



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

PARENT SYLLABUS –HUMANITIES
Class XI
OCTOBER-FEBRUARY (SESSION 2020– 21)

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| | Poem: Father to Son *** (1) | - identify the poetic devices incorporated - contribute meaningfully to the discussion on the questions. | Reading of the text Class Discussion: Changes and challenges that every relationship faces | Oral Questioning |
| Month | Topic/ No. of Periods | Learning outcome | Activities | Assessments |
| November | Prose: The Ailing Planet: The Green Movement’s Ro (3) | Each student will be able to- -reflect on the title and theme of the lesson -identify and enlist the major factors affecting the planet, Earth, adversely -critically appreciate the diction of the writer and details included in the article | Reading of the text Group discussion on the title and theme of the article Pair activity- Students will enlist the factors that affect the health of the Earth Practice of the question-answers | <ul style="list-style-type: none"> • Online quiz using Google forms • Class participation (written and oral) • Weekly assignment/worksheet (submission of work) |
| | Prose: Lesson 6: The Browning Version (3) | Each student will be able to- -reflect on the title and theme of the story -identify and enlist the major characteristics of the protagonist, Mr. Crocker Harris and other two characters Taplow and Frank -critically appreciate the diction of the writer -comment on the relationship that exists between students and teachers | Reading of the text Class Discussion- Student-teacher bond Pair Activity- Students working in pairs will enlist the character traits of Mr. Crocker Harris, Taplow and Frank. Practice of the question-answers Art Integrated Activity Making cartoon strips- Students will make cartoon strips depicting one of their favourite moments spent in the company of their teacher/teachers | |
| | Prose: Snapshots | Each student will be able to- -comment on Albert Einstein’s achievements and contribution to the world of science -identify and enlist the major characteristics of Albert Einstein as a school going boy | Reading of the text Class Discussion- Student-teacher bond | |

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| | <p>Lesson 4: Albert Einstein at School (3)</p> <p>Long Writing Skills:</p> <p>Letters- Placing order/ sending replies</p> <p>Complaints- product/service (3)</p> <p>The Ghat of the Only World*** (1)</p> | <p>-critically appreciate the diction of the writer</p> <p>-discuss about the challenges faced by students during their school days</p> <p>Each student will be able to-</p> <p>-discuss the format</p> <p>-create mind-map to check their previous knowledge</p> <p>-write and share the phrases, which can be used for writing the letters</p> <p>-draft the formal letters using grammatically correct sentences</p> <p>Each student will be able to-</p> <p>-reflect on the title and theme of the story</p> <p>-identify and enlist the major characteristics of the protagonist Agha Shahid</p> <p>-critically appreciate the diction of the writer</p> | <p>Pair Activity-Students working in pairs will enlist the character traits of Mr. Crocker Harris, Taplow and Frank.</p> <p>Practice of the question-answers</p> <p>Art Integrated Activity Monologue- Students will prepare a one-minute long monologue as Albert Einstein, talking about his feelings and dilemma that he experienced while studying in a German school.</p> <p>Discussion of the format</p> <p>Creating mind-map/ flowchart</p> <p>Drafting formal letters</p> <p>Class Discussion: How the bonds of friendship are created</p> <p>Indian diaspora</p> <p>The art of leaving a distinct mark in people’s heart</p> | <p>Oral Questioning</p> |
| Month | Topic/ No. of Periods | Learning outcome | Activities | Assessments |

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| December | Lesson 8: Silk Road (3) | <p>Each student will be able to-</p> <ul style="list-style-type: none">-reflect on the title and theme-enlist the challenges that travelers face while travelling through high altitude areas-comment on the issue-how the locals and travelers spoil the natural beauty of any tourist destination-critically appreciate the diction and style of the writer | <p>Reading of the text</p> <p>Group discussion on the title and theme of the lesson</p> <p>Pair activity- Students will enlist the factors that affect the natural beauty of the tourist destinations and discuss ways to promote cleanliness and better upkeep of the places</p> <p>Practice of the question-answers</p> | <ul style="list-style-type: none">• Online quiz using Google forms• Class participation (written and oral)• Weekly assignment/worksheet (submission of work) |
| | Lesson 5: Mother's Day (3) | <p>Each student will be able to-</p> <ul style="list-style-type: none">-reflect on the title and theme-enlist the characteristics of the protagonists-comment on the topic-mothers' role and position in the family-critically appreciate the diction and style of the writer | <p>Reading of the text</p> <p>Class Discussion- Position of mothers in the family</p> <p>Pair Activity-Students working in pairs will enlist the character traits of Mrs. Pearson and Mrs. Fitzgerald.</p> <p>Practice of the question-answers</p> | |
| | Reading: Note Making and Summarization (2) | <ul style="list-style-type: none">-comprehend the gist of the given passage for note making and discuss important points-make notes on the passage read | <p>Discussion of the given passage</p> <p>Extraction of important points from the passage</p> <p>Drafting notes</p> | |
| | Long Writing Skill: Debate (2) | <ul style="list-style-type: none">-discuss the format of the debate-identify and discuss the dos and don'ts of the given writing skill-write phrases or sentences that can be incorporated in the debate | <p>Group discussion: dos and don'ts to determine the important points/details that should be provided in the articles</p> <p>Pair activity: students will discuss the topic given for writing the debate</p> <p>Drafting the debate</p> | |

