from India ~ Lucio Rodrigues (1 class)</p>	<p>To be able to</p> <ul style="list-style-type: none"> - list some factors that contribute to unity in diversity - match the paragraphs with the headings - prepare a concept map on the various aspects of the passage - express opinions on whether the story is in the genre of a fairy 	<p>Reading of the text Art Integrated Activity: Panel Discussion: Form small groups to research about Goa. Select one student from each group to be a panellist for a panel discussion about the state. Technology A Baker from Goa digital story https://www.youtube.com/watch?v=eixMnVZwB8Y</p> <p>Art Integrated Activity: Compose any two newspaper</p>	<ul style="list-style-type: none"> - Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments

		<p>tale</p> <ul style="list-style-type: none"> - contribute meaningfully to a discussion on Goan culture - deduce the meanings of unfamiliar words. 	<p>headlines to sum up the content of the lesson.</p> <p>Practice Worksheet & Assignment</p>	<p>through Google Classroom</p>
July	<p>Glimpses of India II. Coorg ~ Lokesh Abrol (1 class)</p>	<p>To be able to</p> <ul style="list-style-type: none"> - familiarize themselves and talk about a tourist place of India. - read and identify the main points of the text. - summarise the main points in the text 	<p>Reading of the text Flipped classroom Students to go through the videos on Coorg and read up about the author <i>Lokesh Abrol</i></p> <p>Panel Discussion</p> <ul style="list-style-type: none"> - Form small groups to research about Coorg - Select one student from each group to be a panellist for a panel discussion about the state. <p>Art Integrated Activity: Prepare a chart of feelings related words. Use different colours to represent different feelings/ emotions.</p> <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Fishbowl: Students prepare five questions based on comprehension of the passage - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
July	<p>Glimpses of India III. Tea from Assam ~ Arup Kumar Datta (1 class)</p>	<p>To be able to</p> <ul style="list-style-type: none"> - recall some interesting facts about the author Arup Kumar Datta - list some factors that contribute to unity in diversity in the country - prepare a concept map on the various aspects of the strategy on a chart paper. - contribute meaningfully to a discussion on the tea plantations of Assam 	<p>Reading of the text Flipped classroom Students to go through the videos on Tea gardens of Assam and read up about the author <i>Arup Dutta</i></p> <p>Panel Discussion Form small groups to research Assam and the tea growing and harvesting process. Select one student from each group to be a panellist for a panel discussion about the state.</p> <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
July	<p>The Making of a Scientist ~ Robert W. Peterson (2 classes)</p> <ul style="list-style-type: none"> - About the author - Ebright's childhood - Character analysis: Ebright and his mother 	<p>To be able to</p> <ul style="list-style-type: none"> - create a flowchart depicting sequence of events in the story - frame atleast two questions from the text - analyse the charactertraits of Ebright 	<p>Reading of the text Technology Listen to the poem: Archimedes Principle Technology Video Walk the talk http://www.youtube.com/watch?v=dKUOryUOt0E - Ramakrishnan as he talks to journalist Shekhar Gupta</p> <p>Art Integrated Activity: Design a business card for Ebright from the story. The business card should be relevant to the context and should indicate the details of the character as they are presented in the story.</p> <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

August No. of working days: 20	The Trees**** ~ Adrienne Rich	To be able to - express their views on the visual of trees growing inside a home - What could the trees trapped in a home represent? - what all could the interiors represent - list similarities in the visuals of caged birds, animals and humans to trees in a home - identify words that indicate the physical movement of the trees. - the metaphorical meaning in trees being compared to <i>newly discharged patients</i>	Recitation of the poem Discussion: 1. Express views on the visual of trees growing inside a home 2. What will happen if we curb the freedom of -trees and plants -animals -humans	- Oral questioning in the class
August	Mijbil the Otter**** ~ Gavin Maxwell	To be able to - develop speaking skills. - make an oral presentation on the topics given to research - arrive at meaning of new words by using a variety of strategies such as prior knowledge, inferring, predicting and confirming. - sum up the story in their own words - identify different kinds of factual and imaginative texts	Reading of the text Discussion: The ethics of keeping wild animals as pets: difficulties these may entail?	- Oral questioning in the class
August	Fog**** ~ Carl Sandburg	To be able to - state how fog is formed - answer objective questions based on the poem - analyse the extended metaphor in the poem and draw out the analogy	Recitation of the poem Visuals of the stages of formation of fog Closure Activity - Three bullet summary of the poem - One question I still have	- Oral questioning in the class
August	Madam Rides the Bus ~ Vallikkannan (3 classes) - About the author - Difficult/ new words - Plot - Character traits of the protagonist, Valli - Values, theme - Question Answer discussion	To be able to - research and share a few points about the author - deduce the meaning of difficult words - analyse the character traits of Valli - answer textual questions	Reading of the text Research about the author and share information about him. Class Discussion: The ability and courage to take risk is essential to fulfil one's dream. Practice Worksheet & Assignment	- Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

August	The Tale of Custard the Dragon ~ Ogden Nash (2 class) - What a ballad is - About the author - Use of humour - Use of poetic devices - Textual Questions	To be able to - identify the use of poetic devices - comment on the use of humour in the poem - share information about the author - analyse the hidden message/ meaning of the text	Recitation of the poem Watch the video: Ballad of Birmingham Group Activity: In groups, elaborate the following points to summarize the poem: - Belinda and her pets - Custard Mocked - Pirate attack - Reaction of all the pets - The brave Custard - Custard not given his due Discussion: Barking dogs seldom bite ~ relevance to real life Practice Worksheet & Assignment	- Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
August	The Necklace ~ Guy de Maupassant (3 classes) - What does the story say - (historically, socially, culturally) - The moral lesson	To be able to - make predictions about the text as a pre reading activity - contribute meaningfully to a discussion on the given questions - arrive at the themes of the story and how they apply in real life - create a new ending of the story - participate in the literature classroom	Reading of the text Literature Chatroom: 1. How can we look at this story from the feminist perspective? What does it say about women? 2. Can you think when you kept a secret from someone for a similar reason? How did you handle it? 3. Is there a moral to this story? 4. Do you agree with Guy Maupassant that, “Women have no caste or class”? Today does this also apply to men? 5. Did the Loisel’s choose the right action when they found the necklace missing? Did they have other choices? Why did they not choose another action? 6. Why was Madame Loisel unhappy with her life at the opening of the story? 7. Can you relate this story to anything else we have read or done in class? Practice Worksheet & Assignment	- Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
August	The Hack Driver ~ Sinclair Lewis (3 classes) - About the author - Vocabulary - Plot - Theme - Character sketches/ contrasting personalities –	To be able to - summarize at least a part of the story in his/ her own words - deduce the meaning of difficult words - participate in a discussion on themes of the lesson - analyse the character traits of the hack driver and Oliver Lutkins - answer textual questions and RTCs.	Reading of the text Experiential Learning Dialogue between the hack driver and the lawyer Class Discussion: Appearances are deceptive Practice Worksheet & Assignment	- Weekly Test (04.09.2020) - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

	Oliver Lutkins and the lawyer - Textual Questions, HOTS and Worksheets			
September No. of working days: 22 (Teaching days – 7)	Writing Skills Letter placing an order Letter of Inquiry Letter to the Editor Letter of Complaint (1 classes) - Format - Language - Content	To be able to - classify the different kinds of orders into different categories eg. for school purposes, for personal needs, for an organisation - make a list of value points to use in each category - compare and contrast the value points of the different categories - propose a few value points which should not be used in the letter - create a framework by sequencing the value points in order, such that the content of the letter gets a logical flow and a sense of completion - use the acquired knowledge to write a letter to place an order for sports equipment for the sports room - work in groups to peer edit - write five top tips for a model letter	Brainstorm The pre-requisites to write an effective letter Group activity Classification of kinds of orders under different categories Individual Activity: Write 5 top tips for writing a model letter for placing an order	Letter Writing task
September	Assessment of Speaking and Listening Skills	To be able to - listen carefully to the podcast Speak up confidently - use the language and vocabulary appropriately	Art Integrated ASL (Based on Indian art forms- Details of research work will be given in July)	Rubrics for ASL - Interaction - Vocabulary - Relevance - Coherence of ideas - Pronunciation
September	Analytical Paragraph – based on the given map/ chart/ report/ line graph (3 classes) - Introduction - Body Paragraphs - Conclusion	To be able to - analyse the given data - express ideas effectively - write a paragraph keeping in mind the given tips.	Research: Covid 19 graph and situation Group Activity: Analyse the data	Write an analytical paragraph
September	Dialogue Writing (1 class)	- role play the given situation - write a set of dialogues keeping in mind the given situation	Experiential Activity: Role Play	Worksheet

****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.
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मार्च	स्पर्श:-बड़े भाई साहब, साखी डायरी का एक पन्ना ****	प्रत्येक छात्र बाल मन की स्वभाविक इच्छाओं के परिपेक्ष्य में कहानी समझ पाएगा। -शिक्षा के साथ खेल-कूद भी स्वस्थ व्यक्तित्व के विकास के लिए अनिवार्य हैं समझ पाएगा। -पुस्तकीय ज्ञान के साथ व्यावहारिक ज्ञान का होना आवश्यक हैं-अपने अनुभवों पर चर्चा करते हुए समझ पाएगा। - भूमिका निर्वहन(रोल प्ले) द्वारा बड़े भाई साहब के व्यक्तित्व तथा छोटे भाई के शरारती स्वभाव को समझ पाएगा। -मनुष्य मात्र के स्वभाव एवं व्यवहार की जानकारी प्राप्त कर पाएगा। - समय के प्रबन्धन व व्यवहार कुशलता के प्रति जागरूक हो पाएगा। -बंधुत्व की भावना जीवन में क्यों आवश्यक है,जान पाएगा। -पाठ के लेखक के विचार तथा संदेश के प्रतिपादन पर सोच-विचार कर पाएगा। -भाषिक अभिव्यक्ति और व्याकरण संबंधी ज्ञान प्राप्त कर पाएगा। -साखी (दोहों) का वाचन कर भावानुभूति तथा सौंदर्यानुभूति का विकास कर पाएगा। - दोहों में वर्णित भावों को हृदयंगम कर पाएगा।	<u>कला एकीकरण</u> भूमिका निर्वहन -बड़े भाई साहब के व्यक्तित्व तथा छोटे भाई के व्यक्तित्व में अंतर। -समय नियोजन की महत्ता- समय सारिणी तैयार करना। -परीक्षा पास कर लेना ही योग्यता का आधार है-पर वाद विवाद । - दोहों का विभिन्न शैलियों में गायन -जैसे-रैप,जैज आदि। -कबीर ने अपनी साखियों में झूठी मान्यताओं, कुरीतियों एवं आडंबरों का खंडन किस प्रकार किया है- लघु नाटिका । <i>स्वतंत्रता संग्राम से जुड़ी घटनाओं का संकलन।</i>	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा।
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		<p>- दोहों के भाव को अपने दैनिक जीवन के व्यवहार के संदर्भ में जोड़ कर देख पाएगा(मीठी वाणी से क्या लाभ है?)</p> <p>-स्वतंत्रता संग्राम से सम्बंधित घटनाओं को समझ पाएगा।</p> <p>-परतंत्र भारत में मनाए गए दूसरे स्वतंत्रता दिवस को पाठ के संदर्भ में समझ पाएगा।</p>		
अप्रैल	<p>स्पर्श-ततारा वामीरो कथा</p> <p>-पर्वत प्रदेश में पावस</p> <p>-हरिहर काका</p> <p>व्याकरण- वाक्य</p> <p>रूपांतरण, समास</p> <p>रचनात्मक लेखन –</p> <p>औपचारिक पत्र लेखन</p> <p>सूचना लेखन</p> <p>विज्ञापन लेखन</p>	<p>-क्रिस्से -कहानियाँ,लोक कथाओं में अंतर को समझ पाएगा।</p> <p>-लोक कथाओं के महत्व को जान पाएगा।</p> <p>-परम्पराओं और रूढ़ियों के अंतर को समझ पाएगा।</p> <p>- रूढ़ियों एवं हानिप्रद परम्पराओं पर चर्चा कर पाएगा।</p> <p>-लोक कथा पर चर्चा करते हुए व्याख्यात्मक तथा समीक्षात्मक अर्थ बोध ग्रहण कर पाएगा।</p> <p>-कविता पठन कर कवि के द्वारा प्रकृति चित्रण की सजीवता को समझ पाएगा।</p> <p>-कविता में प्रकृति के मानवीकरण को पहचान कर काव्य सौंदर्य को समझ पाएगा।</p> <p>-कविता में प्रकृति के सहचरी रूप को समझ कर उसका उल्लेख कर पाएगा।</p> <p>-हरिहर काका पाठ का पठन कर समाज और परिवार के संबंध को समझ पाएगा।</p> <p>-ग्रामीण परिवेश एवं व्यवहार को जान पाएगा।</p> <p>ग्रामीण मानसीकता में धर्म के स्थान को</p>	<p>देश -विदेश की विभिन्न लोकथाओं का संकलन।</p> <p>-अंडमान निकोबार द्वीप समूह के पारम्परिक लोक संगीत/वाद्य यंत्रों की जानकारी एकत्र कर कक्षा में प्रस्तुतीकरण।</p> <p>हरीयहर काका की दुर्दशा पर मूक अभिनय।</p> <p>प्रदत्त शब्दों के आधार पर काव्य लेखन।</p>	<p>प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर।</p> <p>-कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा</p>

