



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

**\*\*\*\* Topics marked with asterisk have been deleted by CBSE for the academic year 2020-21. However, these topics would be covered in class through discussions to bridge the learning gaps.**

Subject	No. of period / Topics Covered	Learning Outcome	Activities	Assessments
<b>English</b>				
March-May	<b>Flamingo</b> The Last Lesson( 5p)	<p>To familiarize themselves with specific background information of Alphonse Daudet / history of France.</p> <p>To list down reasons why patriotism also means love for one's language and culture</p> <p>To explain why one must not take one's freedom of expression for granted</p> <p>To develop optimistic attitude towards life amidst many struggles.</p> <p>To make connections between similar situations in different storylines /life experiences like Indians under the British imperialism.</p> <p>To analyse and justify the title</p> <p>To analyse characters and draft character sketches</p>	<p>Group discussion on the author and his contribution to literature</p> <p>Loud and silent reading of the lesson</p> <p>Brainstorming for the interpretation of the title and . analysing meaning of difficult words.</p> <p>Class discussion on why patriotism is, love for one's language and culture;</p> <p>Drafting the character traits of M Hamel and Franz with the help of the STEAL characterization technique.</p> <p>Creating an advertisement announcing the vacancy of the post of a teacher to teach German in a school of Alsace</p> <p>Discussion and writing of question and answers</p> <p>Recall the important points of the story through a worksheet, fill-in the blanks with reference to the</p>	<p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Assessments through assessprep</p> <p>Oral questioning in the class</p>

	<p><b>Flamingo</b> My Mother at Sixty Six (5p)</p>	<p>To strengthen their vocabulary</p> <p>To list down reasons why the youth today should take care of their elderly parents</p> <p>To list down ways in which one can shower one's love for their parents</p> <p>To read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>To comment on the theme and meaning of the poem.</p> <p>To analyze the poem and identify the poetic devices</p>	<p>context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Creating a poster announcing the teaching of German, which Franz may have seen that day. on the bulletin board (Holiday Homework)</p> <p>Reading about the poet and discussing about her contribution to literature, in class</p> <p>Recitation of the poem</p> <p>Brainstorming on bringing out the theme, picking out the poetic devices used and interpretation of the title.</p> <p>Recall the important points of the poem through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Creating a poem on loss based on the reading of the poem</p>	<p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Assessments through assessprep</p> <p>Oral questioning in the class</p>
	<p><b>Vistas</b> The Tiger King (6p)</p>	<p>To create a list of the specific Royal Indian background information of the author/history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</p> <p>To comment on the importance of becoming sincere and trustworthy in thought and action.</p> <p>To learn to be understanding, responsible, tolerant and have respect for class identities- democratic citizenship.</p> <p>To comment on the title and express opinions on the irony and humour and use of figurative language in the story</p> <p>To analyse the characters and draft character sketches</p> <p>To learn new words and explain their meanings</p> <p>To express themselves in the form of an article</p> <p>To list down reasons leading to child labour</p>	<p>Writing an article on the conservation of the tiger and taking care of the Earth.</p>	<p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Assessments through assessprep</p> <p>Oral questioning in the class</p>

	<p><b>Flamingo</b> Lost Spring(8p)</p>	<p>To identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution.</p> <p>To draft a notice and enhance their writing skills</p> <p>To express themselves in the form of a report writing</p> <p>To uncover the motives of the poor.</p> <p>To analyse and interpret the title</p> <p>To list down differences between children in the slum areas and that of cities</p> <p>To familiarize themselves with specific background information of social inequalities.</p> <p>To recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences.</p> <p>To build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p> <p>To analyse and comment on the title</p> <p>To express themselves in the form of an article</p>	<p>Recall the important points of the story through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Brainstorming on the theme/ message conveyed through the lesson and designing a poster on the conservation of tigers.</p> <p>Silent and loud reading of the lesson</p> <p>Drafting a report on the Problem of Child Labour in India, for your school magazine.</p> <p>Brainstorming on the interpretation of the title and analyzing the irony in Saheb's life</p> <p>Creating a notice informing students about the 'Anti-Child-Labour Day' going to be observed in their school, as the Head Boy/Girl</p> <p>Recall the important points of the lesson through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Brainstorming on the theme/ message conveyed through the lesson and designing a poster to create awareness about the upliftment of Seemapuri, a slum the periphery of Delhi</p>	<p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Assessments through assessprep</p> <p>Oral questioning in the class</p> <p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Assessments through assessprep</p> <p>Oral questioning in the class</p>
--	--	--	---	--

	<p><b>Flamingo</b> Deep Water (6p)</p>	<p>To unfold their logical thinking skills.</p> <p>To enrich their vocabulary</p> <p>To organize their thoughts, research work, compile and present in an economic writing style.</p> <p>To develop their listening, speaking, questioning and presentation skills.</p> <p>To strengthen their decision making skills.</p> <p>To familiarize themselves with specific background of political enmity.</p> <p>To identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>To understand the significance of professional ethics and social obligation in sensitive times.</p> <p>To analyse and interpret the title</p> <p>To express themselves through writing tasks</p> <p>To list down their ideas on the concept of time travel</p>	<p>Group Discussion on the prevalent inequalities of the society which rest on financial status and lost opportunities for children</p> <p>Recitation of the poem</p> <p>Brainstorming on the interpretation of the title</p> <p>Discussion on bringing out the comparison between the poem Elementary School Classroom in a Slum and Lost Spring</p> <p>Writing an article on : History is theirs whose language is the sun.</p> <p>Recall the important points of the poem through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Brainstorming on the theme/ message conveyed through the lesson and designing a poster creating awareness on the importance of education in a child's life</p> <p>Silent and Loud reading of the text</p> <p>Doing a creative writing on Crisis Management, to unfold logical thinking skills</p> <p>Discussion on a drowning experience in one's life</p> <p>Writing a paragraph on, 'All we have to fear is fear itself'. Have you ever had a fear that you have now overcome?</p> <p>Recall the important points of the lesson through a</p>	<p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Oral questioning in the class</p> <p>Individual tasking through class and home assignments on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Oral questioning in the class</p> <p>Individual tasking through class and home assignments</p>
--	--	--	--	--

	<p><b>Vistas</b> The Third Level (6p)</p>	<p>To list down Jack Finney's word choices</p> <p>To interpret the title</p> <p>To analyze the text structure of The Third Level</p> <p>To determine the meaning of words and phrases as used in the poem</p> <p>To write a diary entry</p>	<p>questionnaire, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integrated Activity:</b> Engaging oneself in a listening skill activity on a Snippet (song delivering courage of Amelia Earhart)</p> <p>Group discussion on the services of a doctor during war times</p> <p>Class discussion on our role as private citizens and as citizens of the nation</p> <p>Drafting the character traits of Dr Sadao and the General with the help of the STEAL characterization technique.</p> <p>Writing a diary entry as the doctor in the story.</p> <p>Recall the important points of the lesson through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.</p> <p><b>Art Integration Activity:</b> Creating a dialogue between William Douglas and his instructor discussing Douglas' fear of water and the instructor's help in removing the fear from Douglas' life</p> <p>Group discussion on the concept of time travel.</p> <p>Listing down Jack Finney's choices and interpreting the title.</p> <p>Debate if Charlie had visited the third level</p> <p>Write the character sketch of Mr. Charley with the help of the STEAL characterization technique.</p>	<p>on google classroom</p> <p>Quiz on the lesson using google forms</p> <p>Practice worksheet on google classroom</p> <p>Oral questioning in the class</p>
--	---	---	---	--

			Recall the important points of the story through a worksheet, fill-in the blanks with, reference to the context and MCQ quiz.	
July	<p><b>Topic:</b></p> <p>A Thing of Beauty by John Keats (5)</p>	<p><b>Each student will be able to</b></p> <p>analyse the poem to make a critical appreciation</p> <p>identify the poetic devices and explain how they are used in the poem</p> <p>annotate the lines of the poem with reference to the context</p> <p>bring out beauty in every creation of God, whether big or small</p>	<p><b>Students will do the following:</b></p> <p><b>Group Discussion:</b> Read up on the poet and discuss him and his works.</p> <p><b>Pair Work</b> Interpret the title, pick out the poetic device used.</p> <p><b>Individually,</b> list down the things of beauty that they see around them</p> <p><u><a href="#">Art Integrated Activity</a></u></p> <p><b>All Things Bright and Beautiful</b></p> <p>Beauty is a heavenly tonic/drink – an endless fountain of nectar. This beauty comes in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace. It removes sadness from our lives and gives an everlasting joy. Keeping te central idea of the poem in mind, specify an art form that soothes your spirit and refreshes your mind. Create that art work and mention why it is a source of happiness to you.</p> <p><b>Examples:</b> Composing a song, poem/ singing a song/ playing a musical instrument/painting/sketching /reading/creating a shape poetry/ dancing, etc and record them.</p>	<p><b>Students will be assessed through the:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>Topic:</b></p> <p>The Rattrap by Selma Lagerlof (5)</p>	<p><b>Each student will be able to</b></p> <p>effectively provide a synopsis of the story.</p> <p>analyze the values and thought process of the story.</p> <p>identify the insecurity while tackling personal fears and</p>	<p><b>Students will do the following:</b></p> <p><b>Debate :</b> The whole world is nothing but a great rattrap. Group activity *****</p> <p><b>Speech writing:</b> Needs for inculcating moral</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p>

		<p>horrors that lurk in the recesses of our mind.</p> <p>appreciate the significance of developing personal fears yet rising above them to savor real liberty. Their vocabulary would be enriched.</p> <p>justify the title</p> <p>express themselves through the writing tasks</p>	<p>values' in about 100 words. <b>*****</b></p> <p><b>Article writing:</b>  'The Rattrap' is a story that focuses on human loneliness and the need to be kind to others. It shows how an act of kindness can change a person's view of the world. In keeping with this mood of the story, write an article on 'On being kind'.</p>	<p>Assignment Long Answer Questions</p>
July	<p><b>Topic:</b>  Keeping Quiet by P. Neruda (3)</p>	<p><b>Each student will be able to</b></p> <p>comment on the need of the hour to maintain peace</p> <p>cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</p> <p>up threat and gently heed with the predictable loss of the world. (global domain)</p>	<p><b>Students will do the following:</b></p> <p><b>Keep still physically and mentally</b> for about two minutes to feel the change in the state of mind.</p> <p><b>List down</b> the various sounds that they can hear and experience</p> <p><u><a href="#">Art Integrated Activity</a></u></p> <p><b>Let Peace Prevail:</b>  Imagine that the world has come to an end. You and your friends have survived You decide to create a new society where only peace and brotherhood prevails. Create your society. You will draw/sketch/paint/your society wherein you enlist the following things:  A map, the motto, rules to govern your society, a symbol of peace, etc.</p>	<p><b>Students will be assessed through:</b>  Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>Topic:</b>  The Third Level (2)</p>	<p><b>Each student will be able to</b></p> <p>analyze Jack Finney's word choices</p> <p>analyze the text structure of The Third Level</p> <p>determine the meaning of words and phrases as used in the poem</p> <p>familiarize themselves with the concept of time travel</p>	<p><b>Students will do the following:</b></p> <p><b>Discuss in groups</b> Philately helps keep the past alive, Discuss other ways in which this is done</p> <p><b>Debate:</b> <b>*****</b>  Charlie had visited the third level, listing examples supporting ones statement</p>	<p><b>Students will be assessed through:</b>  Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	<p><b>Topic:</b>  Indigo by Louis Fischer (5)</p>	<p><b>Each student will be able to:</b></p> <p>learn more about the Champaran Movement</p> <p>analyze Gandhi's role in helping peasants</p>	<p><b>Students will do the following:</b></p> <p><b>Debate:</b> <b>*****</b>  Gandhi considered freedom from fear more</p>	<p><b>Students will be assessed through:</b>  <b>Friday Test: 28.8.20</b></p>

		<p>comment on the sharecropping agreement</p> <p>draft a character sketch of Rajkumar Shukla</p> <p>comment on Gandhi's influence on the lawyers</p> <p>analyze how self-reliant Indian independence and help to sharecroppers were all bound together</p>	<p>important than legal justice for the poor peasants of Champaran</p> <p><b>Speech writing: *****</b> The text 'Indigo' expresses the value of freedom and Indians' fight for freedom. How would you define FREEDOM? Write your views in the form of a speech to be delivered in the morning assembly of your school. Don't exceed 150 words.</p> <p><b>Article writing:</b> Getting a clue from the way Mahatma Gandhi dealt with the Champaran episode, write an article on 'qualities of a good leader' or 'what makes a good leader'.</p> <p><b>Paragraph writing:</b> Non-Violence' and 'Truthfulness' were Gandhi Ji's tools against the British. He fought with them and won the battle. It proves that 'non-violence' has the power. So, write a paragraph on the issue in about 100 words.</p>	<p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	<p><b>Topic:</b> Poets and Pancakes by Asokamitran (3) *****</p>	<p><b>Each student will be able to</b></p> <p>analyze and justify the title</p> <p>comment on the humour used and the theme of the lesson</p> <p>bring out the struggle that Ashokmitran went through</p>	<p><b>Students will do the following:</b></p> <p><b>Paragraph writing:</b> You must have met some interesting characters in your neighbourhood or among your relatives. Write a humorous account about their idiosyncracies</p> <p><b>Article writing :</b> There was a great deal of National Integration in the Gemini studios with the make-up department being headed by people from all parts of India in succession.(Poets and Pan cakes by Asokamitran) The need of the hour in India is an idealistic situation where people are more tolerant towards each other to realize the dreams, our founding fathers had dreamt at the time of independence. What role could the Youth of India play in this regard?</p> <p><b>Art integrated Activity</b></p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>



