



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

Subject	No. of period / Topics Covered	Learning Outcome	Activities	Assessments
<b>English</b>				
<b>Books Prescribed:</b> <ol style="list-style-type: none"> <li>a. <i>Beehive- Textbook in English for class IX- NCERT</i></li> <li>b. <i>Moments- Supplementary Reader for class IX- NCERT</i></li> <li>c. <i>Words and Expressions-I, Workbook****</i></li> </ol>				
April-May	<b>BEEHIVE Prose</b> The Fun They Had (3 classes)  <b>Poem</b> The Road Not Taken (3 classes)	To be able to <ul style="list-style-type: none"> <li>- complete a web chart listing traits of the characters of Margie and Tommy</li> <li>- prepare a list of five questions based on understanding</li> <li>- identify the exposition, climax and resolution points in the plot of the story</li> <li>- justify the title of the story</li> <li>- answer reference to context questions</li> <li>- compare ancient learning with virtual learning</li> <li>- list traits of a good teacher in a web chart</li> <li>- list features of an ideal school</li> </ul> To be able to <ul style="list-style-type: none"> <li>- list two reasons why they appreciate poetry</li> <li>- appreciate nuances and shades of literary meaning.</li> <li>- talk about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view</li> <li>- identify the poetic devices used in the poem</li> </ul>	<b>Reading of the text</b>  <b>Art Integration:</b> Create a Time Capsule  <b>Debate:</b> A human teacher is better than a mechanical teacher  <b>Discussion &amp; Webchart:</b> - Character traits of Margie and Tommy  <b>Practice Worksheet</b>  <b>Art Integration:</b> Draw a sketch of the roads through the wood, and write a short dialogue relating it to your life.  <b>Discussion:</b> What are the factors that determine one's decisions?  <b>Practice Worksheet</b>	- Quiz using Google Form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique  - Quiz using Google Form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique

	<p><b>PROSE- BEEHIVE</b> The Sound of Music (4-6 classes)</p> <p><b>MOMENTS</b> A Lost Child (4 classes)</p> <p><b>Writing Skills</b> Story Writing</p> <p><b>Grammar</b> Determiners, Editing/Omission (3 classes)</p> <p><b>BEEHIVE</b></p>	<p>- analyse the theme of the poem. - describe the roads that the speaker comes across - analyse whether the speaker was happy about the decision he had made</p> <p>To be able to - get inspiration from the real life experiences of a differently abled person. - draw connection with the lives of the characters - learn new words: xylophone, percussionist, impaired - acquaint each other with various musicians and instruments of Indian classical music. - pinpoint the importance of simplicity and hard work in one's life. - talk about their love for the motherland after reading Bismillah Khan's biography</p> <p>To be able to - listen to a story and extract key information - form predictions about the next course of events in the story. - practise colour, clothing and hair vocabulary - listen and write descriptions of people - describe a fair scene - answer questions based on the chapter - identify descriptive writing (2 examples) in the story - draft a story as per the value points of CBSE.</p> <p>To be able to - identify the incorrect word in editing. - find the omitted word in omission and replace it with a correct word - organize jumbled words and phrases - edit passages with appropriate punctuation marks, grammar and correct spelling.</p> <p>To be able to</p>	<p><b>Reading of the text</b></p> <p><b>Experiential Learning Activity:</b> Bring your earplugs and listen to the music , try to pick up the vibrations from the floor with your bare feet, thus empathising with differently enabled persons.</p> <p><b>Art Integration:</b> Students will discuss various musical instruments</p> <p><b>Practice Worksheet</b></p> <p><b>Reading of the text</b></p> <p><b>Think &amp; Share:</b> Imagine a fair scene and think of all the colours which come to your mind. List down/draw any five things which appeal to you visually in a fair</p> <p><b>Discussion:</b> Parent-child relationship as the theme of the lesson</p> <p><b>Practice Worksheet</b></p> <p><b>Weaving a story</b> using the given clues</p> <p><b>Editing</b> of the given text</p> <p><b>Worksheet</b> on Editing, Omission and Determiners</p> <p><b>Practice Worksheet</b></p> <p><b>Discussion:</b> Message conveyed through the poem</p>	<p>- Quiz using Google Form</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the</p>
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	<p><b>Poem</b> Wind (2 classes)</p> <p><b>Prose</b> The Little Girl (4 classes)</p> <p><b>MOMENTS</b> The Adventures of Toto (3 classes)</p> <p><b>Writing Skills</b> Informal letter, Essay (2 classes)</p>	<p>- talk about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's point of view</p> <p>- write a short summary of the poem</p> <p>- make a fishbone diagram showing how the wind is both useful and destructive.</p> <p>- share at least one point about how this poem compares with the others.</p> <p>- write answers to the extract based and value based questions.</p> <p>To be able to</p> <p>- mention any one aspect of the story that they can relate to their own experiences.</p> <p>- draw connections using background knowledge from the text</p> <p>- mention what he or she liked or disliked about the story</p> <p>- sequence the main events-write character sketches.</p> <p>- answer the questions based on the class discussion</p> <p>To be able to</p> <p>- briefly recall any one previously read Ruskin Bond story</p> <p>- frame any one question after reading the story</p> <p>- write answers to the questions discussed in class</p> <p>To be able to</p> <p>- draft an informal letter as per the value points of CBSE.</p> <p>- develop the ability to express their thoughts effortlessly, confidently and in an organised</p>	<p><b>Practice Worksheet</b></p> <p><b>Class activity:</b> Relate the wind to the problems faced by you in real life.</p> <p><b>Reading of the text</b></p> <p><b>Discussion:</b></p> <p>- Poor/ lack of communication may lead to negativity/ misconceptions</p> <p>- Character traits of Kezia</p> <p><b>Practice Worksheet</b></p> <p><b>Reading of the text</b></p> <p><b>Discussion:</b></p> <p>- Pros and cons of having a pet</p> <p>- Character sketch of Toto</p> <p><b>Art Integration:</b> Create a poster on the topic 'Saving Wildlife'. While creating the poster, use eco-friendly colours (example - vermilion for red, rice flour for white etc. You may also use old newspapers, magazines etc</p> <p><b>Practice Worksheet</b></p> <p><b>Think &amp; Share:</b> Various situation where one feels the need to write an informal letter</p>	<p>class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class</p>
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	<b>Grammar:</b> Workbook Unit 1 and 2	manner. -attempt the exercises in the workbook.	<b>Web of Words:</b> Discuss and compile a few words related to the given topic that may be used in the essay	and home assignments through Google Classroom  - Revision using the AMP technique
<b>July</b> No. of working days- 22	<b>BEEHIVE Poetry</b> Rain on the Roof (3 classes)	To be able to  *Relate at least one memory triggered in him or her by rain *Write a short summary of the poem . * Identify the poetic devices in the poem. * Identify the rhyme scheme and rhyming words * Frame short objective type questions *Write answers to the questions given , based on the class discussion *Attempt the two worksheets *Successfully attempt the class test	<b>Read and reflect activity</b> Read Tagore's poem 'I cannot remember my mother' and Kahlil Gibran's Song of the Rain, compare it with this one.  <b>Art Integration Click and caption</b> Monsoon is around the corner. Bring out the photographer in you and capture the rain through your lens. You may use your mobile camera too. Give it a suitable caption.	- Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique
<b>July</b>	<b>A Truly Beautiful Mind</b> (2 classes)	Recall some interesting facts about Einstein * list some factors that contributed to Einstein's success Match the paragraphs with the headings * prepare a concept map on Einstein *Share views on 'Science should be solely devoted to the promotion of worldwide peace and prosperity' * Learn some new words connected with .the passage *answer questions based on the passage *Express opinions on "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it's stupid." – Albert Einstein *The role of creativity and curiosity as essential elements that makes a person truly great.Cite examples of people who have achieved greatness *Contribute meaningfully to a discussion on 'Genius or not, everyone is highly intelligent and capable of great accomplishments. No matter what, it is important to keep going, do your best in everything, and simply enjoy life . * Deduce the meanings of unfamiliar words.	<b>Viewing link and reading Flipped Material for home will be provided</b>  <b>Discussion – Small group discussion</b> *Ways to build the genius in you <b>RESEARCH</b> on geniuses like Newton and Da Vinci. What made them geniuses? Was it their study habits *Is Imagination more important than knowledge <b>Experiential Learning Activity-</b> Build inter-subject cooperation - a science teacher to explain Einstein's Theory of Relativity, to talk about Einstein,	Quiz using Google form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique

		*Successfully attempt the class test		
<b>July</b>	<b>BEEHIVE Prose</b> The Snake and the Mirror (3 classes)	To be able to- *study and examine the contents of the passage closely. *present their views on the main ideas contained in each paragraph . * Identify the Instances of humour in the story * Unlock the meanings of the unfamiliar words using different strategies * Frame sentences of their own with the new words * write a bio sketch of the author * Make a web chart listing out traits of the doctor * Identify similarities in the doctor and the snake *Write a descriptive paragraph based on the given visual in the book *Analyze the passage on the basis of the given questions. *Attempt the two worksheets *Successfully attempt the class test	<b>ART INTEGRATION ACTIVITY</b> *Design a business card for the doctor from the story. The business card should be relevant to the context and should indicate the details of the character as they are presented in the story. Use the technique of <b>calligraphy</b> to create your card.  <b>Group Activity</b> * design a word puzzle, comprising a minimum of 15 words from the story. It can be a crossword or a Jumbled word game, The game must provide interesting clues/instruction to the readers to help them figure out the correct answer.  <b>Think, Pair and share</b> * the theme in the story - how crises makes people turn to God for help. * Describing a picture -Character sketch (WEB CHART)	- Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique
<b>July</b> No. of working days- 22	<b>BEEHIVE Poetry</b> Rain on the Roof (3 classes)	To be able to  *Relate at least one memory triggered in him or her by rain *Write a short summary of the poem . * Identify the poetic devices in the poem. * Identify the rhyme scheme and rhyming words * Frame short objective type questions *Write answers to the questions given , based on the class discussion *Attempt the two worksheets *Successfully attempt the class test	<b>Read and reflect activity</b> Read Tagore's poem 'I cannot remember my mother' and Kahlil Gibran's Song of the Rain, compare it with this one.  <b>Art Integration</b> <b>Click and caption</b> Monsoon is around the corner. Bring out the photographer in you and capture the rain through your lens. You may use your mobile camera too. Give it a suitable caption.	- Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique
<b>July</b>	<b>A Truly Beautiful Mind</b> (3 classes)	Recall some interesting facts about Einstein * list some factors that contributed to Einstein's success Match the paragraphs with the headings * prepare a concept map on Einstein *Share views on 'Science should be solely devoted to the promotion of worldwide peace and prosperity' * Learn some new words connected with the passage	<b>Viewing link and reading Flipped Material for home will be provided</b>  <b>Discussion –</b> <b>Small group discussion</b> *Ways to build the genius in you <b>RESEARCH</b> on geniuses like Newton and Da Vinci. What made them geniuses? Was it their study habits *Is Imagination more important than knowledge <b>Experiential Learning Activity-</b> Build inter-subject cooperation	Quiz using Google form  - Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP

		<p>*answer questions based on the passage</p> <p>*Express opinions on “Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it’s stupid.” – Albert Einstein</p> <p>*The role of creativity and curiosity as essential elements that makes a person truly great.Cite examples of people who have achieved greatness</p> <p>*Contribute meaningfully to a discussion on ‘Genius or not, everyone is highly intelligent and capable of great accomplishments. No matter what, it is important to keep going, do your best in everything, and simply enjoy life</p> <p>. * Deduce the meanings of unfamiliar words.</p> <p>*Successfully attempt the class test</p>	<p>- a science teacher to explain Einstein’s Theory of Relativity, to talk about Einstein,</p>	<p>technique</p>
<p><b>July</b></p>	<p><b>BEEHIVE Prose</b> The Snake and the Mirror **** (3 classes)</p>	<p>To be able to-</p> <p>*study and examine the contents of the passage closely.</p> <p>*present their views on the main ideas contained in each paragraph</p> <p>. * Identify the Instances of humour in the story</p> <p>* Unlock the meanings of the unfamiliar words using different strategies</p> <p>* Frame sentences of their own with the new words</p> <p>* write a bio sketch of the author</p> <p>* Make a web chart listing out traits of the doctor</p> <p>* Identify similarities in the doctor and the snake</p> <p>*Write a descriptive paragraph based on the given visual in the book</p> <p>*Analyze the passage on the basis of the given questions.</p> <p>*Attempt the two worksheets</p> <p>*Successfully attempt the class test</p>	<p><b>ART INTEGRATION ACTIVITY</b></p> <p>*Design a business card for the doctor from the story. The business card should be relevant to the context and should indicate the details of the character as they are presented in the story. Use the technique of <b>calligraphy</b> to create your card.</p> <p><b>Group Activity</b></p> <p>* design a word puzzle, comprising a minimum of 15 words from the story. It can be a crossword or a Jumbled word game, The game must provide interesting clues/instruction to the readers to help them figure out the correct answer.</p> <p><b>Think, Pair and share</b></p> <p>* the theme in the story - how crises makes people turn to God for help.</p> <p>* Describing a picture</p> <p>-Character sketch (WEB CHART)</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p>
<p><b>July</b></p>	<p><b>BEEHIVE Poetry</b> The Lake Isle of Innisfree **** (2 classes)</p>	<p>To be able to</p> <p>*study and examine the contents of the poem closely.</p> <p>*List the things the poet sees and hears at Innisfree</p> <p>*present their views on the main ideas contained in each stanza</p>	<p><b>Discussion</b> – the setting, central idea and message</p> <p><b>Small group discussion</b> - The healing power of nature- relate it to the present lockdown</p> <p><b>Experiential Learning Activity</b>- Virtual tour of Mehrauli Archaeological Park.</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p>