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| | issues, requirements / suitability of courses (2) Reading Comprehension: Unseen Passage (1) The Tale of the Melon City *** (1) | -write and share the phrases, which can be used for writing the letters -draft the formal letters using grammatically correct sentences -analyse the passage independently -find the answers to the questions -reflect on the title and theme of the poem -identifying the poetic devices incorporated in the poem -discussing the characteristics of satires | Group discussion to get to the appropriate answers Writing relevant answers Group discussion: Characteristics of satires The humorous incidents narrated in the poem and their significance | Oral questioning |
| Month | Topic/ No. of Periods | Learning outcome | Activities | Assessments |
| February | ASL REVISION | listen to the audio carefully and find answers to the questions asked express themselves clearly and confidently | Listening to the audio clips Completing the worksheet provided Speaking on a given theme and answering questions during the interview | - Worksheet Personal interview Rubrics for ASL - Interaction - Vocabulary - Relevance - Coherence of ideas - Pronunciation |
| **** | 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. | | | |

| Political Science | | | | |
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| October 18 days | Freedom | Explain JS Mills idea of the Harm Principle | Poster on freedom | Notebook- questions& answers worksheet Quiz |
| | Harm principle | | | |
| | Positive and Negative Liberty | Explain negative and positive liberty in 3 points each | | |
| | Freedom of Expression | Explain JS Mills idea of the freedom of expression | | |
| October | Equality | Define equality | Collage on Racism | MCQ Notebook Worksheet |
| | Why does it matter? | Read the fact sheet on global inequalities | | |
| | What is equality? | Discuss the dimensions of equality | | |
| | Three dimensions of equality | Differentiate between the isms | | |
| | Feminism, socialism | Explain why affirmative actions are important | | |
| | Affirmative action | | | |
| November 17 days | Social Justice | Define justice | Rap song on either equality, freedom rights, justice, secularism, peace, development, nationalism (group activity) | MCQ Notebook Worksheet |
| | What is Justice? | Explain in at least 4 points why justice is so important an ideal | | |
| | Principles of Justice | List the three principles of justice | | |
| | Rawls on Justice | Analyze in at least 4 points Rawls concept of Justice | | |
| | Pursuing social justice | Evaluate the contribution of Ambedkar towards social justice | | |
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| | <p>Rights</p> <p>What are Rights?</p> <p>Where do rights come from?</p> <p>Kant on dignity</p> <p>Legal rights and the state</p> <p>4 Kinds of rights</p> <p>Rights and responsibilities</p> | <p>Define rights</p> <p>Explain in at least 4 points where Rights come from</p> <p>Analyze Kants idea of human dignity</p> <p>Understand the link between legal rights and the state</p> <p>Explain the 4 kinds of rights</p> <p>Debate the balance between rights and responsibilities</p> | <p>Reading the preamble of the universal declaration of Human Rights</p> | <p>MCQ</p> <p>Notebook</p> <p>Worksheet</p> |
| <p>December</p> <p>22 days</p> | <p>Development</p> <p>Introduction to development</p> <p>The challenge of development</p> <p>Criticisms of development models</p> <p>Environmentalism</p> <p>Assessing development</p> <p>Alternative conceptions of development</p> | <p>Debate on what development means</p> <p>Analyze the social and ecological cost of development</p> <p>Critique the various existing models of development</p> <p>Explain the concept of environmentalism</p> <p>Discuss the alternate conception of development</p> | | <p>MCQ</p> <p>Notebook</p> <p>Worksheet</p> |

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| | Class 12 syllabus starts The Cold War Era Emergence of two power blocs/Bipolarity, Non-aligned Movement (NAM). | Discuss the emergence of two power blocs Explain cold war and logic of deterrence Analyze the role of NAM | Time lines | MCQ test Note making Q& A |
| January 14 days | The end of bipolarity Disintegration of Soviet Union, Unipolar World, Middle East Crisis – Afghanistan, Gulf War, Democratic Politics and Democratization – CIS and the 21st Century (Arab Spring). | Explain the reasons for the disintegration of Soviet Union Analyze the success and failure of the US intervention in Afghanistan, Gulf war Explain the causes of the Arab spring | | MCQ test Note making Q& A |
| February | Revision | | | End -Term Exams |
| ***The topic has been deleted by CBSE for the academic year.It is not being tested in any examination | | | | |

Home Science

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| October | CARE & MAINTENANCE OF FABRICS <ul style="list-style-type: none"> - Laundry and stain removal - Different methods of cleaning - Fabric finishes - Properties of fabrics and the methods of care - Care labels | Students will be able to- <ul style="list-style-type: none"> - Enumerate the various aspects of care and maintenance - Outline the procedure for removal of different types of stains - Describe the role of soaps and detergents - Describe the correct process of care of different types of fabrics | PRACTICAL: (a) Analyze label of any one garment with respect to: Clarity, fiber content, size and care Instructions. ART INTEGRATION (b) Prepare one care label of any Garment. (AIL) (c) Analyze two different fabric Samples for color fastness. (EL) | <ul style="list-style-type: none"> - Worksheet - Assignment - Google quiz |
| October | REALTIONSHIPS AND INTERACTIONS WITH SIGNIFICANT OTHERS <ul style="list-style-type: none"> - Family - Functions - Communication in family - School: peers and educators - Peer relationship and its importance - Influence of teachers - Community and society - Types of | Students will be able to- <ul style="list-style-type: none"> - Explain the importance of family and its functions - Analyze family dynamics - Outline the importance of effective communication within family - Elaborate on the role of school in developing new relationships - Elaborate on | Practical: List the areas of agreement and disagreement of self with parents, siblings, teachers and peers. REPORT: Role of media in pandemic, Indo-China tension (is it constructive/ | <ul style="list-style-type: none"> - Worksheet - Assignment - Google quiz |