			<p><b>Creating a collage or a cartoon strip:</b> Collect about twenty cartoon strips from newspaper and magazines in any language to discuss how important people or events have been satirized. Comment on the use of words and pictures used. You may also create a comic strip on the same lines.</p>	
August	<p><b>Topic:</b> A Roadside Stand by Robert Frost (4)</p>	<p><b>Each student will be able to</b></p> <p>bring out the callous attitude of the rich towards the poor</p> <p>bring out the poet's urge for sympathy for rural people and analyse the title</p> <p>comment on the theme- reality of class difference between the city rich and the rural poor</p> <p>comment on the rhyme scheme and the stanza division</p>	<p><b>Students will do the following:</b></p> <p><b>Drafting a notice:</b> Your school is going to conduct a symposium on the issue, Rural Urban Divide, for the students of Class XII. Draft a notice for the school notice board.</p> <p><b>Discuss:</b> In Robert Frost's assertion that the 'hurt to the scenery' does not bother him, focus shifts to the futility of people generally being obsessed with appearances as well. Comment on how pre-occupation with appearances is detrimental for society</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	<p><b>Topic:</b> Should Wizard Hit Mommy by John Updike (4)</p>	<p><b>Each student will be able to</b></p> <p>familiarize themselves with specific background while tackling personal choices on security, familiarity and happiness.</p> <p>make connections between similar situations in personal experiences.</p> <p>appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues</p>	<p><b>Students will do the following:</b></p> <p><b>Debate: *****</b> Parents must always decide what is best for their children</p> <p><b>Discuss:</b> Nursery rhymes and fairy tales are a reflection of reality</p> <p><u><a href="#">Art Integrated Activity</a></u></p> <p><b>Role Reversal</b> A panel discussion through role play where John Updike answers a set of questions asked by his characters with reference to the lesson</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<p><b>Topic:</b> Aunt Jennifer's Tigers by Adrienne Rich (4)</p>	<p><b>Each student will be able to:</b></p> <p>facilitate making connections between similar situations in different storylines/life experiences.</p>	<p><b>Students will do the following:</b></p> <p><b>Article writing:</b> No two individuals will be similar and will think alike. Each has to accept the other with their differences.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p>

		<p>empathize with Aunt Jennifer's problems and seek resolution.</p> <p>think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>discern prevailing inequalities in various guises.</p> <p>justify the title</p>	<p>When one is unable to do so, the relationship itself becomes a burden. And, that is what happened to Aunt Jennifer. What changes do you advocate to promote marital harmony.</p> <p><b>Paragraph writing:</b> What changes can be brought about in the society for uplifting the position of women, like Aunt Jennifer</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<p><b>Topic:</b> On the Face of It by Susan Hill (5)</p>	<p><b>Each student will be able to</b></p> <p>fight out their loneliness, depression and disappointment.</p> <p>accept the physically challenged people positively in their life and expand their social interaction.</p> <p>build up optimism and self confidence.</p> <p>justify the title</p> <p>express themselves through an article writing</p>	<p><b>Group discussion:</b> "It's got nothing to do with my face and what I look like"</p> <p><b>Article Writing:</b> Appearances are deceptive.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<p><b>Topic:</b> Evans Tries an O- Level by Colin Dexter (5)</p>	<p><b>Each student will be able to</b></p> <p>familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</p> <p>identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p> <p>write character sketches</p> <p>justify the title</p> <p>improve upon their writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Discuss in groups:</b> Would Education in the jails help in refining prisoners? L</p> <p><b>Justify in pairs,</b> the title, 'Evans Tries an O-Level'. Suggest another title for it.</p> <p><b>Create a timeline account</b> of how Evans planned and executed his escape from the prison at Oxford despite all the security measures that had been taken to ensure against that. A</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<p><b>Topic:</b> The Interview by Christopher Silvester(3) *****</p>	<p><b>Each student will be able to</b></p> <p>learn about the technique of 'interview' as a new way of interrogating.</p> <p>list down the use of linkers and signallers while conducting an interview</p>	<p><b>Students will do the following:</b></p> <p><b>Report Writing:</b> produce a sort report of the interview conducted by Mukund Padmanabhan using the salient points</p> <p><b>Work in pairs</b> to list down the use of linkers and signallers while conducting an interview</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p>

		<p>give reasons why Umberto Eco likes/does not like being interviewed</p> <p>analyse why the novel, The Name of the Rose is a great success</p>	<p><u><a href="#">Art Integrated Activity</a></u></p> <p><b>Create a concept map</b> of interview Dos and Don'ts. Watch and analyze a real interview.</p> <p>Review and revise sample interview questions. Brainstorm questions for an interview.</p> <p>Conduct and record an interview</p>	Assignment Long Answer Questions
September	ASL	<p><b>Each student will be able to</b></p> <p>extract information from the audio scripts</p> <p>respond correctly based on their listening skills</p> <p>speak on a particular topic</p> <p>exchange ideas based on the topic given</p>	<p><b>Students will</b></p> <p>listen to the audio transcript carefully .</p> <p>complete the worksheet based on their listening skill.</p> <p>speak on a given topic.</p>	<p><b>Students will be assessed through</b></p> <p>Worksheets</p>

<b>Home Science</b>				
March-May	<p><b>Public nutrition and health (13 days)</b></p> <ul style="list-style-type: none"> <li>• What is Public Health Nutrition?</li> <li>• Nutritional problems in India</li> <li>• Strategies/intervention to tackle Nutritional Problems</li> <li>• Different Interventions for Tackling Malnutrition</li> <li>• Role of Public Nutritionist</li> </ul> <p><b>Clinical Nutrition and Dietetics (10 days)</b></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Diet therapy</li> <li>• Types of diets and feeding routes</li> <li>• Preparing for a career and scope</li> </ul>	<p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) list the significance of public nutrition</li> <li>2) outline the problems of public health</li> <li>3) analyze the factors that are linked to nutritional problems</li> <li>4) describe strategies that can be used to tackle nutritional problems</li> <li>5) list the programs that are in operation to tackle important nutritional problems.</li> </ol> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) describe the significance and scope of clinical nutrition and dietetics.</li> </ol>	<p>Preparation of slogans on the nutritional problems in India.</p> <p>1) Modification of a normal diet to soft diet for elderly person.</p>	<ol style="list-style-type: none"> <li>1) class test on google mcq</li> <li>2) worksheet</li> <li>3) assignment questions</li> </ol> <p>1) Class test MCQ</p>

	<p><b>Food Quality and Food Safety (8 days)</b></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Food safety</li> <li>• Food quality and adulteration</li> <li>• Food standard regulation in India</li> <li>• Differences between codex and ISO</li> <li>• HACCP</li> <li>• Career avenues</li> </ul> <p><b>Early Childhood Care and Education (8 days)</b></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Preparing for a career</li> <li>• scope</li> </ul> <p><b>Consumer Education and Protection(8 days)</b></p> <ul style="list-style-type: none"> <li>• <b>Significance</b></li> <li>• <b>Basic concepts</b></li> <li>• <b>Consumer rights</b></li> <li>• <b>Standardized marks</b></li> <li>• <b>Consumer responsibilities</b></li> <li>• <b>scope</b></li> </ul>	<p>2) list the role and function of a clinical nutritionist/medical nutrition therapist.</p> <p>3) Analyze the knowledge and skills required for a career in clinical nutrition and dietetics.</p> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) list the importance of various issues related to food safety and quality</li> <li>2) analyze how food-borne illnesses occur</li> <li>3) Differentiate between national and international food standards and their role in ensuring food quality and safety</li> <li>4) List the importance of food safety management systems</li> <li>5) Analyze the various career avenues / options in this area.</li> </ol> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) list the importance of various issues related to food safety and quality</li> <li>2) analyze how food-borne illnesses occur</li> <li>3) Differentiate between national and international food standards and their role in ensuring food quality and safety</li> <li>4) List the importance of food safety management systems</li> <li>5) Analyse the various career avenues / options in this area.</li> </ol> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) List the importance and role of</li> </ol>	<p>2) Record of 24-hour dietary intake.</p> <p>Qualitative Tests for Food Adulteration PREPARATION of the table</p> <p>Remembering of a childhood story which had a moral and an impact on the students and narrating it in front of the whole class</p> <p>Collect labels/packages of any ten commodities of daily use (like spices, biscuits,</p>	<p>2) Assignment questions</p> <p>3) worksheet</p> <p>1) Class test MCQ</p> <p>2) Assignment questions</p> <p>3) worksheet</p> <p>1) Class test MCQ</p> <p>2) Assignment questions</p> <p>3) worksheet</p>
--	---	---	---	--

	<p><b>Catering and food service management (10 days)</b></p> <ul style="list-style-type: none"> <li>• introduction</li> <li>• significance</li> <li>• types of catering services</li> <li>• basic concepts</li> <li>• food service management</li> <li>• menu planning</li> <li>• preparing for a career</li> <li>• scope</li> </ul> <p><b>Food processing and technology (09 days)</b></p> <ul style="list-style-type: none"> <li>• introduction</li> <li>• basic concepts</li> <li>• development and importance of food processing and technology</li> <li>• preparing for career</li> <li>• scope</li> </ul>	<p>Consumer Education and Protection</p> <ol style="list-style-type: none"> <li>2) explain the basic concepts related to Consumer Education and Protection</li> <li>3) analyse the knowledge and skills needed for a career in this field</li> <li>4) understand the scope and career options.</li> </ol> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) know the different types of catering and food services, and the types of services used in the industry.</li> <li>2) be acquainted with the scope of the field of catering and food service management, and the career avenues available.</li> <li>3) understand the need for developing knowledge and different skills to become food service professionals.</li> </ol> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) understand what is food processing and technology, its history, development and present status</li> <li>2) explain the significance and basic concepts of the subject</li> <li>3) be aware of the skills required to be a professional food technologist</li> <li>4) be aware of the career opportunities available and educational qualifications required for specific careers in the industry</li> <li>5) know the scope for self-employment as small, medium or large scale entrepreneurs.</li> </ol>	<p>bulbs, sugar, sauce, jam, etc.) and see which standardisation marks are found on them.</p> <p>Planning a menu for 4 days for a school canteen or one week for a midday meal scheme</p> <p>Design, Prepare and Evaluate a Processed Food Product</p>	<ol style="list-style-type: none"> <li>1) Class test MCQ</li> <li>2) Assignment questions</li> <li>3) worksheet</li> </ol> <ol style="list-style-type: none"> <li>1) Class test MCQ</li> <li>2) Assignment questions</li> <li>3) worksheet</li> </ol> <ol style="list-style-type: none"> <li>1) Class test MCQ</li> <li>2) Assignment questions</li> <li>3) worksheet</li> </ol>
--	---	---	--	--

JULY	<b>Management of Support Services, Institutions and Programme for Children, Youth and Elderly</b> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Why are children vulnerable?</li> <li>• Why are youth vulnerable?</li> </ul> Youth programme in India.	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>1) explain why services, institutions and programmes are needed for children, youth and elderly</li> <li>2) describe the aspects involved in management of institutions and programmes</li> <li>3) discuss the knowledge base and skills set</li> </ol>	Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.	<ol style="list-style-type: none"> <li>1) Class test</li> <li>2) Assignmen t questions</li> </ol> Worksheet
	<ul style="list-style-type: none"> <li>• Why are elderly vulnerable?</li> <li>• Some programme for elderly</li> <li>• Career</li> </ul> Scope	<ol style="list-style-type: none"> <li>4) required to manage and run institutions and programmes become aware of the career opportunities available in this field.</li> </ol>		
JULY	<b>Design for fabric and apparel</b> <ul style="list-style-type: none"> <li>• Basic concepts</li> <li>• Elements of design</li> <li>• Principles of design</li> <li>• Preparing for a career</li> </ul> scope	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>1) discuss the concepts of design</li> <li>2) recognize the elements that constitute design</li> <li>3) explain the application of design principles for fabric and apparel</li> </ol> discuss how a student can prepare for a career in the field	Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.	<ol style="list-style-type: none"> <li>1) Worksheet</li> <li>2) Assignmen t questions</li> </ol> Class test
AUGUST	<b>Fashion design and Merchandising</b> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Fashion development</li> <li>• Fashion merchandising</li> <li>• Preparing for a career</li> </ul> scope	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>1) explain the significance of fashion design and merchandising in garment industry</li> <li>2) describe the fundamentals of fashion</li> <li>3) explain the knowledge and skills required to be in fashion business</li> <li>4) discuss how a student can prepare for a career in fashion industry</li> </ol>	Application of quality control techniques in garment industry(any one readymade garment)- a) Fabric inspection b) Quality of seams and fasteners/notions c) Size labels	<ol style="list-style-type: none"> <li>1) assignmen t questions</li> <li>2) worksheet class test</li> </ol>
AUGUST	<b>care and Maintenance of</b>	<b>Each child will be able to:</b>	To remove different types of stains like ball	1) Assignmen

	<b>Fabrics in institutions</b> <ul style="list-style-type: none"> <li>• introduction</li> <li>• basic concepts</li> <li>• institutions</li> <li>• preparing for a career scope</li> </ul>	<ol style="list-style-type: none"> <li>1) discuss the significance of care and maintenance of fabrics and textile products</li> <li>2) describe the concept of care and maintenance of fabrics in hospitals and hotels</li> <li>3) explain the process and various equipment required and their usage</li> </ol> <p>discuss how a student can prepare for a career in this field.</p>	pen, blood, coffee, tea, lipstick, curry, grease, ink.	<p>t questions</p> <p>2) Worksheets</p> <p>Class test</p>
SEPTEMBER	<b>Hospitality Management</b> <ul style="list-style-type: none"> <li>• introduction</li> <li>• significance</li> <li>• Departments/Sectors in Hospitality Industry</li> <li>• Stages of the “Guest Cycle”</li> <li>• Organization of The Front Office Department</li> <li>• General Organizational Chart of a Housekeeping Department</li> </ul> <p>scope</p>	<p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) explain the importance of hospitality management</li> <li>2) explain the functioning of food and beverage departments of the hospitality industry</li> </ol> <p>describe the functioning of housekeeping department</p> <ol style="list-style-type: none"> <li>4) discuss the functioning of front office in hospitality industry</li> </ol> <p>know the various career opportunities available in this field.</p>	Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- a) Consumer Protection Act (CPA) b) Consumer responsibilities c) Consumer organization d) Consumer Problems	<ol style="list-style-type: none"> <li>1) assignment t questions</li> <li>2) worksheet class test</li> </ol>

## Political Science

Month	Topics covered	Learning Outcome	Activities	Art integration	Assessment
March (CBSE Evaluation)	<b>US Hegemony in world politics***</b>  New World Order  Operation Desert Storm	<p><b>Each student would be able to-</b></p> <p>Define the New world Order</p> <p>Analyze in 6 points the American gains in Op Desert Storm</p>	Images, video on OP Desert storm		<b>Portions of the topic stands deleted</b>