		<ul style="list-style-type: none"> <li>* Identify the poetic devices in the poem.</li> <li>* Identify the rhyme scheme and rhyming words</li> <li>* Frame short objective type questions</li> <li>* write a bio sketch of the poet</li> <li>*Analyse the poem on the basis of the given questions.</li> <li>*Attempt the worksheet and the home assignment</li> <li>*Successfully attempt the class test</li> </ul>	<b>RESEARCH</b> Ireland and the Irish influence on Yeat's poetry	<ul style="list-style-type: none"> <li>- Revision using the AMP technique</li> <li>-Quiz using Google form</li> </ul>
<b>July</b>	<b>MOMENTS</b> Ishwaran The Storyteller **** (4 classes)	To be able to- Recall some interesting facts about the author * list some factors that contribute good storytelling Match the paragraphs with the headings * prepare a concept map on ishwaran's art of narration * Learn some new words connected with the passage *answer questions based on the passage *Express opinions on *The role of creativity and curiosity as essential elements that makes a story truly engaging. Cite examples of people who are known for this art of storytelling * Deduce the meanings of unfamiliar words. *Successfully attempt the worksheets and the class test	<b>RESEARCH</b> Professions in which the art of narration matters  <b>Think, pair and share-</b> Suspense, surprise adding interest in the narration of a story, despite a simple plot.  <b>Cooperative study Brainstorming</b> Concept mapping – The art of narration  <b>Art Integration activity</b> Design two puppets. Create a 5 minute story using these puppets and record it. Use the techniques of story telling as shared by Ishwaran. Share it with your teacher.	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> <li>- Revision using the AMP technique</li> </ul>
<b>July</b>	<b>Grammar</b> Reported Speech, Forms of Tenses (3-4 classes)	To be able to- * share their knowledge about -Various actions they do and which are observed - Acts of their past and their future plans - Different Verb forms and Time-Indicators *Transform sentences correctly from direct to Indirect speech in different situations *Report some incidents in their own words	<b>ACTIVITY</b> MIND MAP OF TENSES <b>Viewing link and reading Flip Material at home</b>  <b>Experiential Learning Activity-</b>  *Learning the concept and rules of Reported Speech through the mind map  * Transforming sentences correctly from direct to Indirect speech in different situations created in the class	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> <li>- Individual Tasking: Class and home assignments through Google Classroom</li> <li>- Revision using the AMP technique</li> </ul>
<b>July</b>	<b>Writing Skills</b> Factual Description:	To be able to- *classify the subjects for factual description into	<b>Group activity</b> How to make writings more descriptive.	<ul style="list-style-type: none"> <li>- Oral questioning in the class</li> </ul>

	-Person -Place and Person**** (2 classes)	different categories *make a list of value points to use in each category *compare and contrast the value points of the different categories namely person, place and thing. *propose a few value points which cannot be used in factual descriptions. *Use the acquired knowledge they are asked to collect facts for the value points * write factual descriptions for the given topics -Increase the use of adjectives in their writing -Create their own simile and /or metaphor Work in groups to make the given passage descriptive *create a framework by sequencing the value points in order such that the description gets a logical flow and a sense of completion	Students to list different ways to make writings more descriptive.  <b>Briefing about ASL activity</b>  Students will be briefed about the ASL activity bases on, 'Ek Bharat, Shreshtha Bharat' State: Sikkim	- Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique
<b>August</b> No. of working days- 20	<b>BEEHIVE</b> <b>Prose</b> My Childhood	To be able to  *Recall some interesting facts about Dr kalam * list some factors that contributed to his personality Match the paragraphs with the headings * prepare a concept map on Abdul Kalam * Learn some new words connected with .the passage *answer questions based on the passage *Express opinions on Kalam's humility and his contributions to the country *Contribute meaningfully to a discussion on characters . Create a crossword on the chapter using the crossword maker *Successfully attempt the worksheets and the class test	<b>Flipped Classroom technique</b>  Watch the videos sent on google group on Abdul Kalam'a humble beginnings <b>Reading of the passage (flip material)</b> <b>Recalling–</b> Interesting facts about The people's President  <b>Think, pair and share-</b> * tolerance, acceptance, broadmindedness and brotherhood are essential not only for all round growth but also for peace and harmony to prevail <b>Cooperative study Brainstorming</b> Concept mapping – Childhood influences on Abdul Kalam  <b>Web chart</b> Character analysis AbdulKalam , his parents and Sivasubramania Iyer  <b>Experiential Learning activity:</b> Virtual tour of Kalam Memorial Museum	- Oral questioning in the class  - Individual Tasking: Class and home assignments through Google Classroom  - Revision using the AMP technique  • <i>Assessment 1</i> <i>(21.08.2020)</i>
<b>August</b>	<b>BEEHIVE</b> <b>Poem</b> A Legend of the Northland	To be able to  *Recall some interesting facts about the poet Phoebe Carey	<b>Flipped Classroom technique</b> Find out about any two legends/ myths or folktales from India  <b>Pair and share</b> - Narrate the story to your partner	- Oral questioning in the class  - Individual Tasking: Class



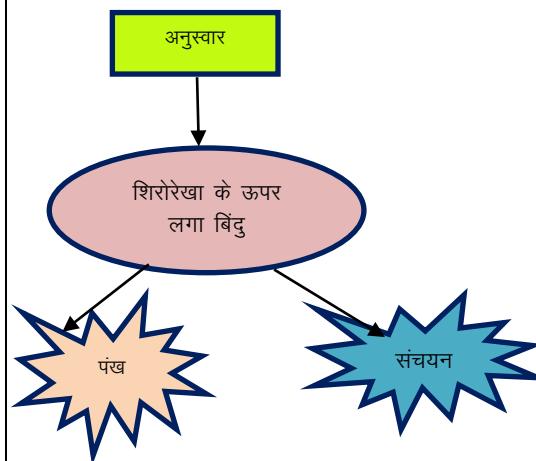
		<ul style="list-style-type: none"> <li>* list some legendary stories/myths read by them</li> <li>* Narrate the story to your partner</li> <li>* compare the traits of the protagonists,</li> <li>* List some qualities displayed by them</li> <li>* compare the message conveyed in each of the stories</li> <li>* Analyse the title, tone, theme ,literary devices used in the poem</li> <li>* prepare a concept map on God's benediction-who receives them</li> <li>* Learn some new words connected with .the poem</li> <li>* answer questions in the two worksheets based on the poem</li> <li>* Express opinions on why one needs to be compassionate and kind</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>* Successfully attempt the class test</li> </ul>	<p>*Compare the moral of the story The story of St. Peter</p> <p><b>Think, pair and share-</b> *Features of a ballad *the legends and famous people of Northland, mentioned in the poem *The boy who faces hardship and struggle in life. *the moral</p> <p><b>Concept mapping</b> – the blessings of God– How can humans receive them</p> <p><b>Discussion</b> * the need to count our blessings * The value of giving and charity</p>	<p>and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <ul style="list-style-type: none"> <li>• <i>Assessment 1 (21.08.2020)</i></li> </ul>
<b>August</b>	<b>MOMENTS</b> The Kingdom of Fools	<p>To be able to-</p> <ul style="list-style-type: none"> <li>*Recall some interesting facts about the author</li> <li>* list some factors that contribute good storytelling</li> </ul> <p>Match the paragraphs with the headings</p> <ul style="list-style-type: none"> <li>* prepare a concept map on ishwaran's art of narration</li> <li>* Learn some new words connected with .the passage</li> <li>* answer questions based on the passage</li> <li>* Express opinions on</li> <li>*The role of creativity and curiosity as essential elements that makes a story truly engaging. Cite examples of people who are known for this art of storytelling</li> <li>*Contribute meaningfully to a discussion on</li> <li>. * Deduce the meanings of unfamiliar words.</li> <li>* Successfully attempt the class test</li> </ul>	<p><b>Think, pair and share-</b> Suspense and surprise adding interest in the narration of a story, despite a simple plot.</p> <p><b>Cooperative study Brainstorming</b> Concept mapping – The art of narration</p> <p><b>Art Integration</b> <b>Creating a dialogue- Pair activity</b> Pick up any two characters from the story and create a set of five to six dialogues between them. Now, enact the same set of dialogues with your partner, record a video and send it to your teacher.</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <ul style="list-style-type: none"> <li>• <i>Assessment 1 (21.08.2020)</i></li> </ul>
<b>August</b>	<b>Grammar</b> Voice****	<p>To be able to</p> <ul style="list-style-type: none"> <li>* Analyse the sentence on the board</li> <li>*Identify subject as active or passive</li> <li>* Understand the role of "by" in the passive</li> </ul>	<p><b>Pair and share</b> – Analysis of sentence on blackboard</p> <ul style="list-style-type: none"> <li>*Identify subject as active or passive</li> </ul>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments</p>

		voice sentences	<p><b>Whole Group Instruction</b>  *How to form the passive in different tense forms  • In simple present tense: - is/am/are+ past participle(p.p.)  In present continuous: -is/am/are+ being +p.p.  In simple past : -was/were + p.p.  In past continuous : -was/were +being +p.p.  In simple future : --shall be/will be + p.p.</p> <p><b>Newspaper activity</b>  *Relate the acquired knowledge in reports in newspapers.  *Change the voice of any sentence they come across.</p>	<p>through Google Classroom</p> <p>- Revision using the AMP technique</p> <ul style="list-style-type: none"> <li>• <i>Assessment 1 (21.08.2020)</i></li> </ul>
<b>August</b>	<b>Writing Skills</b> Dialogue Writing Process Description**** Report Writing	<p>To be able to</p> <p>-Create some dialogues with the given situations  *Use a classroom situations to enact short dialogues  -Complete a given dialogue with a suitable response / in a humorous way  *Editing through the checklist  *Complete the given dialogue in the worksheets</p>	<p><b>Newspaper activity-</b> Read the reports given in HT PACE</p> <p>Write a report for the school magazine on Annual sports day celebration of your school .</p> <p>Use of passive forms for reporting processes</p> <p>-Pair and share  -Observe and Reflect</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p> <ul style="list-style-type: none"> <li>• <i>Assessment 1 (21.08.2020)</i></li> </ul>
<b>August / September</b>	<b>MOMENTS</b> The Happy Prince	<p>To be able to</p> <p>*Recall some interesting facts about the author  * list some factors that contribute good storytelling  Match the paragraphs with the headings  * prepare a concept map on the various themes and the main conflict  * Learn some new words connected with .the passage  *answer questions based on the passage  *Express opinions on whether the story is in the genre of a fairy tale  *Contribute meaningfully to a discussion on .  * Deduce the meanings of unfamiliar words.  *Successfully attempt the worksheets and the class test</p>	<p><b>Small group</b> *How does this story relate to your own life  <b>Web chart</b>  Swallow and the prince  <b>Art Integration activity</b>  <b>SHAPE POETRY</b></p> <p>Create a short poem of six-eight lines on any bird using the technique of shape poetry. You can also pick up the character of swallow from the story and frame your poem around it.  Check out the links given below for ideas.</p> <p><a href="https://examples.yourdictionary.com/examples-of-shape-poems.html">https://examples.yourdictionary.com/examples-of-shape-poems.html</a></p> <p><a href="https://mendezamark.weebly.com/the-bird---concrete-poem.html">https://mendezamark.weebly.com/the-bird---concrete-poem.html</a></p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p>

<p><b>September</b></p> <p><b>No. of working days- 22</b></p>	<p><b>ASL</b></p> <p><b>Speaking and listening skills</b></p> <p><b>Revision</b></p>	<p>To be able to</p> <p>*listen carefully to the podcast</p> <p>Speak up confidently</p> <p>*use the language and vocabulary appropriately</p> <p><b>Revision</b></p> <p>To be able to</p> <p>-recall main value points of the stories and poems</p> <p>-recall the writing formats.</p>	<p>Art Integrated ASL</p> <p>Based on the theme- Ek Bharat Shreshtha Bharat State: Sikkim</p> <p><b>Revision</b></p> <p><b>Collaborative learning-</b> group wise focus on different aspects of each item and share the value points with the class</p> <p><b>Whole group instruction</b></p>	<p><b>Rubrics for ASL</b></p> <p>-Interaction</p> <p>- Vocabulary</p> <p>- Relevance</p> <p>-Coherence of ideas</p> <p>-Pronunciation</p> <p>-Assessment through revision worksheet</p> <p>-Quizzes</p> <p>- Amp technique</p>
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\*\*\*\* The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.