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| | communities - Functions of communities - Society & culture - Media & society | the role of teachers on students' development - Describe the role of society and community for an individual - Explain the role of media as a social influence | useful or is it destructive/ dangerous for the people) | |
| October | SURVIVAL, GROWTH AND DEVELOPMENT - Growth and development - Domains of development - Stages of development - Development in different domains across age | Students will be able to- - Explain survival, growth and development - Differentiate between growth and development - Elaborate on the characteristics of different domains of development at each stage of life till adolescence - Outline developmental milestones | ART INTEGRATION : Relive your childhood: To develop a scrap book or video or presentation with pictures, anecdotes from parents, grandparents or siblings to trace your phase of infancy. | - Worksheet - Assignment - Google quiz |
| November | MEDIA AND COMMUNICATION TECHNOLOGY - Classification - Communication process - Media: classification and | Students will be able to- - define the concept of communication - discuss the significance of communication in everyday Life. | Art integration : Importance of communication in human life (represented through any art form- | - Worksheet - Assignment - Google quiz |

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| | functions - Communication technology | - enlist the different types of communication - describe the process of communication - explain the classification and functions of media. - analyze the various communication Technologies. | poem, song, dance, art, music) | |
| November | EFFECTIVE COMMUNICATION SKILLS - Meaning - Types - Non-verbal communication | Students will be able to- - explain the meaning of communication skills. - discuss the importance of communication - describe various communication skills. - develop one own communication skills further | AIL activity (group activity)- A skit or role play or song or dance to send socially relevant messages | - Worksheet - Assignment - Google quiz |
| November | PERSPECTIVE IN COMMUNICATION - Influences of various factors on communication | Students will be able to- - know the meaning of and processes within communication - analyse the influence of age, education, gender, cultural background and exposure on | EL activity- A discussion: Changing views on competition, fashion, relationship status (across age, generations) | - Worksheet - Assignment - Google quiz |

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| | | communication | | |
| December | CARE AND EDUCATION <ul style="list-style-type: none">- Development in early years- Meaning of care and education- ECCE- Care and education in middle childhood- Nature of primary education | Students will be able to- <ul style="list-style-type: none">- State the significance of the periods of infancy and early childhood from the perspective of development.- Explain the need for providing ‘care’ and ‘education’ and the meaning of these terms with reference to early childhood and middle childhood years. | AIL activity: Prepare a game or toy for a child aged 3-7 years. The child should be able to learn a concept in a play way method, using the game/toy. | <ul style="list-style-type: none">- Worksheet- Assignment- Google quiz |
| December | INDIVIDUAL RIGHTS AND RESPONSIBILITIES | Students will be able to- <ul style="list-style-type: none">- discuss the interface between responsibilities and rights.- analyse one’s own responsibilities towards self, family, community and | EL activity: Like our Preamble lists rights and responsibilities of a citizen, make a Preamble for yourself, listing your responsibilities | <ul style="list-style-type: none">- Worksheet- Assignment- Google quiz |

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| | investment schemes, insurance and PF schemes | <p>the larger society. investment schemes, insurance and PF schemes</p> <ul style="list-style-type: none"> - Compare the different schemes based on their pros and cons <p>Elaborate the principles of investment</p> | <p>towards your family and community.</p> <p>QUESTIONS:</p> <ul style="list-style-type: none"> - Your grandmother is about to retire in 8 months. Suggest any 2 investment schemes such that she can have a secure oldage. Give reasons for your choices. - Your sister has earned Rs. 1 lac as bonus. Suggest any 2 investment schemes and give reasons | |
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DELETED SYLLABUS FROM THE COIURSE:

| S.NO. | UNIT | <u>TOPIC DELETED/REDUCED</u> |
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| 1) | Unit II- Understanding oneself: Adolescence | Effective communication skills |
| 2) | Unit III: Understanding family, community and society | Relationships and interactions with significant others |
| 3) | Unit IV: Childhood | Care and education |
| 4) | Unit V: Adulthood | Perspective in communication |
| 5) | Unit V: Adulthood | Individual responsibilities and rights |

