



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

Subject	No. of period / Topics Covered	Learning Outcome	Activities	Assessments
English				
April-May	<p>Communicate in English: What Ate the Sun? (Activity Based) The Thousand-Petalled Lotus Tartary (Poem)</p> <p>Writing Skill- Informal Letter</p> <p>Grammar + Vocabulary: Types of sentences (Simple, Compound, Complex)</p> <p>Speaking Activity (Topic-Know yourself/Relevance and evolution of reading</p>	<p>Each child will be able to :</p> <ul style="list-style-type: none"> - analyse the difference between Facts and Myths -analyse the origin of myths -attempt textual questions -analyse the importance of courage, determination and kindness for peaceful existence in the world. - Analyse the character traits of King Vikram - Compare the character traits of King Vikram and Prince Ajit -learn new words - identify the poetic devices -paraphrase the poem <p>Distinguish between the different types of sentences</p> <ul style="list-style-type: none"> -join 2 or more clauses using conjunctions and other connectors -Make use of different kinds of sentences for enhanced writing skills <p>Each child will be able to-</p> <ul style="list-style-type: none"> - speak on the given topic with appropriate fluency, pronunciation and expression -recall any of the SpicMacay performances they 	<ul style="list-style-type: none"> • -Sit with the family members and discuss the myths present in the society • Read the 6 fables on the given mentioned link. • Narrate/retell the fables read to family members during leisure time. Try to role play the characters with appropriate voice modulation, expression and gestures. • role play along with your siblings/ parents and dress up (using household items) so as to beat the boredom. Extract the moral values and discuss with everyone. • Practice Worksheet <p>-Speaking Activity- Speak on the given topic with appropriate fluency, correct pronunciation and creatively</p> <p>- Practice Worksheet</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Revision using the AMP technique - Assessment worksheet - Quiz using Google Form - Oral questioning in the class

	<p>during Lockdown) (2 classes)</p> <p>Communicate in English : Writing Skills- Diary Entry</p> <p>Grammar + Vocabulary : Punctuation (Comma), Reordering Phrases to form complete sentences</p>	<p>have seen and say something about it</p> <ul style="list-style-type: none"> - understand the dilemma of the old stone mason and answer the textual questions, -analyse the characters of Salim and masterjee. -infer what generation gap means. - draft a diary entry <p>-draft an informal letter</p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> -reorder words or phrases to form complete sentences -Punctuate the given sentences 	<ul style="list-style-type: none"> -create a webchart with the characteristics of Masterjee, Salim and Gopal <p>Write a diary entry bringing out the character's feelings and emotions</p>	<ul style="list-style-type: none"> - Individual Tasking: Class and home assignments through Google Classroom - Revision using the AMP technique
<p>July (22 Days)</p>	<p>Section 1: Art Rocks! (Sec 1, Unit 2) (2 classes)</p> <p>-Importance of traditional art forms</p> <p>Unit 2, Section 2: The Last Stone Mason –by SigrunSrivastav (Sec 2, Unit 2) (4 classes) Dying art forms of India The Guru - Shishyaparampara as part of Indian tradition -the stone masons's love for his art - why is he called stonemason not sculptor</p> <p>Unit 3: An Indian Kaleidoscope</p>	<p>-analyse the importance of art as a means of communication</p> <p>-Perceive that art bridges the gap between the prehistoric ages and the present world</p> <p>-recall any of the Spic Macay performances they have seen and share their experiences</p> <ul style="list-style-type: none"> - understand the dilemma of the old stone mason and answer the textual questions, -analyse the characters of Salim and Masterjee. -infer what generation gap means. - draft a diary entry <ul style="list-style-type: none"> - reiterate the importance of traditional art forms - Identify differences in quoted speech and reported speech - Identify changes to be brought when reporting - Understand the role of reporting verbs in conveying the mood and tone of the speaker 	<p><u>Class Activities</u> create a webchart with the characteristics of Masterjee, Salim and Gopal</p> <p>Individual activity- Write a diary entry bringing out the character's feelings and emotions</p> <p>Experiential Learning: Virtually visit a stonemason/sculptor/carver/pot maker nearby and reflect on their background and relevance of their art. Take an interview and make notes on the same.</p> <p>-Learners will write both a formal letter and an informal letter. They will read or share amongst themselves in order to exchange ideas and understand the format better.</p> <p><u>Art Integrated Activities</u></p> <p>Doodling (Students to use a drawing rather than words to show understanding of the concept of sculpting)</p> <p>OR</p> <p>Interviewing a Politician/ Social worker using modals</p>	<ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Revision using the AMP technique - Assessment worksheet

	<p>Section 1: On Being an Indian by Ruskin Bond (Section 1, Unit 1) (reading activity)</p> <p>Section 2: The Idea of India (reading activity) Formal letters-letter of application and letter to the editor 3 classes</p> <p>Grammar –</p> <p>-Modals</p> <p>- Reported speech</p> <p>-Tenses: Past, Present and Future</p>	<p>-Fill up the gaps using appropriate verb forms.</p> <p>-Identify the wrong verbs forms and replace them with the correct ones.</p> <p>-Rewrite the paragraph using appropriate verb forms</p> <p>-recall the format for formal letter and letter to the editor and application to the Principal as taught earlier. They will understand the difference between the application and the letter to the editor</p> <p>-Draft an application to the Principal.</p> <p>-Draft a letter to the editor of the local daily asking him to publish an article on the importance of sanitation.</p>		
<p>AUGUST (20 DAYS)</p>	<p>SECTION 3: POETRY:</p> <p>In the Bazaars of Hyderabad by Sarojini Naidu (Sec 3, Unit 1) (3 classes)</p> <p>-Information about the author</p> <p>-Poetic devices including rhyme scheme, Imagery, Alliteration, simile, etc.</p> <p>-Theme of the poem</p> <p>-Appreciating poetry, developing listening skills</p> <p>Sec-II</p>	<p>-Analyse the central theme of the poem</p> <p>-Identify poetic devices used in the poem</p> <p>- Construct the scene of a market place in the form of a descriptive paragraph. (take hints from the poem)</p> <p>Every child of the class will be able to-</p> <p>-List 05 significant inventions and discoveries and describe them briefly.</p> <p>-Relevance of these discoveries in today's time.</p> <p>-Sequence the creative process the scientists may have followed.</p> <p>-Frame meaningful sentences related to the given words</p>	<p><u>Class Activities</u></p> <p><u>Pre- class-</u>Students will be asked to read up on the poetess and her work.</p> <p>-Bangle sellers to be played to the class</p> <p>Experiential Learning: Recall the Visit to a nearby market and observing the behaviour of various vendors, relating it to the poem read.</p> <p><u>Art Integrated Activities</u></p> <p>Role Play</p> <ul style="list-style-type: none"> The students will role play the character of their choice from the play, 'Madame Curie'. 	<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>-Assessment worksheet</p>

	<p>Madame Curie(Play) (4 classes)</p> <p>Character traits of Marie and Pierre -Behaviour of Journalists</p> <p>Writing Skill – Diary Entry</p>	-he /she will be able to answer the basic textual questions		
<p>September (19 Days)</p>	<p>Section 3: 'The Microscope' (Poem) (4 classes) -poetic devices -Humourous quality of the poem -Anton Leeuwenhoek</p> <p>-Designing a Poster</p>	<p>Enjoy the poem and the humour in it - identify the rhyme scheme of the poem -participate in the class discussion</p>	<p><u>Class Activities</u></p> <p>-_Microscope and its structure (Experiential Learning)</p> <p>-Identify the rhyme scheme -Discuss what makes it humorous -Reflect on why the other people wanted to ship Anton off to Spain.</p> <p><u>Art Integrated Activities</u></p> <p>Poster Making</p> <ul style="list-style-type: none"> The students will design a poster on astronomical instruments. (like Microscope, telescope) 	<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>-Assessment worksheet</p>