## हिंदी

<p><b>vi&amp;SebZ</b></p>	<p>स्पर्श- दुःख का अधिकार, रैदास के पद</p> <p>संचयन- गिल्लू, स्मृति</p> <p>व्याकरण- अनुस्वार, अनुनासिक, विलोम, पर्यायवाची, श्रुतिसम भिन्नार्थक शब्द, उपसर्ग व प्रत्यय</p> <p>कालांश- 12</p>	<p>–प्रत्येक छात्र, मानवीय संवेदनाओं का अनुभव कर पाएगा।</p> <p>–धनी व निर्धन की पारिवारिक पृष्ठभूमि को जान पाएगा।</p> <p>–समाज में पोशाक के महत्त्व पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।</p> <p>– पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा।</p> <p>– चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा।</p> <p>–अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा।</p> <p>– अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा।</p> <p>– कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा।</p> <p>–अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>–दृश्य–श्रव्य–सामग्री</p> <p>धी–मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु</p> <p>धारणा–मानचित्र(सी.एम.) –समापन –सार</p> <p>❖ – कला संबद्ध गतिविधि</p> <p><b>पोस्टर रचना व स्लोगन लेखन</b></p>  <p>–दृश्य–श्रव्य–सामग्री</p> <p><a href="https://www.youtube.com/watch?v=Wx9v_J34Fyo&amp;list=RDCMUc5bQ6WD_2NLGbf">https://www.youtube.com/watch?v=Wx9v_J34Fyo&amp;list=RDCMUc5bQ6WD_2NLGbf</a></p>	<ul style="list-style-type: none"> <li>• विषय पर आधारित कार्यपत्र</li> <li>• गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी</li> <li>• कक्षा प्रतिक्रिया</li> </ul>
<p>स्पर्श- एवरेस्ट मेरी शिखर यात्रा</p> <p>व्याकरण- शब्द और पद, अर्थ के आधार पर वाक्य भेद, विलोम, पर्यायवाची</p>	<p>–पर्वतारोहण में आने वाली बाधाओं को जान पाएगा।</p> <p>–परिश्रम व सहयोगात्मक भावना जैसे जीवन मूल्यों को समझते हुए चर्चा कर पाएगा।</p>	<ul style="list-style-type: none"> <li>• वषय पर आधारित कार्यपत्र</li> <li>• गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों</li> </ul>		

	<p>लेखन – अनौपचारिक पत्र कालांश- 12</p>	<p>– पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा। – शब्द और पद में क्या अंतर है? इसको समझ पाएगा। – चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा। –अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा। – अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। – कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। –अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>JYlwAluA&amp;start_radio=1&amp;t=0</p> <p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) –समापन –सार</p> <p>❖ – कला संबद्ध गतिविधि पाठ में आए आरोहण शब्द व इसके विपरीतार्थक शब्द का अर्थ प्रकट करने के लिए- हिंदुस्तानी शास्त्रीय संगीत के आरोह-अवरोह का संदर्भ दिया गया।</p> <p>– लय-स्वर के ज्ञान के लिए- कविता वाचन</p>	<p>पर आधारित प्रश्नोत्तरी</p> <ul style="list-style-type: none"> <li>• कक्षा प्रतिक्रिया कविता पाठ</li> </ul>
<p>जुलाई</p>	<p>स्पर्श- रहीम के दोहे व्याकरण- विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय लेखन -नारा लेखन,संदेश लेखन, संवाद लेखन कालांश-13</p>	<p>प्रत्येक छात्र -मानवीय मूल्यों को समझ पाएगा। - दोहों के भाव समझ कर चर्चा कर पाएगा। - विषय के आधार पर कम से कम दो प्रश्नों के उत्तर दे पाएगा। - कार्यपत्र में विषय पर आधारित प्रश्नों के उत्तर दे पाएगा। - पाठ पर आधारित व्याकरण का अभ्यास कार्य कर पाएगा।</p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <div data-bbox="1301 699 1711 847" data-label="Diagram"> <pre> graph TD     A[दोहे] --&gt; B[बोली का महत्त्व]     A --&gt; C[सत्संगति]     A --&gt; D[जल संरक्षण] </pre> </div> <p>‘नैतिक मूल्य आज भी प्रासंगिक हैं’- विषय पर वाद-विवाद।</p> <p>-रहीम के अन्य दोहों का संकलन। -अधिगमाधारित गतिविधि छात्र परिवार के बुजुर्ग सदस्यों से नैतिक मूल्यों पर चर्चा करके उनसे प्राप्त दो शिक्षाओं को लिखेंगे। -अनुभवात्मक गतिविधि</p> <p>कला समन्वित गतिविधि-</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्मस द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p> <ul style="list-style-type: none"> <li>•</li> </ul>

			<p>भाषा में कला (गायन)-</p> <p>1. छात्र रहीम के दोहों का सस्वर गायन करेंगे।</p> <p>मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> <li>• अभिव्यक्ति</li> <li>• आरोह-अवरोह</li> <li>• उच्चारण</li> <li>• प्रस्तुतीकरण</li> </ul> <p>भाषा में कला (चित्रकला)</p> <p>2. जल-संरक्षण पर आधारित सचित्र नारा(स्लोगन) लेखन अथवा उपसर्ग/ प्रत्यय की रंगोली</p> <p>मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• शब्दों का चयन</li> <li>• भाषा की शुद्धता</li> <li>• समय-सीमा का पालन</li> <li>• प्रस्तुतीकरण ( चित्र की सार्थकता, रंगों का उचित प्रयोग)</li> </ul>	
अगस्त	स्पर्श- आदमीनामा ****	-इंसान के सकारात्मक व नकारात्मक रूपों को समझ पाएगा। - छंदों के भाव समझ कर चर्चा कर पाएगा।	फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। -आदमी के सकारात्मक व नकारात्मक रूपों की सूची बनाई	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा

<p>तुम कब जाओगे, अतिथि</p> <p>व्याकरण-विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लेखन- अनुच्छेद, अनौपचारिक पत्र</p> <p>कालांश- 11</p>	<p>- सोदाहरण चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।</p> <p>- विषय के आधार पर कम से कम दो प्रश्नों के उत्तर दे पाएगा।</p> <p>- कार्यपत्र में विषय पर आधारित प्रश्नों के उत्तर दे पाएगा।</p> <p>- पाठ पर आधारित व्याकरण का अभ्यास कार्य कर पाएगा।</p>	<p>जाएगी।</p> <p>- अधिगमाधारित गतिविधि छात्र घर आए अतिथियों के सत्कार के अनुभव सुनाएंगे।</p> <p>- अनुभवात्मक गतिविधि <b>कला समन्वित गतिविधि-</b> भाषा में चित्रकला</p> <p>1. समुचित चित्र (कोलाज)- इंसान के विविध रूपों को दर्शाते समाचारों के चित्रों से कोलाज निर्माण</p> <p><b>मूल्यांकन-बिंदु</b></p> <ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• समाचारों का चयन</li> <li>• प्रस्तुतीकरण</li> </ul> <p>भाषा में अभिनय</p> <p>2. भूमिका निर्वहन सूत्रधार व अतिथि की भूमिका का निर्वहन।</p> <p><b>मूल्यांकन-बिंदु</b></p> <ul style="list-style-type: none"> <li>• अभिव्यक्ति (हाव-भाव व भाव-भंगिमा)</li> <li>• प्रवाहपूर्ण उच्चारण</li> <li>• आत्मविश्वास</li> <li>• प्रस्तुतीकरण</li> </ul>	<p>मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>
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<p>सितंबर</p>	<p>व्याकरण-विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, वाक्य-भेद</p> <p>लेखन-नारा, संदेश व संवाद लेखन</p> <p>विषय- संवर्धन गतिविधि श्रवण कौशल (5 अंक)</p> <p>कालांश- 6</p>	<p>- कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन कर पाएगा।</p> <p>- अनुस्वार व अनुनासिक का प्रयोग करते हुए शब्दों को लिख पाएगा।</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण कर पाएगा।</p> <p>- विषय के आधार पर कम से कम दो प्रश्नों के उत्तर दे पाएगा।</p> <p>- कार्यपत्र में विषय पर आधारित प्रश्नों के उत्तर दे पाएगा।</p> <p>- पाठ पर आधारित व्याकरण का अभ्यास कार्य कर पाएगा।</p>	<p>फ्लिप्ट कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p><b>कला समन्वित गतिविधि-</b></p> <p>भाषा में चित्रकला</p> <p>- बधाई कार्ड (greeting cards) निर्माण</p> <p>शिक्षक दिवस के अवसर पर छात्रों द्वारा अध्यापिकाओं हेतु ससंदेश बधाई कार्डों का निर्माण।</p> <p><b>मूल्यांकन-बिंदु</b></p> <ul style="list-style-type: none"> <li>• विषयवस्तु</li> <li>• रचनात्मकता</li> <li>• शब्दों का चयन</li> <li>• प्रस्तुतीकरण</li> </ul>	<p>विषय से संबंधित</p> <p>मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्मस द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p> <p>विषय- संवर्धन गतिविधि ऑनलाइन परीक्षा (साप्ताहिक)</p> <p>11.9.2020</p> <p>स्पर्श-</p> <p>तुम कब जाओगे, अतिथि, एवरेस्ट मेरी शिखर यात्रा, दोहे</p> <p>व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, वाक्य-भेद</p>
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\*\*\*सी.बी.एस.सी के नए निर्देशानुसार कविता- 'आदमीनामा' 2020-2021 के पाठ्यक्रम से हटा दी गई है।

इस कविता से परीक्षा में प्रश्न न पूछ कर आवश्यक तथ्यों को चर्चा के माध्यम से स्पष्ट किया जाएगा।

## Mathematics

<p>April May</p>	<p>Topic : Number System (7 periods)</p> <p>Topic : Introduction to Euclid’s Geometry (2 periods)</p> <p>Topic : Lines and Angles (6periods)</p>	<p>The students will be able to: * classify real numbers * distinguish between rational and irrational numbers * find rational numbers between two given rational numbers * represent irrational numbers on a number line * interpret the expansion of a rational number as terminating or non-terminating numbers * rationalize the denominator * apply laws of exponents for real numbers</p> <p><b>Each student will be able to:-</b> *State the seven axioms of Euclid *State the five postulates of Euclid *Apply Euclid’s axioms and postulates *Give different versions of Euclid’s fifth postulate</p> <p><b>Each student will be able to:-</b> * State basic terms and definitions related to types of angles and pairs of angles. * Apply the concepts behind types of angles to find unknown values of angles marked in a given figure. * Name the angles formed by a transversal between two parallel lines.</p>	<p><b>SE Activity</b> <u>Lab Activity</u> 1. Square root spiral (done) 2. Represent <math>\sqrt{6.3}</math> on a number line. (will be done once school opens) 3. Representing 6.275 by method of magnification. (will be done once school opens)</p> <p><b>Art in Math</b> Also students collect pictures of naturally occurring square root spiral and paste them in their lab file. (Holiday HW)</p> <p><b>Experiential Activity:</b>  *Students will find out more about Euclid’s Life and explain in their own words two axioms and two postulates with examples. (done)</p> <p><b>SE Activity</b> <u>Lab Activity</u> by paper cutting and pasting. *Prove that the sum of angles of a triangle is 180 degrees  *Prove that the exterior angle of a triangles is equal to sum of opposite interior angles (will be done once school opens)</p>	<p>◆Practice Worksheet * Online Quiz * Questions from text book</p> <p><u>Lab Activity</u></p> <p>1. Represent <math>\sqrt{6.3}</math> on a number line. 2. Representing 6.275 by method of magnification.</p> <p><u>Multiple Assessment 1:</u> <b>ART -INTRGRATION</b></p> <p>1. Square root spiral</p> <p><u>Multiple Assessment 2:</u></p> <p>Students will find out more about Euclid’s Life and explain in their own words two axioms and two postulates with examples.</p> <p>◆Practice Worksheet ● Online Quiz ● Questions from text book</p>
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	<p><b>Topic : Polynomials</b> (7periods)</p> <p><b>Topic : Coordinate Geometry</b></p>	<p>*State, prove and apply angle sum property of a triangle.</p> <p>* State and apply exterior angle property of a triangle.</p> <p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>Recall the term polynomials</li> <li>Identify polynomials</li> <li>Classify the polynomial on the basis of terms and degrees.</li> <li>Evaluate the values and the zeros of polynomials.</li> <li>Apply the factor and remainder theorems effectively.</li> <li>Factorize the polynomials of various degrees using identities.</li> </ul> <p><b>Each student will be able to:-</b></p> <ul style="list-style-type: none"> <li>Identify cartesian plan, origin, axis and 4 quadrants.</li> <li>Locate points whose coordinates are given and vice-a-versa.</li> </ul> <p><a href="https://www.projectmaths.ie/documents/T&amp;L/IntroductionToTheCartesianPlane.pdf?strand">https://www.projectmaths.ie/documents/T&amp;L/IntroductionToTheCartesianPlane.pdf?strand</a></p>	<p><b>Integrated Learning Activity- Art in Math</b> To verify the algebraic identities by paper cutting and pasting.</p> <p><math>(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac</math> (will be done once school opens)</p> <p>Activity Sheet: <a href="https://www.projectmaths.ie/documents/T&amp;L/IntroductionToTheCartesianPlane.pdf?strand">https://www.projectmaths.ie/documents/T&amp;L/IntroductionToTheCartesianPlane.pdf?strand</a></p>	<p><b>Multiple Assessment3:</b> <b>ART -INTRGRATION</b> To verify the algebraic identities by paper cutting and pasting. <math>(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac</math></p> <p>Assessment Worksheet 26.05.20</p> <ul style="list-style-type: none"> <li>Online Quiz</li> <li>Practice Worksheet</li> <li>Questions from text book</li> </ul>
July	Topic: Heron's formula (6)	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>Recall the formula Area of <math>\Delta = \frac{1}{2}</math> base x height</li> <li>Find the area of isosceles and equilateral triangles using the above formula and Pythagoras Theorem</li> <li>State Heron's Formula</li> </ul>	<ul style="list-style-type: none"> <li>Finding the area of the flower made of triangles, if side of each is 1cm.</li> <li><b>Art Integration Activity: Tangram</b></li> </ul> <p>Make cut outs of a Tangram of different colours. Join them side to side to make some interesting figure like flower, bird, animal etc. Using Heron's formula find its area.</p>	<ul style="list-style-type: none"> <li>Online quiz using Google forms</li> <li>Class participation (written and oral)</li> <li>Weekly assignment/worksheet (submission of work)</li> </ul>

