Subject	No. of period / Topics Covered	Learning Outcome	Activities	Assessments
English				
April / May	**Prose: The Portrait of a Lady** by, Khushwant Singh **No. of periods: 4**	To develop a sense of responsibility towards elderlies To develop optimistic attitude towards life amidst many struggles To develop an attitude to become more independent in thought and action To develop the understanding of others' emotions and tolerance	Group discussion- characteristics/ habits of elderly members of the family Loud and Silent Reading Paraphrasing and Explanation Discussion and writing of Q/As Brainstorming- How to make elderlies feel welcomed and accepted **Art Integrated Activity:** Design an attractive web-chart on your grandparent's favouri game. Include all the relevant details like- number of players, playing arena required, rules etc.	Quiz using google form Worksheets Writing Q/As
	Poem: A Photograph by, Shirley Toulson **No. of periods- 3**	To enable the students to grasp the theme and meaning of the poem To enable the students to read the poem with proper tone and rhyme and develop an interest in poetry	Group discussion- Importance of a photograph/ memories of the past Recitation of the poem and Paraphrasing Identifying poetic devices incorporated in the text	Worksheets Writing Q/As

		To enable the students to draw a comparative study between human life and nature. To make the students study a photograph closely and appreciate its significance.	Discussion and writing of Q/As **Art Integrated Activity:** Composing a short poem on a favourite photograph/ past memory	
	Prose: We Are Not Afraid to Die …If We Can Be All Together by, Gordon Cook & Alan East **No. of periods- 5**	To enhance the students' problem solving skills. To inculcate the values of determination and will power To make the students learn to be optimistic and overcome struggles and problems To enable the students to solve HOTS and value based questions from the lesson.	Brainstorming: How do determination and courage bring people out of trouble. Silent and Loud reading Paraphrasing and Explanation Discussion and writing of Q/As **Art Integrated Activity:** Design a display advertisement for a sea trip organized by Voyagers, a travel agency.	Quiz using google form Worksheets Writing Q/As
	Poem: The Laburnum Top by, Ted Hughes **No. of periods- 3**	To enable the students to grasp the theme and meaning of the poem To enable the students to recite the poem with proper tone and rhyme and To develop students' interest in poetry	Brainstorming: How do birds and trees benefit each other Discussion: use of the poetic devices imagery and metaphor in the poem Loud and Silent Reading	Quiz using google form Worksheets Writing Q/As

			To enable the students to draw a comparative study between human life and nature. To make the students understand the importance of interdependence and living in harmony	Paraphrasing and Explanation Discussion and writing of Q/As	
		Short Writing Skill- Advertisement **No. of periods- 2 (will be continued in July)**	To make students utilize their creativity To enable the students to identify the important aspects of advertising To develop the writing and presentation skills	Group discussion: Importance of advertisements/ Format/ Do and Don'ts Drafting and designing the classified and display Ads.	Handout Practice Assignment
July		**Prose:** **The Summer of the Beautiful White Horse (3)**	Each student will be able to • enhance her/his problem solving skills by discussing the given issue with the peers • identify the literary devices • enlist at least 3-4 characteristics of the protagonist • write relevant answers	• interpretation of the title • discussion on the issue- why people find it difficult to stay honest • critical analysis of the plot and characters	• Online quiz using Google forms • Class participation (written and oral) • Weekly assignment/workshe et (submission of work)
		Poster Designing (2)	Each student will be able to- • enlist the components of a good poster	• **Art Integrated Activity** Poster Making: 'Against Cruelty Towards Animals' • Designing posters	

		• draft attractive posters following the format		
	Long Writing Skills: **Letters to the Editor *** **Official Letters (Asking for and giving information) (2)**	Each student will be able to- • discuss the format and phrases to be used for writing the letters • express their views through a letter using grammatically correct sentences	• Discussion of the format • Creating mind-map/ flowchart • Drafting formal letters	
	Discovering Tut: The Saga Continues (3)	Each student will be able to- • identify and discuss the scientific advancements that have taken place in the recent past that affected archaeology • comment on the significance of the Egyptian pyramids/tombs • critically analyze the language and Tutankhamun's dynasty • prepare visually attractive and informative virtual museum	• Discussion- How is modern archaeology different from the old one • Critically appreciating the language • Critically analyzing Tutankhamun's saga • **Art Integrated Activity** Preparing a virtual museum	
	Reading: **Note Making and Summarization** **(2)**	• comprehend the gist of the given passage for note making • make notes on the passage read	• Discussion of the given passage • Extraction of important points from the passage Practicing the given exercise based on the previous year CBSE paper	