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<p>vi&SebZ</p>	<p>मधुप – पाठ–असली याचक</p> <p>मूल भाव</p> <p>प्रश्न–उत्तर कालांश–(2)</p>	<p>प्रत्येक छात्र</p> <ul style="list-style-type: none"> पाठ द्वारा निस्स्वार्थ प्रेम, दूसरों के दुख के प्रति संवेदनशीलता तथा व्यक्ति नहीं व्यक्तित्व श्रेष्ठ है – यह जान पाएगा। धन नहीं मानवता बड़ी है – यह जान पाएँगे। 	<p>पाठ का स्कैन Link वीडियो</p> <ul style="list-style-type: none"> पी.पी.टी. कलात्मक शिक्षण – कोरोना वायरस पर आधारित 	<p>पाठ पर आधारित कार्यपत्र।</p> <p>स्लोगन के मूल्यांकन बिंदु</p> <ul style="list-style-type: none"> भाव सरल व स्पष्ट हो
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<p>पाठ—आखिरी पत्ता</p> <p>मूल भाव</p> <p>प्रश्न—उत्तर</p> <p>कालांश—(2)</p> <p>व्याकरण</p> <p>संवाद लेखन—(1)</p> <p>पत्र—(1)</p> <p>कविता – भविष्यत्</p> <ul style="list-style-type: none"> • सरलार्थ • मूल भाव • अभ्यास प्रश्न <p>कालांश – (2)</p> <p>व्याकरण</p> <p>लिंग, वचन – (1)</p> <p>अभ्यास प्रश्न</p> <p>कारक – (1)</p> <p>संज्ञा, सर्वनाम – (2)</p> <p>अभ्यास प्रश्न</p> <p>वाद—विवाद – (1)</p> <p>अपठित गद्यांश</p> <p>अनुच्छेद</p> <p>शुद्ध—अशुद्ध</p> <p>शब्द ज्ञान कौशल</p> <ul style="list-style-type: none"> • शब्द भंडार में वृद्धि <ul style="list-style-type: none"> • चिंतन कौशल – अर्थ बोध व भाव बोध 	<ul style="list-style-type: none"> • मनोविज्ञान और स्वास्थ्य के बीच संबंध को समझ पाएँगे। • संवाद की भाषा रौचक, समय के अनुकूल, स्पष्ट व पात्रों के अनुसार लिख पाएगा। • समाज के प्रति संवेदनशील हो सकेंगे। • देश—प्रेम, समर्पण, त्याग सहृदयता का विकास हो सकेगा। • अपने गौरवशाली अतीत को जानेंगे। • प्राचीन परंपराओं में से आज के लिए जो उचित है उसका चुनाव कर पाएँगे। • सदैव स्त्रीलिंग और सदैव पुल्लिंग में प्रयोग होने वाले शब्द बता पाएगा। <p>अभिव्यक्ति</p> <ul style="list-style-type: none"> • दिए गए अनुच्छेद विषय पर कम से कम पाँच पंक्तियाँ बता एवं लिख सकेगा। • शब्दों के लिंग बदलने व एक वचन का बहुवचन बनाने में सफल होगा। 	<p>स्लोगन बनाएँगे।</p> <ul style="list-style-type: none"> • पाठ के पात्र पर आधारित अभिनय करेंगे। <p>https://youtu.be/x67awGJKdeU</p> <p>https://youtu.be/udHGqPSNw8g</p> <p>https://youtu.be/7wsSyyLlaSw</p> <p>https://youtu.be/whO-GONEI6M</p> <ul style="list-style-type: none"> • चार्ट निर्माण • परिचर्चा करेंगे। <p>वाद विवाद</p> <ul style="list-style-type: none"> • आज की पीढ़ी ही भारत को बदल सकती है – विषय पर वाद विवाद करेंगे। 	<ul style="list-style-type: none"> • वाक्य संक्षिप्त होना चाहिए • विषयानुसार • स्पष्ट संदेश • प्रस्तुतिकरण <p>वाद—विवाद मूल्यांकन बिन्दु –</p> <ul style="list-style-type: none"> • प्रवाहपूर्ण उच्चारण • विषयानुकूल • आत्मविश्वास • भाषा • प्रस्तुतिकरण • विज्ञापन रंगीन, स्पष्ट व आकर्षक हो • विज्ञापित वस्तु को एक नाम दें • वस्तु की विशेषताएँ • प्रस्तुतिकरण
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जुलाई शिक्षण दिवस 12	<p>माधुप – भंगाहल का तिलिस्मी संसार</p> <p>मूल भाव – (1)</p> <p>प्रश्न–उत्तर – (2)</p> <p>कविता – सिपाही – सरलार्थ – मूल भाव – अभ्यास प्रश्न</p> <p>व्याकरण – पद–भेद – (2) (विशेषण, क्रिया)</p> <p>वर्ण–विच्छेद</p> <p>वाक्य–भेद – (2) (अर्थ व रचना के आधार पर)</p>	<p>ग्राह्यता – –यात्रा–वृत्तांत का अन्य विधाओं से अंतर समझ पाएगा।</p> <p>–यात्रा–वृत्तांत के कथ्य और लिखित शैली को जानकर अपनी भाषा–शैली में लिख पाएगा।</p> <p>– सामाजिक, धार्मिक, आर्थिक पक्षों से भली भाँति परिचित होगा।</p> <p>– कविता का प्रतीकात्मक अर्थ जान पाएगा।</p> <p>– सैनिकों के प्रति जागरूकता, सहानुभूति को जान पाएगा।</p> <p>संवेदनशीलता – दूसरों की भावनाओं का सम्मान कर पाएगा।</p> <p>प्रत्यास्मरण – कविता के भाव का प्रत्यास्मरण कर पाएगा।</p> <p>–अभिव्यक्ति एवं प्रयोग – विशेषण शब्दों का विज्ञापन निर्माण में प्रयोग कर पाएगा।</p> <p>–वर्ण–विच्छेद नियमानुसार कर पाएगा।</p> <p>–वाक्य–भेद पर मौखिक व लिखित रूप से अभ्यास कर पाएगा।</p>	<p>गतिविधियाँ/ क्रियाकलाप –कहानी वाचन आत्मविश्वास भाव व उच्चारण के साथ कहानी सुनाएगा। (वाचन कौशल)</p> <p>मूल्यांकन बिन्दु – भाषा उच्चारण आत्मविश्वास प्रस्तुतीकरण क्रमानुसार</p> <p>मूल्यांकनात्मक गतिविधि – शब्दों का तालमेल का कविता बनानी।</p> <p>कला एकीकरण – – रोल प्ले</p> <p>मूल्यांकन बिन्दु – भाव–भांगिमा उच्चारण प्रस्तुतीकरण आत्मविश्वास भाषा – भाषण/बाद–विवाद</p> <p>अनुभवात्मक गतिविधि – मित्र के गुण बताते हुए परिचय देना। काबुलीवाला से स्वरचित प्रश्न–निर्माण निधि से प्रश्न रचना</p>	<p>पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोंतर</p> <p>एकल प्रस्तुतीकरण द्वारा छात्रों से कहानी सुनाएगा।</p> <p>वाक्यों में उचित विशेषण शब्दों द्वारा रिक्त स्थान पूर्ति करवाई जाएगी।</p>