		<ul style="list-style-type: none"> <li>• Apply Heron's Formula to find the areas of triangles</li> <li>• ***Apply Heron's Formula to find the areas of quadrilaterals.</li> </ul>		<ul style="list-style-type: none"> <li>• Art integrated learning</li> </ul>
	<p><u>Triangles</u></p> <p>(8)</p> <p>Lab Activity (1)</p> <p>Lab Activity (1)</p>	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>• Recall what is a triangle</li> <li>• Types of triangles</li> <li>• Define the concept of congruence</li> <li>• State the various congruence conditions SSS, SAS, ASA, AAS, and RHS</li> <li>• State and ***prove ASA congruence criteria.</li> <li>• Apply the congruence conditions to solve the questions</li> <li>• ***State and apply the property that sum of any two sides of a triangle is always greater than the third side Prove that the greater angle has a larger side opposite to it and its converse</li> <li>• To verify the algebraic identities by paper cutting and pasting. <math>(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac</math></li> </ul> <p>Plot a figure using given coordinates and its mirror image.</p>	<ul style="list-style-type: none"> <li>• Using <a href="#">GeoGebra</a> experience the graphic representation of congruent triangles, and ***inequalities in a triangle.</li> <li>• <u>Art Integration Activity</u> How congruency in figures influenced the cultural heritage of our country specially the Tribal Art. Prepare an art work based on similarity and tribal art of India.</li> <li>• SE Activities Lab activities</li> </ul>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Weekly assignment/worksheet (submission of work)</li> <li>• Art integrated learning</li> </ul> <p>Neatness and accuracy of paper work done</p>
August 2020	<p><u>Statistics</u></p> <p>(5)</p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>• Collect, analyze and interpret data.</li> <li>• Represent the data diagrammatically with</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the data of number of COVID cases in Delhi</li> </ul>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> </ul>

	<p>Lab Activity (1)</p> <p>Lab Activity (1)</p>	<p>the help of bar graphs, histogram</p> <ul style="list-style-type: none"> <li>• <b>***</b>Represent data as histograms (of varying lengths) and <b>***</b>frequency polygons</li> <li>• Explain different measures of central tendency.</li> <li>• <b>***</b>Compute the mean, median and mode of ungrouped data.</li> <li>• Understand, analyze and interpret various daily life situations like changes in Sensex, weather forecasting, population growth, etc.</li> </ul> <p>1. Verify that if two lines intersect then vertically opposite angles are equal using paper cutting.</p> <p>2. Sum of all 4 angles of a quadrilateral is <math>360^\circ</math> using paper cutting.</p>	<p>from 15<sup>th</sup> May to 15<sup>th</sup> June, tabulate it and represent as a histogram and frequency polygon (Summer Holiday Project)</p> <ul style="list-style-type: none"> <li>• <b>Art Integration:</b></li> </ul> <p>Compose your own song relating the concept of mean, median and mode.</p> <ul style="list-style-type: none"> <li>• <b>SE Activities</b></li> <li>• Lab activities</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation (written and oral)</li> <li>• Weekly assignment/worksheet (submission of work)</li> <li>• Art integrated learning</li> <li>• Assessment - 2 (14.08.2020)</li> </ul> <p>Neatness and accuracy of paper work done</p>
	<p><u>Probability</u></p> <p>(7)</p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>• State the probability of an impossible and sure event.</li> <li>• List the equally likely outcomes of an event.</li> <li>• State and Use the empirical formula in finding out the probability of an event.</li> <li>• Analyze daily life facts with the help of probability and hence obtain conclusions.</li> <li>• Support the concept with its wide applications in other disciplines like</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to play Rock, Paper, Scissors with their partner and note down their observation.</li> <li>• <b>Value based Activity</b> In a survey conducted on children in a village in the age group 5 – 15 years, it was found that, out of 150 girls, 55 girls attend school, whereas out of 150 boys, 148 attend school.</li> <li>• Calculate the probability of the number of the girls and boys not going to school.</li> <li>• What value is missing among the people of this village?</li> </ul>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Weekly assignment/worksheet (submission of work)</li> </ul>

		<p>Genetics.</p> <ul style="list-style-type: none"> <li>• Conclude about the likelihood of potential events and the underlying mechanics of complex systems.</li> </ul>		<p>Neatness and accuracy of paper work done</p>
September	<p><b>Topic:</b> Quadrilaterals (11)</p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>• Identify different types of quadrilaterals.</li> <li>• Recall the definition of quadrilaterals.</li> <li>• Define different quadrilateral under given conditions</li> <li>• Apply the concept of parallelogram.</li> <li>• Distinguish between rectangle, rhombus and square using the properties of parallelogram.</li> <li>• State, Prove and Apply the Mid-point theorem.</li> <li>• Solve problems related to the midpoint of sides of a triangle.</li> </ul> <p><b>Lab Activity:</b> Verify mid-point theorem.</p>	<p><b>Lab Activity:</b> Prove mid-point theorem. The students will be asked to bring the required cut outs. The activity will be demonstrated to them along with instructions.</p> <p><b>Art Integration</b> Role play to present different types of quadrilateral and their properties.</p>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Weekly assignment / worksheet (submission of work)</li> <li>• Art integrated learning</li> </ul> <p>Neatness and accuracy of paper work done</p>

	Lab Activity (1)			
	Linear Equations in Two Variables (6)	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>• Make the concept of linear equation in one variable.</li> <li>• Set up linear equations in one and two variables.</li> <li>• Classify whether the pair of lines are coincident, parallel or intersecting.</li> </ul> <p>Utilize linear equations in solving diverse problems on numbers, ages, perimeters, combination of currency notes and other real-life situations.</p>	<p><b>Activity:</b> Graphical representation of linear equation.</p> <ul style="list-style-type: none"> <li>• <u>Multiple Assessment:</u></li> </ul> <p>Create two story questions using linear equations in two variables</p> <p><b>Art Integration Activity</b> Using linear equations in one or two variables, showcase your creativity to create design on a graph paper. Draw and write down the equations of any 4 lines on the graph paper in creating the design.</p>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Weekly assignment / worksheet (submission of work)</li> <li>• Art integrated learning</li> </ul> <p>Neatness and accuracy of paper work done</p>

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

## Science

April May	Physics  MOTION(18)	<ul style="list-style-type: none"> <li>○ Answer questions based on your understanding of the lessons</li> <li>○ Define rest and motion</li> <li>○ Differentiate between scalar and vector quantities</li> <li>○ Apply their knowledge and solve numerical to find distance and displacement</li> <li>○ Define uniform and non-uniform motion</li> <li>○ Differentiate between average speed and average velocity</li> <li>○ Solve numerical related to speed, velocity, average speed and average velocity</li> </ul>	<p><b>Learning Based Activity</b> Interactive activities to generalize the concept of motion</p> <p><b>Assessment Activity</b> Assessment worksheet</p>	<ul style="list-style-type: none"> <li>○ Practice Assignment</li> <li>○ HOTS Questions</li> </ul>
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	<p>Chemistry Matter In Our Surrounding- (12)</p>	<ul style="list-style-type: none"> <li>○ Define acceleration and derive the SI unit of acceleration.</li> <li>○ Differentiate between positive and negative acceleration.</li> <li>○ Solve the numerical on positive and negative acceleration.</li> <li>○ List the differences between uniform and non-uniform accelerations.</li> <li>○ Plot and interpret the distance- time graph and velocity-time graph for different types of motion.</li> <li>○ Evaluate slope and area under the given graph.</li> <li>○ Solve numerical on equations of motion</li> <li>○ Relate uniform circular motion with motion of celestial body.</li> </ul> <p>List the physical nature of matter and also explain it with the help of activity and diagram.</p> <p>Describe the characteristics of particles of matter.</p> <p>Compare solids, liquids, and gases in terms of physical properties.</p> <p>Analyse the effect of change of temperature and pressure on the states of matter.</p> <p>Draw a flow chart for the inter-conversion of states of matter.</p> <p>. Explain fusion, vaporisation, condensation, freezing, sublimation.</p> <p>Compare latent heat of fusion and latent heat of vaporisation. Convert <math>^{\circ}\text{C}</math> to K and K to <math>^{\circ}\text{C}</math> Differentiate between evaporation and</p>	<p><b>ART INTEGRATION:</b></p> <p><b>LEARNING BY DOING:</b> Design your own activity and demonstrate it. Make a video of your demonstration and post it on the google classroom.</p> <p><b>Rubric:</b> Creativity- 4 Marks Presentation- 3 Marks On Time Submission- 3 Marks</p> <p><b>Learning Activity:</b> To show characteristics of particles matter- Matter is made up of particles and there are spaces in between the particles of matter. Particles of matter are very small Particles of matter are continuously moving. Particles of matter attract each other.</p> <p>Prepare <b>concept map</b> on classification of matter based on physical basis</p> <p><b>Assessment Activity:</b> To show that the rate of intermixing increases with temperature.</p> <p>Experimental Project- Compressibility of a gas and liquid using 100ml syringe</p> <p><b>ART INTEGRATION:</b></p>	<ul style="list-style-type: none"> <li>○ Google Quiz on Motion</li> <li>○ Online Assessment using Google Quiz</li> </ul> <p>Google MCQ</p> <p>Assignments</p> <p>Worksheet Assessment</p> <p>Google MCQ</p>
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Biology  
**Fundamental Unit of Life**  
(6 classes)

Each student will be able to:

- name the structural & functional unit of life
- differentiate between the processes of osmosis & diffusion
- describe the role of cell wall in plant cells
- draw the structure of the nucleus and explain its functions
- classify cells as prokaryotic & eukaryotic on the basis of the nucleus
- state the role of ER (endoplasmic reticulum)
- differentiate between SER & RER
- describe the structure & function of the Golgi apparatus
- explain the role of lysosome
- recognise mitochondria as the site for cellular respiration
- Compare & contrast the three different types of plastids
- discuss the functions of vacuole.
- state the need for cell division
- define the process of mitosis and meiosis
- differentiate between mitosis and meiosis

**Tissues**  
(9 classes)

Each student will be able to:

- define tissues
- differentiate between plant tissues and animal tissues
- describe the characteristics of plant tissues
- state the role of epidermis in plants
- differentiate between meristematic tissues and permanent tissues
- draw the diagram showing the location of different types of meristems-apical, lateral & intercalary
- list the functions of the three types of meristems
- classify permanent plant tissues as simple

**Graphic Organizer** parts of a nucleus

**Study Of Plasmolysis In Epidermal Peels** by analysing experimental data

**Venn Diagram** to compare plant cell and animal cell

**Concept Map** – Cell organelles

**Art Integration : “Model Making”**

**“My edible plant/ animal cell”**

**Link: (for reference)**

<https://www.youtube.com/watch?v=HwgUdr6RBT4>

**Graphic organizers** to compare different types of animal tissues.

**Concept Map** types of plant tissues.

**Specialized Cells Matchup** Cut & paste in the register. Match name of cell, picture and function. ( information sheet with will be shared with students for this activity)

◆Practice

Worksheet

◆Assessment

worksheet

◆ Weekly Assignment

◆Google Quiz (Check your Understanding)

◆ Practice worksheet

◆ Assessment worksheet

◆ Assignment

◆ Google Forms

◆ Multiple Assessment-

“ **Model Making** ”



		<p>and permanent tissue</p> <ul style="list-style-type: none"> <li>- differentiate between xylem tissues and phloem tissues</li> <li>- describe the role of xylem in transport of water and minerals</li> <li>- describe the role of phloem in the transport of nutrients</li> <li>-name the different types of animal tissues</li> <li>-list the functions of the various epithelial tissues</li> <li>-differentiate between bone and cartilage; tendon and ligament</li> <li>- distinguish between striated and unstriated muscles</li> <li>-state the specific function of the cardiac muscle</li> <li>-draw different types of muscle fibres</li> <li>-describe the structure of neuron</li> <li>- draw the diagram of neuron.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>July</p>	<p><b>FORCE AND LAWS OF MOTION (8)</b></p> <ul style="list-style-type: none"> <li>• Force and its effects (1)</li> <li>• Balanced and Unbalanced Forces (1)</li> <li>• Galileo’s experiment (1)</li> <li>• Inertia and Mass (1)</li> <li>• Newton’s First Law of Motion (1)</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• define force.</li> <li>• list the effects of force.</li> <li>• describe balanced and unbalanced forces.</li> <li>• explain Galileo’s experiment.</li> <li>• differentiate between mass and inertia.</li> <li>• state Newton’s first, second and third laws, and apply these laws in practical life.</li> <li>• list simple examples on action-reaction forces.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of the property of inertia: Dust can be removed from a carpet by shaking it, or by beating it with a stick.</li> <li>• Students will observe the movement of pendulum about its mean position, draw and measure the distance of the extreme position with respect to mean position and identify the three types of inertia.</li> <li>• <b>Art Integration-</b> Design your own creative activity based on any concept of force and laws of motion and demonstrate it. Make a video of your demonstration and post it on the google classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment (Submission of work)</li> <li>• Google Quiz</li> <li>• Class participation (written and oral)</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>Newton's Second Law of Motion (2)</li> <li>Newton's Third Law of Motion (1)</li> </ul>			
JULY	<b>Is Matter Around Us Pure (contd..)</b> (8)	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>Compare the properties of solutions, suspensions and colloids.</li> <li>Explain Tyndall effect with examples from day to day life.</li> <li>Calculate the solubility and concentration of the solution</li> <li>Give examples of various types of colloid.</li> <li>Define distillation, fractional distillation, sublimation, chromatography, crystallization.</li> <li>Appreciate the role of various techniques in the separation of the components of mixture</li> </ul> <p>Name and explain the processes used for the separation of components of mixtures</p>	<ul style="list-style-type: none"> <li>Preparation of homogeneous and heterogeneous mixtures with things available at home.</li> <li><b>Demonstration of experiment (OLABS)</b> To prepare: (i) a mixture (ii) a compound using iron filings and sulphur powder and to distinguish between them.</li> <li>Solve numerical on finding the concentration of solution or solubility from given mass of solute and solvent.</li> <li>Making salt crystal leaves by crystallization</li> <li>Making a flow chart to show the process of obtaining gases from air</li> </ul> <p>Make a table to show mixture, components of the mixture, method of separation, basis of separation, various separation techniques.</p>	<p>Online Quiz using Google form</p> <p>Assessment worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p> <ul style="list-style-type: none"> <li></li> </ul>
July	<b>Tissues (Contd.)</b> (6 classes)  <b>Why Do We Fall Ill</b> (2 classes)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>distinguish between striated and unstriated muscles</li> <li>state the specific function of the cardiac muscle</li> <li>draw different types of muscle fibres</li> <li>describe the structure of neuron</li> <li>draw the diagram of neuron.</li> <li>measure physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc.</li> </ul>	<p><b>Specialized Cells Matchup</b> Cut &amp; paste in the register. Match name of cell, picture and function. (information sheet with will be shared with students for this activity)</p> <p><b>Art Integration</b> <b>Make your own poster</b> about the precautionary measures to be taken in order to avoid the spread of COVID-19 and share the picture of the poster with your friends, relatives, etc. (Ref: AAC_NCERT)</p> <p><b>Demonstration of Experiments (O Labs)</b> ⇒ Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, from prepared slides.</p>	<ul style="list-style-type: none"> <li>◆ Assessment worksheet</li> <li>◆ Weekly Assignment</li> <li>◆ Google Quiz</li> <li>◆ Class Participation Assessment (oral &amp; written)</li> <li></li> </ul>