		<p>पहचान पाएगा।</p> <p>- ग्रामीण जीवन में समाज में व्याप्त जीवन की जटिलता और सामाजिक संवेदनहीनता पर अपने विचार प्रकट कर पाएगा।</p>		
मई	<p>स्पर्श =मीरा के पद तोप ****</p> <p>लेखन-लघु कथा लेखन अनुच्छेद लेखन</p>	<p>-पदों की भावानुभूति तथा सौंदर्यानुभूति से परिचित हो पाएगा।</p> <p>काव्य के भावों को बोधगम्य करके अपने शब्दों में प्रस्तुत कर पाएगा।</p> <p>-प्रदत्त संकेत बिंदुओं के आधार पर लघु कथा लिख पाएगा।</p>	<p>मीरा के पदों का गायन /मीरा के जीवन की किसी भी घटना का नाट्य मंचन।</p> <p>स्वरचित लघु कथा का मंचन</p>	<p>प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर।</p> <p>-कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा।</p>
जुलाई	<p>शिक्षण-दिवस</p> <p>स्पर्श -बिहारी के दोहे(३)****</p> <p>-अब कहाँ दूसरों के दुःख से दुखी होने वाल (३), व्याकरण-पदबंध(३)</p> <p>मुहावरे-अर्थ, वाक्य प्रयोग (१) ,</p> <p>लघु कथा लेखन (१)</p> <p>अपठित गद्यांश (१)</p>	<p>-भाषिक अभिव्यक्ति और व्याकरण संबंधी ज्ञान प्राप्त कर पाएगा।</p> <p>-पाठ के लेखक के विचार तथा संदेश के प्रतिपादन पर सोच- विचार कर पाएगा।</p> <p>-दोहों का वाचन कर भावानुभूति तथा सौंदर्यानुभूति का विकास कर पाएगा।</p> <p>- दोहों में वर्णित भावों को हृदयंगम कर पाएगा।</p> <p>- दोहों के भाव को अपने दैनिक जीवन के व्यवहार के संदर्भ में जोड़ कर देख पाएगा</p> <p>-दोहों का प्रतीकात्मक अर्थ जान पाएगा।</p> <p>-पाठ पर आधारित प्रश्नों के उत्तर दे पाएगा।</p> <p>-मानव के संवेदनहीन होने, स्वार्थी प्रवृत्ति के कारण अन्य जीवधारी बेघर हाते जा रहे हैं- पाठ के संदर्भ में समझ पाएगा। कार्यपत्र में पाठ पर आधारित प्रश्नों के उत्तर दे पाएगा।</p> <p>-पाठ पर आधारित व्याकरण का अभ्यास</p>	<p>प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर।</p> <p>-धरोहर समाज के लिए क्यों जरूरी होती हैं? समझ</p> <p>-कवि ने अपने दोहो के माध्यम से किन बाह्याडंबरों का त्याग करने को कहा है?</p> <p>- बिहारी ने जगत को तपोवन की संज्ञा क्यों दी है?</p> <p>-छाया भी कब छाया ढूढने लगती है?</p> <p>-मन काचे नाचें वृथा का भाव स्पष्ट करिए।</p> <p>कला एकीकरण गतिविधि</p> <p>○ छात्रों के एक समूह के द्वारा -</p> <p>१)दोहों का विभिन्न शैलियों में गायन-जैसे-रैप,जैज आदि।</p> <p>मूल्यांकन.बिंदु-</p> <p>-अभिव्यक्ति</p> <p>-आरोह.अवरोह</p> <p>-उच्चारण</p> <p>-प्रस्तुतीकरण</p> <p>○ छात्रों के दूसरे समूह के द्वारा -</p>	<p>प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर।</p> <p>-कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा।</p> <p>ऑनलाइन परीक्षा (साप्ताहिक)</p> <p>१४.०८.२०२०</p> <p>स्पर्श-ततारा वामीरो कथा</p> <p>-पर्वत प्रदेश में पावस संचयन -हरिहर काका</p> <p>व्याकरण - वाक्य</p> <p>रूपांतरण, समास,पदबंध</p>

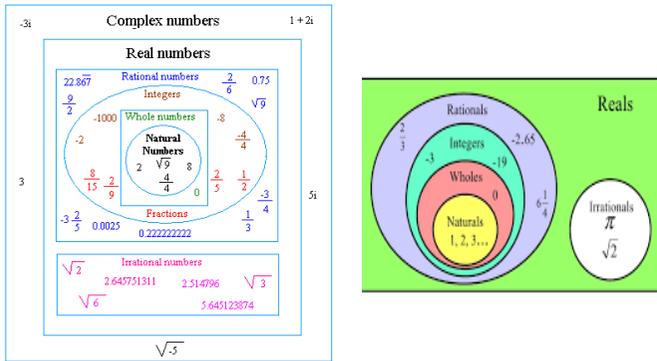
		कार्य कर पाएगा।	बिहारी के दोहों को आधार बनाकर मधुबनी/ पट्टचित्र,मंडला चित्रकला में प्रस्तुति करेंगे।	
अगस्त	स्पर्श- मनुष्यता (४), कर चले हम फ़िदा (३) संचयन -सपनों के से दिन (२) व्याकरण -मुहावरे (१) लेखन-सूचना लेखन, विज्ञापन रचना (१)	भाषिक अभिव्यक्ति और व्याकरण संबंधी ज्ञान प्राप्त करने में सक्षम होगा । -पाठ के लेखक के विचार तथा संदेश के प्रतिपादन पर सोच- विचार कर पाएगा। -कक्षा चर्चा में अपने विचार व्यक्त कर पाएगा।	कला एकीकरण गतिविधि 1)-कविता /गीत की कुछ पंक्तियों दे दी जाएँगी -कुछ छात्र सस्वर वाचन करेंगे कुछ गायन करेंगे,कुछ छात्र चित्र बनाएँगे,कुछ कहानी/ लेख लिखेंगे। मूल्यांकन बिंदु-(गीत / कहानी) -अभिव्यक्ति -आरोह-अवरोह -उच्चारण -प्रस्तुतीकरण -वही मनुष्य है कि जो मनुष्य के लिए मरे' में किस नैतिक मूल्य को व्यक्त किया गया है? मूल्य परक -कवि ने द्वीचि, कर्ण आदि महान व्यक्तियों के उदाहरण देकर मनुष्यता के लिए क्या संदेश दिया है ? -'मनुष्यता ' कविता के आधार पर लिखिए कि मनुष्य को किस प्रकार का जीवन व्यतीत करना चाहिए?	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा
सितम्बर	स्पर्श- पतझर में टूटी पतियाँ – -गिन्नी का सोना**** -झेन की देन (३) -कारतूस(३) व्याकरण- अलंकार, पदबंध अलंकार(३)**** पदबंध(१)	- भाषिक अभिव्यक्ति और व्याकरण संबंधी ज्ञान प्राप्त कर पाएगा। -पाठ के लेखक के विचार तथा संदेश के प्रतिपादन पर सोच- विचार कर पाएगा। -काल्पनिक और यथार्थ जीवन में अंतर समझ पाएगा। आदर्शवादी और व्यवहारवादी आचरण से समाज में परिवर्तन आ सकता है पर चर्चा कर पाएगा। -शाश्वत मूल्यों की प्रासंगिकता पर चर्चा कर पाएगा।	कला एकीकरण गतिविधि -मानसिक शांति के लिए भारतीय (सिक्किम) परंपराएँ एवं जापानी परम्पराओं का तुलनात्मक विश्लेषण करते हुए सिक्किम के स्तूप और जापान के स्तूप की वास्तुकला में समानता एवं अंतर दर्शाते हुए समुचित चित्र (कोलाज) बनाएँगे। मूल्यांकन-बिंदु- -प्रासंगिकता -सर्जनशीलता -रचनात्मकता -प्रस्तुतीकरण	प्रश्नोत्तरी विधि द्वारा प्रश्नों के उत्तर पूछकर व उनका लेखन करवाकर। -कार्यपत्रों द्वारा, बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के मूल्यांकन द्वारा।

-जापानी परंपराओं एवं भारतीय परंपराओं की तुलना कर पाएगा।
 -वज़ीर अली का चरित्र चित्रण कर पाएगा।
 -कक्षा चर्चा में अपने विचार व्यक्त कर पाएगा।

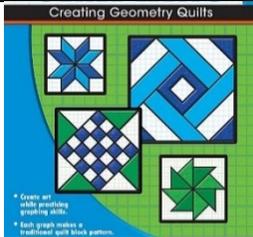
-क्या गांधीजी प्रैक्टिकल आइडियलिस्ट थे? समझ
 -आदर्शवादी और व्यवहारवादी लोगों में क्या अंतर है?
 -समाज के पास अगर शाश्वत मूल्यों जैसा कुछ है तो वह आदर्शवादियों द्वारा ही दिया हुआ है।आशय स्पष्ट करिए।
 -जापानी लोगों में मानसिक रोग होने के क्या-क्या कारण हैं?आप इनसे कहाँ तक सहमत हैं?तर्क सहित लिखिए।
 - वजीर अली का चरित्र चित्रण करिए।
 -सआदत अली को अवध के तख्त पर बिठाने के पीछे कर्नल का क्या मकसद था?

****पाठ्यक्रम में तारांकन चिह्न के साथ चिह्नित विषयों को CBSE द्वारा शैक्षणिक वर्ष 2020-21 के लिए हटा दिया गया है। हालाँकि, इन विषयों को सीखने के अंतराल को पाटने के लिए कक्षा में चर्चा के माध्यम से किया जाएगा।