	अभ्यास कार्य – (2) अमृत संचय – (2) काबुलीवाला – (1)		करवाई जाएगी।	वाक्य-भेद पर आधारित कार्यपत्र।
अगस्त शिक्षण दिवस 12	मधुप – संसार – संसार के अनाम नायक मूल भाव (2) प्रश्न उत्तर (2) कविता – बाल लीला सरलार्थ (1) प्रश्न उत्तर (2) व्याकरण – अनेकार्थी शब्द (1) सूचना लेखन (1) अनुस्वार, अनुनासिक नुक्ता (1) पत्र (1) चित्र वर्णन (1) अमृत संचय – अंतिम प्यार	– ऑनलाइन शिक्षण सामग्री दी जाएगी। – पाठ का पी.डी.एफ. एवं वीडियो विद्यार्थियों को भेजा जाएगा जिसको पढ़कर पाठ का मूल भाव तथा उसका उद्देश्य जाएंगे। –तालाब, नदी,ख नहरें, कुएं आदि की आवश्यकता और उपयोगिता को जान जाएगा। –अज्ञात कर्मकारों के प्रति सजगता व सम्मान बढ़ेगा। –जल संरक्षण में समाज के विभिन्न वर्गों, जातियों के त्यागमयी, समर्पित, स्वाथरहित योगदान को जान पाएंगे। –कक्षा चर्चा द्वारा श्रीकृष्ण के बचपन की लीलाओं के बारे में जान सकेगा। –अपने बचपन के अनुभवों को चर्चा द्वारा सुना जाएगा। –नटखटपन, शरारत, ठिठोली आदि भावों को समझ पएगा। –शब्दकोश विस्तार –पाठ में आए नए शब्दों के अर्थ जान जाएगा। –एकवचन से बहुवचन शब्द बना जाएगा। –पाठ में आए विशेषण शब्द बता जाएगा। –चित्र वर्णन - दिए गए चित्र को देखकर उस पर पंक्तियां लिख जाएगा। –पत्र लेखन औपचारिक और अनौपचारिक पत्र का सही प्रारूप बता कर विषय पर पत्र	कला एकीकरण – कृष्ण जीवन पर आधारित कोलार्ज बनाएंगें। जल संरक्षण पर एक स्लोगन बनाना। कृष्ण जीवन पर आधारित श्लोक का गायन व गीत सुनाएंगें। परिचर्चा करेंगे। अतः कला एकीकरण – देशभक्ति व शांति पर आधारित गीत/नाटक द्वारा प्रस्तुति गीत मूल्यांकन बिन्दु – अरोह-अवरोह उच्चारण की शुद्धता लयात्मकता आत्मविश्वास प्रस्तुतीकरण – अनुस्वार, अनुनासिक एव नुक्ता को उच्चारण एवं वीडियो के माध्यम से समझा कर उनका उचित उपयोग बोलचाल, लेखन व पढ़न में करवाया जाएगा। – दिए गए अशुद्ध शब्दों का शुद्ध रूप कक्षा चर्चा द्वारा करवाया जाएगा। –प्रश्न-उत्तर व सार करवाए जाएंगें। –चित्र वर्णन संबंधी वीडियो दिखाकर मुख्य बिंदु समझाए जाएंगे।	विषय पर आधारित अभ्यास कार्यपत्र। बाल लीला पर अभिनय के मूल्यांकन बिंदु – • आत्मविश्वास • उच्चारण • भाव • प्रस्तुतीकरण गूगल फार्म कार्यपत्र द्वारा मूल्यांकन पाठ पर आधारित अभ्यास कार्यपत्र अनुस्वार, अनुनासिक नुक्ता पर आधारित अभ्यास कार्यपत्र

		लिख पाएगा। सृजनशील – कार्यपत्र में दिए गए शब्दों पर अनुस्वार अनुनासिक लगा पाएगा।		
सितम्बर शिक्षण दिवस 12	मधुप – बस्तर – जनजाति में तुंबा कालांश – (3) व्याकरण – शब्द और पद कालांश – (1) विलोम, पर्यायवाची कालांश – (1) विज्ञापन निर्माण कालांश – (2) उपसर्ग – प्रत्यय कालांश – (1) वाक्य – शुद्धी कालांश – (2) अमृत संचय – तोते की कहानी कालांश – (2)	–बस्तर के आदिवासी समाज की कला, संगीत खान-पान को जान पाएगा। –प्रकृति प्रदत्त वस्तुओं को सहेजना, पुनरावर्तन संरक्षण करना सीख पाएगा। –तुंबा और लौकी के विभिन्न उपयोग व प्रयोगों को जान पाएगा। –औषधीय गुणों को जान पाएगा। –नवीन शब्दों को पढ़ उसके अर्थ बता पाएगा। –उपसर्ग – प्रत्यय से नए शब्द बना पाएगा। –विलोम शब्द का अभ्यास कार्य कर पाएगा। –अशुद्ध शब्दों एवं वाक्यों को शुद्ध कर पाएगा। –तोते की कहानी से सवरचित प्रश्न बना पाएगा।	कला एकीकरण – कलाकृतियाँ बनाना मूल्यांकन बिन्दु – विषय वस्तु कलात्मकता प्रस्तुतीकरण – अभिनय मूल्यांकन बिन्दु – भाव-भांगिमा भाषा उच्चारण प्रस्तुतीकरण आत्मविश्वास –विज्ञापन निर्माण का रचनात्मक प्रस्तुति	अभिनय मूल्यांकन बिन्दु – अभिव्यक्ति – आत्मविश्वास – भाषा – भाव-भांगिमा – पुस्तुतीकरण विषय पर आधारित अभ्यास कार्यपत्र पाठ पर आधारित कार्यपत्र उपसर्ग –प्रत्यय व वाक्य शुद्धी पर कार्यपत्र गूगल फार्म कार्यपत्र द्वारा मूल्यांकन।

Mathematics

April-May	<p>Topic : Rational Numbers (7 periods)</p>	<p>The students will be able to: * define rational numbers * distinguish between fractions and rational numbers * define all the properties of rational numbers (closure, commutativity, associativity and distributivity) * apply properties of rational numbers to compute sum, subtraction, multiplication and division. * state and find the additive and multiplicative inverse and identity of the rational numbers * find rational numbers between two given rational numbers * represent rational numbers on a number line</p>	<p>SE Activity 1. To plot rational numbers on a number line. Experiential Activity: Art in Math addition of rational numbers by paper folding</p>	<p>*Practice Worksheet * Online Quiz * Questions from text book * Revision Worksheet</p>
	<p>Topic : Rational Numbers (4 periods)</p>	<p>Each student will be able to:- * state whether a given quadrilateral is simple closed curve or not * classify polygons on the basis of sides * name the diagonal of a given polygon * differentiate between convex and concave polygons</p>	<p>SE Activity Watch video https://www.youtube.com/watch?v=tlgvkHTcG9A - interrelations between different types of quadrilaterals www.dailymotion.com/video/x2xlyny - angle sum property and exterior angle property of a polygon Experiential Activity:</p>	<p>*Practice Worksheet *Online Quiz *Questions from text book *Revision Worksheet</p>
	<p>Topic : Understanding quadrilaterals (8 classes)</p>	<p>Each student will be able to:- * state whether a given quadrilateral is simple closed curve or not * classify polygons on the basis of sides * name the diagonal of a given polygon * differentiate between convex and concave polygons</p>	<p>SE Activity Watch video https://www.youtube.com/watch?v=tlgvkHTcG9A - interrelations between different types of quadrilaterals www.dailymotion.com/video/x2xlyny - angle sum property and exterior angle property of a polygon Experiential Activity:</p>	<p>*Practice Worksheet *Online Quiz *Questions from text book *Revision Worksheet</p>

		<p>*state whether a given polygon is regular or irregular</p> <p>* State basic terms and definitions related to types of quadrilaterals</p> <p>* state, apply and -verify angle sum property of a quadrilateral</p> <p>* state and apply exterior angle property of a polygon to find unknown angles</p> <p>* state, verify and apply the property of a parallelogram</p>	<p>To fold a paper 8 times in any way , unfold and locate various convex and concave polygons.</p> <p>To verify angle sum property of a quadrilateral by paper tearing method:</p> <p>Concave quadrilateral or Convex quadrilateral</p>	<p>Assessment Worksheet 18.05.20</p>
<p>May 8teaching days</p>	<p>Topic : Understanding quadrilaterals (4 classes)</p>	<p>Each student will be able to:- * state whether a given quadrilateral is simple closed curve or not</p> <p>*classify polygons on the basis of sides</p> <p>*name the diagonal of a given polygon</p> <p>*differentiate between convex and concave polygons</p> <p>*state whether a given polygon is regular or irregular</p> <p>* State basic terms and definitions related to types of quadrilaterals</p> <p>* state, apply and -verify angle sum property of a quadrilateral</p> <p>* state and apply exterior angle property of a polygon to find unknown angles</p> <p>* state, verify and apply the property of a parallelogram</p> <p>Each student will be able to –</p>	<p>SE Activity</p> <p>Watch video</p> <p>https://www.youtube.com/watch?v=tlgvkHTcG9A - interrelations between different types of quadrilaterals</p> <p>www.dailymotion.com/video/x2xlyny - angle sum property and exterior angle property of a polygon</p> <p>Experiential Activity:</p> <p>To fold a paper 8 times in any way , unfold and locate various convex and concave polygons.</p> <p>To verify angle sum property of a quadrilateral by paper tearing method:</p> <p>Concave quadrilateral or Convex quadrilateral</p>	<p>Assessment Worksheet 18.05.20</p>
<p>July 14 Teaching days</p>				