		- state any two conditions essential for good health	Draw their labeled diagrams. ⇒ Identification of striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.	
August	<b>FORCE AND LAWS OF MOTION (contd.) (4):</b>  Conservation of Momentum (2) and numericals (2)	Each student will be able to <ul style="list-style-type: none"> <li>explain conservation of momentum.</li> <li>describe the mechanism of recoiling of gun, rocket propulsion.</li> <li>solve numerical based on the concept.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity:</b> Students will frame the questions on the given topic.</li> </ul>	<ul style="list-style-type: none"> <li><b>Weekly Assessment (28.08.2020)</b></li> <li>Google Quiz on Conservation of momentum</li> <li>Class participation (Written and Oral)</li> </ul>
	<b>GRAVITATION (4)</b> <ul style="list-style-type: none"> <li>Basics of Gravitation (2)</li> <li>Centripetal Force (1)</li> <li>Centripetal acceleration (1)</li> </ul>	Each student will be able to: <ul style="list-style-type: none"> <li>define centripetal force, centripetal acceleration.</li> <li>generalise the topic to revolution of planets and other celestial bodies.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of centripetal force by doing an activity (using marble and thread).</li> <li>Determine the direction of motion for an object traveling in a circle (The motion of satellites revolving in almost circular paths or orbits around planets)</li> <li><b>Lab. Activity using O Labs:</b> To determine the density of a solid (denser than water) by using a spring balance and a measuring cylinder.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Google Quiz</li> <li>Class participation (Written and Oral)</li> </ul>
AUGUST	<b>Is Matter Around Us Pure (Contd..) (4)</b>	<ul style="list-style-type: none"> <li>Differentiate between physical and chemical changes.</li> <li>Classify the given changes as physical or chemical changes.</li> </ul>	<ul style="list-style-type: none"> <li>Centrifuge Challenge- A fun, at home.</li> <li>Watch the video. Try doing it yourself first and then pose the challenge to your family and see how they play. Then discuss about the principle of centrifugation process.</li> <li><b>ART INTEGRATION:</b> <b>T-SHIRT CHROMATOGRAPHY</b> Everyone would love to design their own clothes. I promise you</li> </ul>	<ul style="list-style-type: none"> <li>Online Quiz using Google form</li> <li>Assessment worksheets</li> <li>Weekly assignment</li> <li>Class participation</li> <li>Assessment (written + oral)</li> </ul>

	<p><b>Atoms and Molecules (3)</b></p>	<ul style="list-style-type: none"> <li>• State the law of conservation of mass</li> <li>• Define Law of constant proportion</li> <li>• Solve numerical based on law of conservation of mass, law of constant proportion</li> <li>• List the postulates of Daltons Atomic theory</li> <li>• Relate the postulates of Dalton's atomic theory with the laws of chemical combination</li> </ul>	<p>will look like a rock star. You can probably grab some white t-shirts/ white handkerchief / white table mat or table cloth the next time you are at market and design it yourself.</p> <ul style="list-style-type: none"> <li>• <b>Demonstration of experiment (OLABS)</b> To prepare a true solution of common salt in water, a suspension of chalk powder or sand in water and a colloid of egg albumin or starch in water and to distinguish between them.</li> <li>• Comparison of distillation and fractional distillation as useful techniques of separation and their application. Verify the law of conservation of mass using Bonfire/Campfire- measure the total mass of the wooden sticks and the oxygen <i>before</i> setting the sticks on fire and also <b>mass of the ashes, carbon dioxide, and water vapor combined after burning.</b></li> </ul>	<p>Assessment Round II (28.08.2020)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>August</b></p>	<p><b>Why Do We Fall Ill (Contd) (8 classes)</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- differentiate between healthy and disease free</li> <li>- differentiate between acute and chronic diseases</li> <li>- compare as infectious and non- infectious diseases</li> <li>- state the causes of diseases</li> <li>- mention some common methods of transmission of diseases</li> <li>- describe two ways of treating an infectious disease</li> <li>- suggest two measures that can be taken for the prevention of diseases</li> <li>-define immunization</li> <li>-name at least four infectious diseases for which vaccines have been developed</li> <li>- relate processes and phenomena with causes and effects, such as, symptoms with</li> </ul>	<p><b>Drag-n-Drop Activity:</b></p> <p><b>On Disease caused by microorganisms:</b> through NROER, an online educational resource repository of NCERT and NCERT website. <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d3ad0616b51c01699f91d4">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d3ad0616b51c01699f91d4</a></p> <p><b>Vector and Disease:</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d39993d16b51c01675424125">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d39993d16b51c01675424125</a></p> <p><b>Art Integration</b> <b>Make a list on a chart paper/sheet</b> of paper and share a picture of it with your classmates. What changes in your lifestyle have you made to avoid contracting various diseases? (Ref: AAC_NCERT)</p>	<ul style="list-style-type: none"> <li>◆ Assessment worksheet</li> <li>◆ Weekly Assignment</li> <li>◆ Google Quiz</li> <li>◆ Class Participation Assessment (oral &amp; written)</li> <li>◆ <b>Assessment Round II 28/08/2020</b></li> <li>•</li> </ul>

		<p>diseases and causal agents.</p> <ul style="list-style-type: none"> <li>- explains processes and phenomena, such as, spread of diseases and their prevention.</li> <li>- apply scientific concepts in daily life and in solving problems, such as, takes preventive measures to control disease causing agents, etc.</li> <li>- name the various categories of infectious agents</li> <li>- explain the role of antibiotics</li> </ul>		
September	<p><b>GRAVITATION (contd.) (6)</b></p> <ul style="list-style-type: none"> <li>• Universal Law of Gravitation (2)</li> <li>• Free Fall (2)</li> <li>• Mass and Weight (2)</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• describe the law of gravitation.</li> <li>• explain the topic free fall.</li> <li>• differentiate between mass and weight.</li> <li>• Solve numericals on mass and weight.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate the dependence of air resistance on surface area (using a stone and a sheet of paper).</li> <li>• <b>Art Integration:</b> Make a video to compare and analyse whether acceleration due to gravity is acting same on all objects despite of their masses or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment (Submission of work)</li> <li>• Google Quiz</li> <li>• Class participation (written and oral)</li> </ul>
SEPTEMBER	<p><b>Atoms and Molecules (Contd..) (7)</b></p>	<ul style="list-style-type: none"> <li>• Point out the demerits of Daltons Atomic theory</li> <li>• Compare an atom with molecule.</li> <li>• Find out the atomicity of elements and compounds</li> <li>• Cite examples of some monoatomic, diatomic, triatomic and polyatomic molecules of elements and compounds.</li> <li>• Write down symbols of some common elements.</li> <li>• Compare cations and anions and give examples.</li> </ul> <p>Writing chemical formulae of some simple compounds</p>	<ul style="list-style-type: none"> <li>• To calculate the ratio of atoms of elements in a compound and solve numerical on both the Laws.</li> <li>• <b>Demonstration of experiment (OLABS)</b> To identify the following reactions as physical and chemical changes Fe with <math>\text{CuSO}_4</math>, heating of Mg Ribbon, Zn with dil. <math>\text{H}_2\text{SO}_4</math>, heating of <math>\text{CuSO}_4</math>, <math>\text{BaCl}_2</math> and <math>\text{Na}_2\text{SO}_4</math></li> <li>• Complete the table representing symbol, names of some common ions for writing chemical formula.</li> </ul> <p>Make placards with symbols and valencies of the elements and ions separately and use them to make chemical formulae.</p>	<p>Online Quiz using Google form</p> <p>Assessment worksheets</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p>

September	<p><b>****Improvement In Food Resources (4 classes)</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- describe the three main practices for improving crop yield viz., crop variety improvement, crop production improvement and crop protection management.</li> <li>- Understand how Biotic and Abiotic factors affect crop production.</li> <li>- Learn about the different desirable agronomic characteristics.</li> <li>- differentiate between manure and fertilizers.</li> <li>- Understand the importance of irrigation and following specific cropping pattern.</li> <li>- mention the two types of food requirement of diary animals</li> <li>- differentiate between layers and broilers</li> <li>- explain the importance of composite fish culture</li> <li>- state the desirable characters of bee varieties suitable for honey production</li> </ul>	<p><b>Venn diagram</b> to compare manures and fertilizers.</p> <p><b>Meeting of Minds</b> Discussion on how to bring about improvement in food resources.</p> <p><b>Demonstration of Experiments</b> ⇒ Study of the external features of root, stem, leaf and flower of monocot and dicot plants.</p>	<ul style="list-style-type: none"> <li>◆ Assessment Worksheet</li> <li>◆ Class Participation Assessment (oral &amp; written)</li> </ul>
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The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.

### Social Science

April May	<p>9 classes (45 mins each)</p> <p><b>HISTORY: The French Revolution</b></p> <p>French society during the late 18<sup>th</sup> century</p> <p>Society of estates</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- explain the causes and effects of the French revolution</li> <li>-explain the division between the three</li> </ul>	<p>Students will be asked to :</p> <ul style="list-style-type: none"> <li>-make two different posters - one on the role of women in France during the revolution and the other after the French revolution</li> </ul>	<p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
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	<p>estates in France before the revolution</p> <p>- name the important books and their authors which contributed to the ideas of the middle class during the French revolution</p> <p>- compare the course of events leading to the French revolution</p> <p>- analyse why Maximilian Robespierre's reign was termed as a Reign of Terror in 1793-94</p> <p>- explain the Declaration of Rights of Man and citizen</p> <p>-state who were the Jacobins and how did they come to power</p> <p>-analyse the role of Napoleon as a moderniser of France</p> <p>-distinguish between the role of women before the revolution and during the revolution</p> <p>- explain the triangular slave trade route (from France to Africa to America)</p> <p>- explain the ideas of liberty and democratic rights</p> <p>- locate places of historical importance on the map of France</p>	<p>- draw sketches or portraits of either Rousseau or John Locke or Montesquieu holding the book he had written which ignited the minds of the common educated people in France</p> <p>-draw up a list of rights which the people of France fought for example Right to equality, freedom etc. (Then decorate it and make it look as a scroll)</p>	<p>mapwork of France – Nantes, Bordeaux, Marseilles, Paris</p>
Rise of the middle class			
Influence of the philosophers			
The ancient regime and its crisis			
Convocation of Estates General			
Formation of National assembly			
Fall of the Bastille			
Constitution of 1791			
Declaration of Rights of Man and citizen			
France becomes a republic			
Rise of Jacobins			
Execution of the King and queen			
Napoleon as Emperor of France and his defeat at Waterloo			
Role of women during the revolution			
The slave trade route and the abolition of slavery			
The legacy of the French			