| History | | | | |
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| October | The Industrial Revolution | | | |
| | <p>Innovations and technological change</p> <p>Patterns of growth.</p> <p>Emergence of a working class.</p> <p>Effects of industrialization on workers, women and children.</p> <p>Protest Movements</p> <p>Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'</p> | <p>List the reasons why Britain was the first country to industrialize.</p> <p>-Explain how London acquired a global significance in at least 8 points.</p> <p>-Trace the changes introduced through Industrial Revolution in at least 8 points.</p> <p>-Analyse the growth of working class in at least 8 points.</p> <p>-Assess the effect of the Revolution on women, children and workers in at least 3 points each.</p> <p>-Trace the historiography of the Industrial Revolution in at least 8 points.</p> | <p>Map Skills</p> <p>Students will list the current machinery which replaced the Spinning Jenny, Flying Shuttle loom, Water frame and mule of the industrial revolution.</p> <p>-Design a poster showing the ill – effects of the Industrial Revolution. (XI D)</p> <p>-Design an advertisement for a product that is Industrially produced/ a machine.</p> | <p>Online Quiz</p> <p>Worksheets</p> |
| November | Displacing indigenous People | | | |
| | <p>European Imperialism</p> <p>North America</p> <p>-The Native peoples</p> <p>-Encounters with Europeans</p> | <p>-Trace the route of colonialism in at least 8 points.</p> <p>-Explain the lifestyle of the natives of South America in at least 8 points.</p> | <p>Map of U.S.A</p> <p>Map of Australia</p> <p>Timeline construction to show the expansion of European Imperialism.</p> | <p>Class Test</p> <p>Quiz</p> <p>Weekly Test 2 Round 1 11/11/20</p> <p>1) Changing Cultural Traditions</p> |

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| | <ul style="list-style-type: none"> -Mutual perceptions -The Native people lose their land -The Gold Rush and the Growth of industries -The Winds of Change <p>Australia</p> | <ul style="list-style-type: none"> -Analyse the settlement of Europeans in at least 8 points. -Write a note on the native people of Australia in at least 8 points. -Trace the historiography of European settlement in at least 8 points. | | Industrial Revolution |
| November/December | Paths of Modernisation Introduction Japan <ul style="list-style-type: none"> -The Political System -The Meiji Restoration -Modernising the economy -Industrial Workers -Aggressive Nationalism -Daily Life -After Defeat: Re-emerging as a Global Economic Power China <ul style="list-style-type: none"> -Establishing the Republic -The Rise of Communist Party in China -Establishing the New Democracy: 1949-65 -Reforms from 1978 -The Story of Taiwan -Two Roads to Modernisation | <ul style="list-style-type: none"> -Trace the changes introduced through modernisation at least 8 points. -Analyse the growth of communism in China in at least 8 points. -Explain the features of Meiji rule in Japan in at least 8 points. -Trace the growth of Japan as a global power in at least 8 points. -Write about the establishment of a republic in China in at least 8 points. | Role play showing the significant changes introduced in Japan after Meiji Restoration. Students will depict changes in economic and social sphere. Class debate on Japan's role in world war II and justification of USA to destroy Hiroshima and Nagasaki. Map skills | Class Test worksheets |

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| December | <p>BOOK I – Themes In Indian History Part I (Class XII)</p> <p>Bricks, Beads and Bones: The Harappan Civilization</p> <p>Beginnings</p> <p>Subsistence Strategies</p> <p>Mohenjodaro-A Planned Urban Centre</p> <p>Tracking Social Differences</p> <p>Finding out about Craft Production</p> <p>Strategies for procuring Material</p> <p>Seals, Scripts, Weights</p> <p>Ancient Authority</p> <p>The End of The Civilization</p> <p>Discovering The Harappan Civilization</p> | <p>-Trace the growth of early urban centres in at least 8 points.</p> <p>- Highlight the extent of the civilization in at least 3 points.</p> <p>-List the causes for the decline of the Civilization.</p> <p>-List the different material for craft production</p> <p>-Write a note on Town Planning</p> <p>-Analyze the growth of trade in at least 8 points.</p> <p>-Explain why the Harappan script is enigmatic</p> <p>-Give an account of the historians who discovered the Civilization</p> | Map Skills | <p>Quiz Worksheets</p> <p>Weekly Test 2 Round 2 14/12/20</p> <p>1) Displacing Indigenous people Paths to Modernization/</p> |

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| | Problems of Piecing Together The Past | | | |
| January | Kings, Farmers and Towns- Early States and Economies. Introduction Janapadas and Mahajanapadas Growth of political power in Magadh Study of Ashokan inscriptions An Early Empire New notions of Kingship | Trace the growth of urban economies -Write 8 points on why the sixth century B.C a major turning point in early Indian history. - List the various causes for the rise of Magadha - Critically analyze the Mauryan empire and it's administration. - Give 4 points on the divine theory of Kingship - Discuss who discovered the Brahmi and Kharoshti scripts. - List the limitations of inscriptional evidence | Map Skills | Quiz Worksheets |
| January/February | Revision | | | End term Exams- 17/02/21 to 26/02/21 80 marks Full Syllabus |

***** TOPICS DELETED BY CBSE-

NOMADIC EMPIRES

CONFRONTATION OF CULTURES

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| Physical Education | |
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| OCTOBER | <u>Fundamentals of Anatomy, Physiology & Kinesiology in Sports</u> Definition and Importance of Anatomy, Physiology & Kinesiology Function of Skeleton System, Classification of Bones & Types of Joints Properties and Functions of Muscles Function & Structure of Respiratory System and Circulatory System Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports | Each student will be able to Know the function of Skeleton System, Classification of Bones & Types of Joints Understand the Properties and Functions of Muscles Know the Function & Structure of Respiratory System and Circulatory System Describe Equilibrium | Discussion on importance of Anatomy, Physiology & Kinesiology Discussion on Dynamic & Static and Centre of Gravity and its application in sports Students to discuss the textual based questions | Questions will be discussed in the class MCQ's Questions for home assignment |
| NOVEMBER | <u>Psychology & Sports</u> Definition & Importance of Psychology in Physical Education & Sports Define & Differentiate Between Growth & Development Developmental Characteristics at Different Stages of Development Adolescent Problems & Their Management | Each student will be able to Know the Definition & Importance of Psychology in Physical Education & Sports Define & Differentiate Between Growth & Development Know Developmental Characteristics at Different Stages of Development Understand Adolescent Problems & Their Management | Discussion on Importance of Psychology in Physical Education & Sports, Adolescent Problems & Their Management Discussion on Growth & Development, Developmental Characteristics at Different Stages of Development Students to discuss the textual based questions | Questions will be discussed in the class MCQ's Questions for home assignment Questions will be discussed in the class |