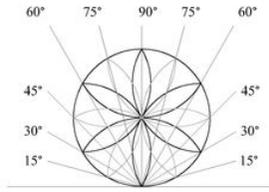
MATHEMATICS

<p>March-May</p>	<p>Real numbers (7)</p>	<p>Students will be able to: i) state Euclid's division lemma & Euclid's division algorithm ii) apply Euclid's division lemma and algorithm iii) state and apply The Fundamental Theorem of Arithmetic iv) prove that $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ are irrational numbers v) apply the above to prove $5 - \sqrt{2}$, $4 - \sqrt{5}$, $2\sqrt{3}$ etc. are also irrational vi) without actual division, state whether a given rational number is terminating or non-terminating vii) convert given rational into decimal viii) state whether a given</p>	<p>Art Integration Students will draw Venn diagram for representing Number System (Representing Number System using circles / rectangles etc.) Examples:</p>  <p>Students will read the flowchart given and create their own once the topic is done</p>	<p>Oral questions Few questions from Ex- 1.1,1.2,1.3 and 1.4 of NCERT Assignment Online quiz</p> <p>Oral questions Few questions from Ex- 2.1,2.2 and 2.3 of NCERT Assignment</p>
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	<p style="text-align: center;">Coordinate Geometry (7)</p>	<p>parallel lines and coincident lines</p> <p>vi) apply mathematical knowledge gained on linear equations to solve real life situations by converting them into a pair of linear equations in two variables from a given statement and by solving it both algebraically as well as graphically</p> <p>Students will be able to:</p> <p>i) state the distance formula</p> <p>ii) apply distance formula to:</p> <p>a) calculate distance between two points</p> <p>b) determine if the three given points are collinear or not</p> <p>c) calculate the co-ordinates of a point equidistant from two given points</p> <p>d) interpret the type of triangle or quadrilateral calculate the distance of a point from origin</p> <p>iii) state the section formula and</p>	<p>Experiential Activity: Students will draw graphs of pairs of linear equations in two variables and verify their solution by applying the conditions for unique solution, infinite solutions, no solution</p> <p>SE Activity Lab Activity: (To be done after vacation) To obtain the conditions for consistency of a system of linear equations in two variables by graphical method</p> <p>Students will read the flowchart given and create their own once the topic is done</p> <p>Students will read the flowchart given and create their own once the topic is done</p> <p>Art Integration Coordinate Graphing Apply knowledge gained on Cartesian Plane/Coordinate Plane and showcase your creativity to create a geometry quilt on a coordinate plane. Also:</p> <p>a) write the coordinates of any 4 points in the coordinate plane</p> <p>b) find the length of any one line segment in their design by applying distance formula</p> <p>c) calculate the area of any one triangle /quadrilateral in their design by applying the formula for computing area when the coordinates of the vertices of a triangle or quadrilateral are given.</p> <p>Rubrics: MM=10 Creativity and presentation (neatness, design and colour scheme) = 2m Correct naming of coordinates =4m Calculation of length of line segment = 2m Calculation of area of triangle/quadrilateral = 2m Example</p>	<p>Oral questions Few questions from Ex- 7.1,7.2 and 7.3 of NCERT Assignment Online quiz</p>
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	<p>Quadratic Equations (3)</p>	<p>apply it to obtain the ratio in which a point divides the line segment internally, given the ratio obtain the co-ordinates of the points, compute the points of trisection of a line segment</p> <p>iv) apply formula for area of a triangle to:</p> <p>a) calculate the area of triangle given the co-ordinates of the vertices</p> <p>b) check whether the three given points are collinear or not</p> <p>Students will be able to:</p> <p>i) distinguish between quadratic polynomial and quadratic equation</p> <p>ii) check whether a given equation is quadratic or not</p> <p>iii) obtain the roots of quadratic equation by 2 methods -</p> <p>1) factorization</p> <p>2) apply the quadratic formula</p> <p>iv) apply the methods of solving a quadratic equation to solve daily life situations given in form of statement questions</p>	 <p>Hook Activity: Discussion on Applications of quadratic equations in daily life situations</p>	<p>Oral questions Few questions from Ex- 4.1,4.2,4.3 and 4.4 of NCERT Assignment Online quiz</p>
<p>July</p>	<p>Discussion of HHW Worksheets (2)</p> <p>Triangles (contd.)</p>	<p>Students will be able to explain the questions given in 4 worksheets during vacation and get their doubts clarified</p> <p>Students will be able to:</p>		<p>Oral questions</p>

	<p>(10)</p> <p>Lab Activities (1)</p> <p>Introduction To Trigonometry (6)</p>	<p>i)state and apply the rules of similarity of Δs in different situations viz. AAA, AA, SSS, SAS</p> <p>ii)state, **** prove and apply theorem on ratio of areas of similar triangles: The ratio of areas of two similar triangles is equal to the square of the ratio of their corresponding sides</p> <p>iii)state, prove and apply Pythagoras Theorem: In a right triangle, the square of hypotenuse is equal to the sum of squares of other two sides</p> <p>iv)state , **** prove the converse of Pythagoras theorem and apply the converse: If in a right triangle, square of one side is equal to the sum of the squares of the other two sides, then the angle opposite to the first side is a right angle</p> <p>i) To verify the Basic Proportionality Theorem using parallel line board and triangle cut-outs.</p> <p>ii)To verify the Pythagoras Theorem by the method of paper folding, cutting and pasting</p> <p>Students will be able to:</p> <p>i) calculate all the T-ratios of acute angles from a given right Δ, given any one t-ratio</p> <p>ii) state and apply T-ratios of specific angles viz. $0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°</p> <p>iii) ****state and apply T-ratios of complementary angles</p> <p>iv) state and prove the three basic trigonometric Identities</p> <p>v)apply trigonometric identities in different situations to prove the given trigonometric identities</p>	<p>Students will read the flowchart given and create their own once the topic is done</p> <p>Art Integration Proportional Art Students will symmetrically design a tile using 5 similar figures</p> <p>SE Activities Lab Activities</p> <p>Hook Activity: Discussion on Applications of Trigonometry Students will read the flowchart given and create their own once the topic is done</p>	<p>Few questions from Ex- 6.3,6.4 and6.5 of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p> <p>Neatness and accuracy of paper work done</p> <p>Oral questions Few questions from Ex- 8.1,8.2 , ****8.3 and 8.4 of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p>
August	Constructions	Students will be able to:	Experiential Activity:	Oral questions

	<p>(2)</p> <p>Applications of Trigonometry (3)</p> <p>Circles (4)</p>	<p>i) divide a line segment in a given ratio internally ii) ****construct a triangle similar to a given triangle in a given ratio a/b where $a > b$ or $a < b$ iii) construct 2 tangents to a circle with a point outside the circle & hence measure the lengths of the tangents & verify by actual calculations.</p> <p>Students will be able to i) identify and define angle of elevation and angle of depression ii) represent given situation via figure depicting the angle of elevation / depression and hence solve for computing the height of a tower, tree, pole, building, distance of a ship from a light house or two objects on opposite sides of a hill, width of a river etc. by applying trigonometric ratios of the angles involved</p> <p>Students will be able to: i) recall, define and represent different parts of a circle in a circle ii) state the number of tangents from a point on a circle</p>	<p>Students will themselves do the mentioned constructions using ruler and compass and verify using calculations</p> <p>Students will read the flowchart given and create their own once the topic is done</p> <p>Art Integration Geometric Construction Art Students will create a geometric construction art piece using compass Example: </p> <p>Hook Activity: Discussion on Applications of Trigonometry in daily life situations Students will read the flowchart given and create their own once the topic is done</p> <p>Hook Activity: Discussion on different parts of a circle via figures Students will read the flowchart given and create their own once the topic is done</p>	<p>Steps to solve Q1 of Ex- 11.1 (Rest of the questions are based on mentioned deleted topic) and few questions from Ex- 11.2 of NCERT</p> <p>Oral questions Few questions from Ex- 9.1 of NCERT Assignment Multiple Assessment: PISA based Qs 2Qs X 4m = 8m 1Qs X 2m = 2m Total = 10m</p> <p>Mathematics Assessment-2 on 28th August, 2020</p> <p>Oral questions Few questions from Ex- 10.1 and 10.2 of NCERT</p>
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	<p>Lab Activities (1)</p> <p>Areas Related To circles (6)</p>	<p>iii) state, prove and apply theorem: The tangent to a circle is perpendicular to the radius through the point of contact</p> <p>ii) state, prove and apply theorem on tangents to a circle: The lengths of two tangents from an external point to a circle are equal</p> <p>i) To verify that the given sequence is an arithmetic progression by paper cutting and pasting method.</p> <p>ii) To verify that the sum of first n natural numbers is $n(n + 1) / 2$, that is $\sum n = n(n + 1) / 2$, by graphical method.</p> <p>Students will be able to</p> <p>i)state and apply formulae to compute circumference of a circle, area of circle, sector, minor and major segments of a circle.</p> <p>ii) distinguish between a sector and a quadrant.</p> <p>iii) Interpret the combination of plane figures and obtain the area of the shaded regions by applying the appropriate formulae **** (Problems on central angle of 120°)</p>	<p>SE Activities Lab Activities</p> <p>Hook Activity: Discussion on Applications of formulae related to areas of circles</p> <p>Students will read the flowchart given and create their own once the topic is done</p> <p>Art Integration Border Designing Design and Calculate: Students will design the border of a handkerchief using circles and find the area of circles used in designing the border</p>	<p>Assignment Online quiz: i) MCIs = 4m ii) Fill in the blanks = 3m iii) 1 marker questions = 3m</p> <p>Neatness and accuracy of paper work done</p> <p>Oral questions Few questions from Ex- 12.1,12.2 and 12.3 of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p>
September	Surface Areas and Volumes (8)	<p>Students will be able to:</p> <p>i)state and apply the formulae to calculate the surface area and volume of different solids (cube, cuboid, cone, cylinder, sphere and hemi-sphere)</p> <p>ii) determine the surface area and volume of an object formed by combing any of the solids namely cube, cuboid, cone, cylinder, sphere and hemi-sphere</p> <p>iii) compare volumes / capacity while converting one solid into another</p> <p>iv) **** obtain a frustum from a given right circular cone and compute the surface area and volume of the frustum</p>	<p>Hook Activity: Discussion on Applications of formulae on Surface Areas and Volumes of solids and their derivations</p> <p>Students will read the flowchart given and create their own once the topic is done</p> <p>Experiential Activities:</p> <p>i)Students will identify the various sections in the school building / house building and calculate their surface areas and volumes</p> <p>ii)Students will make a right circular cone of given height and circumference of base and calculate its CSA, TSA and Volume</p>	<p>Oral questions Few questions from Ex- 13.1,13.2,13.3 and ****13.4 of NCERT Assignment Formula Testing and Error Analysis: Formula Testing = 6 X1m = 6m Error Analysis=1 X4m = 4m Total =10m</p>

	<p>Lab Activities (1)</p> <p>Statistics (7)</p>	<p>i) To obtain the conditions for consistency of a system of linear equations in two variables by graphical method. ii) To verify using the method of paper cutting, pasting and folding that the lengths of tangents drawn from an external point are equal.</p> <p>Students will be able to: i) apply the formulae and compute mean by Direct method, Assumed Mean Method and ****Step Deviation Method, median and mode of grouped data ii) analyze and obtain missing frequencies iii) state and apply the empirical formula on relationship between mean, median and mode iv) ****represent a cumulative frequency table graphically as: a cumulative curve called Ogive (less than and more than type)</p>	<p>Art Integration Shaping a solid Students will create a solid using solid shapes viz. cube, cuboid, cone, cylinder, sphere, hemi-sphere and calculate the total surface area and volume of your creation.</p> <p>SE Activities Lab activities</p> <p>Hook Activity: Discussion on Applications of statistics and the three measures of central tendency in daily life situations</p> <p>Art Integration: Compose a song Students will compose a song on three measures of central tendency</p> <p>Students will read the flowchart given and create their own once the topic is done</p>	<p>Neatness and accuracy of paper work done</p> <p>Oral questions Few questions from Ex- 14.1,14.2,14.3 and ****14.4 of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p>
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

	<p>(12)</p> <p>Acids, Bases and Salts (8)</p>	<p>Write chemical equation with the help of symbols and formula of compounds. Balance the chemical equations.</p> <p>Explain combination and decomposition reactions with examples. Compare combination and decomposition reaction.</p> <p>Name the types of decomposition reactions and illustrate them with examples. List the elements in decreasing order of reactivity. (Reactivity series). Describe displacement and double displacement reactions and cite examples. Identify the substances being oxidized and reduced in redox reactions. Name the oxidizing agent and reducing agent.</p> <p>Write chemical equation for corrosion of Fe, Ag and Cu. Explain rancidity and list the ways to prevent food from getting rancid.</p> <p>Explain acid-base indicators List some examples of natural, synthetic and olfactory indicators.</p> <p>Write the chemical equation for the reaction of acids and bases with metals and also reaction of acids with metal oxides.</p> <p>Write equation for the reaction of bases with non-metallic oxide.</p> <p>Name the products formed when acids reacts with metal carbonates and metal bicarbonates.</p>	<p>Experiential Activity To show the process of electrolysis of water using carbon rods (from old 6V batteries). (Hook Activity)</p> <p>Learning Activity: Change in colour observed with the indicators for the common acids and common bases.</p> <p>Test the change in smell of clove oil or onion juice with acids and bases.</p> <p>Experiential Activity: Carry out a survey at home and find out acidic and basic nature of the soil.(in pots)</p> <p>ART INTEGRATION: COLOURFUL CHEMISTRY Cook up a storm in the kitchen... just don't eat it! Investigate the chemical nature of the stuff in your kitchen and learn about indicators, acids and bases.</p> <p>Create a collage with different shades of coloured paper strips. (making home-made litmus paper using turmeric)</p> <p>Instructions / Steps</p> <p>Make small paper strips (10-20, ~5cm x1cm, can be smaller/bigger) use tissue paper (preferably thick)</p> <p>Take 2 bowls. In one bowl, mix a teaspoonful of turmeric powder and filtered water (don't use tap water). In other bowl, mix baking soda and water (same ratio as turmeric)</p> <p>Dip all the strips in the turmeric bowl. Once the strips are coloured yellow, shift half of them to the baking soda bowl</p>	<p>Assignments</p> <p>Worksheet</p> <p>Revision Questions</p> <p>Google MCQ</p> <p>Assignments-3 Assessment-2</p> <p>Online Assessment using Assess prep</p>
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	<p>LIFE PROCESSES (4 classes)</p>	<p>Explain why acidic and basic solutions in water conduct electricity.</p> <p>Define pH and classify acids and bases on basis of pH List the importance of pH in day to day life.</p> <p>Write equations for the preparation of sodium hydroxide, bleaching powder, baking soda, washing soda and plaster of paris.</p> <p>Explain water of crystallization with examples.</p> <p>List the uses of NaCl, NaOH, CaOCl₂, NaHCO₃, Na₂CO₃.10 H₂O and CaSO₄.¹/₂ H₂O</p> <p>Each student will be able to: -define life processes -describe the events that occur during photosynthesis -state the role of stomata -explain the opening and closing of stomata - analyse and interpret factors affecting the rate of photosynthesis in plants -differentiate between autotrophic and heterotrophic nutrition -explain nutrition in amoeba and paramecium -draw and explain human digestive system</p>	<p>(they will turn red)</p> <p>Take out all the strips and let them dry on a plate .Now these strips are ready to use for acid/base testing.</p> <p>Try milk, window cleaner/laptop cleaner soap, lemon juice, soft drink, coffee or anything else available at home that is <u>safe to handle</u>.</p> <p>Also refer to the link given: https://youtu.be/l4Mh3TQKLlo</p> <p>RUBRIC: Presentation- 2m Materials used -2m Creativity -1m</p> <p>Mind Map – Life Processes</p> <p>Graphic Organizer-to compare autotrophic and heterotrophic nutrition.</p> <p>Get it Right- labelling of the parts of human digestive system (through worksheet)</p> <p>Analyse and interpret graphs- of factors affecting the rate of photosynthesis in plants.</p>	<p>◆Practice Worksheet ◆Assessment worksheet ◆Weekly Assignment ◆Google Quiz (Nutrition)</p>
	<p>LIFE PROCESSES (contd.) (6 classes)</p>	<p>Each student will be able to:</p> <p>-differentiate between aerobic and anaerobic respiration -explain the breakdown of glucose by different pathways -draw and explain the human respiratory</p>	<p>Graphic Organizer to compare aerobic and anaerobic respiration</p> <p>Get it Right -Correct labelling of the parts of human respiratory system and the human heart</p> <p>Venn Diagram to compare arteries and veins as well as blood and lymph</p>	<p>◆Practice Worksheet ◆Assessment worksheet ◆Weekly Assignment ◆Google Quiz (Respiration;</p>