<p>revolution</p> <p>Mapwork on France</p> <p>3 classes (45 mins each)</p> <p><b>Geography - India – size and location</b></p> <p>Important northern most, southern most latitudes, eastern most and western most longitudes</p> <p>82 degrees 30 mins East longitude – Standard Meridian and IST</p> <p>India’s area, 7<sup>th</sup> largest country of the world and island groups belonging to India</p> <p>Long coastline, eminent position in the Indian Ocean</p> <p>Contacts with the world through land and sea routes – thus, exchange of ideas</p> <p>India and her neighbours</p> <p>6 classes (45 mins each)</p> <p><b>GEOGRAPHY: Physical features of</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- locate places, states, union territories in India</li> <li>- explain the latitudinal and longitudinal extent of India</li> <li>- analyse why the Standard Meridian is the most important longitude in India</li> <li>-name the island groups in the Bay of Bengal and Arabian Sea which belong to India</li> <li>-show on the map of India the Malabar coast, Konkan coast, Kannad plain, Coromandel coast, Northern Circars</li> <li>--analyze the impact of location of India on its culture, civilization and economic development</li> <li>- locate and label the neighbouring countries of India on the map of the world or map of India</li> </ul>	<p>Students will be asked to :</p> <ul style="list-style-type: none"> <li>-make a short presentation on the dance forms of four states of India – east, west, North, South</li> <li>-collect information and make a colourful collage on the neighbouring countries of India (with reference to the languages spoken, food eaten, clothes worn etc.)</li> </ul> <p>Students will be asked to :</p>	<p>Google mcq’s</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>Mapwork on India – the important longitude and latitudes passing through India</p> <p>Google mcq’s</p>
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	<p><b>India</b></p> <p>Theory of Plate Tectonics – Folding And Faulting</p> <p>The Two Different Landmasses</p> <p>Diagrams of three plate boundaries</p> <p>Map of India – Physical features</p> <p>Major Physiographic Divisions Of India – Himalayas, Peninsular plateau, Western and Eastern Ghats, the Indian desert, the coastal plains, the island groups</p> <p>7 classes (45 mins each)</p> <p><b>ECONOMICS: Story of Village Palampur</b></p> <p>Description of the village</p> <p>Organisation of production and the four requirements of production</p>	<p>Each student will be able to:</p> <p>-explain the plate tectonic theory</p> <p>- list the adjacent countries of India and describe the major landform features of India and underlying geological structure</p> <p>- differentiate between the different physical features on the map of India</p> <p>-recognise and describe the different physical features</p> <p>- classify the physical features of India and compare them with physical features of any two neighbouring countries of India</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Familiar with some basic economic concepts related to production through an imaginary story of a village</li> <li>• evaluate the changes that occurred due to Green revolution in India</li> <li>• identify the land distribution pattern in Indian villages</li> <li>• evaluate measures to increase farm production</li> <li>• identify cropping seasons in India</li> </ul>	<p>-make a jigsaw puzzle with different coloured pieces of cloth or coloured paper to show the breaking away of Gondwanaland and the landmasses drifting away</p> <p>-find out/research the different kinds of folk music of the mountains, plateau, hills, deserts and plains and make a presentation on it</p> <p>Students will be asked to :</p> <p>Research on the handicrafts industries of any state of their choice (life and working conditions) and prepare a poster on promoting the Indian handicrafts and link it with Prime Minister's <b>Aatm Nirbhar Abhiyan</b> to boost Indian economy to overcome the Pandemic COVID-19</p>	<p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>mapwork of India on the different physical features</p> <p>diagrams of the different types of boundaries – convergent, divergent, transform</p> <p>Google forms-MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheet</p>
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<p>Farming in Palampur and the results of farming</p> <p>Land distribution in Palampur</p> <p>Labour</p> <p>Capital</p> <p>Sale of surplus farm products</p> <p>Non-farm activities in Palampur</p> <p>7 classes (45 mins each)</p> <p><b>Political Science –</b> <b>What is democracy?</b> <b>Why democracy?</b></p> <p>What is democracy?</p> <p>Difference between democratic and non-democratic governments</p> <p>Features of democracy – Free and fair elections, One person, one vote, one value, Rule of Law and respect of rights</p> <p>Do we need a democracy? Why?</p>	<ul style="list-style-type: none"> <li>• sustainability of land</li> <li>• Differentiate between traditional and modern farming methods</li> </ul> <p>Suggest various steps to increase non- farm activities in the villages</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of democracy</li> <li>• identify various forms of government</li> <li>• differentiate between Democratic and non-democratic government</li> <li>• explain the features of democracy</li> <li>• evaluate the merits and demerits of democracy</li> <li>• analyse difficulties faced by people in a non-democratic country</li> <li>• Apply the principle of democracy to any sphere of life and understand that democracy can take many forms</li> <li>• justify the relevance of democracy in the contemporary world</li> <li>• find location of the countries</li> </ul>	<p>Students will be asked to :</p> <p>prepare a cartoon illustration or caricature to show any one merit or demerit of democracy</p>	<p><b>Practice Worksheet – 15 marks on 18.5.20</b></p> <ul style="list-style-type: none"> <li>• Google forms- MCQs and very short answer type questions</li> <li>• Worksheet</li> <li>• Practice questions</li> <li>• Assignment</li> </ul>
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	<p>Arguments for and against democracy</p> <p>Broader meaning of democracy – representative democracy, democracy applicable to every sphere of life – family, classroom etc.</p> <p><b>Disaster Management (Summer HHW Project) – SE1 - 5 m –</b>          explanation of the project – 1 class</p>	<p>discussed in the topic on the World map</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• create awareness in them about different disasters, their consequences and management</li> <li>• prepare them in advance to face such situations</li> <li>• ensure their participation in disaster mitigation plans</li> <li>• enable them to create awareness and preparedness among the community</li> <li>• enhance the life skills of the students</li> </ul>	<p>Will be given as HHW.</p>	<p><b>SE 1 - 5 m (Summer holiday homework)</b></p>
<p><b>July 22 days</b></p>	<p>12 classes (40 mins each)</p> <p><b>History – Nazism and the Rise of Hitler</b></p> <p>Birth of the Weimar Republic</p> <p>Hitler’s Rise to Power</p>	<p>Each student will be able to:</p> <p>Describe the effects of the War</p> <p>Explain the years of depression</p> <p>Explain the destruction and reconstruction of economy.</p> <p>Explain ‘racial utopia’.</p>	<p>Students will be asked to :</p> <p>collect visuals, newspaper clippings, posters, leaflets, videos and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies and Polish civilians</p> <p>record or gather (from the internet/You tube) the interviews of living legends who have experienced trials and tribulations of Nazism.</p>	<p>Students to submit</p> <p><b>Subject Enrichment 1 (5m)</b></p> <p><b>Disaster Management Project (Summer Holiday Homework)</b></p> <p>Google Quiz</p>

	<p>The Nazi Worldview</p> <p>Youth in Nazi Germany</p> <p>Nazi cult of motherhood</p> <p>The art of propaganda</p> <p>Ordinary people and the crimes against humanity</p> <p>Knowledge about the Holocaust</p> <p>Map of the world</p>	<p>Analyse the Nazi cult of motherhood.</p> <p>Explain the art of propaganda</p> <p>Explain Holocaust</p> <p>Locate and label as per CBSE Map syllabus</p>	<p>explore and examine the published records of the lived experiences of the survivors of the Holocaust</p>	<p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
	<p>4 classes (40 mins each)</p> <p><b>Geography –</b></p> <p><b>Drainage</b></p> <p>The Concept Of Drainage****</p> <p>Drainage System In India****</p> <p>Different Drainage Patterns ****</p> <p>The Himalayan And The Peninsular Rivers****</p> <p>River Pollution –and the solution****</p> <p>Role Of Rivers In The Economy ****</p> <p>Map of India – showing</p>	<p>Each student will be able to:</p> <p>Draw the drainage pattern of rivers in India and locate and label important rivers flowing through India</p> <p>Describe the origin and flow of different rivers of India</p> <p>Analyse the role of rivers in the economy of our country</p> <p>Describe the factors causing water pollution</p> <p>Locate and label the important rivers flowing in India and identify some lakes - as per CBSE Map syllabus</p>	<p>Students will be asked to :</p> <p>use atlas maps for understanding various concepts examine factors causing pollution and their impact on people’s lives</p> <p>Make a list of the tributaries of the Himalayan and Peninsular rivers</p> <p>Art in Education : Geography - A poster to be made -</p>	

	the rivers and lake as per revised CBSE syllabus – Himalayan and Peninsular rivers		colour painting on the drainage pattern made by any one river that flows through Sikkim, to name the river and locate and label it on the map of Sikkim	Google Quiz
<b>August 20 days</b>	<p>5 classes (40 mins each)</p> <p><b>Political Science – Constitutional Design</b></p> <p>Why do we need a Constitution?</p> <p>Making of the Indian Constitution</p> <p>Democratic Constitution in South Africa****</p> <p>Preamble to the Indian constitution</p> <p>Guiding values of the Indian Constitution</p>	<p>Each student will be able to:</p> <p>Explain the term constitution</p> <p>Analyse the reasons for the need for a Constitution in a democracy</p> <p>Explain the process of making of Indian Constitution</p> <p>Describe the constitution of South Africa</p> <p>Explain the important terms in the Preamble e.g. democratic republic, sovereignty, secular etc.</p> <p>Mention the guiding values of the Indian Constitution</p>	<p>Students will be asked to :</p> <p>study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities; promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one’s duties, etc</p> <p>collect information and discuss the process of making of the Indian Constitution</p>	<p>Assignments – HOTS questions</p> <p>Google Quiz</p> <p>revision questions</p> <p>worksheets</p>

	<p>5 classes (40 mins each)</p> <p><b>Economics - People as a Resource</b> Economic activities by men and women</p> <p>Quality of population</p> <p>Health</p> <p>Education</p> <p>Unemployment</p>	<p>Each student will be able to:</p> <p>Explain the term 'people as a resource'.</p> <p>Differentiate human resource from other resources like land and physical capital.</p> <p>Explain the role of education and health in human capital formation</p> <p>Distinguish between economic and non-economic activities</p> <p>Explain terms like Infant mortality rate, seasonal and disguised unemployment</p>	<p>Students will be asked to :</p> <p>collect newspapers and magazines to show the impact of the concentration of resources in the hands of few and illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor</p> <p>choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy</p> <p>watch and note down the statements of politicians appearing regularly on TV or the newspaper articles on various issues and incidents. Teachers may also provide examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices and stereotypes.</p> <p>Art in Education :</p> <p>A brochure to be made on the life of the people in Sikkim – their food, culture, work, transport facilities, education, monasteries, etc.</p>	<p>Google Quiz</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
	<p>6 classes (40 mins each)</p> <p><b>Economics - Poverty as a challenge</b></p> <p>Introduction</p> <p>Poverty Line</p> <p>Poverty Estimates</p> <p>Vulnerable Groups</p>	<p>Each student will be able to:</p> <p>Describe how the poverty line is estimated in India.</p> <p>Describe poverty trends in India since 1973.</p> <p>Explain the major reasons for poverty in India.</p> <p>Distinguish between urban and rural poverty</p>	<p>Students will be asked to :</p> <p>use India's map of the states to identify and colour the following</p> <p>(i) high and low poverty (ii) levels of literacy (iii) production of food grains and interpret in terms of reasons for above differences amongst states</p> <p>compile data from their surroundings and Government reports on</p> <p>(i) unemployment existing in urban and rural areas (ii) poverty existing in different states</p>	<p>Google Quiz</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>

	<p>Global Poverty Scenario</p> <p>Causes of Poverty</p> <p>Anti-Poverty Measures</p> <p>The Challenges Ahead</p>	<p>Explain the terms – social exclusion vulnerability</p> <p>Analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area</p>	<p>raise questions to secure health care, education and job security for its citizens</p> <p>explain a particular economic problem showing vulnerability faced by the disadvantage groups.</p> <p>explain from the newspaper clippings on poverty, food security, social exclusion and vulnerability, their causes and impact on society</p> <p>list the details of wages paid to the males and females engaged in their area and discuss whether differences exists, if any, reasons may be provided</p>	<p><b>Internal Assessment</b></p> <p><b>Attendance – 5m</b></p> <p><b>Class participation – 10 m</b></p> <p><b>Submission of work/Portfolios – 5m</b></p> <p><b>Art integrated learning – 5 m</b></p> <p><b>Subject Enrichment activity 1 – 5m</b></p> <p><b>Pen and Paper test – 20 m</b></p>
<p><b>September</b> <b>22 days</b></p>	<p>8 classes (40 mins each)</p> <p><b>Geography – (To begin the lesson)</b></p> <p><b>Climate</b></p> <p>Important terms</p> <p>Climatic controls</p> <p>Factors affecting India's climate</p>	<p>Each student will be able to:</p> <p>Explain important terms like Ferrel's law, Coriolis force, etc</p> <p>Describe the controls that affect the climate of India.</p> <p>Explain the factors affecting India's climate</p> <p>Explain the type of climate India has with</p>	<p>Students will be asked to :</p> <p>gather information related to weather and population, from different sources such as daily newspapers and analyse recorded data/ information</p> <p>discuss how the climate of hilly regions is significantly different from the plains</p> <p>ask questions to understand the mechanism of monsoon for e.g. the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El Nino and how jet streams influence monsoon</p>	<p>Google Quiz</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>

	<p>The Indian Monsoon</p> <p>Mapwork – as per CBSE syllabus</p> <p>Revision on the lessons done in July and August</p>	<p>reference to the south-west monsoons</p> <p>Locate and label on the map of India the regions having high rainfall and less rainfall during the monsoon months</p> <p>Answer revision questions from the lessons done</p>	<p>Art in Education – Geography</p> <p>A collage to be made on the climate and places of interest for tourism in Sikkim</p>	<p><b>Weekly Test II</b>  <b>4<sup>th</sup> September, 2020 (20 marks)</b></p>
<p>***** Deleted topics as per the Revised Syllabus of CBSE dated 7.7.20 and will be covered by discussions in class.</p>				