August	**Prose:** **The Address** (3)	Each student will be able to- • comment on the outcome of wars and the hardships that follow them • discuss about the human dilemma that follows war and the death of a loved one • critically appreciate the lesson and characters	• Group discussion: The aftermath of the wars • Group discussion to extract important points from the story • **Art Integrated Activity:** recording anecdotes related to a favourite possession in form of a story OR Introducing one's connection/ closeness with a favourite possession through an illustration	**Friday Test (Aug-Sep 2020)** **14.08.2020** • Online quiz using Google forms • Class participation (written and oral) • Weekly assignment/workshe et (submission of work)
	Prose: **Ranga's Marriage** (3)	Each student will be able to- • talk about at least two changes that have taken place in the modern social set-up to prove that the society has moved a long way from the way the marriage is arranged in the story • supply evidences from their experiences to prove how the perceptions of the astrologers are based more on hearsay and conjecture than what they learn from the study of stars • critically analyze the plot and the characters	• Group discussion: How the concept of marriage has undergone changes over years • Paraphrasing and Explanation • Discussion and writing of Q/As • **Art Integrated Activity:** designing an invitation card	

	Poem: The Voice of the Rain **(3)**	• to grasp the theme and meaning of the poem • to recite the poem with proper tone and rhyme and • comment on the significance of the water cycle • draw comparison between human life and nature by giving at least two examples	• Silent and Loud Reading • Paraphrasing and Explanation • Discussion and writing of Q/As • **Art Integrated Activity:** Sketching/ painting an illustration to bring out the theme of the poem OR Preparing a colourful mind-map OR Composing a short poem / haiku on a similar theme	
	Long Writing Skill: **Article Writing** * **(1)**	Each student will be able to- • correctly tell the format of the article • discuss the dos and don'ts of the given writing skill	• Group discussion**:** dos and don'ts, to determine the important points/details that should be provided in th articles	
	Integrated Grammar Practice **(2)**	• to discuss the significance of the grammatical concepts • complete the worksheets	• Discussion related to the grammatical rules Practicing the exercises given in the worksheets	

September	**Short Writing Skill: Notice** **No. of classes- 2**	Each student will be able to • Discuss the format and dos and don'ts • write a notice answering the questions, what, where, when, how	• Group discussion to establish dos and don'ts, to determine the important points/details • **Drafting** of the circulars/notices	• Online quiz using Google forms • Class participation (written and oral) • Weekly assignment/workshe et (submission of work)
	Prose: **Landscape of the Soul** **(3)**	Each student will be able to • differentiate between Chinese and European art • analyze the theme and write their interpretation of the title	• Group discussion on the interpretation of the title and the concept of *shanshui*. • Silent and Loud reading • Discussion and writing of Q/As • Group discussion to establish dos and don'ts, to determine the important points/details • Drafting of the speech	
	Long Writing Skill: Speech Writing **No. of classes- 2**	Each student will be able to • Discuss the format and dos and don'ts • write an article as per the format with appropriate expressions and content • analyse the passage independently • find the answers to the questions	• **Group discussion** to get to the appropriate answers • **Writing** answers	
	Reading Comprehension: Unse Passage **No. of classes- 1** **ASL**	• listen to the audio carefully and find answers to the questions asked express themselves clearly and confidently	• **Listening** to the audio clips • **Completing** the worksheet provided • **Speaking** on a given theme and answering question during the interview	Worksheet Personal interview

|				
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Mathematics

April / May	10 **Topic : Sets**	**Each child will be able to** *define the term set. *represent a set in roaster and set-builder form. *list the various types of sets. *define equal sets. *define a subset. *define a power set. *define a universal set. *explain the various operations on sets i.e Union, intersection, compliment, difference *solve practical problems on union and intersection of sets *apply the concept of Venn diagrams for solving statement questions.	Questions from Assignment on Sets discussed. Students verified distributive law for three given non-empty sets NCERT and Assignment discussed in class through Google Meet	Oral Questioning Assignments Google forms based on Sets (15 Marker Test)
	19 Topic : Mathematical Induction Topic: Complex Numbersand Quadratic Equations	**Each child will be able to** *define deductive and inductive method *differentiate btw inductive and deductive method *define a mathematical statement. *state the Principle of Mathematical Induction *prove mathematical statements using the Principle of Mathematical Induction **Each child will be able to** *recognize the need of a	Geometrical and Polar representation of Complex Number NCERT and Assignment discussed in class through Google Meet	Oral Questioning Assignments Google Form