	<p>Control and Coordination (4 classes)</p>	<p>system -explain the transport of water and food in plants -name the components of blood -describe the structure of the human heart -explain double circulation -compare arteries and veins -draw and explain the human excretory system -describe the formation of urine and its removal from the human body. - apply scientific concepts about kidney health in daily life -state the methods used by plants to get rid of excretory products</p> <p>Each student will be able to: - name two systems which help in control and coordination -mention any two receptors and relate their functions - describe the structure and function of neuron - draw the labelled diagram of a neuron - cite two examples of reflex actions from daily life - name the organs which constitute the central nervous system - state the function of peripheral nervous system - observe the diagram of the human brain and identify the three main regions of the brain - list the functions of different parts of the brain.</p>	<p>Open Forum- Kidney Health, World Kidney day, How to keep your kidneys healthy.</p> <p>Art Integration : “Role Play” Effective Understanding of the Human Body Organs and the various Life Processes: A Role-Playing Activity for Deep Learning (Students will record their role play and upload in their Google Classroom) (Duration 1-2 min) Rubric: (a) Accuracy & believability of role (b) Clarity of speech (c) Expression and body language (d) Knowledge gained (e) Timely submission (2 mark for each = 10)</p>	<p>Transportation)</p> <ul style="list-style-type: none"> ◆Practice worksheet ◆Assessment worksheet ◆Weekly Assignment ◆ Assessment through Assessprep app ◆Multiple Assessment- “Role Play”
<p>MAY</p> <p>No of classes: 8</p>	<p>HUMAN EYE AND THE COLORFUL WORLD</p>	<p>**Draw diagram of human eye **List the function of various parts of human eye</p>		<ul style="list-style-type: none"> ○ Google Quiz on Reflection and Refraction

		<p>** Explain the defects of human eye and their corrections with well labelled diagrams.</p> <ul style="list-style-type: none"> ○ Explain the cause of formation of rainbow. ○ State the cause of atmospheric refraction ○ List the various layers of atmosphere ○ Explain phenomenon for advanced sunrise and delayed sunset ○ Describe Tyndall effect (quote real life experiences or own experience or share a story) 		<ul style="list-style-type: none"> ○ Online Assessment Using Google Quiz ○ Online Assessment Using Assessprep <p>Assessment Round I</p>
<p>JULY</p> <p>No of classes: 8</p>	<p>**SOURCES OF ENERGY</p>	<ul style="list-style-type: none"> ○ List examples of fossil fuels ○ Explain drawbacks of using conventional sources of energy ○ Explain the working of Biogas Plant ○ Distinguish between fusion and fission. ○ Describe environmental consequences of overuse of limited resources. 	<p>Activity</p> <p>Students will find out why energy crisis occurs by showing the energy conversion which cannot reverse the change involved in the process.</p> <p>ART INTEGRATION</p> <p>Photography</p> <p>Topic: Human Eye And The Colorful World</p> <p>Students may submit two photographs of "Natural Phenomenon (e.g., Rainbow Formation, scattering of light, etc.) they observe in day to day life."</p> <p>Rubrics:</p> <ul style="list-style-type: none"> ● Relevance to the theme ● Creativity ● Timely Submission 	
<p>JULY (Contd.)</p>	<p>ELECTRICITY</p>	<ul style="list-style-type: none"> ○ Define charge and list its properties. 	<p>Activity</p>	<ul style="list-style-type: none"> ○ Practice

		<ul style="list-style-type: none"> ○ Define current and write its SI unit ○ Infer the conventional direction of electric current. ○ Differentiate between potential and potential difference ○ State Ohm's Law and express it mathematically. ○ Differentiate between resistance and resistivity. ○ Explain the dependence of resistance and resistivity on various factors 	Students will observe demonstration of electrostatic force and method of charging by friction.	<p>Assignments</p> <ul style="list-style-type: none"> ○ HOTS Questions ○ Google Quiz on Ohm's Law & related numerical
JULY	Metals and Non- Metals (8)	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ● List the physical properties of metals and non-metals. ● Arrange metals in order of decreasing order of reactivity ● List metalloids and strategic elements and their uses. ● Write chemical equations for the reaction of metals and non-metals with oxygen. ● Name the types of oxides formed ● Explain amphoteric oxides with examples and chemical equations ● Write chemical equations for the reaction of metals and non-metals with water. <p>Arrange the metals in decreasing order of reactivity (activity series).</p>	<ul style="list-style-type: none"> ● Write a poem that compares metals, non- metals and metalloids using their physical properties. ● Construct a tri-fold that compares metals and non-metals using their chemical properties. ● ART INTEGRATION: CARTOON STRIPS Make cartoon strips that helps you remember how to compare metals, non-metals and metalloids using their physical properties. ● Demonstration of experiment (OLABS) To carry out various reactions and identify the type of reaction. To study the properties of acids and bases by their reaction with litmus solution , Zn metal , solid Na_2CO_3 ● A game (bingo) on identifying the names of metals and non- metals <p>Develop a crossword puzzle based on properties of metals and non metals. Share with your friends on Whats app group. Give at least half an hour to complete and then discuss with them the key along with reasons.</p>	<p>Online Quiz using Google form</p> <p>Assessment worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p> <p>Art Integration Assessment</p>
July	****Control and Coordination (Contd.) (2 classes)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> - differentiate between phototropism and geotropism - state the functions of plant hormones - list the features of hormones - name the endocrine glands, hormones produced by 	<p>Study Of Phototropism In Plants by analysing experimental data.</p> <p>****Concept map to show different types of hormones, their source glands and their functions</p>	<ul style="list-style-type: none"> ◆ Assessment worksheet ◆ Weekly Assignment ◆ Google Quiz

	<p>How Do Organisms Reproduce</p> <p>(3 classes)</p>	<p><i>them and state their functions</i> <i>- seek answers to queries on “Why plants shoot towards light?”</i></p> <p>-state the importance of DNA copying in reproduction -mention the importance of variations -differentiate between binary fission and multiple fission - compare regeneration and fragmentation -describe budding in hydra and yeast</p>	<p>Experiential Activity Students will put some gram seeds in moist cotton and observe their germination. Demonstration of Experiment (O Labs) ⇒ Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides</p>	<p>♦Class Participation Assessment (oral & written)</p>
<p>AUGUST</p> <p>No of classes: 6</p>	<p>ELECTRICITY</p>	<ul style="list-style-type: none"> ○ Draw circuits for series and parallel combination ○ Apply formulae to solve numerical ○ Explain the cause of heating effects of current ○ List the different materials used for making heating elements ○ Compare the properties of materials ○ Define power, electrical energy and their units ○ Solve numerical based on Power and Energy 	<p>Lab Activity To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.</p> <p>**Lab Activity Determining the equivalent resistance of series and parallel combination of resistors</p> <p>ART INTEGRATION: Discover Something New To Spice Up The Electric Unit!</p> <p>Students in groups will prepare and perform a skit on the desired topic from ‘Electricity’.</p> <p>Rubrics:</p> <ul style="list-style-type: none"> ● Content ● Enthusiasm ● Dialogue and expression ● Fluency of language <p>Timely Submission</p>	<p>Assessment Round II</p>
<p>AUGUST</p>	<p>Metals and Non- Metals (contd...) (6)</p>	<ul style="list-style-type: none"> ● Write chemical equations for the reaction of metals and non-metals with dilute acids. 	<ul style="list-style-type: none"> ● Demonstration of experiment (OLABS) To observe the action of Zn, Fe, Cu 	<p>Online Quiz using Google form</p>

	<p>Carbon and its Compounds (1) ****</p>	<ul style="list-style-type: none"> Show the formation of ionic compounds by transfer of electrons. List the properties of ionic compounds. Compare ionic and covalent bonds List the steps involved in metallurgy Explain the process of ore enrichment, reduction. Draw flow diagram to show various reduction process <ul style="list-style-type: none"> Explain covalent bonding in carbon and its compounds Draw electron dot structures of the compounds to show covalent bond. 	<p>and Al on the following salt solutions ZnSO₄, FeSO₄ CuSO₄, Al₂(SO₄)₃</p> <ul style="list-style-type: none"> Colour on sheet shared during online classes, where they could find metals, nonmetals, and metalloids. Students will also create a key that explains what the colors represent. Group discussion on properties of ionic compounds and how the properties differ from covalent compounds Making a flow chart to show various metallurgical process Identification of the types of bond and draw the electron dot structures of the organic compounds 	<p>Assessment worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p>
<p>August</p>	<p>How Do Organisms Reproduce (4 classes)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> -state advantages and limitations of vegetative reproduction -explain spore formation in Rhizopus -draw diagrams to show different types of asexual reproduction. -state the advantage of sexual reproduction over asexual reproduction -describe the structure of a flower -differentiate between self-pollination and cross-pollination as well as pollination and fertilization. -describe the changes which take place in a flower after fertilization -draw and explain human male and female reproductive system. -explain the role of placenta and menstruation. 	<p>Get it Right Correct identification of the type of asexual reproduction from the diagram shown.</p> <p>Venn diagram to compare self-pollination and cross-pollination.</p> <p>On Your Mark Labelling of the parts of male and female reproductive system.</p> <p>Art Integration: Design a Flyer Students will watch TED^x Ted Talks (Why we shouldn't shy away from sexual education. –Dr. V Chandramouli). Based on the Ted talk, students will design a flyer on “reproductive health”</p> <p>Demonstration of Experiment (0 Labs)</p>	<ul style="list-style-type: none"> ◆ Assessment worksheet ◆ Weekly Assignment ◆ Google Quiz ◆ Class Participation Assessment (oral & written) ◆ Rubric for Assessment of Art Integration: Design a Flyer <ul style="list-style-type: none"> - Layout & Composition - Content - On time submission