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| NOVEMBER | <u>Training and Doping in Sports</u> Meaning & Concept of Sports Training Principles of Sports Training Warming up & limbering down Skill, Technique & Style Concept & classification of doping Prohibited Substances & their side effects Dealing with alcohol and substance abuse | Each student will be able to Know the meaning & Concept of Sports Training Understand the Principles of Sports Training Describe Warming up & limbering down Define Skill, Technique & Style Know Concept & classification of doping Understand Prohibited Substances & their side effects Know about alcohol and substance abuse | Discussion on Principles of Sports Training Warming up & limbering down Discussion on Skill, Technique & Style Concept & classification of doping Students to discuss the textual based question | Questions will be discussed in the class MCQ's Questions for home assignment |

| Geography | | | | |
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| OCTOBER (8 teaching periods) | 3. Drainage (7 Days) Introduction Drainage system in India Himalayan rivers and Peninsular rivers. Patterns of drainage system River regime Utilization of river water 5. Natural Vegetation (1 Days) | Each student will be able to: Define watershed, drainage. Classify river basins Distinguish between Himalayan and peninsular rivers. Write a note on patterns of drainage. Explain river regime Analyse the level of utilization of river water. Each child will be able to: List and explain types of forests in India. | Map of drainage system of India. PowerPoint presentation of rivers of India. Diagrams of river regime and drainage patterns Flow diagram of types of natural vegetation Presentation | MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, GOOGLE FORM |

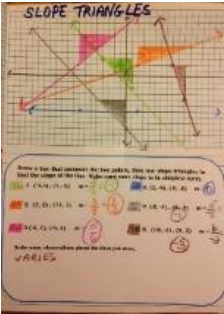
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| | <p>Introduction Major types of natural vegetation</p> <p>Chapter will continue in November</p> | | <p>pictures</p> | <p>MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, GOOGLE FORM</p> |
| <p>NOVEMBER (13 days)</p> | <p>Natural Vegetation (5 days) National forest policy Forestry Forest cover in India Wildlife: Management Biosphere reserves</p> <p>Lesson- Soils (8 days)</p> <p>Classification of soils Degradation of soils Soil conservation</p> | <p>Explain National forest policy Write a short note on forest cover in India. List problems faced by wildlife Suggest measure to conserve wildlife Locate various biosphere reserves in India</p> <p>Each child will be able to: Describe the characteristics of different types of soil found in India Identify the causes of soil degradation Suggest measures to control soil degradation</p> | <p>Map activity on biosphere reserves of India Audio visual on loss of biodiversity Presentation Pictures</p> <p>Map activity Presentation Pictures</p> | <p>MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, GOOGLE FORM</p> <p>MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, GOOGLE FORM</p> |

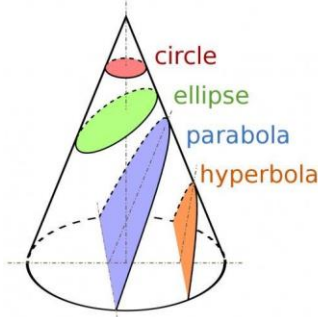
Economics

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| <u>OCTOBER</u> | <p>Revenue</p> <p>Relationship between different kinds of revenue.</p> <p>Producers Equilibrium</p> <p>Supply-Concept,</p> <p>Supply schedule Supply function</p> <p>Law of Supply</p> <p>Price</p> <p>Elasticity</p> | <p>Each student will be able to</p> <p>a. Define revenue</p> <p>b .Discuss the different types of revenues.</p> <p>c.Derive the condition for equilibrium at the producers level.*****</p> <p>d.Derive the relationships between different total revenue and marginal revenue.</p> <p>e.Calculate the different revenue applying the formulae.</p> <p>Numericals</p> | <p>Learning centres</p> <p>Brain storming activities will be used for explaining.</p> <p>Oral Questioning</p> <p>Think pair and share</p> <p>AMP technique will be used.</p> <p>Individual research</p> <p>Group discussion based on topics related to cost and revenue.. For example, Reliance Fresh has announced the slashed prices. Discussion on its impact on the cost and revenue.</p> <p>Survey to be conducted by students to assess the cost and revenue</p> <p>A firms supply curve shows its supply function. Comment</p> <p>At a point of intersection of two supply curves, flatter curve shows higher elasticity of supply.</p> <p>Numericals on price elasticity.</p> <p>Will the seller always be ready to sell more of a commodity at a higher price in the market?</p> <p>Calculation of various costs</p> | <p>Class test</p> <p>worksheets</p> |
| <u>NOVEMBER</u> | <p>THEORY OF PRICE EQUILIBRIUM- Markets</p> <p>Characterizing the different kinds of market.</p> | <p>Each student will be able to</p> <p>Define a market</p> <p>identify the different types of market on the</p> | <p>Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur</p> | <p>Class test</p> <p>worksheets</p> |