## French

<p>April May</p>	<p><b><u>La famille</u></b></p> <ul style="list-style-type: none"> <li>• Présenter quel qu'un</li> <li>• Se Présenter</li> <li>• Un arbre de famille</li> <li>• Les Articles</li> <li>• Les Verbes</li> <li>• Les Nombres</li> <li>• La Carte de la France</li> <li>• La Carte de l'Inde</li> </ul> <p><b><u>Au Lycée</u></b></p> <ul style="list-style-type: none"> <li>• Les Objets dans un sac</li> <li>• Décrivez quel qu'un</li> <li>• Les Adjectifs Possessifs</li> <li>• Les Adjectifs</li> </ul>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Describe each member of their family using the newly learnt vocabulary.</li> <li>• Use the correct articles before the nouns based on their gender and number.</li> <li>• Conjugate all regular and irregular verbs in the present tense using the rules of conjugation.</li> <li>• Write number names 1-100 in French.</li> <li>• Identify and name the various physical and political features on a map of France and compare them to those in India.</li> </ul> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Name the various stationary items in french.</li> <li>• Identify and describe various famous personalities.</li> </ul>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Describe each member of their family using the newly learnt vocabulary.</li> <li>• Use the correct articles before the nouns based on their gender and number.</li> <li>• Conjugate all regular and irregular verbs in the present tense using the rules of conjugation.</li> <li>• Write number names 1-100 in French.</li> <li>• Identify and name the various physical and political features on a map of France and compare them to those in India.</li> </ul> <p>Carte de la France</p> <p><b>Worksheets</b> – Comprehension Ecrite, Grammaire, Question Bank</p> <p><b>Expression Ecrite -</b>  Décrivez votre famille / camarade</p> <p>Comprehension passage. <b>(Assessment of Understanding Skill)</b></p> <p>Se Presenter  <b>(Assessment of Speaking Skill)</b></p>
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	<p>Démonstratifs</p> <ul style="list-style-type: none"> <li>• Les Adjectifs Qualificatifs</li> <li>• Les Prépositions</li> </ul> <p><b><u>Une journée de Pauline.</u></b></p> <ul style="list-style-type: none"> <li>• L'Heure</li> <li>• Les jours / Les mois</li> <li>• Les Repas</li> <li>• La vie quotidienne</li> <li>• Les verbes pronominaux</li> <li>• Les messages</li> <li>• La lettre</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate the nationalities and names of countries in french.</li> <li>• Describe a person using adjectives, characteristics, etc.</li> <li>• Use the correct adjectif qualificatif, possessif &amp; démonstratifs before the nouns in sentences.</li> <li>• Corelate various nouns using the correct prepositions in a sentence.</li> </ul> <p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Describe a day in their life using pronominal verbs.</li> <li>• Identify the various food items eaten for each meal.</li> <li>• Write messages in french.</li> <li>• Tell time in french.</li> </ul>	<p><b>Worksheets-</b> Grammaire, Question bank</p> <p><b>Expression Ecrite-</b> Écrivez une histoire en utilisant enfin, d'abord, puis, etc.</p> <p><b>Practice Assessment – Leçons 1 &amp; 2 (Assessment Based Activity)</b></p> <p><b>Worksheets-</b> Grammaire, Question bank</p>
<b>JULY</b>	<p><b><u>Une journée de Pauline.</u></b></p> <ul style="list-style-type: none"> <li>• L'Heure</li> <li>• Les Repas</li> <li>• La vie quotidienne</li> <li>• Les verbes pronominaux</li> <li>• Les messages</li> <li>• La lettre</li> </ul> <p><b><u>Les Saisons</u></b></p> <ul style="list-style-type: none"> <li>• La météo</li> <li>• Les Saisons</li> <li>• Les Vêtements</li> </ul>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Describe a day in their life using pronominal verbs.</li> <li>• Identify the various food items eaten for each meal.</li> <li>• Write messages in French.</li> <li>• Tell time in French.</li> </ul> <p>Students will be able to-</p> <p>Describe the four seasons in France. Compare the seasons in France and India. Read a weather report in French. List out the various clothes worn in the different seasons.</p>	<p><b>Expression Ecrite-</b> Écrivez une histoire en utilisant enfin, d'abord, puis, etc.</p> <p><b>Practice Assessment –Leçon3 (Assessment Based Activity)</b></p> <p><b>Worksheets-</b> Grammaire, CompréhensionOrale : La Météo <b>(Assessment of Listening Skill).</b> <b>Rubriques :</b> 5 questions of 1 mark each. 5 Fill in the Blanks of 1 mark each.</p> <p><b>Art Integration :</b> Weather Report on a News channel.</p>
<b>AUGUST</b>	<p><b><u>Les Saisons (contd)</u></b></p> <ul style="list-style-type: none"> <li>• exprimer la cause/consequence</li> <li>• Quel temps fait-il ?</li> <li>• L'Impératif</li> </ul>	<p>Students will be able to-</p> <p>Conjugate verbs in the future tense. Describe the famous monuments of Lyon. Express cause and consequence in a situation.</p>	<p>Jeu de Rôle<b>(Assessment of Speaking Skill)</b></p> <p><b>Rubriques :</b> 1 mark – content 1 mark- teamwork 1 mark- clarity of speech</p>

	<ul style="list-style-type: none"> <li>• Le FuturProche</li> <li>• Le Futur Simple</li> <li>• La Basilique de Fourvière</li> <li>• Le Théâtre de Guignol</li> </ul>		1 mark- pronunciation 1 mark – creativity  A Travel Brochure – <b>Integration of Delhi &amp; Sikkim</b>
<b>SEPTEMBER</b>	<b>Voyages</b> <ul style="list-style-type: none"> <li>• Les moyens de transport</li> <li>• À la Gare</li> <li>• Les Cartes Postales</li> <li>• Les Expressions avec être &amp; avoir</li> <li>• Le Passé Composé</li> </ul>	Students will be able to- Name the various means of transport in France and India in French. Conduct a role play at buying railway tickets. Write a postcard to a friend. Conjugate verbs in the past tense using all the rules and exceptions. Make sentences using French expressions.	<b>ASSESSMENT-II-11.09.20</b>  <b>Syllabus :</b> Leçon – 3 & 4  Comprehension Écrite <b>( Assessment of Understanding skill)</b>  <b>Art Integration :</b> <b>Role Play – At a Ticket Counter at the station.</b>

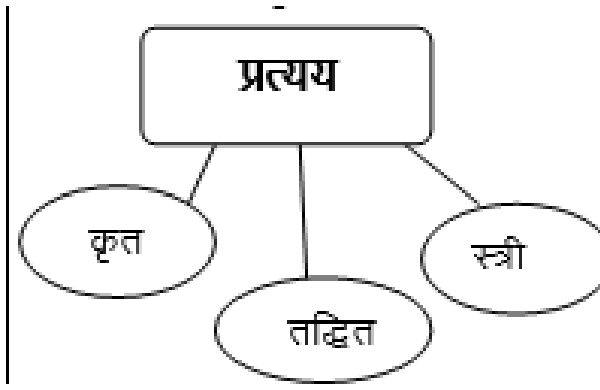
## Sanskrit

अप्रैल मई	<b>शेमुषी (प्रथमो भागः)</b> कालांश –४ <b>“स्वर्णकाकः”</b> <b>व्याकरण</b> कालांश –२ <b>संधिः –</b> स्वर–संधिः–दीर्घ,गुण,वृद्धि कालांश –३ <b>संधिः –</b> स्वर–संधिः–यण्,अयादि कालांश –२ <b>प्रत्यय–</b> क्त्वा,तुमुन्,ल्यप्,क्तव तु कालांश –२ <b>रचनात्मक–कार्य</b> पत्र–पूर्तिः,संस्कृत–अनुवादं चित्र–वर्णनं	–प्रत्येक छात्र त्यागभाव,ईमानदारी, सत्यता व विश्वसनीयता आदि गुणों से होने वाले लाभों को पुनः जान पाएगा। –मानव कल्याण के लिए गुणों की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –पर्यायपदों,विशेषण–विशेष्य बताकर लिख पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों का संधि/संधिच्छेद बताते हुए अभ्यास कार्य कर पाएगा। –प्रत्यय व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों से प्रकृति–प्रत्यय पृथक करते हुए अभ्यास कार्य कर पाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। –हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद कर पाएगा। –अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित	<b>धी–मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु</b> <b>धारणा–मानचित्र(सी.एम.) –</b> संधि हेतु तथा समापन–सार हेतु <b>प्रवाह–चित्र (प.च.) –</b> विषय के पठन हेतु  <div style="text-align: center;"> <pre> graph TD     A[संधिः] --- B(स्वर)     A --- C(व्यंजन)     A --- D(विसर्ग)           </pre> </div>	कार्यपत्रों द्वारा मूल्यांकन– <b>“स्वर्णकाकः”</b> आधारिता(कार्यपत्र)। कार्यपत्रों द्वारा मूल्यांकन– <b>प्रत्यय–</b> क्त्वा,तुमुन्,ल्यप्,क्तव तु <b>कलात्मक–शिक्षण–विषयाधारित –</b> <b>बहुविध–मूल्यांकन</b> प्रत्यय–रंगोली
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प्रवाह–चित्र (प.च.) –

अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।  
-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।

प्रत्यय पठन हेतु



मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि  
कलात्मक-शिक्षण-विषयाधारित -  
बहुविध-मूल्यांकन  
प्रत्यय-रंगोली

**शेमुषी (प्रथमो भागः)**

कालांश -४

**"कल्पतरुः"**

कालांश -९

**अपठित-गद्यांशं**

कालांश -२

**रचनात्मक-कार्य**

पत्र-पूर्ति, संस्कृत-अनुवादं

चित्र-वर्णनं

**व्याकरणं**

कालांश-९

**शब्दरूप-लेखन-**(वाक्य-प्रयोग)

पुल्लिग-अकारान्त(बालकवत्)

उकारान्त(साधुवत्)

स्त्रीलिंग-आकारान्त(लतावत्)

ईकारान्त(नदीवत्)

सर्वनामशब्दरूप-लेखन-(वाक्य-प्रयोग)

-प्रत्येक छात्र धैर्य व विवेकशक्ति की आवश्यकता व महत्त्व को तथा परोपकार की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।

-श्लोक द्वारा बताई गई सज्जनता व मानवता की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।

-“कार्य को परिश्रम व लगन से करने पर असाध्य कार्यों को करना भी संभव है”-पर चर्चा की जाएगी।

-समाज व देश के हित हेतु अच्छी आदतों को अपने जीवन में अपना पाएगा।

-शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।

-धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।

-उचित-उपपदविभक्तिपदों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।

-अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित

**धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु**

**धारणा-मानचित्र(सी.एम.) -**

उपपदविभक्ति: हेतु तथा समापन-सार हेतु

**कलात्मक-शिक्षण-विषयाधारित -**

**बहुविध-मूल्यांकन**

पोस्टर रचना व स्लोगन लेखन।

मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि

उपपदविभक्ति-तालिका

कार्यपत्रों द्वारा मूल्यांकन-  
शब्दरूप-धातुरूप-आधारित  
कार्यपत्रं

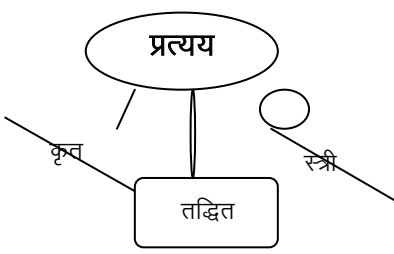
पत्र-पूर्ति, संस्कृत-अनुवादं  
चित्र-वर्णनं

गतिविधि: - स्वपरिचय:

**कलात्मक-शिक्षण-विषयाधारित -**

**बहुविध-मूल्यांकन**

पोस्टर रचना व स्लोगन  
लेखन।

	<p>अस्मद्, युष्मद् कालांश-9 <b>धातुरूप-लेखन-</b>(वाक्य-प्रयोग) पठ्, गम्, अस्, वद्, भू, कृ (लट्, लृट्, लोट्, लङ्, विधिलिङ् लकार) सेव् (लट्, लृटलकार) कालांश-3 <b>उपपदविभक्ति:</b> द्वितीया- समया, प्रति, विना, परितः, निकषा तृतीया- सह / साकम् / समम् / सार्धम्, विना, अलम्, सदृश, हीन चतुर्थी- रुच्, दा(यच्छ), कुप्, नमः</p>	<p>अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। -पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>		
<p>जुलाई</p>	<p><b>शेमुषी (प्रथमो भाग):</b> कालांश -6 <b>"सूक्तिमौक्तिकम्"</b> कालांश -6 <b>"भ्रान्तोबालः"</b> <b>व्याकरण</b> कालांश -2 <b>उपपदविभक्ति:</b> पंचमी -विना, बहिः, रक्ष, भीषष्ठी -उपरि, अधः, पुरतः, पृष्ठतः सप्तमी -स्निह्, निपुणः, विश्वस् <b>*शब्दरूप-लेखन-मातृ-पितृवत्</b> <b>*प्रत्यय-शतृ, शानच्</b></p>	<p>-प्रत्येक छात्र सारगर्भित तथा सरल श्लोकों के द्वारा जीवन को सरल व समृद्ध बना पाएगा। -मानव कल्याण के लिए सदाचरण, परोपकार तथा प्रिय वाणी की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। -प्रत्येक छात्र धैर्य व विवेकशक्ति की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -श्लोक द्वारा बताई गई सज्जनता व मानवता की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा। -श्लोकों का अन्वय व सरलार्थ कर पाएगा। -मानव कल्याण के लिए विद्याध्ययन की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -उचित-उपपदविभक्तिपदों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।</p>	<p><b>"सूक्तिमौक्तिकम्"</b> <a href="https://www.youtube.com/watch?v=lkklcpE8744">https://www.youtube.com/watch?v=lkklcpE8744</a> <b>"भ्रान्तोबालः"</b> <a href="https://www.youtube.com/watch?v=m4PSFXo7r6c">https://www.youtube.com/watch?v=m4PSFXo7r6c</a> <b>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - संधि हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.) -</b> <b>*प्रत्यय पठन हेतु</b></p>  <p><b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</b></p>	<p><b>कार्यपत्रों द्वारा मूल्यांकन-</b> "सूक्तिमौक्तिकम्" "भ्रान्तोबालः" आधारिता(कार्यपत्र)। <b>कार्यपत्रों द्वारा मूल्यांकन-उपपदविभक्ति:</b> पंचमी, षष्ठी, सप्तमी <b>*</b> <b>शब्दरूप-लेखन-मातृ-पितृवत्</b> <b>*प्रत्यय-शतृ, शानच् कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</b> <b>*प्रत्यय-रंगोलिका मूल्यांकन-बिन्दु:-</b> -विषय 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1</p>

–शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।  
 –प्रत्ययों को धारणा मानचित्र (concept map) द्वारा भली-भाँति समझ जाएगा तथा शब्दों के संयोजन/वियोजन द्वारा अभ्यास कार्य कर पाएगा।  
 –प्रत्यय व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों से प्रकृति-प्रत्यय पृथक् करते हुए अभ्यास कार्य कर पाएगा।  
 –अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।  
 –पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।

\*प्रत्यय-रंगोलिका



**कला-एकीकरण-शिक्षण-विषयाधारित –**  
**बहुविध-मूल्यांकन**  
 श्लोक-गायन  
**मूल्यांकन-बिन्दु:-**  
 –भावाभिव्यक्ति 1  
 –उच्चाणशुद्धता 1  
 –कण्ठस्थीकरण 1  
 –आत्मविश्वास 1  
 –प्रस्तुतीकरण 1  
**कला-एकीकरण-शिक्षण-विषयाधारित –**  
**बहुविध-मूल्यांकन**  
 भूमिका-निर्वहन  
**मूल्यांकन-बिन्दु:-**  
 –भावाभिव्यक्ति 1  
 –उच्चाणशुद्धता 1  
 –कण्ठस्थीकरण 1  
 –आत्मविश्वास 1  
 –प्रस्तुतीकरण 1  
**परियोजना कार्य**  
 1.उत्तरभारत के जम्मू-कश्मीर, हरियाणा, उत्तर प्रदेश, उत्तराखण्ड, राजस्थान, हिमाचल प्रदेश, पंजाब आदि राज्यों की लोक कला यथा-लोक गीत, लोक नृत्य,लोक वाद्ययंत्र, वास्तुकला, शिल्पकला ,चित्रकला आदि के विषय में संक्षिप्त जानकारी दी जाएगी। छात्रों को तीन-तीन छात्रों के समूह में विभाजित किया जाएगा। छात्र स्वरुच्यानुसार किन्हीं दो राज्यों की दो कलाओं का चयन करके उनके विषय में समुच्चित चित्र सहित लिख कर परियोजना कार्य

				<p>को तैयार करेंगे। 2.यथेच्छा 4-5 श्लोकों का विभिन्न लोकगीत शैलियों में गायन करके रिकार्ड करेंगे। <b>मूल्यांकन-बिन्दु:-</b> -विषयवस्तु -मौलिकता -रचनात्मकता -नियतसमयानुसार -प्रस्तुतीकरण</p>
अगस्त	<p><b>शेमुषी (प्रथमो भागः)</b> कालांश -५ <b>"गोदोहनम्"</b> <b>व्याकरण</b> कालांश -१ •संख्या:(१-१००) (१-४ केवलं प्रथमा-विभक्तौ) कालांश -२ •उपसर्गाः -आ,वि,प्रति,उप,अनु, निर,प्र,अधि,अप,नि,अव कालांश -२ •धातुरूप-लेखन- (वाक्य-प्रयोग) नी,दृश्,पा(पिब),क्रीड्(लट्,लृट्,लोट्,लङ्,विधिलिङ् लकार) लभ्(लट्,लृट् लकार) •शब्दरूप, धातुरूप, प्रत्यय-(अभ्यास) कालांश -३ <b>अपठित-गद्यांशं रचनात्मक-कार्य</b> पत्र-पूर्तिः, संस्कृत-अनुवादं चित्र-वर्णनं</p>	<p>-प्रत्येक छात्र लोभ करने के दुष्परिणाम को जान पाएगा। -मानव कल्याण के लिए कार्य को समय पर करने की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। -पर्यायपदों,विशेषण-विशेष्य बताकर लिख पाएगा। -श्लोकों का अन्वय व सरलार्थ कर पाएगा। -युग्म में तथा समूह में प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -कम से कम चार शब्दों से प्रकृति-प्रत्यय पृथक करते हुए अभ्यास कार्य कर पाएगा। -संख्या:(१-१००) (१-४ केवलं प्रथमा-विभक्तौ) द्वारा वाक्य-पूर्ति कर पाएगा। -उपसर्गों युक्त द्वारा वाक्य-पूर्ति कर पाएगा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। -प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। -शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। -धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।</p>	<p><b>लोभस्य दुष्परिणामः</b> <a href="https://www.youtube.com/watch?v=714eTv0ORPs">https://www.youtube.com/watch?v=714eTv0ORPs</a>  <b>लोभी विप्रः</b> <a href="https://www.youtube.com/watch?v=HEmq4xPKsXk">https://www.youtube.com/watch?v=HEmq4xPKsXk</a>  <a href="https://youtu.be/RilRjiozUI0">https://youtu.be/RilRjiozUI0</a>  <b>धारणा-मानचित्र(सी.एम.) -विषय समापन -सार</b> <b>प्रवाह-चित्र (प.च.) -उपसर्ग-पठन हेतु</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">उपसर्गाः</div>  <b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि</b> <b>कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</b> उपसर्ग-रंगोलिका भूमिका-निर्वहन</p>	<p><b>कार्यपत्रों द्वारा मूल्यांकन-"गोदोहनम्"</b> •संख्या:(१-१००) (१-४ केवलं प्रथमा-विभक्तौ) •उपसर्गाः <b>शब्दरूप, धातुरूप, प्रत्यय</b> आधारिता (कार्यपत्र) <b>कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</b> उपसर्ग-रंगोलिका <b>मूल्यांकन-बिन्दु:-</b> -विषय 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1  <b>कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</b> भूमिका-निर्वहन <b>मूल्यांकन-बिन्दु:-</b> -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1</p>

		<p>–कम से कम चार हिन्दी वाक्यों का संस्कृत अनुवाद कर जाएगा।</p> <p>–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा।</p>		
सितम्बर	<p><b>शेमुषी (प्रथमो भागः)</b> कालांश–६</p> <p><b>*“लौहतुला”</b> <b>“सिकतासेतुः”</b> कालांश –३</p> <p><b>अपठित–गद्यांशं</b> <b>रचनात्मक–कार्य</b> पत्र–पूर्ति, संस्कृत–अनुवादं चित्र–वर्णनं <b>व्याकरण</b> कालांश –३</p> <p><b>व्यंजनसंधिः</b> –जशत्व(वर्गीयप्रथमवर्णस्य तृतीयवर्णं परिवर्तनम्), ‘म्’स्थाने अनुस्वारः <b>विसर्गसंधिः</b> –उत्वम् कालांश –९</p> <p><b>उपपदविभक्तिः</b> <b>(अभ्यास–कार्य)</b> पंचमी ,षष्ठी ,सप्तमी</p>	<p>–प्रत्येक छात्र विद्या द्वारा जीवन को सार्थक व समृद्ध बना जाएगा।</p> <p>–मानव जीवन की सार्थकता के लिए विद्या–अभ्यास की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल जाएगा।</p> <p>–पर्यायपदों, विशेषण–विशेष्य बताकर लिख जाएगा।</p> <p>–श्लोकों का अन्वय व सरलार्थ कर जाएगा।</p> <p>–युग्म में तथा समूह में प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख जाएगा।</p> <p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर जाएगा।</p> <p>–प्रदत्तापठित–गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा।</p> <p>–प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा।</p> <p>–प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा।</p> <p>–हिन्दी वाक्यों का संस्कृत–अनुवाद कर जाएगा।</p> <p>–संधि व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों का संधि व संधिविच्छेद करते हुए अभ्यास कार्य कर जाएगा।</p> <p>–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा।</p>	<p><b>*“लौहतुला”</b> <a href="https://youtu.be/LD2fDHF5jU">https://youtu.be/LD2fDHF5jU</a> <b>“सिकतासेतुः”</b> <a href="https://www.youtube.com/watch?v=6jsduleErAs">https://www.youtube.com/watch?v=6jsduleErAs</a></p> <p><b>धारणा–मानचित्र(सी.एम.)</b> –विषय समापन –सार <b>प्रवाह–चित्र (प.च.)</b> – विषय के पठन हेतु</p> <div style="text-align: center;"> <pre> graph TD     A[संधिः] --- B(स्वर)     A --- C(व्यंजन)     A --- D(विसर्ग) </pre> </div> <p><b>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</b> <b>कला–एकीकरण–शिक्षण–</b> <b>विषयाधारित –</b> <b>बहुविध–मूल्यांकन</b> भूमिका–निर्वहन कथा–वाचन</p>	<p>कार्यपत्रों द्वारा मूल्यांकन– <b>“सिकतासेतुः”</b> व्यंजनसंधिः विसर्गसंधिः उपपदविभक्तिः आधारिता (कार्यपत्र)</p> <p><b>कला–एकीकरण–शिक्षण–</b> <b>विषयाधारित –</b> <b>बहुविध–मूल्यांकन</b> भूमिका–निर्वहन <b>मूल्यांकन–बिन्दुः–</b> –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p> <p><b>कला–एकीकरण–शिक्षण–</b> <b>विषयाधारित –</b> <b>बहुविध–मूल्यांकन</b> कथा–वाचन <b>मूल्यांकन–बिन्दुः–</b> –भावाभिव्यक्ति 1 –शुद्ध व प्रवाहपूर्ण उच्चारण1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p> <p><b>साप्ताहिक–परीक्षा –11.09. 2020</b></p>

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

शेमुषी – द्वितीयः भागः	व्याकरणं
पाठ- ४ *“कल्पतरुः” (मई में पूर्ण)	संधि: – *वृद्धि *यण् (अप्रैल में पूर्ण)
पाठ- ८ *“लौहतुला”	उपपदविभक्ति: – (मई में पूर्ण)
	द्वितीया- *समया
	तृतीया- *साकम्, *सदृश
	*शब्दरूप-लेखन-मातृ-पितृवत्
	*प्रत्यय-शतृ,शानच्

### Computer Application

April	<b>7 periods</b> Unit 1: Basics of Information Technology <ul style="list-style-type: none"> <li>• Characteristics of a computer, components of a computer system</li> <li>• Memory: primary and secondary memory</li> <li>• Storage devices</li> </ul> Input and Output devices Types of software	Students will be able to identify different storage units, input and output devices	Create a presentation on output. Create a collage of pics and also use the formatting of graphics in the presentation	Presentation on Output Devices
May	<b>6 periods</b> Unit 1 Cont... <ul style="list-style-type: none"> <li>• Computer networking: Type</li> </ul>	Students will be able to identify different types of networks and safely use the internet while browsing the data and social networking sites	Design a page in Ms. Word on the uses of internet. Use pictures, wordart and graphics to decorate the page	Google MCQ Assignment on Uses of Internet Assessment on Basics



	<p>of networks</p> <ul style="list-style-type: none"> <li>•Multimedia: images, audio, video, animation</li> </ul> <p>Unit 2: Cyber-safety Safely browsing the web and using social networks</p>			of Information Technology
July	<p><b>8 periods</b></p> <p>Unit 3: Office tools (MS Word)</p> <ul style="list-style-type: none"> <li>• Introduction to a word processor: create and save a document.</li> <li>• Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with line and/or paragraph spacing.</li> <li>• Add headers and footers, numbering pages, grammar and spell check utilities, subscript and superscript, insert symbols, use print preview and print.</li> </ul> <p>Insert pictures, change the page setting, add bullets and numbering, borders and shading.</p>	Students will be able to design a collage and learn about the editing formatting options in MS. Word	Design 2 pages in Ms. Word on the topic “Importance on Art in our Daily Life” Use Ms. Word options like formats, alignments, header and footer, bullets and numbers etc. Insert pictures and create a collage of different art forms.	Google MCQ Formatting options in word. Worksheet on MS-Word insert various options Output of MS-Word document
August	<p><b>8 periods</b></p> <p>Unit 3: Office tools</p>	Students will be able to create a table and use various options under format	Create a table on 10 Softwares, when was it invented, features etc Create a Presentation on Computer	Google MCQ on Auto formats

	<p>(MS Word) cont...</p> <ul style="list-style-type: none"> <li>• Insert tables – insert/delete rows and columns, merge and split cells.</li> <li>• Use auto-format, track changes, review comments, use of drawing tools, shapes and mathematical symbols.</li> </ul> <p>Unit 3: Office tools (MS PowerPoint)</p> <ul style="list-style-type: none"> <li>• Presentation tool: understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views of a slide set – normal view, slide sorter view and hand-outs.</li> <li>• Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.</li> </ul>	<p>Table and Design Table. Students will also be able to create a presentation on Computer Graphics</p>	<p>Graphics. Use formats, watermark, headers and footers, slide numbers.</p>	<p>Output of MS-Word Table Output of Presentation on Computer Graphics</p>
September	<p><b>4 periods</b> Unit 3: Office tools (MS PowerPoint)</p>	<p>Students will be able to use sound and animation effects in their presentation</p>	<p>Continue the presentation on Computer Graphics. Insert images in the form of collage, Insert animations, sound. Rehearse Timing and set up a</p>	<p>Worksheet on animations options Output of</p>

	<p>Cont....</p> <ul style="list-style-type: none"><li>• Insert pictures from files, create animations.</li></ul> <p>Add sound effects, and rehearse timings.</p>		<p>slide show.</p>	<p>Presentation on Computer Graphics Mid Term</p>
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