	<p><u>Topic Continuation :</u> Understanding Quadrilaterals (4 periods)</p> <p>Squares and Square roots (7 periods)</p>	<p>* state different kinds of quadrilaterals(Trapezium,Kite,Parellelogram and Rhombus)</p> <p>* state the elements of a given quadrilateral(sides, angles and diagonals)</p> <p>* state, verify and apply the property of a parallelogram(adjacent angles, opposite angles, opposite sides equal and parallel)</p> <p>* state and apply properties of special mentioned parallelograms and Rhombus to find unknown values.</p> <p>Skills: Observation Skill Reasoning Skill Interpretational Skill Drawing skill Lab Skill Computational Skill Analyzing Skill</p> <p>Each child will be able to –</p> <p>* state orally the squares of first 20 natural numbers learn/derive interesting square patterns</p> <p>* write a pythagorean triplet whose one of the members is given</p> <p>* find square root of numbers and decimals, by using prime factorisation / division method</p>	<p>Watch video : https://www.youtube.com/watch?v=tlgvkHTcG9A - interrelations between different types of quadrilaterals followed by MCQs Properties of special parallelograms and their Applying by flow chart and match stick structures.</p> <p>Experiential Activity: <u>Art Integration</u></p> <p>Paper Mache of different types of quadrilaterals. www.mathsisfun.com/quadrilaterals.html</p> <p>Science wizard kit on quadrilaterals Surrounding of the classroom and environment Architectural figures</p> <p>Watch video http://www.learnnext.com/CBSE/Class-8/Maths/Squares-and-Square-Roots/Finding-Square-and-Square-roots/L-2223.htm#containeon</p> <p>Watch video https://www.khanacademy.org/math/pre-algebra/exponents-radicals/radical-radicals/v/understanding-square-roots Art Integration :</p>	<p>◆Practice Worksheet</p> <ul style="list-style-type: none"> ● Online Quiz ● Questions from text book ● Revision worksheet <p>● finding the squares using Vedic method</p>
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	<ul style="list-style-type: none"> ◆Reactivity series of metals. ◆Displacement reactions. (1 class) ◆Uses of common metals and non- metals (1 class) <p>Topic: Coal and Petroleum</p> <p>Sub-topic:</p> <ul style="list-style-type: none"> ◆Exhaustible and inexhaustible natural resources (1 class) ◆Coal (1 class) ◆Petroleum (2 classes) 	<ul style="list-style-type: none"> ◆write the reactions of metals with oxygen, water and dilute acids. ◆differentiate between acidic and basic oxides and give examples. ◆define the displacement reaction and reactivity series of metals. ◆appreciate the uses of metals and non-metals in day to day life. <p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆differentiate between exhaustible and inexhaustible natural resources ◆describe the occurrence of coal and petroleum ◆define destructive distillation of coal and name the by-products obtained during destructive distillation of coal. ◆list the uses of various fractions of coal ◆list the various fractions obtained from petroleum. ◆draw labelled diagram of refining of petroleum. 	<p>Experiential Activity:</p> <ul style="list-style-type: none"> ◆ Observe rusted iron articles around you. <p>Assessment Activity: Answer the questions based on the activities shown.</p> <p>Learning Activity:</p> <ul style="list-style-type: none"> ◆ Story of formation of fossil fuels. <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆ Flash cards- 'Uses of Petroleum' <p>Multiple Assessment:</p> <ul style="list-style-type: none"> ◆ Multiple Choice Questions 	<ul style="list-style-type: none"> ◆Practice Worksheet ◆Assessment Worksheet ◆Google form-MCQ

<p>July</p>	<p>Topic: Coal and Petroleum</p> <p>Sub-topics- <ul style="list-style-type: none"> ◆Petroleum (2 classes) ◆Natural Gas (1 class) ◆Some Natural Resources are Limited (1 class) </p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆list the various fractions obtained from petroleum. ◆draw labelled diagram of refining of petroleum. ◆list the tips given by PCRA to save diesel and petrol. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆ Story of formation of fossil fuels. <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆ Flash cards- 'Uses of Petroleum' <p>Multiple Assessment:</p> <ul style="list-style-type: none"> ◆ Multiple Choice Questions 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work
<p>July (Continued)</p>	<p>Topic Combustion and Flame</p> <p>Sub-topics- <ul style="list-style-type: none"> ◆Combustion (2 classes) ◆Controlling fire (1 class) ◆Types of combustion (1 class) ◆Flame & Structure of a flame (2 classes) ◆Fuel - its characteristics and types of fuel (1class) ◆Fuel efficiency (1class) </p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Define combustion and fuel. ◆Name the different types of combustion ◆Describe the role of water and carbon dioxide in extinguishing fire ◆Draw diagram to show the parts of a flame. ◆List the characteristics of an ideal fuel. ◆Name the three types of fuel and give examples. ◆Define calorific value. ◆Solve numerical based on fuel efficiency. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆ To show that air is essential for burning. ◆To show that it is essential for a substance to reach its ignition temperature to burn. <p>Experiential Activity:</p> <ul style="list-style-type: none"> ◆To observe the parts of a flame ◆To distinguish between luminous and non -luminous flame. <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆Draft a pledge for 'Wise Energy Use' to be taken by the students. <p>Assessment Activity:</p> <ul style="list-style-type: none"> ◆Make a web chart on types of fuels with examples. 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work

	<ul style="list-style-type: none"> ◆Harmful effects of burning of fuel (1 class) 	<ul style="list-style-type: none"> ◆Explain global warming and acid rain. 		
August	<p>Topic: Cell- Structure and Functions</p> <p>Sub-topic: ◆Discovery of the cell & Cell number, shape and size. (2 classes) ◆Cell structure and function (1 class) ◆Parts of the cell (2 classes) ◆Comparison of plant and animal cells (1 class)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Define cell. ◆Name the parts of a cell ◆Explain the functions of three main parts of the cell. ◆Describe the functions of the different organelles of the cell. ◆Compare a plant cell with an animal cell. ◆Draw diagrams of plant cell and animal cell. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆To study the structure of cheek cell under the microscope. ◆To observe permanent slides of amoeba and paramecium under a microscope ◆To study the structure of hen's egg ◆To observe a temporary mount of onion peel under the microscope. <p>Experiential Activity:</p> <ul style="list-style-type: none"> ◆Comparison of the cells to the bricks in a building <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆ Making different types of cell organelles using waste materials. 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work
August (Continued)	<p>Topic: Reproduction in Animals</p> <p>Sub-topic: ◆Modes of reproduction & Sexual reproduction- Male reproductive system (2 classes) ◆Female reproductive system (1 class)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Name the two modes of reproduction. ◆Mention the male and female reproductive organs. ◆Draw labelled diagrams of male and female reproductive systems. ◆Define fertilization and explain its two types. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆Collecting information on twins in neighbourhood and finding out whether they are identical or non-identical. ◆To study binary fission in amoeba and budding in yeast with the help of permanent slides <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆Collage making on Oviparous and Viviparous animals. 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work

	<ul style="list-style-type: none"> ◆Fertilisation & Development of embryo. (2 classes) ◆Viviparous and Oviparous Animals & Young ones to Adults. (1 class) ◆Asexual Reproduction Budding in Hydra Binary fission (1 class) 	<ul style="list-style-type: none"> ◆Differentiate between oviparous and viviparous animals. ◆Give two examples of animals which are oviparous and viviparous. ◆Compare asexual with sexual reproduction. ◆Define binary fission and budding. ◆Draw diagram of binary fission and budding 		
September	<p>Topic: Reaching the Age of Adolescence</p> <p>Sub-topic:</p> <ul style="list-style-type: none"> ◆Adolescence and Puberty (1 class) ◆Changes at Puberty (2 classes) ◆Secondary Sexual Characters (2 classes) ◆Role of Hormones in Initiating Reproductive Function (1 class) ◆Reproductive Phase of Life in Humans (1 class) ◆Sex Determination & Role of Hormones (1 class) ◆Reproductive Health (1 class) 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Define adolescence and puberty. ◆Discuss the changes that take place in boys and girls at the onset of puberty. ◆Name male and female sex hormones. ◆Name the chromosomes involved in the formation of zygote ◆Explain the function of the hormone secreted by thyroid gland, pancreas, adrenal gland and pituitary. ◆Describe sex determination in human beings. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆Making a flow chart to show the different changes in the body that take place at puberty. ◆Students will find out the approximate maximum height they will attain using a table showing percentage of full height according to the age and also draw a graph. ◆Doctors talk on hygiene for adolescents and cervical cancer. <p>Experiential Activity:</p> <ul style="list-style-type: none"> ◆Making a list of food items taken during the week and identifying the items responsible for proper growth and the ones which are junk food. ◆To collect data on the number of children in class who exercise regularly. <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆Play on topics- <ul style="list-style-type: none"> ▪ gender sensitivity 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work