	The Clinton Years	Compare in 4 points the Clinton years and the Bush years Iraq war& Afghanistan			
<b>April</b>	<b>Alternate centers of power</b>  EU  ASEAN  China  Indo-China relations	Write in 6 points each - EU- its inception, limitations, new members  List in 6 points each ASEAN- Inception and objective, its three pillars, ASEAN and its growing influence  Analyze in 6 points each the rise of China as an economic giant and its change from a command economy  Evaluate in 6 points Indo-China relations.  Evaluate in 4 points the importance of regional organizations as alternative centers of power	Analysis of cartoons		Worksheets and assignment from topic.  Quiz online
<b>April</b>	<b>Contemporary South Asia</b>  What is South Asia?  Systems of Governments in South Asia  India's relations with- Pakistan Sri Lanka Bangladesh Nepal Maldives SAARC	. Analyze in 6 points the constant change between Military and democracy in Pakistan. Explain in 6 points the hard won democracy in Bangladesh. Evaluate in 6 points the struggle between monarchy and democracy in Nepal. Discuss in 6 points the ethnic conflict in Sri Lanka. Analyze in 6 points each India's relation with her neighbors. ( Pakistan, Bangladesh, Nepal, Sri Lanka, Maldives and Bhutan) Analyze in 4 points whether India has hegemonic ambitions in South Asia.  Evaluate in 6 points the success and failure of SAARC	Brain storming on the changing relations between India and Pakistan. Recent thaw and conflict. Surgical strikes  Images, caricatures etc		Assignment  Worksheet  Quiz
<b>April</b>	<b>International Organizations</b> Aim of UN	Analyze in 4 points why international organizations are necessary	List the SGDs		Worksheet



	<p>Organs of UN</p> <p>Agencies of UN</p> <p>Reforms of Jurisdiction and processes</p> <p>India's candidature in UNSC</p> <p>UN in a unipolar world</p>	<p>Discuss in 6 points the evolution of the UN</p> <p>Chart out the principal organs of the UN</p> <p>Discuss in 6 points the reforms and structures of the UN</p> <p>Explain in 6 points why India should be given a seat in the Security Council</p> <p>Evaluate in 4 points the role of the UN in a unipolar world</p>	<p>Analyze the UN Symbol</p> <p>And symbol of agencies</p>		<p>Assignment</p> <p>Quiz</p>
<b>April</b>	<p><b>Security in the contemporary world</b></p> <p>***</p>		<p><b>Topic Deleted as per CBSE</b></p>		
	<p><b>Environment and natural resources</b></p> <p>***</p>		<p><b>Topic Deleted as per CBSE</b></p>		
<b>May</b>	<p><b>Globalization</b></p> <p>Concept of Globalization</p> <p>Causes of Globalization</p> <p>Consequences of Globalization</p> <p>India and globalization</p> <p>Resistance to globalization</p> <p>India and resistance to globalization</p>	<p>Identify any 4 causes of globalization</p> <p>Analyse the consequences of globalization in 6 points each under the following: Political, Economic, Cultural</p> <p>Discuss in 6 points the resistance to globalization</p> <p>Explain in 3 points how India is affected by globalization and vice versa</p>	<p>analysis of images, caricatures and cartoons</p>		<p>Worksheet</p> <p>Quiz</p> <p>Q&amp;A assignment</p>

<b>May</b>	<b>Extra portions as per CBSE syllabus</b>  Arab Spring  US intervention in Afghanistan  BRICS  Agencies of UN ILO, UNESCO, UNICEF  Globalization in S Asia	Analyze in 4 points the causes for the rise of Arab Spring movement  Explain in 4 points the American influence in Afghanistan  List in 4 points the reasons for and the role of BRICS as a new and growing international organization	Images shown on the internet  Notes		Questions  Notes- CBSE & handouts
<b>May</b>	<b>Challenges to nation building</b>  Challenges for a new nation  Partition- displacement and rehabilitation  Integration of princely states  Reorganisation of states	Identify in 3 points the challenges that India faced on Independence  Discuss in 6 points the consequences of the partition of India  Explain in 6 points the integration of Princely states  Explain the issue of the division of Indian states based on linguistic lines in 6 points	Film and images on the partition		Quiz  Q&A  Worksheet
<b>June</b>	<b>Holiday HW- Project and Assignments+ MCQ Weekly Tests</b>				
<b>July</b>	<b>Era of one party dominance</b>  The first general election  Nature of Congress dominance  Political Parties in Pre independence India  Rise of the opposition	Explain in 4 points the nature of congress Dominance  List in 4 points the difficulties in setting up a system of free and fair elections  Debate the rise of the opposition  Read the ideology of the early Political Parties	Watch the video Pradhanmantri	Draw the party symbols of at least 5 prominent Political Parties. Find out why these symbols were chosen	Worksheet Notebook Test series

	<p><b>Politics of planned development</b> The development debate</p> <p>Private Sector vs Public Sector</p> <p>Industrial Sector vs agriculture</p> <p>The success of planning in India</p>	<p>Explain in 6 points the choices of economic strategies in front of the Indian Govt. post-independence</p> <p>Analyze in at least 4 points each the Private vs Public sector and agricultural vs industry debate</p> <p>Analyse the changes in the Indian economic set up.</p>	<p>Assignments to be done in class in keeping with the flipped classroom. Practice worksheet and assessment worksheet.</p>	<p>Analyse any 5 cartoons that focus on the economy (the cartoons must not belong to the text)</p>	<p>MCQ Test</p> <p>Oral questions to assess understanding</p>
	<p><b>India's External Relations</b> India's Non Alignment</p> <p>Nehru and foreign policy</p> <p>Afro Asian Unity</p> <p>War with China</p> <p>Tibet problem</p> <p>Relationship with Israel</p> <p>India's nuclear policy</p>	<p>Explain in 6 points the foreign policy initiatives taken by J L Nehru.</p> <p>Write 4 points on whether the foreign policy of India has endured the test of time</p> <p>Discussion on changing goals of foreign policy</p>	<p>Watch films on 1962, 1971 war footage Tales of valour on Television</p>	<p>Collect images and maps of India's borders and analyze the difference between the International border and LAC</p>	<p>Worksheet</p> <p>Notebook</p> <p>MCQ Test</p> <p>TAGMUN</p>
<b>August</b>	<p><b>Challenges to and restoration of the Congress System</b> The 60s post Nehru</p> <p>Indira Gandhi and the syndicate</p> <p>The 1969 Presidential Election</p> <p>The 1970 election</p> <p>The restoration of the Congress system</p>	<p>Discuss in 4 points the void in leadership in the Congress after the death of Nehru</p> <p>Explain in 6 points the rise of Indira Gandhi as a powerful leader</p> <p>Analyse in 6 points the split in the Congress</p> <p>Discuss in 6 points the restoration of the Congress system</p>	<p>Watch the relevant episode of Pradhanmantri</p>		<p>Weekly Test 2 20 marks</p> <p>1.Challenges to Nation building 2. Era of one party dominance</p>

	<p><b>Crisis of a democratic order</b> The 1970s</p> <p>Sampoorna Kranti and the Gujarat Movement</p> <p>J P Narayan and his legacy</p> <p>Causes of the Emergency</p> <p>The Emergency</p> <p>The consequences of the emergency</p> <p>The rise of Janata Party</p> <p>The return of the Congress Party in 1980</p> <p>Lessons from the emergency</p>	<p>Discuss in 6 points the causes of the Emergency</p> <p>Explain the consequences of the Emergency in 6 points</p> <p>Explain the role of the opposition in bringing down the emergency</p> <p>Analyze in 6 points the lessons learnt from the Emergency</p>	<p>Assignments to be done in class in keeping with the flipped classroom.</p> <p>Creating the time line of events</p> <p>Analysis of cartoons from the emergency of 1975</p> <p>Practice worksheet and assessment worksheet.</p>	<p>Draw a cartoon depicting the Emergency of India</p>	<p>MCQ Test</p>
<b>Rise of popular movements</b>	<b>Rise of popular movements***</b>		<b>Topic deleted as per CBSE</b>		
	<b>Regional Aspirations</b> ***		<b>Topic deleted by CBSE</b>		
	<b>Recent developments in Indian Politics</b>	<p>Discuss the points that made the 1990ies unique</p> <p>Debate   4 points the findings of the Mandal commission</p>	<p>Questions to be discussed in class.</p> <p>Assignments to be done in class</p>		<p>MCQ Test</p> <p>Revision of Board exam starts</p>
	Context of the 90s				

	<p>Era of coalitions</p> <p>Rise of OBC</p> <p>Communalism, secularism</p> <p>A new consensus</p> <p>Rise of BJP</p>	<p>Analyze in at least 4 points why coalitions are here to stay</p> <p>Debate in 4 points the repercussions of Babri Masjid destruction and Gujarat riots</p> <p>Profile in a timeline the nature of governments from 1989 till present day</p> <p>Identify the points that are leading to a growing consensus among political parties</p> <p>Trace the rise of the BJP in at least 6 points</p>			
--	--	--	--	--	--

<b>History</b>				
March-May	<b>Kings, Farmers and Towns</b>	<p><b>Each student would be able to-</b></p> <p>Trace the growth of urban economies in at least 3 points.</p> <p>Write at least 8 points on why the sixth century B.C was a major turning point in early Indian history.</p> <p>List the causes for the rise of Magadha in at least 8 points.</p> <p>Discuss the Mauryan administration in at least 8 points.</p>	<p>Images and related video</p> <p>Map Skills</p>	Worksheet
	<b>Kinship, Caste and</b>	Trace the development of class and caste	Images- sculptural depictions of the period	Worksheet

	<p><b>Class</b> Kinship and marriage</p> <p>Social Differences Beyond birth- Resources and States</p> <p>Handling Texts</p> <p>A Dynamic Text</p> <p><b>Thinkers, Beliefs and Buildings</b></p> <p>A Glimpse of Sanchi</p> <p>Beyond Worldly Pleasures- The Message of Mahavira</p> <p>The Buddha and The Quest for Enlightenment</p> <p>Stupas</p>	<p>societies in early India in at least 8 points.</p> <p>Justify the need for gender empowerment from a historical perspective in at least 8 points -Write at least 3 points on the duties laid down in the Dharmashastra for the four varnas.</p> <p>Analyze in 3 points why the Mahabharata is a dynamic text</p> <p><b>Each student would be able to-</b></p> <p>List the causes for the rise of Jainism and Buddhism in at least 3 points</p> <p>Explain in at least 4 points the role of the Begums of Bhopal in preserving the Stupa at Sanchi</p> <p>-Describe the teachings of Jainism &amp; Buddhism in at least 8 points each.</p> <p>Discuss why the Sanchi stupa survived while Amravati did not in at least 3 points.</p> <p>Explain the structure of a Stupa in atleast 8 points.</p>	<p>Reading- Amar Chitra Katha – Mahabharata</p> <p>Viewing- B.R Chopra’s Series Mahabharata</p> <p>Videos on the architectural importance Sanchi and Amravati Stupas</p> <p>Images of the Bodhisattas, and Buddhist architecture</p> <p>Map Skills</p>	<p>Question and Answers Online Quiz</p> <p>Quiz online</p> <p>Worksheet</p> <p>Questions and Answers</p>
--	---	---	--	--

		Write at least 8 points on the architectural styles that emerged with Buddhism		
	Sculpture			
	<b>Through The Eyes of Travellers</b>	Discuss the ideas of these travelers regarding the Indian Sub-continent at least 3 points each.	Power point presentation on the 3 travellers.	Worksheets and assignment from topic.
	Al- Biruni	Explain how these accounts are useful in understanding life in contemporary urban centres in at least 8 points	Trace the path of the Travellers on the map of the world.	Online Quiz
	Ibn-Battuta	Compare and contrast the perspectives of Ibn Battuta and Bernier in at least 8 points Discuss in 8 points how crown ownership of land led to deterioration of the society- (according to Bernier)		
	Francois Bernier			
	<b>Bhakti-Sufi Traditions</b>			Assignment
	Mosaic of Religious Beliefs and Practices	Explain the integration of cults in at least 3 points	Images of the Jagannath temple, sculptures of the devotees of the bhakti movement.	Worksheet Quiz
	Early Traditions of Bhakti	Trace the different branches of the bhakti movement in at least 3 points	Images of a page from the Quran and a Khojaki manuscript, Salim Chisti's dargah.	
	New Strands In the	Analyze the development of Sufism in the country in at least 8 points	Listen to Sufi Music/ Qawwali	

	<p>Fabric- Islamic Traditions</p> <p>New Devotional Paths in Northern India</p> <p><b>An Imperial Capital Vijayanagara</b></p> <p>Discovery of Hampi</p> <p>Rayas, Nayakas and Sultans</p> <p>The Capital and It's Environs</p> <p>The Royal Centre</p> <p>The Sacred Centre</p>	<p>Explain the life in the Chisti Khanqah in at least 8 points</p> <p>Compare the teachings of Kabir, Guru Nanak and Mirabai in at least 8 points</p> <p>List the achievements of Krishna Deva Raya</p> <p>Explain the Amara-Nayaka system in at least 8 points.</p> <p>Analyze the importance of the seven lines of fortification of the Vijayanagara empire in at least 8 points</p> <p>Discuss the architectural features of the distinctive structures in the sacred centre in atleast 8 points.</p> <p>Students will analyze the architectural significance of Vijayanagara Empire in at least 8 points.</p>	<p>Video on the capital Hampi.</p> <p>Video on the Virupaksha and the Vitthala temples</p> <p>Images of Gopurams and Mandapas.</p> <p>Map skills</p>	<p>Worksheet</p> <p>Assignment</p> <p>Quiz</p> <p>29-5-20 Weekly Test 1(20 Marks)</p> <p>Assessprep 1.Bricks, Beads and Bones. 2. Kings, Farmers and Towns.</p>
--	--	---	--	---