		<p>-give reasons for adopting contraceptive methods.</p> <p>-list the various contraceptive methods used to avoid pregnancy</p>	<p>⇒ Experimentally show that carbon dioxide is given out during respiration.</p> <p>⇒ Preparing a temporary mount of a leaf peel to show stomata.</p>	
<p>SEPTEMBER</p> <p>No of classes: 4</p>	<p>MAGNETIC EFFECTS OF ELECTRIC CURRENT</p>	<ul style="list-style-type: none"> ○ List the properties of a magnet ○ Draw magnetic field lines for a given magnetic configuration ○ Explain Right-Hand Thumb Rule ○ Apply thumb rule to get the direction of magnetic field ○ Explain the dependence of magnetic field around current carrying conductor on various factors <p>Apply formulae to solve numerical</p>	<p>ART INTEGRATION:</p> <p>Let Your Creativity Speak To You</p> <p>Design your own activity related to magnetic effects of electric current and demonstrate it. Make a video of your demonstration and post it on the google classroom.</p> <p>Rubrics:</p> <ul style="list-style-type: none"> ● Adherence to the topic and originality ● Word usage and expression ● Style and fluency of language ● Timely submission <p>Assessment Activity</p> <p>Apply the Right-Hand rule to find out the direction of the magnetic field inside and outside the current carrying circular loop</p>	<p>Diagnostic Test (Using Google Quiz)</p>
<p>SEPTEMBER</p>	<p>Carbon and its Compounds (contd...) (3) ****</p>	<ul style="list-style-type: none"> ● <i>Make electron dot structures of saturated and unsaturated hydrocarbons.</i> ● <i>Write IUPAC names of organic compounds.</i> ● <i>Compare oxidation and combustion reaction.</i> ● <i>Explain hydrogenation reaction, substitution reaction, dehydration reaction, esterification reaction with chemical equations.</i> ● <i>List the properties and uses of ethanol and ethanoic acid.</i> 	<ul style="list-style-type: none"> ● <i>Write the IUPAC names of organic compounds</i> ● Demonstration of experiment (OLABS) **** <i>To study the properties of acetic acid- odour, solubility in water, effect on litmus, reaction with NaHCO₃</i> **** <i>To compare the cleansing capacity of a sample of soap in hard and soft water.</i> ● <i>Use molecular model kit to make models of compounds formed during hydrogenation reaction, oxidation and</i> 	<p>Online Quiz using Google form</p> <p>Assessment worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p> <p>Art Integration Assessment</p> <p>Assessment Round II</p>

	Management of natural resources (3)	<ul style="list-style-type: none"> List the need for the management of natural resources Describe the steps to be taken for the conservation of forests and wild life	<i>substitution reaction.</i> <ul style="list-style-type: none"> ART INTEGRATION POSTER MAKING Making posters for creating awareness on conservation of natural resources. 	(11.09.2020)
September	Heredity And Evolution (4 classes)	Each student will be able to: <ul style="list-style-type: none"> -explain inherited traits - to study the features inherited through genes, such as attached or free earlobes - to observe and compare the earlobes of their friends with the ear lobes of their parents and grandparents and to arrive at the conclusion that characters or traits are inherited in off-springs from their parents. - differentiate between monohybrid and dihybrid traits - state the rules for the inheritance of traits - explain how the traits get expressed - compare genotypic and phenotypic characteristics - study the sex determination in human being - develop rational thinking/ freedom from myth and infers that the mother is not responsible for the sex of the unborn child - bust the myths about gender roles 	Family Traits Trivia A fun-time/Circle time activity to be conducted by the student with his/her family. “What traits do you share in common with others in your family? What traits are unique to you?” Do this activity with your family to find out! Work it Out Students will draw the monohybrid cross and dihybrid cross to find the phenotypic ratio 3:1 and 9:3:3:1	<ul style="list-style-type: none"> ◆ Assessment worksheet ◆ Weekly Assignment ◆ Google Quiz ◆ Class Participation Assessment (oral & written) ◆ Assessment Round II 11/09/2020
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps			
Social Science				
March-May	Nationalism in India Effect of World War I on Indian economy	Each student will be able to- Analyze in 5 points the effect of WWI on the Indian economy Define satyagraha and list the satyagraha's	Images and archival footage	

	Gandhi and satyagraha	conducted by Gandhi		
	Nationalism in India (continues)		Discussion on the meaning of nationalism in the Indian context	
	Rowlett Act and its aftermath	Debate the controversial Rowlett Act		Worksheets and assignment from topic.
	Different strands within the Non- Cooperation Movement	Discuss why non-cooperation was adopted and what it meant to different communities (each strand of the movement to be explained in 5 points each)	Clips of Period films showing the role of nationalist leaders in the emergence of nationalism in India.	Quiz online
	Towards Civil Disobedience	Explain the reasons for the Civil Disobedience Movement in 5 points	Visit to Gandhi Smriti Worksheet on visit (postponed due to lockdown)	Topic partly tested for first weekly test in May
	Different strands within the Civil Disobedience Movement	Explain what the Civil Disobedience Movement meant to different communities (each strand of the movement to be explained in 5 points each)	Recommended watching of Richard Attenborough's film Gandhi	Assessment of reading skills
	The sense of collective belonging	Discuss in 5 points how a sense of collective belonging changed the mind of the people towards nationalism	Video clip on idea of Bharat Mata and discussion on the changing forms of art work and perception about the figure and the artists who drew this figure	
		Constructing a logical train of event	Discussion on the relevance and connection of this figure in the minds of the young today	
	Power sharing			
	Power sharing in Sri Lanka	Compare in 5 points each the system of power sharing in Sri Lanka and Belgium	Discussion on majoritarianism	Assignment
	Power sharing in Belgium	Compare in 5 points the power sharing system of Belgium and Sri Lanka.	Does India practice it?	Worksheet
	Comparative study of Belgium and Sri Lanka.	Explain in 2 points the moral and prudential reasons for power sharing.		Quiz
	Need for power sharing	Analyze the forms of power sharing in 5 points.		Assessment of reading skills
				Revision for Test

	<p>Forms of power sharing.</p> <p>Federalism</p> <p>Meaning of federalism</p> <p>Features of federalism</p> <p>What makes India a federal country?</p> <p>Practice of federalism in India</p> <p>Language policy</p> <p>Federalism Continues</p> <p>Centre – state relations</p> <p>Decentralization</p> <p>The rise of Nationalism in Europe Introduction</p> <p>The French revolution and Idea of Nation</p> <p>The making of nationalism in Europe</p> <p>The age of revolutions : 1830-1848</p>	<p>Define federalism</p> <p>List in 5 points the features of federalism.</p> <p>Explain in 5 points the reasons for India being called a federation.</p> <p>Analyze in 3 points the difference in federalism between Belgium and India</p> <p>Explain the language policy of India</p> <p>Give 5 points on center-state relations in India</p> <p>List the system of decentralization in India in 5 points</p> <p>significance of the French Revolution in enhancing nationalism</p> <p>Write 5 points on the code set by Napoleon Bonaparte in Eastern and western Europe</p> <p>List the various peoples living under the empires in Europe</p> <p>Mention 5 points each on the unification of Italy and Germany</p> <p>List the effects of allegories on the mind of the people in 5 points</p>	<p>A comparative study between federalism in India and Belgium</p> <p>Comparative analysis of the map of India before and after independence and present day</p> <p>Discussion on Language policy of India- should we have had a national language</p> <p>Discussion on strong central governments- should more power to the states be encouraged</p> <p>Discussion on decentralization- is it a valuable and essential aspect of democracy?</p> <p>Discussion on the meaning and extent of nationalism.</p> <p>Study , analyses and appreciation of the artwork of Fredric Sorrieu, Karl Kasper Fritz, Eugene Delacroix, Philip Veit Lorenz Clasen</p> <p>Caricature on the censorship after the Congress of Vienna, a boot named Italy etc</p> <p>Work of impressionist painters</p> <p>Maps as comparative study</p>	<p>Topic being tested in the Weekly Test</p> <p>Worksheet</p> <p>Assignment</p> <p>Online Quiz</p> <p>Worksheet</p> <p>Quiz</p> <p>Q&A assignment</p>
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<p>The making of Germany and Italy</p> <p>Visualizing the nation</p> <p>Unification of UK</p> <p>Balkan crisis</p> <p>Nationalism and Imperialism 8 classes (45 mins each)</p> <p>GEOGRAPHY: RESOURCES AND DEVELOPMENT</p> <p>Types of Resources Development of Resources Resource Planning in India Land Resources Land Utilization Land Use Pattern in India Land Degradation and Conservation Measures Soil as a Resource Classification of Soils Soil Erosion and Soil Conservation</p> <p>11 classes(45 mins each)</p> <p>ECONOMICS:</p>	<p>Give 5 points on the unification of the UK</p> <p>Discuss the Balkan crisis in 5 points Identify the new nations created on the map of Europe</p> <p>Constructing a time line of events</p> <p>Each student will be able to: - classify the different types of resources</p> <p>-distinguish between different types of soil, renewable and non-renewable energy resources</p> <p>-explain important terms such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability</p> <p>- analyse the impact of overuse of natural resources such as, ground water and crude oil</p> <p>- assess the impact of conservation of natural resources on the life of people in any area in view of sustainable development</p> <p>-analyse indigenous or modern methods of conservation of water, forests, wildlife, and soil.</p> <p>Each student will be able to: -explain important terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per</p>	<p>Europe in 1789 Europe in 1815 Europe present day</p> <p>Students will be asked to :</p> <p>-collect different soil samples from the surroundings; recognise them with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils</p> <p>Students will be asked to :</p> <p>- collect the economic details of states and countries. For example, based on the human development index, they</p>	<p>Google mcqs</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>map work of India on different types of soils</p> <p>Google mcq's</p> <p>Assignments – HOTS questions</p>
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	<p>DEVELOPMENT – 5 classes</p> <p>What Development Promises - Different people different goals Income and other goals National Development How to compare different countries or states? Income and other criteria Public Facilities Sustainability of development</p> <p>GEOGRAPHY: AGRICULTURE – 6 classes</p> <p>Types of farming Cropping Pattern Major Crops Technological and Institutional Reforms Impact of Globalization on Agriculture</p> <p>9 classes(45 mins each)</p> <p>ECONOMICS: SECTORS OF THE INDIAN ECONOMY – 7 classes</p>	<p>capita income, human development index, multinational company, foreign trade, liberalisation and foreign investment</p> <p>- compare per capita income of some important countries.</p> <p>-classify the different types of farming, for example, subsistence and commercial farming.</p> <p>- compare areas growing rice and wheat on the map of India</p> <p>- explains factors responsible for production of different crops in India</p> <p>-analyse changes in cropping pattern, trade and culture</p> <p>- explain why only some regions of India are developed</p> <p>-analyse the impact of trade on culture</p> <p>Each student will be able to:</p> <p>-analyse the change in sectoral composition of gross domestic product</p> <p>- analyse the contribution of different sectors to output and employment</p>	<p>can classify a few countries. They can also group or categorise countries on the basis of Gross Domestic Product (states on the basis of state domestic product), life expectancy, and infant mortality rates</p> <p>-relate different cropping patterns in India and their impact on economic development and to make a painting on the beauty of the fields during any one cropping season</p> <p>Students will be asked to :</p> <p>-collect the details of economic activities, jobs, and occupations in their neighbourhood and group them using a few criteria, for example, organised and unorganised, formal and informal, primary-secondary-tertiary (using internet, phone etc)</p>	<p>revision questions</p> <p>worksheets</p> <p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>map work of India on major and minor crops</p> <p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p>
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	<p>Sectors of Economic Activities</p> <p>Comparing the three sectors</p> <p>Primary, Secondary and Tertiary Sectors in India</p> <p>Division of sectors as organized and unorganized</p> <p>Sectors in terms of ownership: Public and Private Sectors</p> <p>GEOGRAPHY – WATER RESOURCES - 1 class (ONLY MAPWORK AS PER CBSE SYLLABUS)</p> <p>Consumer Awareness : (Summer HHW Project) – SE1 - 5 m – explanation of the project – 1 class</p>	<p>-interpret pie and bar diagrams related to gross domestic product, production in different sectors and industries, employment and population in India</p> <p>-- classify occupations and economic activities into sectors using different criteria</p> <p>-</p> <p>explain the aim of multipurpose projects</p> <p>-locate and label on the map of India important multi-purpose river valley projects/ dams</p>	<p>-the rivers flow from the highlands to the lowlands, trace or make a sketch of the different drainage patterns formed by a river</p>	<p>worksheets</p> <p>Social Science Assessment on 26th May, 2020 (20 marks)</p> <p>SE1 - 5 m (Summer holiday homework)</p>
<p>JULY 22 days</p>	<p>4 classes (40 mins -each class)</p> <p>GEOGRAPHY – Minerals and energy resources (4 classes) ***</p> <p>Mode of occurrence of resources</p> <p>Conservation of minerals</p>	<p>Each student will be able to:</p> <p>classify and state the properties of minerals</p> <p>explain the mode of occurrence of resources</p> <p>analyse the need of resource conservation</p> <p>explain the use of energy resources</p> <p>differentiate between conventional and non-</p>	<p>Students will be asked to :</p> <p>show industrial regions on the map of India and relate it with infrastructure development of that region and discuss</p> <p>Why are industries located nearby rivers, railways, highways, raw material producing areas, market, etc.?</p>	<p>Submission of</p> <p>Consumer Awareness : (Summer HHW Project) – SE1 - 5 m</p>