			<ul style="list-style-type: none"> ▪ female infanticide ▪ female foeticide 	
September (Continued)	<p>Topic: Sound</p> <p>Sub-topic:</p> <ul style="list-style-type: none"> ◆Amplitude, time period and frequency of a vibration. (2 classes) ◆Audible and inaudible sounds (1 class) Noise and music & Noise pollution (1 class) 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Explain the different ways sound is produced- vibrating objects, vibration of the vocal cords. ◆Explain how sound travels through a medium with the help of a diagram. ◆Define frequency as the oscillations or vibrations per second. ◆Name the unit of frequency. ◆Relate amplitude with the vibrations of sound and also relate the frequency of vibration with pitch. ◆Compare sound with noise. ◆Define noise pollution ◆List ways to minimize noise pollution. 	<p>Learning Activity:</p> <ul style="list-style-type: none"> ◆To show that sound travels through solids, as well as liquids ◆Bring a musical instrument in the classroom. Play and show the children that how you play it. Discuss in which category of instruments it can be kept about (using chapter knowledge) <p>Experiential Activity</p> <ul style="list-style-type: none"> ◆To observe that vibrations produce sound using rubber band, pencil box, shallow pan. <p>Art Integration Activity:</p> <ul style="list-style-type: none"> ◆ Playing any musical instrument. ◆To make jaltarang. ◆Good vibrations- Creating vibrations with the help of a paper cup, aluminium foil, salt, rubber band etc. 	<ul style="list-style-type: none"> ◆Google Assessment Worksheet (google forms) ◆Class participation ◆Submission of work ◆Art Integration Project

Social Science

April-May	<p>HISTORY: Colonisation of India (8 classes)</p> <ul style="list-style-type: none"> • Trading companies 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • Identify the various European trading companies in India • compare the course of events 	<p>Students will be asked to :</p> <ul style="list-style-type: none"> • design a costume for an Indian ruler/ British official of your choice. 	<p>Google forms- MCQs and very short answer type questions</p>
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	<ul style="list-style-type: none"> • Birth of the British Indian army • From trading company to political power • Battle of Plassey • Battle of Buxar • British conquest outside Bengal • Mysore wars • Subsidiary Alliance • Maratha wars • Expansion of British rule in India and beyond • Doctrine of lapse and other techniques of annexing Indian territories <p>Civics - Parliamentary Government- the Union Legislature (5 classes)</p> <ul style="list-style-type: none"> • Introduction to the parliament-structure • Lok Sabha- composition, criteria to contest election, election, 	<p>leading to the establishment of British rule in India</p> <ul style="list-style-type: none"> • recognize the popular rulers of India and the places they ruled over • analyse the causes of various battles fought between the Indian rulers and the English East India Company. For example- Battle of Plassey, Battle of Buxar, Mysore Wars, Maratha Wars • evaluate the impact of various battles fought on the India's political, social and economic life • critically analyse the various policies introduced by EEIC to annex Indian territories • locate and label the important places on the map of India <p>Each student will be able to:</p> <ul style="list-style-type: none"> • Recognize the current presiding officers of the Lok Sabha and the Rajya Sabha • Explain the process of election of the members of the Lok Sabha and the Rajya Sabha • Compare the powers and the functions of both the houses • Describe the various stages involved in the making of a new law 	<ul style="list-style-type: none"> • Imagine You are a ruler of a vast Kingdom, give a name to your kingdom. One day you got to know that an asteroid is coming close to the Earth and might hit your kingdom also. How would you save your kingdom? <p>Create a folk tale on the measures you took to save your kingdom.</p> <p>Students will be asked to :</p> <ul style="list-style-type: none"> • Graphic representation of stages involved in law making process • Mock parliament- debate on the current topic • Suppose you are given the opportunity to design the building of the Indian Parliament. Prepare a sketch of the building on an A4 sheet. (take reference of the architectural design of the current building of the Parliament) 	<p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheet</p> <p>Map skills</p> <ul style="list-style-type: none"> • Places annexed under Subsidiary alliance • Places annexed under Doctrine of Lapse • French and British settlements in India <p>Google forms- MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
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	<p>presiding officer etc</p> <ul style="list-style-type: none"> • Rajya Sabha-composition, criteria to contest election, election, presiding officer etc • Functioning of the Union Legislature • Important functions of the Union Legislature • Comparison between the Lok Sabha and the Rajya Sabha • Some important legislations in recent years <p>GEOGRAPHY: Land, Soil and Water Resources (5 classes)</p> <ul style="list-style-type: none"> • Land Resources-importance of land resource, pattern of land use, ownership of land, land use in India 	<ul style="list-style-type: none"> • Differentiate between a bill and a law; ruling party and the opposition • Justify how the principle of no-confidence motion keeps ministers accountable • Explain the terms- impeach, budget, zero hour, question hour. Session, ex-officio, ruling party, coalition government etc. • Evaluate the implications of the laws in relation with people's right to criticise government's law they find unfair <p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain the terms- land use, soil profile, horizon, multi-purpose river valley projects, afforestation, hazard mapping, salinization, crop rotation, shelter belts etc. • Justify the reasons for change in pattern of land use over the period of time. • Identify the major land resources of 	<p>Students will be asked to :</p> <ul style="list-style-type: none"> • Design a poster to create awareness on conservation of natural resources • Prepare a short play to create awareness on conservation of any of the natural resources of your choice. 	<p>Google forms- MCQs, very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>map work on soil</p>
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	<ul style="list-style-type: none"> • Soil resources- importance of soil resources, layers of the soil, factors affecting soil formation, soil resources in India • Water resources- importance of water resources, sources of water, distribution of water resources • Degradation and conservation of land, soil and water resources • Various methods of afforestation <p>Land, Soil and Water Resources to be continued (3 classes)</p> <p>Geography: Human Resources (7 classes)</p> <ul style="list-style-type: none"> • Meaning and importance of human resource • Factors influencing 	<p>India, layers of the soil, soil resources in India etc.</p> <ul style="list-style-type: none"> • Analyse the causes of degradation of natural resources • Suggest various methods to conserve land, soil and water resources • Compare the advantages and disadvantages of multi-purpose river valley projects • Develop eco-friendly lifestyle and habits <p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain the terms- density of population, birth rate, death rate, migration, immigration, life expectancy etc • Evaluate the various physical and non-physical factors affecting distribution of population 	<p>Students will be asked to :</p> <ul style="list-style-type: none"> • Draw a population pyramid of your class. • Map skills • Debate on the topic: 'India will emerge as world superpower only with the contribution of its young population'. 	<p>resources of India, land resources in India</p> <p>Google forms-MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p>
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	<p>Distribution of population- physical and non-physical factors</p> <ul style="list-style-type: none"> • Distribution of population in India • Density of population • Factors influencing change in population size • Pattern of population change in India • Characteristics of population <p>Population pyramid</p>	<ul style="list-style-type: none"> • discuss why Ganga plains and coastal plains have high density of population; mountains and deserts have less density of population. • Analyse the factors causing change in population size. • Elaborate the characteristics of India's population <p>Justify why healthy and educated population contribute towards the country's economic development</p>		<p>worksheet</p> <p>map skills: states with low density, high density and moderate density</p> <p>Practice Worksheet – 15 marks on 15.5.2020</p> <ul style="list-style-type: none"> • Google forms- MCQs and very short answer type questions
<p>July 22 days</p>	<p><u>History</u> <u>The Company's Civil Administration and Revenue Policy (9 classes in July)</u></p> <ul style="list-style-type: none"> • Structure of Administration • Permanent Settlement • Ryotwari Settlement • Mahalwari Settlement • Indigo Cultivation • Indigo 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • Draw a labelled diagram of the structure of the British administration in India • Distinguish between Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement • Assess the effects of the above three Settlements • Evaluate the causes and consequences of the Indigo revolts 	<p>Students will be asked to:</p> <ul style="list-style-type: none"> • Enact a conversation between a British official and a farmer <p>(students may refer to the language of villagers and enact a conversation using the same language)</p>	<p>Google forms- MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheet</p> <p>map skills: locate and label the areas under :</p> <ul style="list-style-type: none"> • Permanent Settlement • Ryotwari Settlement • Mahalwari Settlement