	<b>Holiday HW- Project and Assignments+ MCQ Weekly Tests</b>			
<b>July</b>	<p><b>Kings and Chronicles</b> <b>The Mughal Courts (16<sup>th</sup>-17<sup>th</sup> centuries)</b></p> <p>The Mughals and Their Empire</p> <p>The Production of Chronicles</p> <p>The Painted Image</p> <p>The Akbar Nama and the Badshah Nama</p> <p>The Ideal Kingdom</p> <p>Capitals and Courts</p> <p>The Imperial Household</p> <p>The Imperial Officials</p>	<p><b>Each student would be able to-</b></p> <ul style="list-style-type: none"> <li>- Write at least 8 points about how the chronicles were written in the royal court.</li> <li>-Trace the political history of the Mughals in at least 8 points.</li> <li>- Write about the social life of rulers in at least 8 points</li> <li>-Discuss the condition of the women in the Mughal household in at least 8 points.</li> <li>-Explain the importance of the Badshah Nama and Akbar Nama as an important source of the empire in at least 8 points</li> <li>-Write in at least 3 points how the Sulh-i-kul was implemented</li> <li>-Explain why the capital city was the heart of the Mughal empire</li> <li>-Analyze the central and Provincial administration of the Mughals in at least 8 points each.</li> </ul>	<p>Images and related video</p> <p>Students can choose any one activity-</p> <ol style="list-style-type: none"> <li>1. Create a miniature border for A4 size sheet.</li> <li>2. Make a collage – Headgears, dresses and jewellery of the Mughal period. You can see the You Tube video of the Al Thani collection of Mughal jewellery for ideas.</li> <li>3. Create a Mosaic design using coloured paper.</li> </ol> <p>Visit to National Museum showing the miniature paintings of the period with the presence of Ain-I Akbari as a primary source.</p> <p>Map – On the outline political map of India mark the territories under Babur, Akbar and Aurangzeb.</p>	<p>Worksheet</p> <p>Online Quiz</p>
<p><b>July</b></p> <p><b>* ( PAGE NO- 275-285</b></p>	<p><b>Colonialism and the Countryside:</b> <b>Exploring Official Archives</b></p>	<p><b>Each student would be able to-</b></p> <ul style="list-style-type: none"> <li>-Explain the features of the Permanent Settlement in at least 3 points.</li> </ul>	<p>Videos on British colonial policies in the Indian countryside.</p>	<p>Quiz online</p> <p>Worksheet</p>

<p><b>DELETED BY CBSE)</b></p>	<p>Bengal and the Zamindars</p> <p>The Hoe and the Plough</p> <p>*A Revolt in the Countryside- The Bombay Deccan</p> <p>*The Deccan Riots Commission</p>	<p>-Give at least 3 reasons why the Zamindars defaulted on payments.</p> <p>-Write at least 8 points on the rise of the Jotedars.</p> <p>-Write a note on the Fifth report.</p> <p>-Write at least 8 points on the conditions of zamindar and sale of their zamindari.</p> <p>- Discuss the reasons for the Santhal revolt in at least 8 points.</p> <p>-Write at least 8 points on revolt in the Bombay Deccan.</p> <p>- Write in 4 points the feeling of injustice of the peasants on refusal to get loans.</p>		<p>Questions and Answers</p>
<p><b>August</b></p>	<p><b>Rebels and The Raj</b> <b>The revolt of 1857 and it's representations.</b></p> <p>Patterns of the Rebellion</p> <p>Awadh in Revolt</p> <p>What the rebels Wanted</p> <p>Repression</p> <p>Images of the Revolt</p>	<p>-Students will list the causes of the revolt in at least 8 points.</p> <p>- Trace the spread of the revolt.</p> <p>-Explain the annexation of Awadh in at least 8 points</p> <p>-Write the provisions of the Subsidiary Alliance.</p> <p>-Explain in at least 8 points how the British dispossessed the Taluqdars</p> <p>-Discuss in at least 8 points how the Revolt was suppressed by the British.</p> <p>-Explain the nationalist images of revolt in</p>	<p>Do any one of the following-</p> <p>1.Analyse any one painting on the revolt of 1857 and write an account. (It should not be from your textbook)</p> <p>2. Watch the movie Shatranj Ke Khiladi and – Write an account of the costumes worn during the reign of the Nawabs of Awadh</p> <p>3. Draw a portrait of any one leader of the Revolt/ make a collage of the leaders of the revolt.</p>	<p>Worksheets and assignment from topic.</p> <p>Online Quiz</p> <p><b>Friday Test Round II</b> <b>14/8/20-</b></p> <p>Kinship, Caste and Class.</p>

		at least 8 points.		Thinkers, Beliefs and Buildings. An Imperial Capital Vijayanagara.
<b>August/September</b>	<b>Mahatma Gandhi and the Nationalist Movement. Civil Disobedience and Beyond</b>  A Leader Announces Himself  The Making and Un-Making of Non Cooperation  The salt Satyagraha  Quit India  Knowing Gandhi	-Explain the concept of Satyagraha in at least 3 points.  -List the reasons for Gandhi's mass appeal in at least 8 points  -Write a note on the Salt Satyagraha in at least 8 points.  -Explain in at least 3 points why the Salt march was notable.  -Write a note on the Quit India movement.  -List the different kind of sources from which the political career of Mahatma Gandhi can be reconstructed.	Draw a timeline on the life and achievements of Mahatma Gandhi.	Worksheet Assignment Quiz
<b>September</b>	<b>Framing the Constitution The Beginning of a New Era</b>  A Tumultuous Time  The Vision Of The	-Analyze the process through which constitution was framed in at least 8 points.  -Explain the problems faced by India immediately after partition in at least 3 points.	Read the Preamble of the Constitution of India.  If you were asked to write a new Preamble, What would you write?	Worksheet MCQ Test

	<p>Constitution</p> <p>Defining Rights</p> <p>The Powers Of The State</p> <p>The Language Of The Nation</p>	<p>-Discuss the vision of the Constitution in at least 8 points.</p> <p>-Write at least 8 points on the policy of reservation in constitution.</p> <p>-Examine the debates in the constituent assembly on the powers of the State in at least 8 points.</p> <p>-Explain the debate on the language of the nation in at least 8 points.</p>		
--	---	--	--	--

## Painting

March-May	<p>6 days</p> <p><b>Theory-</b> Rajasthan and Pahari school of miniature painting</p> <p><b>Practical-</b>foliage Study</p>	<p>Able to be:</p> <p>* Summarize origin &amp; development of Rajasthan and Pahari school of painting</p> <p>*Identify paintings and characteristics of Rajasthan and Pahari school of miniature paintings</p>	<p>*watched the given video or text from the book</p> <p><a href="https://docs.google.com/presentation/d/1zCi5pKWmluU2Njy8M1slzBMG4Cyon-DjGrH86ojvIUc/edit?usp=sharing">https://docs.google.com/presentation/d/1zCi5pKWmluU2Njy8M1slzBMG4Cyon-DjGrH86ojvIUc/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1DKFwZi0G_W1XBSVggit-KIGPEU_VHLEE7kzaX4RcA/edit?usp=sharing">https://docs.google.com/presentation/d/1DKFwZi0G_W1XBSVggit-KIGPEU_VHLEE7kzaX4RcA/edit?usp=sharing</a></p> <p>*Oral Questioning</p> <p>*Online classes through hangout</p> <p>*Assignment on google classroom- Q&amp;A, Worksheets</p> <p>* Visual observation of paintings to analyze and identify the features</p> <p>*Individual practice and artwork.</p>	<p>*Assignments through google class room</p> <p>*Oral questioning *Questions and answers &amp; worksheet,</p> <p><b>Practical-</b> Incorporation of elements of art in foliage study.</p>
-----------	---	--	--	--

	<p>14 Days</p> <p><b>Theory-</b>          *Mughal and Deccan school of miniature paintings          *National flag of India and symbolic significance of its form and the colours</p> <p><b>Practical-</b>          Still life composition</p>	<p>Able to be:</p> <p>*Explain origin&amp; development of Mughal and Deccan school of art          *Identify paintings and characteristics of Mughal and Deccan school of miniature paintings.          *describe evolution of Indian national flag          * explain symbolic significance of its form and colours</p> <p>*Articulate cross hatching technique in still life.</p>	<p>Observational Learning: observe the elements of Nature for foliage drawing</p> <p>*watched the given video or text from the book</p> <p><a href="https://docs.google.com/presentation/d/17wDCmnL8RDefOsDrHBp2MLHYrhDc6yZ_3JPqUDYLhMg/edit?usp=sharing">https://docs.google.com/presentation/d/17wDCmnL8RDefOsDrHBp2MLHYrhDc6yZ_3JPqUDYLhMg/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1Lu5fMi1oZjgvsdztLlrE0tdB9xCG087Hf8AMHb_MGL8/edit?usp=sharing">https://docs.google.com/presentation/d/1Lu5fMi1oZjgvsdztLlrE0tdB9xCG087Hf8AMHb_MGL8/edit?usp=sharing</a></p> <p>*Oral Questioning          *Online classes through hangout          *Assignment on google classroom- Q&amp;A, Worksheets          * Visual observation of paintings to analyze and identify the features          *Individual practice and artwork.</p> <p>Arranged composition of two objects and one drapery or still life drawing and shared an image with students          Demonstration, Instructions and corrections done through hangout video call and WhatsApp</p> <p>*watched the given video or text from the book</p>	<p>*Assignments through google class room          *Oral questioning *Questions and answers &amp; worksheet          Practical-          Incorporation of elements of art in still life composition</p> <p>*Assignments through google class room          *Oral questioning *Questions and answers &amp; worksheet          Practical-          Incorporation of elements of art to recreate Phad painting</p> <p>20 marks test through Assess prep</p>
	<p>16 days</p> <p><b>Theory-</b> artists and paintings of Bengal school of art  <b>Practical</b> –folk art of Rajasthan (Phad painting),</p>	<p>Able to be:</p> <p>*Identify artists and their art work          *Explain features of Bengal school of paintings.          *Incorporate their original ideas and recreate Phad painting</p>	<p>Arranged composition of two objects and one drapery or still life drawing and shared an image with students          Demonstration, Instructions and corrections done through hangout video call and WhatsApp</p>	<p>*Assignments through google class room          *Oral questioning *Questions and answers &amp; worksheet          Practical-          Incorporation of elements of art to recreate Phad painting</p> <p>20 marks test through Assess prep</p>

			<a href="https://docs.google.com/presentation/d/1DiekYlwUcG7zGWQ5nymetj0QI-4ltvMLUS9UoqEDSI/edit?usp=sharing">https://docs.google.com/presentation/d/1DiekYlwUcG7zGWQ5nymetj0QI-4ltvMLUS9UoqEDSI/edit?usp=sharing</a>	
			<ul style="list-style-type: none"> <li>*Oral Questioning</li> <li>*Online classes through hangout</li> <li>*Assignment on google classroom- Q&amp;A, Worksheets</li> <li>* Visual observation of paintings to analyze and identify the features</li> <li>*Individual practice and artwork.</li> <li>*Shared few images of Phad painting as a reference to recreate new.</li> <li>*Demonstration, Instructions and corrections of Phad painting done through hangout video call and WhatsApp</li> </ul>	
<b>JULY</b>	<p><b>16 T.P.</b>  <b>Theory:</b>  Modern trends in Indian art  *Major modern trends and artists</p> <p><b>Practical:</b>  Composition on rural India inspired by Amrita shergill</p>	<p>Each child will be able to:  paraphrase the history of modern trends in Indian art</p> <p>generalize stylistic differences of artists</p> <p>Classify technique and features</p> <p>Incorporates Amrita Shergill style of art in a composition on a given theme</p> <p>Experiential learning through art integrated activity</p>	<p>Watch given video  <a href="https://youtu.be/vOqVUogHMBk">https://youtu.be/vOqVUogHMBk</a>  <a href="https://youtu.be/C0RPml_Juys">https://youtu.be/C0RPml_Juys</a></p> <ul style="list-style-type: none"> <li>*Oral Questioning</li> <li>*Online classes through hangout</li> <li>*Assignment on google classroom- Q&amp;A, Worksheets</li> <li>* Visual observation of paintings to analyze and identify the features</li> <li>*Individual practice and artwork.</li> </ul>	<ul style="list-style-type: none"> <li>*Assignments through google class room</li> <li>*Oral questioning *Questions and answers &amp; worksheet and google forms</li> </ul> <p>Practical-  Incorporation of elements of art in a composition  Treatment of medium and tools in a composition</p>
<b>August</b>	<b>16 T.D.</b>	Each child will be able to: paraphrase the history of modern trends in	PPT *watch the given video or text from the book	*Assignments through google class room

	<p>Modern trends in Indian art: Paintings and Graphic prints</p> <p>Practical: Contd. Application of colours in a drawn composition</p>	<p>Indian art</p> <p>generalize stylistic differences between painting &amp; graphics</p> <p>Classify technique and features</p> <p>Apply colours appropriately in a drawn composition</p> <p>Explore graphic printing through art integrated activity</p>	<p><a href="https://youtu.be/eKmArIrxLI">https://youtu.be/eKmArIrxLI</a> <a href="https://youtu.be/u-mOTJo53AY">https://youtu.be/u-mOTJo53AY</a></p> <p>*Oral Questioning *Online classes through hangout *Assignment on google classroom- Q&amp;A, Worksheets * Visual observation of paintings to analyze and identify the features *Individual practice and artwork.</p>	<p>*Oral questioning *Questions and answers &amp; worksheet google forms</p> <p>Practical- Application of medium and tools in a composition</p> <p>Incorporation of elements of art in still life.</p>
<b>September</b>	<p><b>9 T.P.</b></p> <p>Modern trends in Indian art: Sculptures</p> <p>Practical: Sketching</p>	<p>Each child will be able to: Appreciate work of art.</p> <p>generalize difference between painting , graphics &amp; sculptures</p> <p>Classify medium and features of sculptures</p> <p>logical selection of ideas in assignments</p> <p>Incorporate elements of art in still life</p>	<p><a href="https://youtu.be/G0InE90VImo">https://youtu.be/G0InE90VImo</a></p> <p>*Watched the given video or text from the book *Oral Questioning *Online classes through hangout *Assignment on google classroom- Q&amp;A, Worksheets * Visual observation of paintings to analyze and identify the features *Individual practice and artwork. *Shared few images of sculpture sketches as a reference to recreate new. *Demonstration, Instructions and corrections of sketching done through hangout video call and WhatsApp</p>	<p>*Assignments through google class room *Oral questioning *Questions and answers &amp; worksheet google forms</p> <p>Practical- Incorporation of elements of art in still life.</p> <p>Sketch of one of the sculpture from the text book</p> <p>2<sup>nd</sup> weekly test</p>