	Topic: Conic Sections(Introduction)	system of numbers beyond R *define iota. *define a complex number * find the sum, difference, quotient and product of two complex numbers *define conjugate and modulus of z *state the properties of modulus and conjugate of z *represent the complex number in polar form * understand various forms of conics	Art Integration: Using desmos graphing calculator making different shapes/monuments (application of conics)	
July	Teaching days 23 Relations and Functions (10)	Each child will be able to: *define the Cartesian product of sets *find the number of elements in a Cartesian product *define a relation *describe a relation in roaster, set-builder and arrow diagram form *find the domain and range of a relation *define a function and find the domain and range of a function *list the various types of function	**Hook Activity**: Discussion on Applications of Relations and Functions Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 2 (NCERT) Students will solve questions from Assignment Students will watch the relevant video at home: Khan academy video on the concept Relations and Functions https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-linear-equations-functions/cc-8th-function-intro/v/relations-and-functions	Through small tests in fundamentals Google form Oral Questioning Practice Paper Class work Homework
	Trigonometric **Functions (11)**	Each child will be able to: *define a periodic function. *find the trigonometric ratio over the domain R	**Hook Activity**: Discussion on Applications of Trigonometric Functions Students will solve Exercises from chapter 3 (NCERT)	Through small tests in fundamentals Google form

		*state and apply trigonometric formulas for $\cos(A \pm B), \sin(A \pm B), \tan(A \pm B)$	Students will solve questions from Assignment Formulae sheet **Art Integration** Types of Functions: 	Oral Questioning Practice Paper Class work Homework Through Holiday Homework based on art Integration: Using Desmos software design a monument using various functions
	Lab activities (2)	1) To find the number of subsets of a given set and verify that if a set has n number of elements, then the total number of subsets is 2n 2) To verify that for two sets A and B, n (A×B) = p q and the total number of relations from A to B is 2pq, where n(A) = p and n(B) = q	**SE Activities** Lab Activities	Neatness and accuracy of paper work done
August **Mathematics**	Teaching Days 19 **Trigonometric** **Functions** (contd.) (5)	Each child will be able to: *State the C/D and product formulas *State the half angle formulas * solve trigonometric Equations	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 3 (NCERT) Students will solve questions from Assignment	Test on Formulas Through Class Test Oral questioning through Google hangout meet

			Discussion on the Video seen at home: https://www.youtube.com/watch?v=gp5efC2n0iM	Class work
		*****General Solutions of trigonometric equations of the type siny=sina, cosy=cosa and tany= tana.		Homework
	Limits and Derivatives (12)	Each child will be able to: *define limit of a function *perceive the geometrical interpretation of limits *evaluate the limit of various functions *define derivative of a function at a point *perceive the geometrical interpretation of derivatives *evaluate derivatives using the method of first principle. *learn the formulas of derivatives of some standard functions *perceive the concept of chain rule, quotient rule and product rule *apply the knowledge gained in differentiating functions.	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 13 (NCERT) Students will solve questions from Assignment **Experiential Activity**: Students will verify the geometrical significance of derivative	Through small tests in fundamentals Google form Oral Questioning Practice Paper Class work Homework
September **Mathematics**	Teaching Days 22 Linear Inequalities (5)	Each child will be able to:	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises	Through Google Forms

		*define an Inequation
		*find algebraic as well as
		  graphical solutions of
		  linear inequations in
		  one variable
		*find graphical solutions of
		  linear inequations in
		  two variables
		*Find the solutions of
		  system of linear
		  inequations in two
		  variables
			Students will solve Exercises from chapter 6 (NCERT)
			