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| | | <p>basis of the characteristics. *****</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions. *****</p> <p>Discuss the derivation of the changes in the equilibrium price and quantity under different market conditions. *****</p> | <p>correspondingly.</p> <p>Home Assignment based on demand supply and equilibrium</p> <p>Diagrammatic presentation of the different market situation.</p> <p>How is the demand curve under monopolistic competition different from demand curve of a firm under perfect competition? 3. Why is a firm under perfect competition a price taker? Explain three features of perfect competition. Explain the implication of large number of seller feature of perfect competition.</p> | |
| <u>NOVEMBER</u> | <p>Micro- Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply. Price Control;-Floor price and Ceiling price.</p> | <p>Each student will be able to</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions *****</p> <p>discuss the derivation of the changes in the equilibrium price and quantity under different market conditions. *****</p> | <p>Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur correspondingly.</p> <p>Home Assignment based on demand supply and equilibrium</p> <p>Diagrammatic presentation of the different market situation.</p> <p>What will happen if the price prevailing in the market is above the equilibrium price. Representing situation based diagrams</p> | Class test worksheets |
| <u>DECEMBER</u> | <p><u>MEASURES OF DISPERSION</u></p> <p><u>MEASURES OF CORRELATION</u></p> <p>KARL PEARSONS METHOD</p> <p>SPEARMAN'S METHOD</p> | <p>Each student will be able to:</p> <p>Computation of mean deviation and quartile deviation. *****</p> <p>Compute Standard deviation.</p> <p>Each student will be able to :</p> <p>Calculate correlation by karl pearson's</p> | <p>Statistics for Economics</p> <p>NCERT</p> <p>Statistics for Economics</p> <p>N M Shah</p> <p>http://www.blog.gurukpo.com/wp-content/uploads/2012/04/Methods-of-Determining-Correlation.jpg.</p> | Periodic test 4/12/20 |

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| | | method . rank correlation by Spearman's method. ***** | Numerical questions | |
| DECEMBER | Index Numbers | Each student will be able to : Identify 3 reasons for the need to find indices for economic growth and compare. Compute Unweighted index and Weighted index | Worksheet on Index numbers Newspaper articles. What are index numbers? How do they determine the cost of living? Numerical Worksheet | |
| Index Numbers Meaning Types | Meaning Types | | | |
| JANUARY '21 | INDIAN ECONOMY ON THE EVE OF INDEPENDENCE FIVE YEAR PLANS a. Common Goals of Five Year Plans Meaning of Five Year Plans b. Objectives of Planning. c. Analysing the importance of Planning in development. d. Features of Economic Policy under Planning till 1991. e. Achievement of the Goals of planning f. Failures of Planning | Each student will be able to : Agriculture sector and industrial sector on the eve of independence with the help of concept mapping. Foreign trade, demographic conditions, Infrastructure, occupational structure on the eve of independence with the help of BALA, real life examples and storytelling method. Good and bad impacts of British government on Indian Economy with the help of think pair and share method. The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method. Identify the goals of five year plan Analyze the importance of planning in development and the achievements as well as the failures of planning with concept mapping | <ul style="list-style-type: none"> • Talk to your Parents and Grand parents and gather information on the situation of Indian population during the British raj.(EL) • Students will be asked to write positive and negative impacts of British Government on Indian Economy(L) • Oral questions will be asked on meaning de-industrialization, Zamindari system ,Mahalwari system,Ryotwari system (AB) • Assignment will be given from text book and reference book <p>Class Worksheets on Planning</p> <p>Planning an activity in school</p> <p>What are the achievements and failures of Planning in India?</p> | Periodic test 13/1/21 |

| Mathematics | | | | |
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| October (10) | Straight Lines (6) | <p>Students will be able to:</p> <ul style="list-style-type: none"> *find the equation of a line using the various forms of line viz. Point-slope form, Two-point form, Slope-intercept form, Intercept form, Normal form *calculate the distance of a point from a line * find the distance between two parallel lines ****perceive the concept of family of lines ****perceive the concept of shifting of origin | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 10 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p>Art Integration</p> <p>Finding slope of a line</p>  | <p>Oral questions</p> <p>Few questions from Ex- 10.2,10.3, Miscellaneous Exercise, ****10.4, ****10.5 of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCIs 10QsX1m=10m</p> |
| | Conic Sections (3) | | <p>Students will practice solved examples 1,2,3,4 from Ch 11 of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Ex-11.1 of NCERT</p> <p>Lab Activity- verify the graph of linear inequality by $5x + 4y - 40 < 0$ of the form $ax + by + c < 0$</p> | |
| | Lab Activity (1) | <p>Students will be able to:</p> <ul style="list-style-type: none"> *analyze a conic section as a section of double-napped cone. *define a conic section | | <p>Oral questions</p> <p>Few questions from Ex- 11.1 of NCERT</p> <p>Neatness and</p> |