### Economics

March-May	<b><u>ECONOMIC REFORMS</u></b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Understand the background of the reform policies.</li> <li>The mechanism through which</li> </ul>	<ul style="list-style-type: none"> <li>Observe around you—you will find State Electricity Boards(SEBs), BSES and many public and private organizations supplying electricity</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Online Quiz/MCQs'</li> <li>HOTS questions</li> </ul>
-----------	--------------------------------	---	---	---

	<p>Privatisation</p> <p><b><u>POVERTY</u></b></p> <p><b><u>EMPLOYMENT AND GROWTH</u></b></p> <p><b><u>GOVERNMENT BUDGET AND THE ECONOMY</u></b></p>	<p>reform policies were introduced.</p> <ul style="list-style-type: none"> <li>• Discuss the causes for the adoption of the New Economic policy.</li> <li>• Comprehend the process of globalization and its implications for India.</li> </ul> <p>Be aware of the impact of the reform process in various sectors.</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the various attributes of poverty.</li> <li>• Comprehend the diverse dimensions relating to the concept of poverty.</li> <li>• Critically appreciate the way poverty is estimated.</li> </ul> <p>Appreciate and be able to assess existing poverty alleviation programs.</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand a few basic concepts relating to employment such as economic activity, worker, workforce and unemployment.</li> <li>• Understand the nature of participation of men and women in various economic activities.</li> <li>• Know the nature and extent of unemployment.</li> <li>• Students will understand the various types of unemployment: frictional, structural, and cyclical.</li> </ul> <p>Assess the initiatives taken by the government.</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the spending categories and major revenue sources in the</li> </ul>	<p>in a city and states. Compare the differences.</p> <ul style="list-style-type: none"> <li>• There are private buses on roads and government bus services? Why has the private transport increased? Conduct a survey.</li> <li>• Names of banks- private, private foreign, nationalized banks.</li> </ul> <p>Loss making companies to be nationalized-discussion.</p> <ul style="list-style-type: none"> <li>• Newspaper articles on the topics discussed.</li> <li>• Many children are seen begging near the traffic lights on Delhi roads. Analyse their living standards and the difficulty with which they survive.</li> </ul> <p>Find out the measures taken to remove poverty in India by the Government</p> <ul style="list-style-type: none"> <li>• Find out the Skill Development programmes initiated by the government.</li> <li>• Highlight ways in which will you know whether a worker is working in the informal sector.</li> <li>• Analyse, Why are regular salaried employees more in urban areas than in rural areas.</li> <li>• Analyse, Why are less women found in regular salaried jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Online Quiz/MCQs'</li> <li>• HOTS questions</li> </ul> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Online Quiz/MCQs'</li> <li>• HOTS questions</li> </ul> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Online Quiz/MCQs'</li> <li>• HOTS questions</li> </ul>
--	---	--	---	---



**NATIONAL INCOME AND RELATED AGGREGATES.**

**MONEY AND BANKING**

- Union budget.
- State the various objectives of the Budget.
- Define fiscal policy, identifying the roles of tax rates and government spending.
- Differentiate between the three types of budget.
- Identify the types of deficit.
- Explain the various sources from which the budgetary deficits are financed .

Teen Budget Worksheet

	Budgeted	Actual
<b>Monthly Expenses</b>		
Allowance		
College		
Transportation		
Utilities		
Books		
Cell Phone		
Other		
<b>Food</b>		
Breakfast		
Lunch		
Dinner		
Snacks		
Other		
<b>Entertainment</b>		
Car Payments		
Gas		
Auto Insurance		
Other		
<b>Other Payments</b>		
Trade Debt Cards		
Student Loans		
Other Loans		
Other		
<b>Income</b>		
Allowance		
Gifts		
Part-time Jobs		
Other		

Each student will be able to:

- Understand different methods for the measurement of national income .
- Define income method .
- Classify factor income.
- Analyze the circular flow of income.
- Discover the flow of income in various sectors .
- Understand different sectors.
- Numericals
- Compare real and nominal income.
- Justify the importance of real GDP

Each student will be able to:

- Define a commercial bank.
- highlight the functions of commercial banks.
- identify the utility of commercial bank to the public.
- Distinguish between features of commercial banks and central bank.
- Explain the functions of the

- Categorise the following into revenue receipts and capital receipts:-
    - a) Recovery of a loan
    - b) Corporation Tax
    - c) Dividends on investments made by the government
    - d) sale of a public sector undertaking
- Newspaper activity- highlight the announcement in present budget by the finance minister.

- Commence with real-life examples like how much pocket money do they get from their parents and how are they allocating this money(transfer income)
- In what sense can defence and security provided by the government be treated as intermediate service.
- Identify -Why is GDP not an adequate indicator of welfare.

Increase in per capita income means increase in per capita availability of goods and services. Discussion- Does it necessarily mean rise in the welfare of the people in the country.

- Names of banks- private, private

- Worksheets
- Online Quiz/MCQs'
- HOTS questions

- Worksheets
- Online Quiz/MCQs'
- HOTS questions

- Worksheets
  - Online Quiz/MCQs'
- HOTS questions

	<p><b><u>RURAL DEVELOPMENT</u></b></p>	<p>central bank. Apply qualitative and quantitative measures by central banks-SLR, CRR, Bank rate, etc.</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand rural development and the major issues associated with it.</li> <li>• Appreciate how crucial the development of rural areas is for India's overall development.</li> <li>• Understand the critical role of credit and marketing systems in rural development.</li> <li>• Learn about the importance of diversification of productive activities to sustain livelihoods.</li> </ul> <p>Understand the significance of organic farming in sustainable development.</p>	<p>foreign, nationalized banks.</p> <ul style="list-style-type: none"> <li>• Collection of old currency notes.</li> </ul> <ul style="list-style-type: none"> <li>• Find out about schemes by the government.</li> <li>• List of organically produced goods.</li> <li>• List out how government is helping poor during this pandemic.</li> </ul>	
<p><b>July 2020</b></p>	<p>Determination of Income and employment.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the tenets of Keynesian Economics and apply the tenets through the aggregate demand and supply model</li> <li>• Identify the Keynesian portion of the AS curve and explain the logic for it.</li> <li>• Identify the concept of Aggregate demand and state its 4 components.</li> <li>• Derive the consumption and savings from Income <math>Y=C+S</math></li> <li>• Determine the short run fixed price in product market equilibrium, output, investment.</li> <li>• Investment Multiplier and its working</li> <li>• Deficient demand and Excess demand</li> </ul>	<ul style="list-style-type: none"> <li>• From the newspaper articles keep a record of inflation rate and changes in different monetary instruments time to time by the RBI.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Online Quiz/MCQs'</li> <li>• HOTS questions</li> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>Measures to combat the changes in equilibrium and output.</li> <li>Graphically explain inflationary and deflationary gaps.</li> </ul> <p>Explain Fiscal and monetary measures to correct the disequilibrium.</p>		
August 2020	<b><u>ENVIRONMENT AND SUSTAINABLE DEVELOPMENT</u></b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Discuss 4 points to Current Scenario of pollution and its effect on Indian farmers.</li> <li>Discuss 5 points to Pollution in India</li> <li>Find 4 solutions to the problems</li> </ul> <p>understand the concept of environment • analyse the causes and effects of 'environmental degradation' and 'resource depletion' • understand the nature of environmental challenges facing India • relate environmental issues to the larger context of sustainable development.</p>	<ul style="list-style-type: none"> <li>Song or Lyrics allow students to showcase talent and simultaneously learn content is through preparing songs and lyrics.</li> <li>Visit a nearby factory/irrigation department and collect the details of measures that they adopt to control water and air pollution.</li> <li>You might be seeing advertisements in newspapers, radio and television or billboards in your locality on awareness programmes relating to water and air pollution.</li> <li>Collect a few news-clippings, pamphlets and other information and discuss them in the classroom.</li> <li>Make a list of items that can be recycled.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Online Quiz/MCQs'</li> <li>HOTS questions</li> <li></li> </ul>
	<b>INFRASTRUCTURE</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Understand the main challenges India faces in the areas of social and economic infrastructure .</li> <li>know the role of infrastructure in economic development.</li> <li>Understand the role of energy as a critical component of infrastructure. ****</li> <li>Understand the problems and prospects of the energy ****</li> <li>Understand the problems and prospects of the health sector.</li> <li>Understand the health infrastructure of India.</li> </ul>	<ul style="list-style-type: none"> <li>In your locality or neighbourhood you might be using a variety of infrastructure. List all of them. Your locality may also be requiring a few more. List them separately.</li> <li>While reading newspapers you will come across terms like Bharat nirman, Special Purpose Vehicle (SPV), Special Economic Zones (SEZ), Build Operate Transfer (BOT), Private Public Partnership (PPP) etc. Make a scrapbook of news items containing these terms. How are these terms related to infrastructure?</li> <li>Among other sources of energy, you would have noticed that a marginal</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Online Quiz/MCQs'</li> <li>HOTS questions</li> <li></li> </ul>

			<p>share of energy comes from nuclear power. Why?</p> <ul style="list-style-type: none"> <li>• Scholars point out that with rising oil and coal costs, nuclear power is the best option. Discuss or debate in your class. <math>\frac{3}{4}</math> Solar energy, wind power and power produced from tides are going to be future sources of energy. What are their comparative merits and demerits? Discuss in the class.</li> <li>• Can you suggest such other ideas to use non-conventional energy in a better way.</li> <li>• What kind of energy do you use in your house? Find out from your parents the amount they spend in a month on different types of energy.</li> <li>• You might notice people using variety of methods to save electricity and other energy. For instance, while using the gas stove, some suggestions are made by gas agencies for using the gas efficiently and economically. Discuss them with your parents and the elderly, note down the points and discuss them in class.</li> <li>• Role play on medical tourism</li> </ul>	
September 2020	<b>BALANCE of PAYMENTS and FOREIGN EXCHANGE.</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the need of conducting economic transactions with the rest of the world using foreign exchange.</li> <li>• Define foreign exchange</li> <li>• Understand Balance of Payments</li> <li>• Compare the determination of price by each sale and purchase of forex.****</li> <li>• Determine the rate of exchange****</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the forex rates every week for dollar, pound sterling, euro with Indian rupee to analyse the appreciation or depreciation of Indian currency.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Online Quiz/MCQs'</li> <li>• HOTS questions</li> </ul> <p>Assessment 2- 4/9/20</p> <ul style="list-style-type: none"> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain the market forces of demand and supply of foreign exchange. ****</li> <li>• Give reasons for the fluctuations in foreign exchange ****</li> </ul> <p>Discuss the disequilibrium in the BOP due to Covid-19</p>		
--	--	---	--	--

<b>Physical Education</b>				
March-May	<p><b><u>Planning in Sports (W-10 )</u></b></p> <p>Meaning &amp; Objectives Of Planning            Various Committees &amp; its Responsibilities (pre; during &amp; post)            Tournament – Knock-Out, League Or Round Robin, Challenge &amp; Combination            Procedure To Draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)            Intramural &amp; Extramural – Meaning, Objectives &amp; Its Significance            Specific Sports Programs (Sports Day, Health Run, Run For Fun, Run For Specific Cause &amp; Run For Unity)</p> <p><b><u>Sports &amp; Nutrition (W-15 )</u></b></p> <p>Balanced Diet &amp; Nutrition: Macro &amp; Micro Nutrients            Nutritive &amp; Non-Nutritive Components Of Diet            Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance &amp; Food Myths</p>	<p>Each students will be able to:</p> <p>Explain types of tournaments and draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)            Know the meaning objective &amp; significance of Intramural &amp; Extramural. Students will know about the specific sports programs.</p> <p>Each students will be able to:</p> <p>Describe the concept of balanced diet and nutrition. Differentiate between Macro and Micro Nutrients. Explain Nutritive &amp; Non-Nutritive Components Of Diet &amp; Food Myths</p>	<p>Drawing of fixtures i.e. Knock-Out &amp; League (Staircase &amp; Cyclic)</p> <p>Discussion on types of tournaments and various sports programs</p> <p>Students to discuss the textual based questions</p> <p>Discussion on Healthy Weight, Pitfalls of Dieting, &amp; Food Intolerance.</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p> <p>Questions will be discussed in class.</p>

	<p>Yoga &amp; lifestyle Asanas &amp; preventive measures. Obesity: Procedure, Benefits &amp; contraindications for vajrasana, Pada hastasana, Trikonasana. Diabetes: Procedure, Benefits &amp; contraindications Asthma: Procedure, Benefits &amp; contraindications Hypertension: Tadasana, Vajrasana Bhujangasana Back pain:- Ardhmatsyendraasana, Shalabhasana, Bhunangasana</p> <p><b>Physical education &amp; sports for Children with special needs ( Divyang) (W-17 )</b></p> <p>_Concept of disability Types of disability, its causes &amp; nature( Cognitive disability, intellectual disability ,physical disability) Types of disorders, its cause &amp; nature. Disability Etiquettes Advantages of physical activities for children with special needs Strategies to make physical activities accessible to children with special needs,</p> <p><b>Children &amp; Women in sports</b> Motor development and factors affecting it. Exercise guidelines at different stages of growth and development Common postural deformities ( knock knee, flat foot, round shoulders, bow legs, Lordosis, Kyphosis Scoliosis and their corrective measure) Special consideration ( Menarche &amp; menstrual dysfunction) Female athletic Triad ( Osteoporosis, Amenorrhoea, eating disorders)</p>	<p>. Each students will be able to:</p> <p>Describe the Importance of asanas in modern day life. Procedure, Benefits &amp; contraindications of the asanas</p> <p>Describe Lifestyle diseases and their cure.</p> <p>Each students will be able to:</p> <p>Describe the concept of disability, Types of disorders its causes.</p> <p>Describe the disability Etiquettes</p> <p>Describe the activities &amp; strategies for children with special needs</p>	<p>Students to discuss the textual based questions</p> <p>Discussion on types of lifestyle diseases</p> <p>Students to discuss the textual based questions</p> <p>Discussion on Children with special needs, . Students to discuss about different disabilities</p> <p>Discussion on Etiquettes and disability Etiquettes.</p> <p>Students to discuss the textual based questions</p>	<p>MCQ'S &amp; Questions for home assignment</p> <p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p> <p>Questions will be discussed in class.</p> <p>MCQ'S &amp; Questions for home assignment</p> <p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp;</p>
--	---	---	---	--