			Students will solve questions from Assignment
			
			Students will watch the video:
			https://www.youtube.com/watch?v=z1-uYS6hsHQ
			
			Experiential
			  Activity:
			 1) Students will verify that the graph of a given inequality,
			say 5x + 4y – 40 < 0, of the form ax + by + c < 0, a, b > 0, c
			      < 0 represents only one of the two half plane
			2) Geogebra
			   Software :
			            Shading the area under the lines
				Oral Questions
				
				Classwork/
				Homework
				
				Assignments
				
				Weekly test
				11/09/2020

	Straight Lines(14)	Each child will be able to:
		*find the slope of a line
		*convert various
		  forms of equation of a
		  line: one-point form, two
		  point form, slope-intercept
		  form, intercept form,
		  normal form
		*find the equation of a line
		  using the various forms of
		  line
		*calculate the distance of a
		  point from a line
		*perceive the concept of
		  family of lines
		*define concurrency of lines
		*Interpret the given data to
		  form the equation of line.
		*****perceive the concept of
			Students will practice solved examples of NCERT at home
			which will help in further solving questions from Exercises
			
			Students will solve Exercises from chapter 10 (NCERT)
			
			Students will solve questions from Assignment
			
			Art Integration:
			Finding slope of a line
			
			SLOPE TRIANGLES
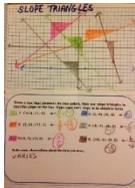			
			Students will watch the video:
			   https://www.youtube.com/watch?v=qnMaWTmdbKk
				Through small tests in
				fundamentals
				
				Google form
				
				Oral Questioning
				
				Practice Paper
				
				Class work
				
				Homework

	Conic Section (Introduction) (3)	Each child will be able to: *state and explain various sections of a cone *write the equation of a circle with given radius and centre *find the centre and radius of a circle		Oral Questioning Class work Homework
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Business Studies

April / May	Business, trade and commerce (6 periods)	Each student will be able to: • appreciate the development of trade and commerce in historical past • discuss the role of indigenous banking system in trade and commerce • explain the concept and objectives of business • discuss types of industries • explain the activities relating to commerce • describe the nature of business risks and their causes • discuss the basic factors to be considered while starting a business.	• students will be asked to discuss with their parents and grandparents about traditional system of transport and banking and compare with present systems. • you tube link shared for flipped class. • students are asked to find out key words from the case studies • students are asked to make flow charts by using different colors	• oral questions on indigenous banking system • assignments based on case studies • practice worksheet • online assessment through MCQs (online quiz)
		Each student will be able to:	• you tube link shared for flipped class.	• oral assessment on different forms of

	Forms of Business Organizations (11 periods)	- identify different forms of business organisation; - explain features, merits and limitations of different forms of business organisations; - distinguish between various forms of organisations; and - discuss the factors determining choice of an appropriate form of business organisation. - specify the important stages in the formation of a company; - describe the steps involved in each stage of company formation - specify the documents to be submitted to the registrar of companies; and - state the need of certificate of incorporation and certificate to commence business.	- students are asked to make flow charts by using different colors. - real life examples to discuss features of sole proprietorship with active involvement of students. - partnership deed of 'Air-Excel' shown. - students will compare different forms of organizations on various basis - students are asked to find out key words from the case studies - bring real life examples of different types of business organizations.	business organizations - assignments based on case studies - practice worksheet - online assessment through MCQs (online quiz)
July	Private, public and global enterprises (8 periods)	Each student will be able to: - explain the concept and characteristics of public enterprise - explain the features of different forms of public enterprises---departmental undertaking, statutory corporations and government companies - critically examine the changing role of public sector *explain the features of global enterprises**** *appreciate the benefits of joint ventures**** *describe the features of private, public partnership****	- participation in group discussion (distinction between private sector & public sector) - participation in group discussion (Is MNC a boom?) - real life examples - economic Times Magazine for examples - concept map (public enterprise) - attribute diagram (features of types of public enterprise) - cause & effect relationship (multinational company and Joint Ventures) art integration activities	- oral questions on global enterprises - assignments based on case studies - practice worksheet - online assessment through MCQs (online quiz)