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| | | <ul style="list-style-type: none">*list the various types of conic Sections*find the equation of a circle if its radius and coordinates of centre are given and vice-versa | | Accuracy of work done |
| November (17) | Conic Sections (4) | <p>Students will be able to:</p> <ul style="list-style-type: none">*define a parabola and recognize/find the standard equation of parabola*define/find the coordinates of focus, axis, equation of directrix and length of latus rectum of a parabola*define an ellipse and recognize/find the standard equations of an ellipse*state the relationship between semi-major axis, semi-minor axis and the distance of focus from the centre of the ellipse*define eccentricity*define/find the coordinates of foci, vertices, lengths of major axis, and minor axis, eccentricity and length of latus rectum of the given ellipse*define a hyperbola and recognize/find the standard equations of a hyperbola*define/find the coordinates of foci, vertices, eccentricity and | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 11 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p>Art Integration: Understanding various shapes of conic section</p>  | <p>Oral questions</p> <p>Few questions from Ex- 11.2,11.3 and11.4 of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCIs</p> <p>10QsX1m=10m</p> |
| | Sequences and Series | | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 9 (NCERT)</p> <p>Students will solve questions from Assignment</p> | |

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| | <p>(7)</p> <p>Lab Activity (1)</p> <p>Permutations and Combinations (5)</p> | <p>length of latus rectum of the given hyperbola</p> <p>Students will be able to:</p> <ul style="list-style-type: none">*recall the definition of sequence & series*recall the definition of an A.P and the formula for its nth term*state the formula for sum of n terms of A.P*define A.M between two numbers a & b*define a G.P*find the nth term of a G.P*state the formula for sum of n terms of G.P*find the sum to infinity of a G.P*define G.M between two numbers a & b*recognize the relationship between A.M and G.M****recognize a special series.****list the formulas for the sum of squares, sum of cubes of first n natural numbers.****evaluate the sum to n-terms of | <p>Lab Activity: Construct a Parabola and an ellipse</p> <p>Introduction to Permutation</p> <p>https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinatorics-precalc/v/permutation-formula</p> | <p>Oral questions</p> <p>Few questions from Ex- 9.1,9.2,9.3, Miscellaneous Exercise (Until Q No. 20) and ****9.4 of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCIs 10QsX1m=10m</p> <p>Neatness and Accuracy of work done</p> |
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| | | <p>a special series</p> <p>Students will be able to</p> <ul style="list-style-type: none"> *state the fundamental principle of Addition / Multiplication *define permutation *find the number of permutations of n different objects with or without repetition | | |
| December (21) | <p>Permutations and Combinations (7)</p> <p>Probability</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> *state the fundamental principle of Addition / Multiplication *define permutation *find the number of permutations of n different objects with or without repetition *find the number of permutations when all the objects are not distinct objects *define combination *differentiate btw Permutation and Combination | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will watch the video on Combination https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinations/v/introduction-to-combinations</p> <p>Students will solve Exercises from chapter 7 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p>Lab Activity: To find the number of ways in which three cards can be selected from given 5 cards</p> <p>To write a sample space , when a coin is tossed once, twice, thrice and four times</p> | <p>Oral questions</p> <p>Few questions from Ex- 7.1,7.2,7.3,7.4 and Miscellaneous Exercise of NCERT Assignment</p> <p>Online Quiz: MCIs 10QsX1m=10m</p> <p>Oral questions</p> <p>Few questions from Ex- 16.1,16.2,16.3</p> |

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| | <p>(7)</p> <p>Lab Activity (2)</p> <p>Class XII Matrices (Chapter 3) (5)</p> | <p>*apply the various formulas of ${}^n P_r$ and ${}^n C_r$ in solving statement questions</p> <p>Students will be able to: recall the concept of probability *recall the definition of random experiment, sample space *write the sample space of a Random experiment *list the various kinds of events : mutually exclusive, exhaustive events *prove events to be mutually Exclusive or exhaustive *state and apply the formulae for probability of an event *state the Addition formulae of Probability</p> <p>Students will be able to:</p> | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 16 (NCERT) Students will solve questions from Assignment Introduction: https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:matrices/x9e81a4f98389efdf:mat-intro/v/introduction-to-the-matrix</p> | <p>and Miscellaneous Exercise of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p> <p>Neatness and Accuracy of work done</p> <p>Oral questions Few questions from Chapter Ex 3.1, 3.2, 3.3 and Miscellaneous (NCERT), ****Ex-3.4</p> |
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| | | <ul style="list-style-type: none"> *identify a a_{ij} element of a matrix *apply the basic operations of +, - *define various types of matrices *solve the problem of equality of matrices *define transpose of a matrix *define symmetric and skew symmetric matrices *find the transpose of a matrix *differentiate between symmetric and skew symmetric matrices *define inverse of a matrix. *****find the inverse using transformation method | | |
| January (14) | Determinants (Chapter 4) (7) | <p>Students will be able to:</p> <ul style="list-style-type: none"> *Perceive the concept of Determinants, minors, cofactors, adjoint and inverse *****Properties of Determinants * find the area of triangle * solve the system of equations using matrices | <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from Matrices and Determinants (NCERT- XII)- Chapter 3 and 4</p> | <p>Oral questions</p> <p>Few questions from Chapter 4 - Ex 4.1, 4.3 and Miscellaneous (NCERT)</p> |