	<p><b>Game Volley ball</b>  History of Volley ball  Fundamental skills  Court dimensions  Equipments dimensions  Fundamental skills  Terminologies of the game  Rules and regulations</p> <p>Athletics  History of Athletics  Types of Races their starting points and finishing points.  Types of field events  (Throwing &amp; Jumping)  Terminologies  Rules and regulations</p>	<p>. Each students will be able to:  Describe the meaning of motor development, motor development in children &amp; factors affecting it.  Describe different postural deformities and their course and remedy.  Poor Sports participation of women in india,  Signs and symptoms of female triad</p> <p>Each students will be able to</p> <p>Draw volleyball court with all the measurements Equipments and their dimensions.</p> <p>Each students will be able to  Draw Athletic track,  Types of races  Short distance  Middle distance  Long distance</p> <p>Jumps: Long jump, Triple jump  High jump, Pole vault  Throws: Shotput, Discus throw, Hammer throw and Javelin throw</p>	<p>Discussion on how children benefit from sports</p> <p>Discussion on movement development  Discussion on types Deformities</p> <p>Students to discuss the textual based questions</p> <p>Discussion on  History of volley ball and its equipments</p> <p>Discussion on  History of athletics,  Type of races  Types of jumps  Types of throws  Hurdle races  Relay races  Steeple chase</p>	<p>Questions for home assignment</p> <p>Questions will be discussed in class.</p> <p>Questions will be discussed in class.</p>
--	---	--	---	--

			Baton exchange etc.	
JULY	<p><b>Test &amp; Measurement in Sports (W- )</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit &amp; Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle Run</li> <li>• General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig Zag Run, Medicine Ball Put) ****</li> <li>• Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test</li> <li>• Computation of Fitness Index:  <math display="block">\frac{\text{Duration of the ex. in sec.} \times 100}{5.5 \times \text{pulse count of 1- 1.5}}</math> </li> <li>• Rikli &amp; Jones - Senior Citizen Fitness Test.</li> </ul>	<p>Each students will be able to:</p> <p>Explain AAHPER.          Know the meaning of Motor fitness. Students will know about six Rikli &amp; Jones - Senior Citizen Fitness Test.</p>	<p>Collect data from at least 2 family members for</p> <p>Discussion on Barrow three item general motor ability test</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p>
JULY	<p><b>Physiology and Injuries in Sports</b></p> <ul style="list-style-type: none"> <li>• Physiological factor determining component of Physical Fitness</li> <li>• Effect of exercise on Cardio Respiratory System</li> <li>• Effect of exercise on Muscular System</li> <li>• Physiological changes due to ageing ****</li> <li>• Sports injuries: Classification (Soft Tissue Injuries:(Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain) Bone &amp; Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, Transverse Oblique &amp; Impacted) Causes &amp; Prevention</li> <li>• First Aid – Aims, treatment &amp;</li> </ul>	<p>Each students will be able to</p> <p>Explain the Physiological Determinants of Strength, Speed, Endurance &amp; Flexibility.          Students will know the Immediate and Long-term effects of Cardio Respiratory system.          Know about the physiological changes due to ageing and about First Aid</p>	<p>Discussion on various sports injuries (Soft Tissue Injuries, Bone &amp; Joint Injuries)</p> <p>Discussion on Effect of exercise on Muscular System and about the Physiological changes that happen due to ageing</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p>



	Objectives			
AUGUST	<p><b>Biomechanics &amp; Sports</b></p> <ul style="list-style-type: none"> <li>• Meaning and Importance of Biomechanics in Sports</li> <li>• Types of movements (Flexion, Extension, Abduction &amp; Adduction)</li> <li>• Newton's Law of Motion &amp; its application in sports</li> </ul> <p>Friction &amp; Sports****</p>	<p>Each students will be able to:</p> <p>Explain about Biomechanics in sports Know about the types of movements of a joint Understand Friction &amp; Sports</p>	<p>Discussion on Flexion, Extension, Abduction &amp; Adduction</p> <p>Discussion on Newton's Law of Motion &amp; its application in sports</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p>
AUGUST	<ul style="list-style-type: none"> <li>• <b>Psychology &amp; Sports</b> Personality; its definition &amp; types – Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</li> <li>• Motivation, its type &amp; techniques</li> <li>• Exercise Adherence; Reasons to Exercise, Benefits of Exercise****</li> <li>• Strategies for Enhancing Adherence to Exercise****</li> <li>• Meaning, Concept &amp; Types of Aggressions in Sports</li> </ul>	<p>Each students will be able to</p> <p>Explain Personality; its definition &amp; types Students will know the Meaning, Concept &amp; Types of aggression in sports Know about Exercise Adherence, reasons and benefits of Exercise</p>	<p>Discussion on Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</p> <p>Discussion on Motivation, its type &amp; techniques</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p>
SEPTEMBER	<p><b>Training in Sports</b></p> <ul style="list-style-type: none"> <li>• Strength – Definition, types &amp; methods of improving Strength – Isometric, Isotonic &amp; Isokinetic</li> <li>• Endurance - Definition, types &amp; methods to develop Endurance – Continuous Training, Interval Training &amp; Fartlek Training</li> <li>• Speed – Definition, types &amp; methods to develop Speed – Acceleration Run &amp; Pace Run</li> <li>• Flexibility – Definition, types &amp; methods to improve flexibility</li> <li>• Coordinative Abilities – Definition &amp; types</li> </ul> <p>Circuit Training - Introduction &amp; its importance****</p>	<p>Each students will be able to:</p> <p>Explain the definition, types &amp; methods of improving – Strength, Endurance, Speed and Flexibility Know about Coordinative abilities and Circuit Training</p>	<p>Discussion on Isometric, Isotonic &amp; Isokinetic</p> <p>Discussion on Continuous Training, Interval Training &amp; Fartlek Training</p> <p>Discussion on Acceleration Run &amp; Pace Run</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class. MCQ'S</p> <p>MCQ'S &amp; Questions for home assignment</p>

# Geography

<p>March-May</p>	<p><b>INTRODUCTION TO THE SYLLABUS and pattern of the question paper (2)</b>  <b>BOOK-1 Fundamentals of human Geography</b></p> <p><b>BOOK-2</b>  <b>India People and Economy</b></p> <p><b>Book 1</b>  <b>Ch-1 Human Geography: Nature and Scope(4)</b>          Nature of human geography: naturalization of humans (environmental determinism), humanization of nature (possibilism) and neo-determinism. History of human geography, its fields and sub-fields.</p> <p><b>Ch-2 The World Population: Distribution, Density and Growth (5)</b>          Patters of population distribution, density of population, factors affecting distribution of population. Population growth, components of population change, migration. Trends in population growth. Doubling time of World population. Spatial pattern and impact of population change. Demographic transition theory and population control measures</p>	<p>Introduction to the syllabus and pattern of question paper</p> <p>• Each child will be able to:          Explain at least 5 points each on environmental determinism, possibilism and neo-determinism.</p> <p>List 3 various schools of thought.          Distinguish between fields and sub-fields of human geography.(2 points each)</p> <p>• Each child will be able to:          Define density of population.          List 5 factors that influence distribution of population. Explain the concept of migration and its factors (5 points each for push and pull factors). Analyse the trends in population change. Elaborate on the spatial pattern and impact of population change.( at least 5 points).          Explain demographic transition theory ( 3 stages).          Suggest population control measures (5</p>	<p>Explanation and discussion</p> <p>Explanation through Presentation ( including flow diagrams, pictures of changes brought by humans through technology in environment )</p> <p>Brain storming session will take place on the sustainable development techniques.          Group discussion will take place on the fields and sub-fields of Human geography.</p> <p>• Link for flipped classroom-  <a href="https://www.youtube.com/watch?v=rkWKwHXKQdY">https://www.youtube.com/watch?v=rkWKwHXKQdY</a></p> <p>Through presentation -diagrams , map of World- density of Population ,population Doubling time of different countries will be identified by the students .          Demographic transition theory-  <a href="https://www.youtube.com/watch?v=HQlpdtUXeiU">https://www.youtube.com/watch?v=HQlpdtUXeiU</a></p>	<p>-----</p> <p>MCQS,          Hot questions ,</p> <p>Assignments          Questions based on the flow diagram</p> <p>MCQS,          Hot questions , Assignments,          Physical Map of world          Map based questions,          Data based questions</p>
------------------	---	--	---	--

	<p><b>Ch-3 Population Composition(1 )</b> Sex composition: Age structure</p> <p><b>Continuing the chapter</b></p> <p><b>Ch-3 Population Composition(3 )</b> Sex composition: Age structure (age-sex pyramid). Rural urban composition: Literacy, occupational structure.</p> <p><b>Ch-4 Human Development(4)</b> Concept of growth and development. Four pillars of human development. Approaches to human development. Measuring human development. International comparisons</p> <p><b>Book 2</b> <b>3. Human Development</b> What is human development? Indicators of human development in India. Population, environment and development. <b>(5 Days)</b></p>	<p>measures).</p> <p>Each student will be able to describe the concept of sex composition</p> <ul style="list-style-type: none"> <li>• Each child will be able to: Define sex ratio. Explain age-sex pyramid.</li> </ul> <p>Elaborate on rural urban composition country wise. Explain 5 factors affecting sex ratio.</p> <ul style="list-style-type: none"> <li>• Each child will be able to: Explain the concept of growth and development. (at least 3 differences)</li> </ul>	<p>Concept mapping.</p> <p>Students will be asked to draw stages of Demographic Transition</p> <ul style="list-style-type: none"> <li>• Students will be asked to draw age-sex pyramid for three different countries showing declining, increasing, stagnant population Composition of population on various aspects via concept mapping</li> <li>• Graphs and statistical data( compare the data with the latest data)</li> <li>• Link for flipped classroom- <a href="https://www.youtube.com/watch?v=R_LmKfXwWQIE">https://www.youtube.com/watch?v=R_LmKfXwWQIE</a></li> </ul> <p>Create a mind map for reasons affecting sex ratio.</p>	<p>On the political map of world locate three countries with expanding population.</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p>. Locate and label the highest-ranking state with its HDI score.</p> <p>MCQS</p> <p>Hot questions,</p>
--	---	---	---	--

	<p><b>Book 2</b>  <b>1. Population: Distribution, Density, Growth and Composition</b>  Causes of uneven distribution of population  (2 Days)</p> <p><b>Continuing the chapter</b>  <b>Book 2</b>  <b>1. Population: Distribution, Density, Growth and Composition(4)</b></p> <p>Phases of growth of population in India.  Regional variation. Population composition.  Rural-urban population, linguistic, religious, occupational structure composition of population</p> <p><b>Book 2</b>  <b>2. Migration: Types, Causes and Consequences(4 Days)</b>  Introduction</p>	<p>Elaborate on the human development concept.  List four pillars of human development.  Explain four approaches of human development. Analyse the international comparisons of human development ( at least 5 points)</p> <p>Each child will be able to explain:  Elements included in HDI by UNDP.  Indicators of social empowerment and healthy life( at least 3 points).</p> <p>Indian rank in human development.  Sustainable development.</p> <p>Each child will be able to:  Identify the densely populated states of India (map work).  Write about the physical and cultural factors of India( 5 points each).</p> <p><b>Continuing the chapter</b>  <b>Book 2</b>  <b>1. Population: Distribution, Density, Growth and Composition(4)</b></p>	<ul style="list-style-type: none"> <li>• Audiovisual on the concept of human development.</li> <li>• Map activity on state-wise rank of HDI</li> <li>• Flow diagram on indicators of human development of India.</li> <li>• Newspaper clippings</li> </ul> <ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Concept Mapping</li> <li>• Brain Storming</li> </ul> <p>Map Activity( highest and lowest HDI rank in the world)</p> <ul style="list-style-type: none"> <li>• Newspaper clippings</li> </ul> <ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Concept Mapping</li> </ul>	<p>Questions based on data</p> <p>Assignments</p> <p>. Locate and label the most populous state of India.</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p><b>6.5.2020</b>  <b>Internal assessment -1 of may month</b></p>
--	--	---	---	--

	<p>Stream of migration. Causes and consequences of migration</p> <p><b>Book 1</b> <b>Ch-5 Primary Activities</b> Hunting and gathering. Pastoralism: nomadic herding, commercial livestock rearing. Agriculture: Subsistence, plantation, extensive commercial, mixed farming, dairy farming, Mediterranean, market gardening and horticulture, co-operative farming, collective farming. Mining: factors and methods. <b>(5 Days)</b></p> <p><b>Book 1</b> <b>Ch-6 Secondary Activities(3)</b> Characteristics of modern large scale manufacturing industry. Uneven geographic distribution of industries. Classification of manufacturing industries on the basis of size, ownership, capital, raw material. Traditional large-scale industrial regions: coal field, high tech, iron and steel, and cotton industry.</p>	<p>Phases of growth of population in India. Regional variation. Population composition. Rural-urban population, linguistic, religious, occupational structure composition of population</p> <p><b>Book 2</b> <b>2. Migration: Types, Causes and Consequences(4 Days)</b></p> <p>Introduction Stream of migration. Causes and consequences of migration</p> <p><b>Book 1</b> <b>Ch-5 Primary Activities</b> Hunting and gathering. Pastoralism: nomadic herding, commercial livestock rearing. Agriculture: Subsistence, plantation, extensive commercial, mixed farming, dairy farming, Mediterranean, market gardening and</p>	<ul style="list-style-type: none"> <li>Brain Storming</li> </ul> <p>Map Activity -the densely populated states of India</p> <ul style="list-style-type: none"> <li>PowerPoint Presentation <ul style="list-style-type: none"> <li>AMP technique will be used.</li> </ul> </li> </ul> <p>Quiz- Students will be quizzed on causes of migration (Push and Pull factors)</p> <ul style="list-style-type: none"> <li>Group discussion- Students will discuss the consequences of migration.</li> <li>Map Activity( state with highest in migration and out migration) <ul style="list-style-type: none"> <li>Newspaper clippings</li> <li>Audiovisual on concept of migration</li> </ul> </li> </ul> <p>Through presentation diagrams and data will be discussed</p> <ul style="list-style-type: none"> <li>Map activity on most in and out migrant states.</li> <li>Concept Mapping</li> <li>Map Activity <ul style="list-style-type: none"> <li>AMP technique will be used.</li> </ul> </li> </ul>	<p><b>7.5.2020</b> <b>Internal assessment -2</b></p> <p><b>8 MAY 2020</b> <b>(ASSESSPREP)</b> <b><u>Assessment-1</u></b></p> <p>Map work</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>world map: : Locate regions of hunting and gathering, subsistence agriculture on the political world map</li> </ul> <p>MCQS, Hot questions, Questions based on data Assignments</p>
--	--	---	--	---

horticulture, co-operative farming, collective farming. Mining: factors and methods.  
**(5 Days)**

**Book 1**

**Ch-6 Secondary Activities(3)**

Characteristics of modern large scale manufacturing industry. Uneven geographic distribution of industries. Classification of manufacturing industries on the basis of size, ownership, capital, raw material. Traditional large-scale industrial regions: coal field, high tech, iron and steel, and cotton industry.