	<p>Energy resources</p> <p>Conventional sources of energy</p> <p>Mapwork as per CBSE Map syllabus on Thermal and Nuclear power plants</p> <p>ECONOMICS -</p> <p>Money and Credit(4 classes – 40 mins each class)</p> <p>Currency – money as a medium of exchange</p> <p>Deposit with banks</p> <p>Loan activities of banks</p> <p>Two different credit situations</p> <p>Terms of credit</p> <p>Formal sector credit in India</p> <p>Self-help groups for the</p>	<p>conventional sources of energy</p> <p>locate and label on the map of India Thermal and Nuclear power plants</p> <p>analyse and appreciate functions of a bank</p> <p>Describe the situations where high risks could create further problems for the borrower.</p> <p>explain the problems of double co incidence of wants</p> <p>analyse the difference between formal and informal credit</p> <p>explain the difference between credit and surplus credit</p> <p>describe the importance of self-help groups</p>	<p>Art in Education : Geography -Resources of Sikkim</p> <p>Make a map of Sikkim and mark the various resources that you get there and write about the land of Sikkim</p> <p>review sources of credit and their impact. They can be encouraged to discuss various solutions for easy access to credit with low interest rates</p> <p>choose one example from economics related with developmental issues and collect economic information and come out with solutions e.g. (a) employment (is India generating employment opportunities sufficiently?) (b) GDP (why only service sector is able to increase its share much more than other sectors?), (c) financial issues (how to improve credit access to low income families?)</p>	<p>Google mcq's</p> <p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
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July 22 days	Democracy and diversity*** (not for testing)	Discussion in Class Analyze the relationship between social groups and political competition with reference to Indian situation	Art Integration – Resources of Sikkim Make a map of Sikkim and mark the various resources that you get there. Write about the land of Sikkim	MA- Collage making (5 marks)
July	Gender, Religion and Caste ***	Only for discussion	Topic deleted	
July	The Age of Industrialization*** Before the Industrial revolution Hand labor and steam power Life of the workers Manchester comes to India Industrialization in colonies) The early entrepreneurs Market for goods	Trace the rise of industrialization in England Analyze in 5 points each the lives of workers, merchants in Europe before and after the industrialization Examine the meaning of proto industrialization Discuss the reasons for the abundance of labor in market which affected the lives of laborers. Discuss the coming of industrialization in India List what happened to the weavers Discuss the early entrepreneurs of India	Only for discussion Not being Tested in the Board Exam	MCQ Test as Internal assessment
July	Political Parties Why do we need political parties?(2)	Analyze in 3 points the meaning and necessity of political parties Classify political parties as national and	Make a collage of graffiti or wall writing by political parties during election times. Interpretation of cartoons in the textbook	MA- Graffiti (5 marks)

	<p>How many parties should we have?(1)</p> <p>National political parties(1)</p> <p>State parties(1)</p> <p>Challenges to political parties(2)</p> <p>How can parties be reformed?(1)</p>	<p>state parties</p> <p>Evaluate in 3 points the challenges to political parties</p> <p>Suggest 5 ways in which parties can be reformed</p>	<p>Dances of Sikkim</p> <p>Research at least 2 sikkimese dances and try to draw out the costume of any two</p>	
<p>AUGUST 20 days</p>	<p>8 classes (40 mins -each class)</p> <p>GEOGRAPHY</p> <p>Manufacturing Industries (4 classes)</p> <p>Industrial Location</p> <p>Agro based industries – cotton textiles, jute textiles, sugar industry,</p> <p>Mineral based industries – iron & steel industry, aluminium smelting,</p> <p>Chemical industries</p> <p>Fertiliser industry</p>	<p>Each student will be able to:</p> <p>Classify industries on the basis of raw materials uses</p> <p>explain the factors which affect the location of industries</p> <p>Give reasons for the rise of industrial production</p> <p>Explain the industrial regions of India especially in the context of iron and steel plants and cotton textile industries.</p> <p>Suggest the steps to be taken to minimise environmental degradation by industry</p> <p>Locate and label on the map of India iron and steel plants and textile industrial regions</p>	<p>Students will be asked to :</p> <p>discuss on why manufacturing sector multinational companies (Gurugram in Haryana) and service sector multinational companies (Bengaluru in Karnataka) are located in specific places – the relevance of geographic factors</p> <p>answer questions on developments that are seen as symbolising modernity i.e. globalization, industrialization and see the many sides of the history of these developments i.e. learner can be asked: Give two examples where modern development that is associated with progress has led to problems. Think of areas related to environmental issues, nuclear weapons or disease</p> <p>Art in Education :</p> <p>History –</p> <p>(History of Sikkim and its festivals. Prepare a collage of</p>	<p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>Weekly Test II –</p>

	<p>Cement industry</p> <p>Automobile industry</p> <p>Control of environmental degradation</p> <p>Mapwork</p> <p>ECONOMICS -</p> <p>Globalization and Indian Economy(4 classes of 40 mins each)</p> <p>What is globalization?</p> <p>Production across countries</p> <p>Interlinking production across countries</p> <p>Foreign trade and integration of markets</p> <p>Factors that have enabled globalization</p> <p>World Trade</p>	<p>Each student will be able to:</p> <p>meaning of globalization</p> <p>explain the need for free trade policies</p> <p>explain the need for market integration</p> <p>explain the factors that have enabled globalization</p> <p>World Trade organization</p> <p>describe the positive and negative impact of globalization</p>	<p>Sikkimesefestivals andwrite andmake a Pictorialdepiction of its historyabout its history)</p> <p>Students will be asked to</p> <p>Write a dialogue/conversation between a British industrialist and an Indian industrialist, who is being persuaded to set up new industry.</p> <p>Learners in such a role play answer questions such as (a) what reasons would the British industrialist give to persuade the Indian industrialist and (b) what opportunities and benefits the Indian industrialist is looking for</p> <p>locate the places in which important multinational corporations set up their offices and factories on the India map and discuss the reasons behind the choice of location and its implication on people’s livelihood</p> <p>collect news clippings / texts from popular magazines and journals pertaining to developmental issues, globalisation and sustainable development and synthesize the details and present in the class</p> <p>debate and discuss on the following questions –</p> <p>Is Globalisation a new phenomenon or does it have a long history? When did this process start and why?</p> <p>What are the impacts of globalization on primary, secondary and tertiary activities? Does it lead to inequality in the world? What is the importance of global institutions? Do these institutions play a major role in globalization?</p> <p>How do they influence the developed countries on the role of these institutions? What do you mean by global economy?</p> <p>Is economic globalization a new phenomenon?</p>	<p>21 AUGUST 20202 (20 marks)</p> <p>Google mcq’s</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
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	<p>organization</p> <p>Impact of globalization on India</p> <p>The struggle for fair globalization</p>		<p>Are environmental problems global problems or local problems? How can globalization potentially contribute to a better environment?</p>	<p>Internal Assessment :</p> <p>Attendance – 5m</p> <p>Class participation – 10 m</p> <p>Submission of work/ Portfolios – 5m</p> <p>Art integrated learning – 5 m</p> <p>Subject Enrichment Activity 1 – 5m</p> <p>Pen and Paper test – 20 m</p>
<p>September 22 days</p>	<p>Popular struggles and movements*** Discuss popular</p>	<p>Audio/video links showing different popular struggles Understand the importance of movements</p>	<p>Not being tested</p>	

	movements			
	Print culture in the modern world***		Topic deleted	
	<p>Outcomes of Democracy & Revision How do we assess the outcomes of democracy</p> <p>Democracy as an accountable, responsive and legitimate government(1)</p> <p>Economic growth and development</p> <p>Reduction of inequality and poverty(1)</p> <p>Accommodation of social diversity(2)</p> <p>Dignity and freedom of the citizens(2)</p>	<p>Assess in 5 points the outcomes of democracy</p> <p>Discuss in 5 points why democracy is an accountable, responsive and legitimate government</p> <p>Analyse in 3 points why democratic countries have not been able to remove economic inequalities</p> <p>Discuss in 3 points the manner in which democracy accommodates social diversity</p> <p>Explain in 3 points how democracy promotes the dignity and freedom of the citizen</p>	<p>Worksheets on topics keeping in mind flipped classroom.</p> <p>Cartoon interpretation on profiling democracy.</p> <p>Art and food of Sikkim</p> <p>Prepare a Sikkimese thukpa and record your experience</p>	<p>MCQ Test</p> <p>MA – Exit Card</p>
SEPTEMBER 22 Days	<p>4 classes – (40 mins each class)</p> <p>Revision of the lessons done in July and August</p>	<p>Each student will be able to:</p> <p>Answer revision questions</p>	<p>Students will be asked to :</p> <p>Answer questions from the lessons</p> <p>Art in Education</p> <p>History - (Dances of Sikkim Research at least 2 Sikkimese dances and try to draw out the costume of any two)</p>	

***Deleted lesson as per revised CBSE syllabus dated 7.7.20 and will be discussed in class.

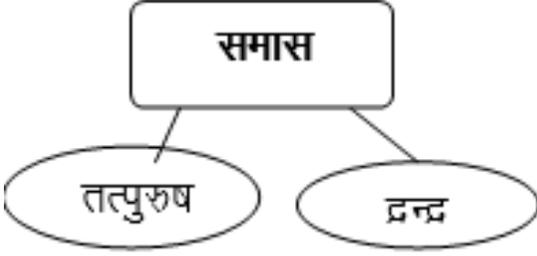
French

March-May	<p>Retrouvons nos amis</p> <ul style="list-style-type: none">• Présenter vos camarades• La Corse• < Etre > ou < ne pas Etre >• La Tour de France• La fête de la musique• Les Fêtes françaises <p>Après le bac</p> <ul style="list-style-type: none">• Le Futur Antérieur• Le système d'éducation en France et en Inde.• IUT• Le CROUS• Les Expressions de l'examen• Université de Sorbonne <p>Chercher du travail</p> <ul style="list-style-type: none">• Pronoms Relatifs simples et composés• Le Curriculum Vitae• Expressions avec le mot "travail"• Les Petits Annonces <p>Le plaisir de lire</p> <ul style="list-style-type: none">• Le plus-que -parfait• Le Bibliothèque• Le Petit Prince• Les rubriques d'un	<p>Students will be able to –</p> <ul style="list-style-type: none">• Describe the island of Corse and compare it with the Indian islands of Andaman and Nicobar.• Elucidate the famous festivals of France like the Tour de France, La fête de la musique, festival d'Avignon, etc.• Understand a French poetry and answer questions based on it. <p>Students will be able to-</p> <ul style="list-style-type: none">• Conjugate all verbs in future antérieur form.• Describe the education system in France and compare it with that in India.• Form the noun form of verbs and vice versa and use them in sentences of their own. <p>Students will be able to –</p> <ul style="list-style-type: none">• Write their C.V in french with all the required rubriques.• Rewrite sentences using pronoms relatifs – both simples and composés. <p>Students will be able to-</p> <ul style="list-style-type: none">• Watch a movie in french and understand the theme and vocabulary.	<p>Présenter quelqu'un (Assessment of Speaking Skill)</p> <p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p> <p>Expression Ecrite - La Lettre : Décrivez le système d'éducation.</p> <p>Class Test - Leçons 1 & 2 (15 marks)</p> <p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p> <p>Experiential Learning based Activity: Students will write a C.V and apply for a job through classified advertisements.</p> <p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p> <p>L'Histoire</p> <p>Audio Comprehension : Les trois petits cochons (Assessment of Listening Skill)</p> <p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p>
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	<p>journal</p> <ul style="list-style-type: none"> • Le Renard et les Raisins • Panchatantra • Story writing <p>Les médias</p> <ul style="list-style-type: none"> • Les chaînes de la télé • La Radio françaises • Impératif – affirmative et négatif • Pronoms Y et EN • Les journaux français • Les magazines • Le message <p>Chacun ses goûts</p> <ul style="list-style-type: none"> • Les pronoms Démonstratifs (simples et composés) • Les musées • Les films français • Movie Review • Les Expressions et Proverbes • Les forms verbales et nominales 	<ul style="list-style-type: none"> • Conjugate all the verbs in plus que parfait tense and use the tense in story writing. • Subscribe to a membership to a library and borrowing books from there. • Read and understand the ethos and vocabulary of a poem in french and answer questions based on it. • Convert the Panchatantra stories into French in their own words. <p>Students will be able to –</p> <ul style="list-style-type: none"> • Name the various columns in french newspapers and magazines. • Enumerate the various radio and TV channels in France. • Replace the underlined nouns with the appropriate pronoms personnels in sentences. • Change a sentence into its negative form using the appropriate negation words. <p>Students will be able to –</p> <ul style="list-style-type: none"> • Identify various french authors, their books and also understand french comic strips. • Enumerate various hobbies in France- museums, theatres, etc. 	<p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p> <p>Class Test – Leçons 4 & 5</p> <p>Worksheets - Compréhension écrite, Grammaire, Question Bank</p> <p>Weekly Test: (25 marks) Syllabus :Leçons 1 & 2 Les Proverbes Le futur Antérieur L'Invitation</p> <p>Holiday Homework : Un Journal Practice Papers</p>
<p>JULY</p>	<p>En pleine forme</p> <ul style="list-style-type: none"> • La santé – Les maladies • La Sécu • Le sport et les exercices • Les Pronoms Possessifs 	<p>Students will be able to use Possessive Pronouns in sentences.</p> <p>They will learn all about different illnesses, importance of good health and exercise.</p>	<p>Class Test – Les pronoms possessifs</p> <p>Débat – Importance of health and sports in our lives. (Assessment of Speaking Skill)</p> <p>ART INTEGRATION - Poetry / Painting / Song - La Santé dans le temps de Covid</p> <p>Integration of Delhi & Sikkim</p>