	Business Services (5 periods)	Each student will be able to: • explain the meaning and types of business services. • state the characteristics of services; • distinguish services from goods; • classify different types of business services; • explain the concept of e-banking; • classify different types of bank accounts • differentiate between various types of bank accounts • discuss various banking services with particular reference to issue bank draft, banker's cheque, RTGS, NEFT, bank overdraft and cash credits. explain the concept of e-Banking.	• participation in group discussion (difference between recurring a/c and saving a/c.) • visit to the site of a bank to collect information on various types of pay in slips. Application forms to open various types of bank account • students to download 'learn banking app' for better understanding of banking functions and services. • India Today Magazine for real life examples • flow chart (types of services) • concept map (types of bank accounts) • mind map	• oral questions on different types of business services • assignments based on case studies • practice worksheet • online assessment through MCQs (online quiz)
August	Business Services (6 periods)	Each student will be able to: • identify and classify different types of insurance policies • discuss various principles of insurance • *explain various postal and telecom services – mail as well as other services**** • *explain the utility of various postal and telecom services****	• whole group instruction • you tube link for flipped class • group discussion cause and effect relationship (policies of insurance) • art integrated activities	• oral questions on functions of insurance • assignments based on case studies • practice worksheet • online assessment through MCQs (online quiz) • Weekly test (7-08-2020)
	Emerging modes of Business (6 periods)	Each student will be able to: • state the meaning and scope of e-business • explain the process of online buying and selling as a part of e-business	• whole group instruction • fishbone (benefits and limitations of e-business) • cause & effect relation (scope of outsourcing) • chain diagram (process of e-business) you tube link for flipped class	• oral questions on benefits and safety and security of e-business • assignments based on case studies • practice worksheet

Month	Topic	Learning Objectives	Teaching Methods	Assessment
		• distinguish e-business from traditional business • state benefits of switching over to electronic mode • explain requirements for a firm's initiation into e-business • identify major security concerns of electronic mode of doing business • *discuss the need and scope of BPO*** appreciate the scope of business process outsourcing and knowledge process outsourcing****		• online assessment through MCQs (online quiz)
September	Social Responsibility of Business and Business Ethics (10 periods)	Each student will be able to: • explain the concept of social responsibility. • discuss the need for social responsibility; • examine the case for and against social responsibility. • identify the social responsibility towards different interest groups • appreciate the role of business in promoting the cause of human rights. • analyse the relationship between business and environmental protection • analyze the causes of environmental pollution and business responsibility. • discuss the steps to control or reduce pollution. • *define the concept of business ethics**** • *state the elements of business ethics****	• group discussion • fishbone (social responsibility of business – cases for & against) • whole group instruction • you tube link for flipped class • group discussion • cause and effect relationship between business and environmental protection • jig saw (business ethics) • whole group instruction • art integrated activities • cover story (Social responsibility of business) • real life examples from newspaper and business magazines • flipped class	• oral questions on social responsibility • assignments based on case studies • practice worksheet • online assessment through MCQs (online quiz) Business Studies assessment 1 (4-09-2020)
	Sources of Business Finance (4 periods)	Each student will be able to: • state the meaning, nature and importance of business finance	• whole group instruction • attribute diagram (features of sources of fund)	

		• classify the various sources of business finance • differentiate between owners' equity and borrowed funds	•fishbone (merits & demerits of various sources of owner's equity) •cycle graph (operating cycle of working capital) •you tube link for flipped class	•oral questions on various sources of business finance •assignments based on case studies •practice worksheet •online assessment through MCQs (online quiz)
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Accountancy

April / May	**Introduction of accounting** (4 period)	Each student will be able to: • state the meaning and need of accounting • discuss accounting as a source of information • identify the internal and external users of accounting information • explain the objectives of accounting • describe the role of accounting	• students to differentiate between single entry and double entry system of accounting • make flow chats on different sub topics	• practice worksheets • assignment from text book and reference books, • online assessment though mcqs
	Basic accounting terms. (2 periods)	Each student will be able to: • explain the basic terms used in accounting. • compare different accounting terms	• students to find out difference between various accounting terms	• oral assessment on basic accounting terms and their differences • practice worksheets • assignment from text book and reference books • online assessment though mcqs