	<p><u>Civics</u> <u>The Indian Constitution</u> (8 classes in July) ●Why should a country have a constitution? ●The importance of the Preamble and the explanation of the many terms given in it example: Sovereign, Secular, Socialist etc ●Federal Structure ●Three Organs of Government ●Parliamentary form of Government ●Universal Adult Franchise ●Difference between Fundamental rights and Duties ●Directive Principles of State Policy</p> <p>Mineral and Energy Resources (3 classes) (to be continued in August)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ● Explain the term 'constitution' ● State why should a country have a constitution ● Assess the visions and values of the Indian Constitution ● Explain the important terms in The Preamble ● Draw a labelled diagram of the Three Organs of government ● Justify why elections are important in a democracy ● Analyse the importance of Universal Adult Franchise ● Differentiate between Fundamental Rights and Duties 	<p>Students will be asked to:</p> <ul style="list-style-type: none"> ● Make a collage by collecting pictures from old newspapers and magazines on how our constitution promotes fraternity among the diverse people of our country-example: people doing community services during the current pandemic. ● Design a Preamble for your class(online classes). <p>(students may add values keeping in mind the current situation)</p>	<p>Google forms-MCQs and very short answer type questions Assignments – HOTS questions revision questions practice worksheet</p>
<p>August 20 days</p>	<p><u>Geography</u> <u>Mineral and Energy Resources</u> (3 classes in July + 4 classes in August)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ● Locate and label on the Map of India the important resources i.e. chief minerals and mineral fuels and 	<p>Students will be asked to:</p> <ul style="list-style-type: none"> ● Design a Poster on Energy saving tips for your school/ class/ home ● Quiz on the topic. 	<p>Google forms-MCQs and very short answer type questions Assignments – HOTS questions</p>

	<ul style="list-style-type: none"> ● Metallic minerals ● Non-metallic minerals ● Occurrence of minerals ● Distribution of minerals ● India's mineral resources ● Energy resources ● Conventional sources ● Non-conventional sources ● Distribution of energy resources ● India's power resources ● Conservation of Distribution of minerals <p><u>History</u> <u>The Revolt of 1857</u> (8 classes in August)</p> <ul style="list-style-type: none"> ● Revolts before 1857 ● Causes of the revolt : <ul style="list-style-type: none"> ● Political causes, ● Socio-religious causes, ● Economic causes, ● Military causes ● Outbreak of the revolt. ● Other centres of the revolt ● Causes of the failure of revolt ● Consequences of the revolt 	<p>their producing states</p> <ul style="list-style-type: none"> ● Explain the uses of various energy and mineral resources ● Draw the flow chart of the classification of minerals ● Differentiate between metallic and non-metallic minerals ● Enlist the non-conventional sources of energy ● List the ways in which minerals can be conserved <p>Each student will be able to:</p> <ul style="list-style-type: none"> ● State the various causes of the revolt ● Explain the importance of Awadh ● Distinguish between the Military causes and Immediate cause for the revolt ● Justify the revolt at Delhi ● Analyse why the Revolt failed ● State the Nature of the Revolt ● Evaluate the results of the Revolt ● Locate and label the centres of the Revolt of 1857 on the map of India <p>Each student will be able to:</p> <ul style="list-style-type: none"> ● State the differences between the Orientalists and Anglicists ● Justify the role of Christian missionaries in the nineteenth-century ● Assess the role of the Indian reformers 	<ul style="list-style-type: none"> ● Short paly on conservation of resources <p>Students will be asked to:</p> <ul style="list-style-type: none"> ● Open book assessment on the Causes and Effects of the Revolt ● Compose a song of heroism on the martyrdom of large numbers of common people during the Revolt of 1857 <p>Students will be asked to:</p> <ul style="list-style-type: none"> ● Draw a caricature expressing your views on the relevance of the traditional system of education in modern times ● Debate on Anglicists vs Orientalists 	<p>revision questions practice worksheet map skills: major producing states of minerals and energy resources</p> <p>Google forms-MCQs and very short answer type questions Assignments – HOTS questions revision questions practice worksheet map skills: centres of the revolt</p>
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	<p><u>History</u> <u>Education and British Rule</u> (8 classes in August)</p> <ul style="list-style-type: none"> ● Traditional education in 19th century India ● Education in India under the British ● Beginning of English Education in India ● Role of the government ● Anglicists vs Orientalists ● Wood's Despatch ● Effects of Western Education ● National Education ● Beginning of Modern education in Aligarh & Baroda 	<ul style="list-style-type: none"> ● Explain the importance of Wood's Despatch of 1854 ● Analyse the role played by Maharaja Sayajirao Gaekwad III as a great educator in Baroda <p>Evaluate the importance of the efforts of Sir Syyed Ahmad Khan in modernizing Muslims in Aligarh</p>		<p>Google forms-MCQs and very short answer type questions Assignments – HOTS questions revision questions practice worksheet map skills: centres of modern education</p>
<p>September 22 days</p>	<p><u>Geography</u> <u>Agriculture</u> (8 classes)</p> <ul style="list-style-type: none"> ● Factors influencing crop cultivation ● Types of agriculture ● Extensive agriculture ● Intensive agriculture ● Subsistence agriculture ● Commercial agriculture ● Plantation agriculture ● Agriculture in India 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ● Explain the factors influencing crop cultivation ● Differentiate between intensive agriculture and extensive agriculture ● Explain the terms: Subsistence agriculture, Commercial agriculture, Plantation agriculture ● Assess the type of agriculture carried out in India 	<p>Students will be asked to :</p> <ul style="list-style-type: none"> ● Find out the states in India where Shifting Cultivation is still practised; locate and label the same on the map of India followed by a comic strip on advantages and disadvantages of Shifting Agriculture. <p>Debate on the advantages and the disadvantages of the Green Revolution</p>	<p>Google forms-MCQs and very short answer type questions Assignments – HOTS questions revision questions practice worksheet map skills: major crop producing states</p> <p>Internal Assessment:</p>

	<ul style="list-style-type: none"> ●Agricultural season ●Types of crops ●Food crops ●Cash crops ●Major crops ●A comparative assessment of the India and the USA on agriculture 	<ul style="list-style-type: none"> ● Differentiate between Food and Cash Crops ● Tabulate information of Indian agriculture vs Agriculture in USA <p>Locate and label the Major Crops grown in India on an outline map of India</p>		<ol style="list-style-type: none"> 1. Attendance - 5 marks 2. Submission of work – 5 marks – for all assignment submissions 3. Class participation – 10 marks 4. Research project similar to trans-disciplinary Art Integration – 10 marks 5. Written assessment- 20 marks
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French

<p>April-May</p>	<p>Revision of concepts done in the previous class.</p> <p>La Famille Vincent à la gare du Havre</p> <ul style="list-style-type: none"> ● Les moyens de transport ● Description of a train in France and in India. ● Les Pluriels ● Les verbes connaître et reconnaître <p>Dans le Train</p> <ul style="list-style-type: none"> ● Explanation of the lesson ● Exercices of the lesson ● Conjugaison des verbes 	<p>Students will be able to -</p> <p>List the parts of a train and how a railway station functions.</p> <p>Name the various modes of transport in France and compare them to those in India.</p> <p>Change the sentences from singular to plural forms.</p> <p>Students will be able –</p> <p>Answer questions based on the lesson.</p> <p>List out the various facilities available in a train in France.</p> <p>Conjugate verbs in the past tense using être as auxiliare.</p>	<p>Writing Skills - Décrivez la scène à la gare.</p> <p>Question Bank</p> <p>Worksheet - Pluriels.</p> <p>Question Bank</p> <p>Worksheet – Grammar – Passé Composé</p> <p>Class Test – L-1 & Grammar</p>	
<p><u>July</u></p>	<p>L'arrivé à Paris.</p> <ul style="list-style-type: none"> ● Les Adjectifs <p>Vers l'hôtel</p> <ul style="list-style-type: none"> ● L'Impératif 	<p>Students will be able to –</p> <ul style="list-style-type: none"> ● Use the correct forms of adjectives depending on the gender and noun of the noun they qualify. ● Describe an arrival into a new city using the vocabulary words from the lesson. 	<p>Expression Écrite – Décrivez votre arrivé dans Paris. (Assessment of writing skills)</p> <p>Worksheet – L'Impératif.</p> <p>ART INTEGRATION – Collage – Collez les monuments de Paris dans une forme de collage.</p>	