AUGUST	L'environnement <ul style="list-style-type: none"> • Comment Protéger l'environnement • Réduire , réutiliser , recycler • Le Discours rapporté 	Students will be able to- Debate about different types of pollution, its hazards and methods to save the earth. Change sentences from direct speech to reported speech and vice versa.	ASSESSMENT-II 14.08.20 – Leçons 4 and 7 (Learning Based Assessment) ART INTEGRATION - Make a model of conservation of energy / Reduce, Reuse and Recycle.
SEPTEMBER	Revision of Grammar Topics	Students will be able to- Conjugate all verbs in the correct tenses using the rules of conjugation. Replace the nouns in the sentences with the correct pronouns. Join two sentences using the pronoms relatifs. Write an informal letter in French.	Bilans (Assessment based activities) Weekly Test – Syllabus – Lessons 4 & 7

Sanskrit

March-May शोमुषी (द्वितीयो भागः) कालांश –५ “शुचिपर्यावरणम्” कालांश –१ अपठित-गद्यांशं कालांश –२ रचनात्मक-कार्य चित्र-वर्णनं, पत्र-पूर्ति, संस्कृत-अनुवादं व्याकरणं कालांश –३ समास –तत्पुरुष-विभक्ति तत्पुरुष द्वन्द्व समास	–प्रत्येक छात्र महानगरों की यांत्रिक-बहुलता के कारण हो रही वायुमण्डल और भूमण्डल की मलिनता को जान पाएगा। –मानव कल्याण के लिए पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –पाषाणी सभ्यता और प्राकृतिक छटा से युक्त पर्यावरण पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –श्लोकों का अन्वय कर पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। –हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा। –समास को नियमों सहित समझ कर कम से कम चार शब्दों का समास अथवा विग्रह बताते हुए अभ्यास कार्य कर पाएगा। –अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित	–दृश्य-श्रव्य-सामग्री धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) –समापन –सार प्रवाह-चित्र (प.च.) –समास पठन हेतु कलात्मक-शिक्षण-विषयाधारित – पोस्टर रचना व स्लोगन लेखन मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि 	–“शुचिपर्यावरणम्” आधारिता(कार्यपत्र)। –समास (कार्यपत्र)। –गूगल प्रपत्र – बहु वैकल्पिक- प्रश्न मूल्यांकन (90) “शुचिपर्यावरणम्” कार्यपत्रों द्वारा मूल्यांकन- समास- तत्पुरुष –विभक्ति तत्पुरुष द्वन्द्व समास कलात्मक-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन पोस्टर रचना व स्लोगन लेखन।
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शेमुषी(द्वितीयो भागः)

कालांश -३

"बुद्धिर्बलवती सदा"

कालांश -३

"व्यायामः सर्वदा पथ्यः"

व्याकरणं

कालांश -४

संधिः - व्यंजन-संधिः

-जशत्व (वर्गीय

प्रथमक्षराणां तृतीयवर्ण परिवर्तनम्), प्रथमवर्णस्य पंचमवर्ण परिवर्तनम्

कालांश -२

अव्यय-पदाः-

उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, (अधुना, सम्प्रति, साम्प्रतम्), यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि-तर्हि, यावत्-तावत्।

कालांश -१

समयः-अंकानां स्थाने

शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन्)

शेमुषी (द्वितीयो भागः)

कालांश -५

"शिशुलालनम्"

व्याकरणं

कालांश -३

प्रत्यय-तद्धित-मतुप्, ठक्, त्व, ल्

अपने विचारों की मौखिक अभिव्यक्ति कर

पाएगा।

-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।

-प्रत्येक छात्र स्वयं में सद्वृत्ति को विकसित कर पाएगा।

- प्रत्येक छात्र कठिन परिस्थितियों में अपने धैर्य के द्वारा डर को जीत पाएगा।

-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।

-प्रत्येक छात्र व्यायाम की आवश्यकता व महत्त्व को जान पाएगा।

-व्यायाम की आवश्यकता तथा व्यायाम करने के लिए आयु, समय, स्थान के विषय में चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।

-श्लोकों द्वारा बताई गई बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।

-"व्यायाम को परिश्रम व लगन से करने पर असाध्य रोगों का भी उपचार संभव है"-पर चर्चा की जाएगी

-श्लोकों का अन्वय कर पाएगा।

-संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों के सही संधि/संधिविच्छेद बताकर अभ्यास कार्य कर पाएगा।

-अव्यय-पदों द्वारा वाक्यपूर्ति अथवा

वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।

-अंकों के स्थान पर शब्दों में समयलेखन का अभ्यास कार्य कर पाएगा।

-प्रत्येक छात्र अपने अभिभावकों के स्वयं के प्रति प्रेम को जान पाएगा।

-अभिभावकों के स्वयं के प्रति प्रेम पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।

-अभिभावकों के प्रेम को समझकर कृतज्ञता की भावना को अनुभव करते हुए सदैव उनका आदर करेगा।

धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु

धारणा-मानचित्र(सी.एम.) -

संधि हेतु तथा समापन-सार हेतु

प्रवाह-चित्र (प.च.) -

विषय के पठन हेतु



मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि

कलात्मक-शिक्षण-विषयाधारित -

घटिका-निर्माणं

धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु

धारणा-मानचित्र(सी.एम.) -

प्रत्यय हेतु तथा समापन-सार हेतु

कलात्मक-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

प्रत्यय-रंगोली

मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि

कार्यपत्रों द्वारा मूल्यांकन-

"बुद्धिर्बलवती सदा"

"व्यायामः सर्वदा पथ्यः"

संधिः

अव्यय-पदाः

समयः-समयलेखनम्

कलात्मक-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

घटिका-निर्माणं

कार्यपत्रों द्वारा मूल्यांकन-

प्रत्यय-तद्धित-मतुप्, ठक्, त्व, ल्

चित्र-वर्णनं, पत्र-पूर्तिः,

संस्कृत-अनुवादं-कार्यपत्र।

कलात्मक-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

	<p>कालांश –१ अशुद्धि-संशोधन कालांश –३ अपठित-गद्यांश रचनात्मक-कार्य चित्र-वर्णन, पत्र-पूर्ति, संस्कृत-अनुवाद</p>	<p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर जाएगा। –श्लोकों द्वारा बताई गई बातों को जीवन में आत्मसात कर लाभान्वित हो जाएगा। –श्लोकों का अन्वय कर जाएगा। –प्रत्यय को नियमों सहित समझ कर कम से कम चार शब्दों के सही प्रकृति-प्रत्यय बताकर अभ्यास कार्य कर जाएगा। –अशुद्धि-संशोधन के नियमों को समझ कर कम से कम दस वाक्यों के शुद्ध करके लिखने का अभ्यास कार्य कर जाएगा। –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा। –हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर जाएगा।</p>	<p>प्रवाह-चित्र (प.च.) – प्रत्यय पठन हेतु</p>	<p>प्रत्यय-रंगोली</p>
<p>जुलाई</p>	<p>शेमुषी (द्वितीयो भागः) कालांश –५ “जननी तुल्यवत्सला” व्याकरण कालांश –१ प्रत्यय-स्त्री-टाप्, *ङीप् कालांश –३ समास-अव्ययीभावः (अनु,उप,सह,निर्,प्रति,यथा)</p>	<p>–“मातृ-स्नेह तथा गौ माता के स्नेह-आज भी वैसा ही है जैसा पहले था” – प्रत्येक छात्र हस स्नेह को अनुभव कर जाएगा। –मातृ-स्नेह तथा गौ माता के स्नेह के विषय में चर्चा करते हुए कम से कम दो वाक्य बोल जाएगा। –“माता के हृदय में अपनी सभी सन्ततियों के प्रति समानप्रेमभाव होता है, पर दुर्बल सन्तती पर माता का विशेष स्नेह होता है”- चर्चा कर जाएगा।</p>	<p>“जननी तुल्यवत्सला” https://www.youtube.com/watch?v=anonHtYQFxs&t=38s https://www.youtube.com/watch?v=Dwz0Gpx7aZU –दृश्य-श्रव्य-सामग्री धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.)-समापन –सार प्रवाह-चित्र (प.च.) –</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- –बहु वैकल्पिक-प्रश्न मूल्यांकन “जननी तुल्यवत्सला” आधारित-गूगल प्रपत्र कार्यपत्रों द्वारा मूल्यांकन- प्रत्यय-स्त्री-टाप्, *ङीप् समास-अव्ययीभावः (अनु,उप,सह,निर्,प्रति,यथा)</p>

कालांश -२
वाच्यपरिवर्तन (केवल लटलकारे)
 कालांश -१
अपठित-गद्यांश
 कालांश -२
रचनात्मक-कार्य
 चित्र-वर्णन, पत्र-पूर्ति,
 संस्कृत-अनुवाद

-श्लोकों का अन्वय कर पाएगा।
 -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।
 -प्रत्यय को नियमों सहित समझ कर कम से कम चार शब्दों के सही प्रकृति-प्रत्यय बताकर अभ्यास कार्य कर पाएगा।
 -समास को नियमों सहित समझ कर कम से कम चार शब्दों का समास अथवा विग्रह बताते हुए अभ्यास कार्य कर पाएगा।
 -वाच्यपरिवर्तन के नियमों को समझ कर कम से कम दस वाक्यों के वाच्यपरिवर्तन करके लिखने का अभ्यास कार्य कर पाएगा।
 -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा।
 -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा।
 -प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा।
 -हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा।
 -अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।
 -पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।

त्यय पठन हेतु



कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन



प्रत्यय-रंगोलिका

भूमिका-निर्वहन

कथा-वाचन

प्रवाह-चित्र (प.च.) -समास पठन हेतु

वाच्यपरिवर्तन (केवल लटलकारे)