	Theory base of accounting (5 periods)	Each student will be able to: • identify the need for theory base of accounting • explain the nature of Generally Accepted Accounting Principles (GAAP) • state the meaning and purpose of the basic accounting concepts • list the accounting standards issued by Institute of Chartered Accountants of India • describe the systems of accounting	• students will be asked to exemplify the application of various concepts of accounting	• practice worksheets • assignment from text book and reference books • online assessment though mcqs
	Bases of accounting. (1 period)	Each student will be able to: • describe the basis of accounting • compare cash basis and accrual basis of accounting • find out merits and demerits of cash basis and accrual basis of accounting	• students will compare cash basis and accrual basis of accounting	• practice worksheets • assignment from text book and reference books • online assessment though mcqs
	Accounting equation. (5 periods)	Each student will be able to: • describe the nature of transaction • explain the meaning of an Accounting Equation • apply accounting equation to explain the effect of transactions • record transactions using rules of debit and credit;	• students will find out the effects of various transaction on accounting equation	• verbal questioning on basic equations and treatment of items • practice worksheets • assignment from text book and reference books • online assessment though mcqs
July	Accounting procedure. rules of debit and credit (2 periods)	Each student will be able to: • explain rules of debit and credit-for assets, capital liabilities, revenue, and expense.	• discussion on traditional approach and modern approach of rules of debit and credit students will read the flowchart given and create their own once the topic is done	• oral assessment • assignments based on practical • practice worksheet

		•classify and Balancing of accounts discuss the significance of various balances		•online assessment through MCQs (online quiz)
	Preparation of vouchers (1 period)	Each student will be able to: •find out the origin of transactions – source documents and vouchers, •explain the meaning of vouchers. list and differentiate the types of vouchers	• discussion on source vouchers and accounting vouchers students will read the flowchart given and create their own once the topic is done	•oral assessment •assignments based on practical •practice worksheet •online assessment through MCQs (online quiz)
	Journals and ledgers. (9 periods)	Each student will be able to: •explain the steps in journalizing the transactions. •state simple and compound journal entries •distinguish between cash discount and trade discount •list advantages and limitations of journal •explain the utility and form of ledger •posting of entries and balancing of ledgers	students will give transactions to each other to pass journal entries	•oral assessment •assignments based on practical •practice worksheet •online assessment through MCQs (online quiz)

				• oral assessment
	Trial balance. (2 periods)	Each student will be able to: • know the meaning and objectives of trial balance. • preparation of trial balance with balance method.	students will read the flowchart given and create their own once the topic is done	• assignments based on practical • practice worksheet online assessment through MCQs (online quiz)
AUGUST	Special purpose book 1 **(7 periods)**	Each student will be able to: • explain the meaning and features of special Journal • list the features and advantages of cash book. • classify the kinds of cash book • prepare simple cash book, and cash book with bank columns. • clarify accounting treatment of some adjustments. explain the concept of petty cash book and imprest system of petty cash book.	• students will read the flowchart given and create their own once the topic is done	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)
	Special purpose book 2 (4 periods)	Each student will be able to: • prepare purchases book, purchases return book, sales book, sales returns book • post into ledger • explain journal proper • difference between purchases book and sales book, purchases and sales returns book. • role of subsidiary books in practical system of book keeping	• discussion on (a) purchases book and sales book (b) purchase return and sales return book students will read the flowchart given and create their own once the topic is done	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)

		distinction between books of original entry and ledger		
	Bank reconciliation statement. (2 periods)	Each student will be able to: • explain meaning of bank reconciliation statement • find out the requirement of bank reconciliation Statement. • give causes or reasons for difference between balance of cash book and pass book.	• students will read the flow chart given and create their own once the topic is done students will find out the reasons for differences between cash book and pass book	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)
SEPTEMBER	Bank reconciliation statement. **(5 periods)**	Each student will be able to: • explain the concept of overdraft cases in banking transactions. preparation of BRS with adjusted cash book balance. ***	• students will read the flowchart given and create their own once the topic is done	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)
	Depreciation. (8 periods)	Each student will be able to: • state the meaning and need of depreciation. • discuss the factors affecting depreciation. solve questions based on both the methods with working notes under depreciation.	students will read the flowchart given and create their own once the topic is done	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)