		Conjugate verbs in the imperative form.	
August	A l'hotel • Le Comparatif et Le Superlatif Le Futur Proche et le Passé Récent	Students will be able to- • Use the various degrees of comparison in a sentence. Conjugate verbs in the futur proche and passé récent tenses.	Dictée (Listening Skill) Worksheet - Grammar. Question bank
September	REVISION Lessons 26 to 30	Students will be able to answer questions based on the lessons.	Question Bank

Sanskrit

vi & SebZ	<p>दिव्यम् –(भाग-३) कालांश –२ “स्वास्थ्यैव धनम् (विधिलिङ्लकारस्य पुनरावृत्तिः)” कालांश –२ “पुनर्मूषको भव (क्त्वा-तुमुन्-ल्यप्-प्रत्ययाः)” व्याकरणम् कालांश –२ •धातुरूप-लेखनं –अस्, कृ (लट्-लृट्-लङ्-लोट्लकारेषु) •शब्दरूप-लेखनं –बालक, लता, फल, कवि, नदी</p>	<p>–प्रत्येक छात्र स्वास्थ्य के महत्त्व को जान पाएगा। –मानव कल्याण के लिए शरीर को स्वस्थ रखने की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –प्रत्येक छात्र संस्कृत भाषा को विधिलिङ्लकार को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –धातुओं के विधिलिङ्लकार के प्रयोग पर चर्चा करते हुए कम से कम दो वाक्यों का निर्माण कर पाएगा। –प्रत्येक छात्र प्रत्यय व उसके भेदों को नियमों सहित समझ कर संस्कृत भाषा में क्त्वा-तुमुन्-ल्यप्-प्रत्यय-को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –क्त्वा-तुमुन्-ल्यप्-प्रत्यय के प्रयोग पर चर्चा करते हुए कम से कम दो वाक्यों का निर्माण कर पाएगा। –प्रत्येक छात्र कम से कम चार शब्दों से प्रकृति-प्रत्यय पृथक करते हुए अभ्यास कार्य कर पाएगा। –शब्दरूप व धातुरूप पर आधारित 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।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) – संधि हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.) – विषय के पठन हेतु <u>कलात्मक-शिक्षण-विषयाधारित –</u> <u>बहुविध-मूल्यांकन</u> प्रत्यय-तालिका प्रवाह-चित्र (प.च.) – प्रत्यय पठन हेतु</p> <div style="text-align: center;"> </div> <p>प्रत्यय पठन हेतु</p> <div style="text-align: center;"> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- “स्वास्थ्यैव धनम् आधारिता(कार्यपत्र)। कार्यपत्र द्वारा मूल्यांकन- प्रत्यय-क्त्वा, तुमुन्, ल्यप् शब्दरूप व धातुरूप <u>कलात्मक-शिक्षण-विषयाधा</u> <u>रित –</u> <u>बहुविध-मूल्यांकन</u> प्रत्यय-तालिका</p>
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दिव्यम् –(भाग-३)

कालांश –२

**“अपूर्वः त्यागः
(विशेषण-विशेष्यः)”**

व्याकरण

कालांश –९

•शब्दरूप-लेखनं

–वृक्ष, बालिका, मुनि, गुरु
किम्, तत्, इदम् (तीनों
लिंगों में)

**•धातुरूप-लेखनं – भू, पठ्
(लट्-लृट्-लङ्-लोट्लका
रेषु)**

कालांश –९

अपठित-गद्यांशं

रचनात्मक-कार्यम्

संस्कृत-अनुवादं

कालांश –९

रचनात्मक-कार्यम्

पत्र-पूर्तिः

चित्र-वर्णनम्

“तुलस्याः महत्ता (केवलं
पठनार्थम्)”

–प्रत्येक छात्र जीवन में त्याग, धैर्य, परोपकार व विवेकशक्ति की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा।

–पन्ना धात्री जैसी वीरांगना की जीवनगाथा द्वारा बताई गई सज्जनता, मानवता व त्याग भाव की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा।

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

–अपने परिवार, समाज व देश के हित हेतु समर्पणभाव को अपने जीवन में अपना पाएगा।

–प्रत्येक छात्र संस्कृत भाषा विशेषण-विशेष्य के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।

–विशेषण-विशेष्य के प्रयोग पर चर्चा करते हुए कम से कम चार विशेषण-विशेष्यों को चुन कर लिख पाएगा।

–शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा।

–धातुरूपों द्वारा वाक्यपूर्ति का 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।

धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु

धारणा-मानचित्र(सी.एम.) –

विशेषण-विशेष्य हेतु तथा समापन-सार हेतु

मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि

कलात्मक-शिक्षण-विषयाधारित –

बहुविध-मूल्यांकन

विशेषण-विशेष्य-तालिका

प्रवाह-चित्र(प.च.)- विशेषण-विशेष्य पठन हेतु



कार्यपत्रों द्वारा मूल्यांकन-

शब्दरूप-धातुरूप-आधारित
कार्यपत्रं

पत्र-पूर्तिः, संस्कृत-अनुवादं
चित्र-वर्णनं

**कलात्मक-शिक्षण-विषयाधा
रित –**

बहुविध-मूल्यांकन

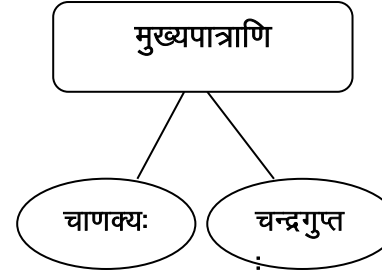
विशेषण-विशेष्य-तालिका

<p>जुलाई</p>	<p>दिव्यम् –(भाग-३) कालांश –२ “पीयूष-बिन्दवः (श्लोकाः)” व्याकरण कालांश –२ •शब्दरूप –लेखनं –अस्मद्, युष्मद् •धातुरूप-लेखनं–अस्, भू, पठ्, कृ (विधिलिङ् लकार) –सेव्, लभ् (लट्-लकारः) •संधिः –दीर्घ, गुण •(समय-लेखनं)</p>	<p>–प्रत्येक छात्र संस्कृत भाषा में शिक्षाप्रद श्लोकों को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रत्येक छात्र परिश्रम और भाग्य का संबंध, प्रिय-वाणी, विद्या व सुख, सुपात्र को दान करना आदि गुणों से आदि गुणों से होने वाले लाभों को पुनः जान पाएगा। –प्रत्येक छात्र स्वयं में सद्वृत्ति को विकसित कर पाएगा। –श्लोक द्वारा बताई गई सज्जनता व मानवता की बातों को अपने दैनिक जीवन में आत्मसात कर लाभान्वित हो पाएगा। –मानव कल्याण के लिए गुणों की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –श्लोकों के सरलार्थ को समझकर लिख पाएगा। –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 चर्चा करते हुए बताकर लिखने का अभ्यास कर पाएगा। –शब्दरूप व धातुरूप पर आधारित अभ्यास कार्य कर पाएगा। –संधि को नियमों सहित समझ कर कम से कम चार शब्दों के सही संधि/संधिविच्छेद बताकर 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।</p>	<p>“पीयूष-बिन्दवः (श्लोकाः)” https://youtu.be/DLfgYaL45Do धी-मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) – धातुरूप हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.) –धातुरूप पठन हेतु</p> <div data-bbox="1153 303 1534 558" data-label="Diagram"> <pre> graph TD A[विधिलिङ्] --- B(पठेत्) A --- C(पठेयुः) A --- D(पठेताम्) </pre> </div> <p>कला-एकीकरण-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन घटिका-निर्माण मूल्यांकन-बिन्दुः- –विषय 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p> <p>श्लोक-गायन मूल्यांकन-बिन्दुः- –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- “पीयूष-बिन्दवः (श्लोकाः)” आधारिता(कार्यपत्र)। कार्यपत्र द्वारा मूल्यांकन- शब्दरूप व धातुरूप संधि कला-एकीकरण-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन घटिका-निर्माण मूल्यांकन-बिन्दुः- –विषय 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p>
<p>अगस्त</p>	<p>दिव्यम् –(भाग-३) कालांश –१ “चाणक्यः चन्द्रगुप्तः च (क्त, क्तवतु प्रत्ययः)” कालांश –१ “वासुदेवस्य दूतकर्म (अव्यय-प्रकरणम्)”</p>	<p>–प्रत्येक छात्र जीवन में त्याग, धैर्य, परोपकार व विवेकशक्ति की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –अपने परिवार, समाज व देश के हित हेतु समर्पणभाव को अपने जीवन में अपना पाएगा। –प्रत्येक छात्र संस्कृत भाषा क्त व क्तवतु प्रत्यय</p>	<p>“चाणक्यः चन्द्रगुप्तः च (क्त, क्तवतु प्रत्ययः)” https://youtu.be/EvTA2Rm4MVQ “वासुदेवस्य दूतकर्म (अव्यय-प्रकरणम्)” https://youtu.be/vLaT8iXJk0 धी-मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- “चाणक्यः चन्द्रगुप्तः च ” “वासुदेवस्य दूतकर्म” शब्दरूप-धातुरूप संख्यावाचि-शब्दाः (१-४ लिंगानुसारेण –प्रथमा वि.)</p>