कला-एकीकरण-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

प्रत्यय-रंगोलिका

मूल्यांकन-बिन्दु:-

-विषयवस्तु 1

-मौलिकता 1

-रचनात्मकता 1

-नियतसमयानुसार 1

-प्रस्तुतीकरण 1

कला-एकीकरण-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

भूमिका-निर्वहन

मूल्यांकन-बिन्दु:-

-भावाभिव्यक्ति 1

-उच्चाणशुद्धता 1

-कण्ठस्थीकरण 1

-आत्मविश्वास 1

-प्रस्तुतीकरण 1

कला-एकीकरण-शिक्षण-विषयाधारित -

बहुविध-मूल्यांकन

कथा-वाचन

मूल्यांकन-बिन्दु:-

-भावाभिव्यक्ति 1

-शुद्ध व प्रवाहपूर्ण

उच्चारण1

-कण्ठस्थीकरण 1

-आत्मविश्वास 1

-प्रस्तुतीकरण 1

परियोजना कार्य

1.उत्तरभारत के

जम्मू-कश्मीर, हरियाणा,

उत्तर प्रदेश, उत्तराखण्ड,

राजस्थान, हिमाचल प्रदेश,

पंजाब आदि राज्यों की

लोक कला यथा-लोक

गीत, लोक नृत्य,लोक

			<div style="text-align: center;"> </div> <p style="text-align: center;">मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</p>	<p>वाद्ययंत्र, वास्तुकला, शिल्पकला चित्रकला आदि के विषय में संक्षिप्त जानकारी दी जाएगी। छात्रों को तीन-तीन छात्रों के समूह में विभाजित किया जाएगा। छात्र स्वरुच्यानुसार किन्हीं दो राज्यों की दो कलाओं का चयन करके समुचित चित्र सहित लिख कर परियोजना कार्य तैयार करेंगे।</p> <p>2. यथेच्छा 4-5 श्लोकों का विभिन्न लोकगीत शैलियों में गायन करके रिकार्ड करेंगे।</p> <p>मूल्यांकन-बिन्दु:- -विषयवस्तु -मौलिकता -रचनात्मकता -नियतसमयानुसार -प्रस्तुतीकरण</p>
अगस्त	<p>शेमुषी(द्वितीयो भागः) कालांश -६ "सुभाषितानि" कालांश -६ "सौहार्द प्रकृतेः शोभा" <u>व्याकरण</u> कालांश -२ अपठित-गद्यांश रचनात्मक-कार्य चित्र-वर्णन, पत्र-पूर्ति, संस्कृत-अनुवाद *समास-बहुव्रीहिः</p>	<p>-प्रत्येक छात्र परिश्रम का महत्त्व, विद्या व धन का सदुपयोग, क्रोध का दुष्प्रभाव, बुद्धि की विशेषता आदि गुणों व अवगुणों से होने वाले लाभों व हानियों को पुनः जान पाएगा। -प्रत्येक छात्र स्वयं में सद्वृत्ति को विकसित कर पाएगा। -श्लोक द्वारा बताई गई सज्जनता व मानवता की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा। -मानव कल्याण के लिए गुणों की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। -श्लोकों द्वारा बताई गई बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा। -श्लोकों का अन्वय कर पाएगा। -समास को नियमों सहित समझ कर बहुव्रीहि</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - समास हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.) -समास पठन हेतु</p> <div style="text-align: center;"> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला-एकीकरण-शिक्षण- विषयाधारित - बहुविध-मूल्यांकन श्लोक-गायन भूमिका-निर्वहन कथा-वाचन पोस्टर रचना व स्लोगन लेखन।</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- "सुभाषितानि" "सौहार्द प्रकृतेः शोभा" *समास-बहुव्रीहिः कला-एकीकरण-शिक्षण- विषयाधारित - बहुविध-मूल्यांकन श्लोक-गायन मूल्यांकन-बिन्दु:- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1 कला-एकीकरण-शिक्षण- विषयाधारित - बहुविध-मूल्यांकन भूमिका-निर्वहन</p>

		<p>समास के कम से कम चार शब्दों के सही समास/विग्रह बताकर अभ्यास कार्य कर जाएगा।</p> <p>—प्रदत्तापठित—गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा।</p> <p>—प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा।</p> <p>—प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा।</p> <p>—हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर जाएगा।</p> <p>—अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।</p> <p>—पूछे गए कठिन शब्दों में से न्यूनतम दो—तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा।</p>		<p>मूल्यांकन—बिन्दुः—</p> <p>—भावाभिव्यक्ति 1</p> <p>—उच्चाणशुद्धता 1</p> <p>—कण्ठस्थीकरण 1</p> <p>—आत्मविश्वास 1</p> <p>—प्रस्तुतीकरण 1</p> <p>कला—एकीकरण—शिक्षण—</p> <p>विषयाधारित —</p> <p>बहुविध—मूल्यांकन</p> <p>कथा—वाचन</p> <p>मूल्यांकन—बिन्दुः—</p> <p>—भावाभिव्यक्ति 1</p> <p>—शुद्ध व प्रवाहपूर्ण उच्चारण1</p> <p>ठस्थीकरण 1</p> <p>—आत्मविश्वास 1</p> <p>—प्रस्तुतीकरण 1</p> <p>कला—एकीकरण—शिक्षण—</p> <p>विषयाधारित —</p> <p>बहुविध—मूल्यांकन</p> <p>पोस्टर रचना व स्लोगन लेखन।</p> <p>मूल्यांकन—बिन्दुः—</p> <p>—विषयवस्तु 1</p> <p>—मौलिकता 1</p> <p>—रचनात्मकता 1</p> <p>—नियतसमयानुसार 1</p> <p>—प्रस्तुतीकरण 1</p> <p>साप्ताहिक—परीक्षा —14.08.20</p>
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शेमुषी (द्वितीयो भागः)

कालांश -६

"विचित्रः साक्षी"

कालांश -४

संधिः-विसर्ग-संधिः-

विसर्गस्य उत्त्वम् , *रत्वम्,

विसर्गलोपः,

विसर्गस्य स्थाने स्,श्,ष्

कालांश -४

पुनरावृत्तिः

-प्रत्येक छात्र स्वयं में उचित व अनुचित, सत्य-असत्य को समझने की क्षमता को विकसित कर पाएगा।

-प्रत्येक छात्र साक्ष्य के अभाव में सत्य-असत्य के न्याय कर पाएगा।

-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।

-श्लोकों द्वारा बताई गई बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।

-श्लोकों का अन्वय कर पाएगा।

-प्रत्येक छात्र उचित-अनुचित निर्णय की आवश्यकता मित्र/अनुज/अनुजा को लिखे गए पत्र की पूर्ति कर पाएगा।

-संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों के सही संधि/संधिविच्छेद बताकर अभ्यास कार्य कर पाएगा।

-प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा।

-प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा।

-प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा।

-हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा।

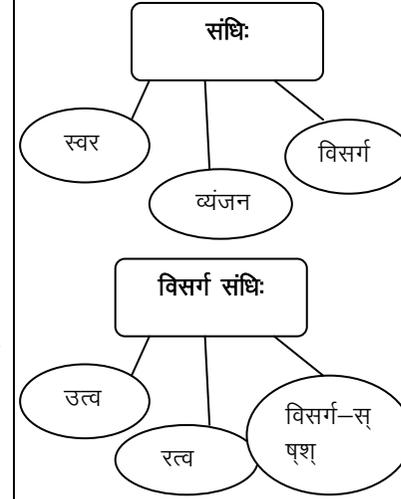
-पुनरावृत्ति द्वारा विषय का पूर्ण अभ्यास कर पाएगा।

धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु

धारणा-मानचित्र(सी.एम.) -

संधि हेतु तथा समापन-सार हेतु

प्रवाह-चित्र (प.च.) - संधि पठन हेतु



मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि

कला-एकीकरण-शिक्षण-

विषयाधारित -

बहुविध-मूल्यांकन

भूमिका-निर्वहन

कथा-वाचन

पोस्टर रचना व स्लोगन लेखन



प्रकृतेः क्रियमाणानि गुणैः कर्माणि शब्दाः ।
अहंकारविमूढात्मा कर्ताहमिति मन्यते ॥

कार्यपत्रों द्वारा मूल्यांकन-

"विचित्रः साक्षी"

संधिः

कला-एकीकरण-शिक्षण-

विषयाधारित -

बहुविध-मूल्यांकन

भूमिका-निर्वहन

मूल्यांकन-बिन्दुः-

-भावाभिव्यक्ति 1

-उच्चाणशुद्धता 1

-कण्ठस्थीकरण 1

-आत्मविश्वास 1

-प्रस्तुतीकरण 1

कला-एकीकरण-शिक्षण-

विषयाधारित -

बहुविध-मूल्यांकन

कथा-वाचन

मूल्यांकन-बिन्दुः-

-भावाभिव्यक्ति 1

-शुद्ध व प्रवाहपूर्ण

उच्चारण1

-कण्ठस्थीकरण 1

-आत्मविश्वास 1

-प्रस्तुतीकरण 1

कला-एकीकरण-शिक्षण-

विषयाधारित -

बहुविध-मूल्यांकन

पोस्टर रचना व स्लोगन

लेखन

मूल्यांकन-बिन्दुः-

-विषय 1

-मौलिकता 1

-रचनात्मकता 1

-नियतसमयानुसार 1

-प्रस्तुतीकरण 1

*सी.बी.एस. ई. के नए निर्देशानुसार ये दोनों पाठ और व्याकरणिक विषय पाठ्यक्रम से हटा दिए गए हैं। इन पर आधारित प्रश्न परीक्षा में नहीं पूछे जाएंगे हैं, परन्तु दोनों पाठों व एक व्याकरणिक-विषय का कार्य पहले ही पूर्ण हो गया है। शेष व्याकरणिक विषयों पर आवश्यकतानुसार चर्चा की जाएगी।

शेमुषी – द्वितीयः भागः	व्याकरणं
*पाठ– ३ "व्यायामः सर्वदा पथ्यः" (अप्रैल में पूर्ण)	*प्रत्यय– ठक्, तल् (मई में पूर्ण)
*पाठ– ४ "शिशुलालनम्" (मई में पूर्ण)	*प्रत्यय– स्त्री-डीप् *समास– बहुव्रीहिः *संधिः-विसर्ग-संधिः-रत्वम्, विसर्गलोपः

Computer Applications

April	<p>12 Periods Unit 1: Networking</p> <ul style="list-style-type: none"> • Internet: World Wide Web, web servers, web clients, web sites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, downloading and uploading files, Internet protocols: • Services available on the internet: information retrieval, locating sites using search engines and finding people on the net; • Web services: chat, 	Students will be able to accurately describe the uses of internet and its services after the lesson Networking and by seeing the presentation and videos on the said topic	Create a presentation on Social Networking. Create a collage of pics and also use the formatting of graphics in the presentation	Practice assignment- Google form : MCQ on Internet Basics Presentation on Social Networking Google Form: MCQ on Web Services
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	<p>email, video conferencing, e-Learning, e-Banking, eShopping, e-Reservation, e-Governance, e-Groups, social networking.</p> <ul style="list-style-type: none"> • Mobile technologies: SMS, MMS, 3G, 4G. 			
May	<p>8 Periods Unit 2: HTML</p> <ul style="list-style-type: none"> • Introduction to web page designing using HTML: create and save an HTML document, access a web page using a web browser. • HTML tags: html, head, title, body, br (break), h1..h6 (heading), p (paragraph), b (bold), i (italics), u (underline) • ul (unordered list), ol(ordered list) • Font tags (attributes: face, size, color) • Create a table using the tags: table, tr, th, td 	Students will be able to create at least 3 web pages using HTML tags	Design web pages using HTML tags. Use appropriate colours and formats in the webpages	Assessment: Unit 1 Assignment on HTML Formatting, OL, UL and Tables
July	<p>8 Periods Unit 2: HTML (Cont...)</p> <ul style="list-style-type: none"> • Table- tr, th, td, rowspan, colspan • Background Picture, 	Students will be able to interpret the use of Table, Lists and Images in Web pages	Design web pages using HTML tags. Use Table, background picture, hr, Attributes of OL and UL, Inserting image and its attributes	Google form MCQ on HTML Tags Worksheets on HTML Tags Output of Web Pages

	<p>hr(horizontal rule),</p> <ul style="list-style-type: none"> •Description lists: dl, dt and dd. Attributes of ol (start, type), ul (type). •Insert images: img (attributes: src, width, height, alt), sup (super script), sub(subscript). 			
August	<p>8 Periods Unit 2: HTML (Cont...)</p> <ul style="list-style-type: none"> •HTML Forms: Textbox, radio buttons, checkbox, password, list, combobox. •Embed audio and video in a HTML page. •Links: significance of linking, anchor element (attributes: href, mailto), targets, vlink, alink 	Students will be able to identify various options under forms and they will be able to connect web pages	Design web pages using HTML tags. Use Forms, Audio, Video in the web pages. Linking web Pages	<p>Google form MCQ on HTML Tags</p> <p>Worksheets on HTML Tags</p> <p>Output of Web Pages</p>
September	<p>4 Periods Unit 2: HTML (Cont...)</p> <ul style="list-style-type: none"> •Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float. 	Students will be able to differentiate HTML and CSS	Design web pages using Cascading style sheets in HTML	<p>Google form MCQ on HTML Tags</p> <p>Worksheets on HTML Tags</p> <p>Output of Web Pages</p> <p>Mid Term</p>