	Provisions and reserves. (1 periods)	Each student will be able to: •explain and discuss the concept and objectives of provisions and reserves. •differentiate between provision and reserves. classify the types of reserves revenue reserve, capital reserve, general reserve and specific reserve.	• students will read the flowchart given and create their own once the topic is done • make flow chart	• oral assessment • assignments based on practical • practice worksheet • online assessment through MCQs (online quiz)
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Economics				
April / May	**STATISTICS FOR ECONOMICS** **WHAT IS ECONOMICS**	Each student will be able to: • Understand how economics is linked with the study of economic activities in consumption, production and distribution. • Differentiate 4 points between Economic and Non-Economic activities. • Define Economics. • Distinguish 3 points Economics as Science and Art. • Discuss three points of functions and importance of statistics.	• During the day, identify atleast 10 activities undertaken by your family members and categorise them into economic and non-economic activities. • Brain storming activities used for explaining good and bad impacts of Collected Data. • **Data on Covid** and its presentation in different forms. • Identify activities for Statistics as science or art. • Discussion on " Economics is a study of scarcity". • Discussion on ' Statistics these days is indispensable for dealing with Socio-economic problems'. • **Covid** data-' Statistics is science of counting'. • **Covid** data ' Statistics affects everybody and touches life at many points'. • 'The Government and policy maker use statistical data to formulate suitable policies of economic development'. Illustrate with two examples. • **Covid cases**- economics a positive or normative science	• Worksheets, • Online Quiz/MCQs' • HOTS questions • Crossword activity.

	PRODUCTION POSSIBILITY
	
	Central problems - Production possibilities frontier
		Each student will be able to:
		• Categorize 4 different activities in an economy as economic or non-economic activity.
		• Interrelate in 3 points micro and macro concepts.
		• Apply the law of diminishing marginal utility in different situations in life for different commodities.
		• Analyse diagrammatically changes that happen when price in the market changes and how the consumer's behaviour changes keeping income given.
			• Unemployment is reduced due to measures taken by the government. Identify its economic value.
			• Discuss the long term impact of Beti Bachao program on India's PPC.
			• When can there be
			  a. Rotation of PPC.
			  b. Shift of the PPC.
			  c. State whether the following are True or False
			• Due to this **pandemic** if business from China shifts to India then- impact on the PPC.
			• Game- dividing the class into 2 resources(guns and butter). Teacher as finance minister has to take a decision on what, how and for whom to produce.
				• Worksheets,
				• Online Quiz/MCQs'
				• HOTS questions

	DEMAND **ELASTICITY OF DEMAND**	Each student will be able to: • Identify the concept of Demand. • Analyse the 4 factors affecting Demand. • Derive the Law of Demand. • Represent the movements and Shifts in demand curve diagrammatically. • Analyse the factors affecting demand. • Interpret the theory related to the calculations of demand to practice by doing the numericals.	What causes the following(Different cases) a. An upward movement along the demand curve b. A downward movement along the demand curve c. A right shift of the demand curve. d. A left shift of the demand curve. What is the effect on the demand curve of the following: a. Fall/rise in the price of a substitute good b. Fall/rise in the price of a complement good. Find any two ways demand for electricity can be decreased when price elasticity of demand is extremely low.	• Worksheets, • Online Quiz/MCQs' • HOTS questions
July	**Collection of Data** (5)	Each student will be able to:		• Worksheets,

		- Relate the topic to day to day activity. - understand the meaning and purpose of data collection. - Identify sources of Data - Classify methods of collection of data as Primary or secondary data on the basis of its collection. - distinguish between primary and secondary sources; - know the mode of collection of data; - be familiar with the techniques of sampling; - Collect information from the informant through personal interview. - Draft a Questionnaire - Conduct Surveys. - Collect information from secondary source . - know about some important sources of secondary data.	- Brain storming activities used for explaining good and bad impacts of Collected Data. **Data on Covid** of different states. - Assignment for data collection interview your domestic help asking questions on how he/she manages time between work and leisure. - There are 10 students in your school who excel in the game of cricket. All are equally brilliant , but you are to select only 3 for representing your school in the inter zonal cricket tournament. How would you do it. Give details with reasons. - Prepare a questionnaire on should Board exams of CBSE be conducted due to covid pandemic. - You have to collect information from a person, who lives in a remote village of India. Which mode of data collection will be the most appropriate for collecting information from him? - You have to interview the parents about the quality of teaching in a school. If the principal of the school is present there, what types of problems can arise? - In which years will the next Census be held in India and China? - If you have to study the opinion of students about the new economics textbook of class XI, what will be your population and sample? - If a researcher wants to estimate the average yield of wheat in Punjab, what will be her/his population and sample? - You have to analyse the trend of foodgrains production in India for the last fifty years. As it is difficult to include all the years, you have to select a sample of production of ten years. Using the Random Number Tables, how will you select your sample?	- Online assessment - Quiz/MCQs' - HOTS questions - oral questions - practice worksheet