व्याकरण
कालांश -9
•**धातुरूप-लेखन-**
दा,पा,दृश,गम्
(लट्-लृट्-लङ्-
लोट्-लकारेषु)
-सेव्,लभ्
(लृट्-लकारः)
•**शब्दरूप-लेखन-**
अनेक,सर्व (तीनोंलिङ्ग)
•**संख्यावाचि-शब्दाः**
(१-४ लिंगानुसारेण -प्रथमा
वि.)
•**पर्यायपदाः**
कालांश -9
•**संधिः-**वृद्धि

व अव्ययपदों के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर जाएगा।
- क्त व क्तवतु प्रत्यय के प्रयोग पर चर्चा करते हुए कम से कम चार नए शब्दों का निर्माण जाएगा।
-अव्ययपदों द्वारा वाक्य पूर्ति कर जाएगा।
-प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख जाएगा।
-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर चर्चा करते हुए बताकर लिखने का अभ्यास कर जाएगा।
-प्रत्येक छात्र संस्कृत भाषा विशेषण-विशेष्य के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर जाएगा।
-विशेषण-विशेष्य के प्रयोग पर चर्चा करते हुए कम से कम चार विशेषण-विशेष्यों को चुन कर लिख जाएगा।
-शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर जाएगा।
-धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर जाएगा।
-संख्यावाचि-शब्दरूपों
१-४ लिंगानुसारेण -प्रथमा विभक्ति के द्वारा वाक्य-पूर्ति कर जाएगा।
-पर्यायपदों को अर्थ सहित लिख जाएगा।
-संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों का संधि/संधिच्छेद बताते हुए अभ्यास कार्य कर जाएगा।
-अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।
-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा।

धारणा-मानचित्र(सी.एम.) -
विशेषण-विशेष्य हेतु तथा समापन-सार हेतु
मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि
कला-एकीकरण-शिक्षण-
विषयाधारित -
बहुविध-मूल्यांकन
प्रत्यय रंगोलिका
भूमिका-निर्वहन
विशेषण-विशेष्य-तालिका
प्रवाह-चित्र(प.च.)- विशेषण-विशेष्य पठन हेतु
प्रवाह-चित्र(प.च.)-पात्र-परिचय हेतु

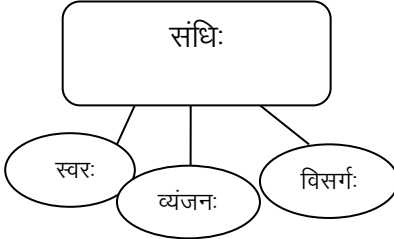


बाला गतिविधि (Building As Learning Aid)
-पाठ से क्त व क्तवतु प्रत्यय युक्त शब्दों को चुनकर सूची रूप में लेखन।
-पाठ से अव्ययपद चुनकर सूची रूप में लेखन।

पर्यायपदाः
संधिः-वृद्धि-आधारित
कार्यपत्रं
कला-एकीकरण-शिक्षण-
विषयाधारित -
विशेषण-विशेष्य-तालिका
-क्त व क्तवतु
-पाठ से अव्ययपद चुनकर सूची रूप में लेखन।

प्रत्यय-रंगोलिका
मूल्यांकन-बिन्दुः-
-विषय 1
-मौलिकता 1
-रचनात्मकता 1
-नियतसमयानुसार 1
-प्रस्तुतीकरण 1

भूमिका-निर्वहन
मूल्यांकन-बिन्दुः-
-भावाभिव्यक्ति 1
-उच्चाणशुद्धता 1
-कण्ठस्थीकरण 1
-आत्मविश्वास 1
-प्रस्तुतीकरण 1

<p>सितम्बर</p>	<p>दिव्यम् –(भाग-३) कालांश –२ “पर्यावरणरक्षकाः” कालांश-२ “भारतीयाः नार्यः (स्वर-संधिः)” <u>व्याकरणं</u> •संख्या-ज्ञानं (१-१००)</p>	<p>–प्रत्येक छात्र महानगरों की यांत्रिक-बहुलता के कारण हो रही वायुमण्डल और भूमण्डल की मलिनता को जान कर मानव कल्याण के लिए पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –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 चर्चा करते हुए 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। –उचितसंख्या के द्वारा वाक्यपूर्ति करपाएगा। –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।</p>	<p>“पर्यावरणरक्षकाः” https://youtu.be/Tz2ta2dvs48</p> <p>“भारतीयाः नार्यः (स्वर-संधिः)” https://youtu.be/rFqARSC3s7s</p> <p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) – संधि हेतु तथा समापन-सार हेतु मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला-एकीकरण-शिक्षण- विषयाधारित – बहुविध-मूल्यांकन स्लोगन-पोस्टर-लेखनं कविता-वाचन प्रवाह-चित्र (प.च.) – संधि पठन हेतु</p> 	<p>कार्यपत्रों द्वारा मूल्यांकन- “पर्यावरणरक्षकाः” “भारतीयाः नार्यः (स्वर-संधिः)” •संख्या-ज्ञानं (१-१००) आधारित कार्यपत्रं कला-एकीकरण-शिक्षण- विषयाधारित – बहुविध-मूल्यांकन स्लोगन-पोस्टर-लेखनं मूल्यांकन-बिन्दुः- –विषय 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p> <p>कविता-वाचन मूल्यांकन-बिन्दुः- –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>
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Mandarin

July

Lesson 21

- Words related to “电”
- Words related to” 目”
- New words
- Sentence pattern
- The grammar of “天天，今天，明天，後天，大後天”
- Chinese idiom related to“电”
- Chinese idiom ” 目”
- Furniture in Chinese

Story reading comprehension

- Student is able to find out the connection of the words with “电” and ” 目”
- Student is able to use correct grammar of the words related to “天天”
- Student is able to read the story and tell the meaning.

Flash card

Arrange the sentence in order



Worksheet of days and time

Worksheet of “电”

Worksheet of ” 目”

Story reading comprehension

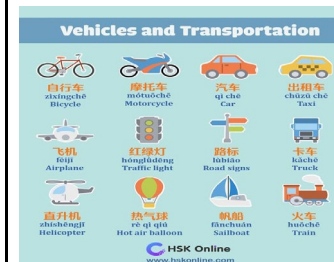
August

Lesson 22

This is railway station

- Transportation and traffic
- This and That
- Words related to tour
- New words
- Sentence pattern
- The word root of “车, 飞”

- Student is able to know and speak the word related to transportation
- Student is able to use this and that correctly in the sentence
- Student can create the



Worksheet of transportation

Worksheet of Lesson 22

Story reading comprehension

	<p>Story reading comprehension</p>	<p>sentence according to the sentence pattern</p> <ul style="list-style-type: none"> • Student is able to find out the words with the root of “车, 飞” • Student is able to read the story and understand the meaning 	<p>Using Public Transportation</p> <p>Draw the transportation and traffic signs with Chinese Character and Pinyin</p> <p>Story telling</p>	
<p>September</p>	<p>REVISION</p> <p>Poem</p> <p>Lesson23 I will go by flight</p> <ul style="list-style-type: none"> • The difference between “坐 , 开“ • New words • sentence pattern • Writing story about travel 	<ul style="list-style-type: none"> • Student is able to answer questions based on lessons done so far. • Student is able to recite the poem • Student is able to write a story about travel 	<p>Story writing</p> <p>poem</p>	<p>Worksheet of revision-1</p> <p>Worksheet of revision-2</p> <p>Worksheet of Lesson 23</p>