- Maps of regions where hunting, gathering, pastoralism is practiced.
- Link of flipped class: <https://www.youtube.com/watch?v=v9NAHnJoBo>
- Flow chart of types of agriculture
- PowerPoint Presentation

Through presentation , diagrams, maps , pictures importance , factors , and location of industries will be explained

- Cooperative Learning- Why there is an uneven distribution of industries?
- Concept Mapping- Design a mind map for problems and solutions for manufacturing sector.
- Group discussion
- Map work : Locate large scale industries and cotton textile industries of the world on the world map

Google form

- world map:

MCQS

Hot questions,

Questions based on data

Assignments

<p>JULY-22 DAYS</p> <p>*** deleted for this year</p> <p>(Updated syllabus by CBSE SENT ON 7/7/2020)</p>	<p><b>16 classes(40 min each)</b></p> <p><b>Book 1</b> <b>Lesson-6 Secondary Activities (4 classes)</b> ***</p> <p>Characteristics of modern large scale manufacturing industry.</p> <p>Uneven geographic distribution of industries. Classification of manufacturing industries on the basis of size, ownership, capital, raw material. Traditional large-scale industrial regions: coal field, high tech, iron and steel, and cotton industry. (Briefed the lesson content-3 days)</p> <p><b>Book 1</b> <b>Ch-7 Tertiary and Quaternary Activities (5 classes)</b></p> <p>Types of tertiary activities. Trade and Commerce. Retail trading services. Wholesale trading services. Transport and communication. Communication services. Services. People engaged in tertiary activities: Tourism. Quaternary activities and quinary activities. The digital divide.</p> <p><b>Book 1</b> <b>8. Transportation and</b></p>	<p>Each child will be able to: Explain the meaning of importance of manufacturing(5 importance)</p> <p>List and explain 5 factors affecting the location of an industry. Elaborate on the classification of industries on different basis. Explain small scale, large scale and household industries.</p> <p>Define footloose industry. Give examples of public, private and joint sector industries.</p> <p>Each child will be able to explain: Q1: Distinguish between retail and wholesale trade. (3 point) Q2: How has technology played an important role in advancing means of communication? (Evaluation) Q3: Why people are moving from quaternary activities to quinary activities? (3 points) Q4: Locate and label any five-tourist regions of the world on a political map of the world. (Application) Q5: Anticipate the characteristics of next economic sector of the world. (Synthesis in 3 points)</p>	<p>Through presentation, diagrams, maps, pictures importance, factors, and location of industries will be explained.</p> <p>Cooperative Learning- Why there is an uneven distribution of industries?</p> <p>Concept Mapping- Design a mind map for problems and solutions for manufacturing sector.</p> <p>Group discussion Map work : Locate large scale industries and cotton textile industries of the world on the world map</p> <p>Through presentation ,</p> <ul style="list-style-type: none"> <li>• Concept mapping will be done by students of tertiary sector.</li> <li>• Flow chart</li> <li>• Images of types of trading</li> <li>• Images of means of communication</li> <li>• In groups of two, students will share their information regarding role of technology in advancing means of communication over the year. Through co-operative learning students will justify the relevance of</li> </ul>	<p>Google form</p> <p>world map:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p>Google form</p> <p>world map:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Assignments</p>
---	---	--	---	--

<p><b>Communication ( 5 Days)</b> ***</p> <p>Meaning and modes of transport. Land: Roads, railways. Water: ocean routes, sea routes and inland waterways. Air transport. Pipelines. Communications: Satellite and internet.</p> <p><b>Book 1 9. International Trade</b> ***</p> <p>Introduction and definition of Barter system. Basis of international trade. Important aspect of international trade. Balance of Trade. World Trade Organisation <b>(3 Days)</b></p> <p><b>Book 1 10. Human Settlement</b> Introduction Classification of settlements Factors affecting location of settlement. <b>(5 Days)</b></p> <p><b>Book 2</b></p>	<p>Each child will be able to: List the modes of transportation. Locate and identify various trans-continental railways routes. Understand importance of airways and waterways. Elaborate how communication has converted the world into a global village.</p> <p>Each child will be able to explain:</p> <p>Explain international trade, need for balance of trade. List types of international trade. Elaborate on origin and functions of WTO.</p> <p>Each child will be able to explain: Site and situation of settlement, kinds and pattern of rural settlement, compact and dispersed settlement. Classify rural settlement pattern</p> <p>Each child will be able to: Distinguish between rural and urban</p>	<p>quaternary and quinary sectors?</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will do map activity of Trans continent roads terminal station. Students will have a brain storming session on sea routes and trade. Students will share the importance of railways over roadways.</li> </ul> <p>Locate and label the terminal stations of trans Canadian railways, Trans-Siberian railway, Trans- Australian railway</p> <p>Through presentation ,topic will be discussed and explained</p> <p>Students will collect information about 2 villages where barter is still practiced. What is there in their culture, tradition and local language they speak.</p> <p>Graphs of balance of trade</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will share factors affecting location of settlements. Students will do concept mapping on types of settlements.</li> </ul>	<p>quaternary and quinary sectors?</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will do map activity of Trans continent roads terminal station. Students will have a brain storming session on sea routes and trade. Students will share the importance of railways over roadways.</li> </ul> <p>Locate and label the terminal stations of trans Canadian railways, Trans-Siberian railway, Trans- Australian railway</p> <p>Through presentation ,topic will be discussed and explained</p> <p>Students will collect information about 2 villages where barter is still practiced. What is there in their culture, tradition and local language they speak.</p> <p>Graphs of balance of trade</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will share factors affecting location of settlements. Students will do concept mapping on types of settlements.</li> </ul>	<p>Google form</p> <p>world map:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p>Google form</p> <p>world map:</p> <p>MCQS</p> <p>Hot questions,</p>
--	--	--	--	---



	<p><b>4. Human Settlement</b>  Factors determining the type of rural settlement, type and sub type of rural settlement. Urban settlement and its type.  Functional classification of towns and cities.  <b>(2+3 =5 Days)</b></p> <p><b>WILL CONTINUE THE CHAPTER IN AUG(3 days)</b></p>	<p>settlement. Compare compact and dispersed settlement.  List functions of rural settlements.  Divide towns according to their functions.</p>	<p>Students will collect information about the problems of human settlements in developing countries.</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will discuss the difference between rural and urban settlements.  Students will do concept mapping on type and sub type of rural settlements.</li> </ul> <p><b>ART INTEGRATION-Students will be asked to find out common customs, dresses, food, way of living, housing style of rural and urban area.</b></p>	<p>Questions based on data</p> <p>Assignments</p> <p>Assignments</p> <p>Google form:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture based Questions.</p> <p>Assignments</p> <p>Google form:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture based Questions.</p>
<p>AUGUST  20 DAYS</p>	<p><b>14 classes( 40 min each)</b></p> <p><b>Book 2</b>  <b>Chapter-5</b>  <b>Land Resources and Agriculture(5Days)</b>  ***</p> <p>Land use categories in India. Various</p>	<ul style="list-style-type: none"> <li>Each child will be able to:  Define land use categories as maintained in land revenue records.  List land use changes in India over time.  Explain common property resources.</li> </ul>	<p>Through presentation ,topic will be discussed and explained</p> <p>Flow chart of types of agriculture</p> <p>Pie chart on land use categories</p>	<p>Assessment –II (21/8/2020)</p> <p>Google form:</p> <p>MCQS</p> <p>Hot questions,</p>

<p>land use changes over time. Common property resources. Agricultural land use in India: Cropping season, types of farming. Cropping pattern: various food grains, oilseeds, fiber crops, other crops. Agricultural development in India: strategy, growth and technology. Problems of Indian agriculture.</p> <p><b>Book 2</b> <b>Ch-6 Water Resources(6 DAYS)</b> Different types of water resources of India: surface, groundwater, lagoons and backwaters. Demand and utilization of water. Deterioration of water quality. Water conservation and management: watershed management and rainwater harvesting. National water policy, 2002.</p> <p><b>7. Mineral and Energy Resources (5 classes)</b> Mineral and its types. Metallic and non metallic. Distribution of minerals (iron, copper, mica, bauxite). Energy resources: conventional and non conventional. Conservation of mineral.</p> <p><b>Book 2</b> <b>Ch-8 Manufacturing Industries</b> ***</p> <p>Types of industries. Classification of industries. Factors affecting location of industry. Distribution of major</p>	<p>Elaborate on agricultural land use in India. Distinguish between different types of farming. Locate states with highest producing crops. Explain agricultural development in India. Analyse the problems of Indian agriculture.</p> <p>• Each child will be able to: Explain different types of water resources of India. Elaborate on demand and utilization of water. Explain the reasons behind deterioration of water quality. (5 points) Suggest measures for water conservation and management. (5 points) List the key features of national water policy, 2002(5 points)</p> <p>Each child will be able to: Distinguish between ferrous and non ferrous mineral. Major producers of iron, copper, bauxite. Merit of solar, wind, bio, tidal energy. Compare conventional and non conventional sources of energy. Steps to conserve minerals</p> <p>• Each child will be able to: Differentiate between large and small scale industries. Classify industries on the basis</p>	<p>Presentation on types of crops grown in India.</p> <p>Map work.</p> <p>Through presentation ,topic will be discussed and explained Sharing of information on types of water resources in India.</p> <p><b>Locating on map-</b> the major areas where pollution occurs, its causes and effects of water degradation. Group discussion on methods to conserve water resources. Map work- regions where water quantity and quality is deteriorating very fast.</p> <p>Presentation</p> <p>Concept mapping</p>	<p>Picture based Questions.</p> <p>Assignments</p> <p>Map work- Regions –Crops grown in India.</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture based Questions.</p> <p>Assignments</p> <p>Map work- Regions – water deteriorating in India</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture based Questions.</p> <p>Assignments</p>
---	---	---	--

	<p>industries: iron and steel, cotton, sugar. Liberalisation, privatization and globalization. Major industrial belts in India  <b>4 Days</b></p>	<p>of: ownership, raw material and size. Understand growth of iron and steel industry: TISCO, IISCO, and HSO. Explain favourable conditions for cotton textile industry in Mumbai and Ahemedabad. Explain the role and importance of globalization. List the causes of migration of sugar industry from north to south.</p>	<p>Map Activity  Group discussion</p> <ul style="list-style-type: none"> <li>• Independent activities</li> <li>• Technology integration</li> <li>• Map Activity</li> <li>• Group Discussion</li> <li>• Link for flipped classroom- <a href="https://www.youtube.com/watch?v=JJ0nFD19eT8">https://www.youtube.com/watch?v=JJ0nFD19eT8</a></li> <li>• Map of industrial belts in India</li> <li>• PowerPoint Presentation</li> </ul>	<p>MCQS  Hot questions,  Picture based Questions.  Assignments</p>
<p>SEPTEMBER-  22DAYS</p>	<p>12 classes( 40 min each )</p> <p><b>Book 2</b>  <b>Ch-9 Planning and Sustainable Development in Indian context (6 Days)</b></p> <p>Planning perspective in India. Target area planning: HADP, DPAP. Case study of Bharmaur. Sustainable development, case study: Indira Gandhi canal</p> <p><b>Book 2</b>  <b>10. Transportation and Communication</b></p>	<p>Each child will be able to:  Describe the meaning and importance of five year plans.  Distinguish between sectoral and regional planning.  Explain sustainable development with case study.</p>	<p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>• Map of Bharmaur and Indira Gandhi canal</li> <li>• Images of Bharmaur region</li> <li>• Images of Indira Gandhi canal.( before and after). Its impact on its people, crops, culture, living style, economic activities.</li> </ul>	<p>MCQS  Hot questions,  Picture based Questions.  Assignments  Map work</p>