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| | Revision for Class XI (7) | | | Online Quiz using Google Forms Class Participation (Written and Oral) |
| February | Revision for Class XI | | | Online Quiz using Google Forms Class Participation (Written and Oral) Final Examination |
| **** | 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. | | | |

| Psychology | | | | |
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| October | <p>Chapter 5: Sensory, attentional and perceptual process contd.</p> <ul style="list-style-type: none"> Principles of perceptual organization Perception of space, depth and distance Perceptual constancies Illusions Socio-cultural influences on perception <p>Chapter 6: Learning</p> <ul style="list-style-type: none"> Introduction Nature of Learning | <p>Each child will be able to:</p> <ul style="list-style-type: none"> Explain principles of perceptual organization Describe perceptual constancies Explain cues of depth perception Explain different types of illusions State the role of socio-cultural factors in perception | <ul style="list-style-type: none"> Students will do the activity on convergence with the help of a pencil Muller Lyer illusion will be administered through APA virtual lab | <ul style="list-style-type: none"> Assignments Practice Sheet MCQ |

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| | <ul style="list-style-type: none"> Paradigms of Learning Classical Conditioning (Determinants of Classical Conditioning) Operant/Instrumental Conditioning (Determinants of Operant Conditioning) Key Learning Processes Observational Learning Cognitive Learning Learning Disabilities ****Application of Learning Principles | <ul style="list-style-type: none"> Explain the nature of learning State the paradigms of learning Explain classical conditioning Explain operant conditioning Differentiate between reinforcement and punishment Describe observational learning State the different types of recall in verbal learning Describe learning disabilities Explain how corrective behaviours can be learnt and maladaptive behaviours can be unlearnt through the application of learning principles. | <ul style="list-style-type: none"> Discussion of old childhood memories that demonstrate observational learning. | <ul style="list-style-type: none"> Assignments Practice Sheet MCQ |
| November | <p>Chapter 7: Human Memory</p> <ul style="list-style-type: none"> Introduction Nature of Memory Information Processing Approach : The Stage Model Memory Systems : Sensory, Short-term and Long-term Memories | <p>Each child will be able to:</p> <ul style="list-style-type: none"> Describe the stage model Explain types of memory as per Atkinson Shiffrin Model State types of long term memories Explain memory as a constructive process State causes of forgetting | <ul style="list-style-type: none"> Memory tasks Recollecting and writing two important life events – episodic memory Game for explaining types of processing | <ul style="list-style-type: none"> Assignments Practice Sheet MCQ |

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| | <ul style="list-style-type: none"> • Types of Long-term Memory • Memory as a Constructive Process • Nature and Causes of Forgetting • Forgetting due to Trace Decay, Interference and Retrieval Failure • Enhancing memory | <ul style="list-style-type: none"> • Describe nature of forgetting • Explain trace decay theory • Explain Interference theory • Describe retrieval cues • Explain forgetting due to lack of retrieval cues • Describe ways to improve memory | | |
| December | <p>****Chapter 8: Thinking</p> <ul style="list-style-type: none"> • Problem solving • Reasoning <p>****Chapter 9:Motivation and Emotion</p> <ul style="list-style-type: none"> • Maslow's Hierarchy of Needs <p>Class XII syllabus Chapter 1: Variations in psychological attributes</p> <ul style="list-style-type: none"> • Introduction • Individual Differences in Human Functioning • Assessment of Psychological Attributes • Intelligence | <p>Each child will be able to:</p> <ul style="list-style-type: none"> • Describe mental set and functional fixedness • Explain inductive and deductive reasoning <ul style="list-style-type: none"> • Explain Maslow's hierarchy of needs theory <ul style="list-style-type: none"> • Explain psychometric and information processing approach to intelligence • Explain the various theories of emotions • Describe the role of culture in intelligence | <ul style="list-style-type: none"> • Imagination of an ice cream based on verbal cues to explain imagery • Problem solving tasks (analytical questions) <ul style="list-style-type: none"> • Computing IQ activity • Discovering the attributes of intelligent persons | <ul style="list-style-type: none"> • Assignments • Practice Sheet • MCQ |

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| | <ul style="list-style-type: none"> Theories of Intelligence Individual Differences in Intelligence Culture and Intelligence Emotional Intelligence Special Abilities Creativity | <ul style="list-style-type: none"> Explain emotional intelligence Explain intellectual deficiency and giftedness Describe creativity | | |
| January | <p>Class XII syllabus - Chapter 3: Meeting life challenges</p> <ul style="list-style-type: none"> Introduction Nature, types and sources of stress A Measure of stressful life events Effects of stress on psychological functioning and health Examination anxiety Stress and health general Adaptation Syndrome Stress and Immune System Coping with Stress Stress management techniques promoting positive health and well-being Life Skills Resilience and Health | <p>Each child will be able to:</p> <ul style="list-style-type: none"> Explain nature of stress State sources of stress Differentiate between eustress and distress Explain effects of stress on psychological functioning Describe GAS model Explain the relationship between stress and immune system Explain ways of coping with stress Explain the various stress management techniques Explain life skills Describe resilience | <ul style="list-style-type: none"> Responding on a rating scale. Task to analyze problem focused coping from given situations. Creative visualization | <ul style="list-style-type: none"> Assignments Practice Sheet MCQ |

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| February | Revision of class XI entire syllabus | Each child will be able to explain all concepts learnt and describe all theories | -- | <ul style="list-style-type: none">• Assignments• MCQ |

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