ORGANISATION OF DATA (6)	Each student will be able to: • Define classification. • Identify three objectives of classification and highlight the main methods of classification. • Organize raw data in the form of individual series and Frequency series. • be familiar with the method of tally marking; • Compute continuous series into inclusive or exclusive series. • Compute cumulative series. • Identify upper and lower class limit. • Find the class size, mid value and class frequency. • Convert cumulative series into continuous series.	• Can there be any advantage in classifying things, explore with the help of an example from your daily life. • Visit your local post-office to find out how letters are sorted. Do you know what the pin-code in a letter indicates? Ask your postman • Collect data of total weekly expenditure of your family for a year and arrange it in a table. See how many observations you have. Arrange the data monthly and find the number of observations. • Distinguish the following variables as continuous and discrete: Area, volume, temperature, number appearing on a dice, crop yield, population, rainfall, number of cars on road, age • From your old mark-sheets find the marks that you obtained in mathematics in the previous classes. Arrange them year-wise. Check whether the marks you have secured in the subject is a variable or not. Also see, if over the years, you have improved in mathematics	• Worksheets, • Online Quiz/MCQs' • HOTS questions • oral questions • practice worksheet
PRESENTATION OF DATA (12)	Each student will be able to:	• **Data on Covid** and its presentation in different forms.	

		- Represent Covid cases of the World in tabular, diagrammatic and Graphic presentation. - Represent Cricket scores of the World Cup in tabular, diagrammatic and Graphic presentation. - Explain the parts of a Table - Define tabulation. - Explain the merits of tabulation - Present the data in diagrammatic and Graphic presentation. - Construct Bar diagram, multiple bar diagram, sub divided bar diagram, pie diagram. - Follow various rules for constructing diagrams. - Appreciate the universal utility of a diagram. - Construct Histogram, Polygon and Ogive.	- Construct a table presenting data on preferential liking of the students of your class for Star News, Zee News, BBC World, CNN, Aaj Tak and DD News. - Prepare a table of (i) heights (in cm) and (ii) weights (in kg) of students of your class. - Go to your library and collect data on the number of books in economics, the library had at the end of the year for the last ten years and present the data in a table. - Construct a table presenting data collected from students of your class according to their native states/residential locality - You had constructed a table presenting the data about the students of your class. Draw a bar diagram for the same table. - How many states (among the major states of India) had higher female literacy rate than the national average in 2001?	- Worksheets, - oral questions - practice worksheet - Online Quiz/MCQs' - HOTS questions
August	**MEASURES OF CENTRAL TENDENCY (10)**	Each student will be able to: - Reason out the characteristics of a representative average. - understand the need for summarising a set of data by one single number; - Do Computation of mean. - Compute mean in individual series by direct and shortcut methods. - Compute mean in discrete series by direct, shortcut and step deviation methods. - Compute mean in continuous series by direct, shortcut and step deviation methods.	- From data on **Covid** of different states compute its mean. - Find average monthly expenditure for your household.	- Worksheets, - Online Quiz/MCQs' - oral questions - practice worksheet - HOTS questions

	POSITIONAL AVERAGE AND PARTITION VALUES (9)	Each student will be able to: Compute value of Median, Mode, and Quatiles and interpret its result.		• Worksheets, • Online Quiz/MCQs' • HOTS questions
September	Production function and Returns to a Factor Supply (15)	Each student will be able to: • Give the production function. • Define the law of returns to a factor. • Draw schedule for law of variable proportions. • Infer law of variable proportions in short run production function. • Give reasons for three phases of production in short run. • Define law of supply • Give factors affecting supply	Ask students to make note of any signs of producers they see. For instance, they might see a label that shows a publishing company for books they see all over your school. In the community, they might see a storefront for a small business. Then, ask students to come together to share their findings and make a poster representing the most common producers they saw during this walk. • Paper chain factory using four factors of production. Keep increasing variable factor and observe the changes in production that take place.	• Worksheets, • Online Quiz/MCQs' • HOTS questions
***		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.		