	<p>***</p> <p>Means of transport: land, water and air. Pipeline transport, communication network: personal and mass. <b>(6 Days)</b></p> <p><b>Book 2</b> <b>11. International Trade</b> ***</p> <p>Trade and its types. Domestic trade. Favorable and unfavorable balance of trade. Changes in Indian foreign trade. India's major trading partners. Sea ports as gateways of international trade, major seaports of India. <b>(7 Days)</b></p> <p><b>BOOK-2</b> <b>12. Geographical Perspective on Selected Issues and Problems(4 Days)</b></p> <p>Environment degradation. Pollution: types and effects. Urbanisation, problems of slums. Prevention and controlling measures of types of pollution.</p> <p>6 classes – (40 min each class) <b>REVISION FOR THE MID-TERM EXAMINATION</b></p>	<p>Each child will be able to: Explain the advantages of roadways. Classify types of roads and railways. Explain the importance of railways. Understand the inland waterways. Explain merits and demerits of pipeline transport.</p> <p>Each child will be able to explain: Meaning of international trade, balance of trade Assess major changes in India's export trade since independence. Analyse the role of seaports in the foreign trade. Discuss India's major trading partners. Locate and label major seaport of India on map.</p> <p>Each child will be able to: Explain the meaning of environmental degradation, its causes. List types of pollution with its causes and effects. Explain the factors responsible for problems of slum. Suggest measure for reduction and prevention of pollution.</p> <p>Each student will be able to:</p>	<p>Concept mapping</p> <p>Map Activity Map of national highways, waterways and airports of India. Newspaper clippings Images of means of transportation Audiovisual of communication network</p> <p>Each child will be able to explain: Meaning of international trade, balance of trade Assess major changes in India's export trade since independence. Analyse the role of seaports in the foreign trade. Discuss India's major trading partners. Locate and label major seaport of India on map.</p> <p>Through presentation ,topic will be discussed and explained</p> <ul style="list-style-type: none"> <li>Students will do concept mapping of causes and effects of types of pollution.</li> </ul> <p>Students will discuss the case study of Dharavi as Asia's largest slum. Students will discuss in groups of four about the controlling measure of</p>	<p>MCQS</p> <p>Hot questions, Picture based Questions.</p> <p>Assignments</p> <p>Map work</p> <p>MCQS</p> <p>Hot questions, Picture based Questions.</p> <p>Assignments</p> <p>Map work</p> <p>MCQS</p> <p>Hot questions,</p>
--	---	--	---	---

		revise the lessons for the examination	various pollution.  Students will be asked to : answer questions from the lessons	Picture based Questions.  Assignments    Map work  MCQS  Hot questions,  Picture based Questions.  Assignments  <b>Syllabus for Mid -term Examination (100 % of the syllabus completed)</b>
--	--	--	--	---

## Psychology

March-May	Chapter: Variations In Psychological Attributes <ul style="list-style-type: none"> <li>• Individual Differences in Human Functioning</li> <li>• Assessment of Psychological Attributes Intelligence</li> <li>• Theories of Intelligence <ul style="list-style-type: none"> <li>- Theory of Multiple Intelligences</li> <li>- Triarchic Theory of Intelligence</li> </ul> </li> </ul>	Each student will be able to: <ul style="list-style-type: none"> <li>• Explain psychological attributes on which people differ from each other.</li> <li>• State different methods that are used to assess psychological attributes.</li> <li>• Explain what constitutes intelligent behaviour.</li> <li>• Identify mentally challenged and gifted individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Computing IQ of individuals.</li> <li>• Finding out one's own aptitude and interest in a certain area.</li> <li>• Identifying verbal, non verbal and performance tests from a few given tests.</li> <li>• Finding out famous people and their area of intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Google MCQ</li> <li>• Practice sheets</li> <li>• Assignments</li> </ul>
-----------	--	---	--	--

	<ul style="list-style-type: none"> <li>- Planning, Attention- arousal, and Simultaneous- successive Model of Intelligence</li> <li>• Individual Differences in Intelligence</li> <li>• Culture and Intelligence</li> <li>• Emotional Intelligence</li> <li>• Special Abilities</li> <li>• Aptitude : Nature and Measurement</li> <li>• Creativity</li> <li>•</li> </ul> <p>Chapter: Psychological Disorders</p> <ul style="list-style-type: none"> <li>• Concepts of Abnormality and Psychological Disorders</li> <li>• Classification of Psychological Disorders</li> <li>• Factors Underlying Abnormal Behaviour</li> <li>• Major Psychological Disorders <ul style="list-style-type: none"> <li>- Anxiety Disorders</li> <li>- Somatic Symptom and related Disorders</li> <li>- Dissociative Disorders</li> <li>- Major Depressive Disorder</li> <li>- Bipolar Disorder</li> <li>- Schizophrenic Disorders</li> <li>- Eating and Feeding Disorders</li> <li>- Neurodevelopmental Disorders</li> <li>- Disruptive, Impulse- Control, and Conduct Disorders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between intelligence and aptitude.</li> <li>• Describe the link between culture and intelligence.</li> </ul> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain factors which cause abnormal behaviour.</li> <li>• State the criteria used to identify such behaviours.</li> <li>• Explain the different models of abnormal behaviour</li> <li>• Describe the major psychological disorders.</li> </ul>	<p>as per Howard Gardener's Theory of Multiple Intelligences.</p> <ul style="list-style-type: none"> <li>• Character sketch done for the patient of Schizophrenia by highlighting his symptoms in 'A beautiful mind'.</li> <li>• Documentary seen on 'Dissociative Identity disorder'.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice sheets</li> <li>• Google MCQ</li> <li>• Weekly assessment</li> </ul>
--	---	---	---	---

- Substance-use Disorders

Chapter : Therapeutic Approaches

- Nature and Process of Psychotherapy
- Therapeutic Relationship
- Type of Therapies

Chapter: Therapeutic Approaches

- Psychodynamic Therapy
- Behaviour Therapy
- Cognitive Therapy
- Humanistic-existential Therapy
- Biomedical Therapy
- Alternative Therapies
- Rehabilitation of the Mentally Ill

Chapter: Self and Personality

- Concept of self
- Cognitive and behavioural aspects of self
  - Self-esteem
  - Self-efficacy
  - Self-regulation
- Culture and Self
- Concept of Personality
- Major approaches to the study of personality
  - Type Approaches

- State the historical background of mental disorders.
- State the steps for rehabilitation of the mentally ill
- Explain the basic nature and process of psychotherapy
- State different types of therapies for helping people.

- Case studies discussed for various mental disorders.
- Role of 'Jug' in Dear Zindagi discussed in reference to components of therapeutic alliance.

- Trait Approaches
- Psychodynamic Approach

Each student will be able to:

- Explain psychodynamic therapy.
- Describe the behavioral techniques used for modifying behaviour.
- State the different types of cognitive therapies.
- Explain biomedical and alternative therapies.
- Explain how people with mental disorders can be rehabilitated.
- Describe the concept of self
- State ways for self-regulation of behaviour
- Explain the concept of personality
- Differentiate between trait and type theory of personality.

- Connecting the different therapeutic approaches to psychological disorders
- Discussion on ethical considerations of psychotherapy.
- Activity on “who am I? – understanding self”.
- Finding out the personality traits of your friend as per Allport’s theory
- Identifying the defence mechanisms used in one’s

- Assignments
- Practice sheets
- Google MCQ
- Weekly assessment



			daily life	
July	<p>Chapter 2: Self and Personality</p> <ul style="list-style-type: none"> <li>Major approaches to the study of personality</li> <li>Assessment of Personality</li> </ul> <p>Chapter 6: Attitude and Social Cognition</p> <ul style="list-style-type: none"> <li>Explaining social behavior</li> <li>Nature and components of attitude</li> <li>Attitude formation and change</li> <li>Prejudice and discrimination</li> <li>Strategies for Handling prejudice</li> <li>****Social cognition</li> <li>****Schemas and stereotypes</li> <li>****Impression formation and explaining behavior of others through attributions</li> <li>****Behavior in the presence of others</li> <li>****Prosocial behavior</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Explain different approaches of personality</li> <li>Describe the different techniques for assessing personality</li> <li>Explain components of attitude</li> <li>Describe formation of attitudes</li> <li>State strategies for reducing prejudice</li> <li>Describe the process of impression formation</li> <li>Explain schemas</li> <li>State different types of schemas</li> <li>Explain social facilitation</li> </ul> <p>Explain prosocial behaviour</p>	<ul style="list-style-type: none"> <li>Art Integration activity – Sketching to measure personality</li> <li>Creating an advertisement (video) for any product based on the factors affecting attitude change.</li> <li>Preparing a song/rap on removing prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice Sheets</li> </ul> <p>MCQ</p>
August	<p>Chapter 7: Social Influences and Group processes</p> <ul style="list-style-type: none"> <li>Nature and formation of groups</li> <li>Type of groups</li> <li>Influence of group on individual behavior</li> <li>****Conformity, compliance and obedience</li> <li>****Cooperation and</li> </ul>	<p>Each student will be able to :</p> <ul style="list-style-type: none"> <li>Differentiate between group and team</li> <li>Explain the different types of groups</li> <li>State techniques of compliance</li> <li>Describe the process of conformity</li> <li>Explain obedience</li> <li>State determinants of cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the differences in review comments of Indians and rival commentators for cricket matches.</li> <li>Discussion on social identity Identifying situations in which students apply techniques of compliance in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice Sheets</li> <li>MCQ</li> </ul> <p>Assessment Round II on 21/08/20</p>

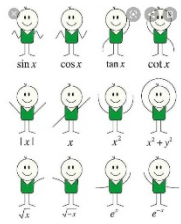
	competition <ul style="list-style-type: none"> <li>**** Social identity</li> <li>**** Intergroup conflict</li> <li>**** Conflict resolution strategies</li> </ul>	Describe strategies to resolve conflicts		
September	****Chapter 8: Psychology and Life <ul style="list-style-type: none"> <li>Human-environment relationship</li> <li>Environmental effects on human behavior</li> <li>Human influence on the environment             <ul style="list-style-type: none"> <li>-Noise</li> <li>-Pollution</li> <li>-Crowding</li> <li>- Natural disasters</li> </ul> </li> <li>Promoting pro-environmental behavior</li> <li>Psychology and social concerns-             <ul style="list-style-type: none"> <li>-Poverty and Discrimination</li> <li>- Aggression, Violence and Peace</li> <li>- Health</li> </ul> </li> </ul> <p>- Impact of television on behaviour</p>	Each student will be able to : <ul style="list-style-type: none"> <li>Explain the relationship between humans and environment.</li> <li>State the environmental effects on human behavior</li> <li>Describe the influence of noise on performance</li> <li>State ways to control pollution</li> <li>Explain Post Traumatic Stress Disorder</li> <li>Explain remedies for poverty and discrimination</li> </ul> <p>State the impact of television on behaviour.</p>	<ul style="list-style-type: none"> <li>Students will do photography to show environmental effects on human behaviour.</li> <li>Identifying stages of formation from 'Chak-De India' movie.</li> </ul> <p>Discussion on 'capital punishment' to assess polarization.</p>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice Sheets</li> </ul> <p>MCQ</p>

## Mathematics

March-May	13/16 Chapter 4 -Determinants  Chapter 2 - Inverse Trigonometric Functions  Chapter 5 - Continuity and Differentiability (Introduction)	Each child will be able to *find the inverse and adjoint of a Matrix, *calculate the area of the triangle. *solve system of equations  *evaluate the domain / range of inverse trigo functions *perceive the concept of principle branches *sketch the graphs of inverse trigo functions	Solving word problems involving equation in three variables using Matrix method.  NCERT and Assignment discussed in class through Google Meet	Oral Questioning  Assignments  Homework given and discussed in the class  Google form based on Determinants  Google quiz - Inverse Trigonometry
-----------	--	---	---	---

	<p>14/18 Chapter 5 - Continuity and Differentiability</p> <p>Chapter 6 - Application of Derivatives</p>	<p>*state the elementary properties of inverse trigo functions</p> <p>Each child will be able to *perceive the concept of Logarithmic differentiation &amp; parametric function *state the Rolle's theorem and LMV theorem</p> <p>*recall the concept of rate of change of variable</p> <p>*establish relation btw <math>\frac{\Delta y}{\Delta x}</math> and <math>\frac{dy}{dx}</math></p> <p>*apply the concept of rate of change in solving word problems of physics,eco etc</p>	<p>Analyse limit of a function <math>f(x)</math> at <math>x=c</math> and check the continuity at that point.</p> <p>Assignment and Formulae discussed.</p> <p>NCERT and Assignment discussed in class through Google Meet</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Google forms based on Continuity and Differentiability</p>
	<p>15/19 Chapter 6 - Application of Derivatives</p> <p>Chapter 7- Integration (Introduction)</p>	<p>Each child will be able to *recall the relation of derivative at a point with the slope of tangent *identify the function to be <math>\uparrow</math> and <math>\downarrow</math> *calculate the point of max/min in a given interval *differentiate btw absolute max/min and local max/min *apply the theory of max/min to solve word problems *evaluate the approximate values using the concept of derivatives</p> <p>define the concept of anti derivative *learn the integral of basic functions by the method of inspection</p>	<p>Art Integration: Construction of an open box of maximum volume from a given rectangular sheet by cutting equal square pieces from each corner. NCERT and Assignment discussed in class through Google Meet</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Assessment through the online App- Assessprep held on 8<sup>th</sup> May2020</p> <p>Syllabus- Determinants and Continuity Differentiability</p> <p>Google Form</p>



	<p>Chapter 1- Relations and Functions</p>	<p>*****<math>(dx/dy + Px=Q)</math></p> <p><u>Relations and Functions</u></p> <p>*recall the definition of a function and relation          *list the various types of relations          *prove a relation to be an equivalence relation          *evaluate the domain / range of given functions          *****perceive the concept of composite functions            *****evaluate the inverse of a function</p>	<p><a href="https://www.youtube.com/watch?v=9w8VnZWr8tg">https://www.youtube.com/watch?v=9w8VnZWr8tg</a></p> <p>Experiential Learning- Students will demonstrate a function which is neither one one nor onto</p> <p>Art Integration: Various forms of functions</p> <p>Dancing Math:</p> 	<p>Weekly Test- 21/08/2020</p>
<p>September</p>	<p>Teaching days: 13/17 Chapter 10- Vectors</p>	<p><u>Vectors</u></p> <p>Each child will be able to          *define a vector          differentiate btw *vector and scalar          list the various types of vectors          *differentiate btw direction cosines/ratios          *define scalar product of vectors          *apply the scalar product concept in solving questions          *define vector product of vectors          *apply the vector product concept in solving problems          *evaluate the projection of a vector on another vector          *****find scalar triple product of given vectors</p> <p><u>Three Dimensional Geometry</u>          *recall the concept of 3-D</p>	<p>Solve Exercises from chapter 10 and 11 (NCERT)</p> <p>Solve assignment- Vectors</p> <p><u>Experiential Learning-</u> Physical significance of cross and dot product.</p> <p>Solving Questions  <u>Activity-</u> To verify that the angle in a semi circle is right anle.</p> <p>Students will watch Don't memorise videos and NROER videos</p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/581b475b16b51c2e7fb0f801">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/581b475b16b51c2e7fb0f801</a></p>	<p>Assessment through Google Forms          *Oral questioning</p>

