



**TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI**

**PARENT SYLLABUS (2020-2021)
CLASS IX**

ENGLISH

Books Prescribed:

- a. *Beehive- Textbook in English for class IX- NCERT*
- b. *Moments- Supplementary Reader for class IX- NCERT*
- c. *Words and Expressions-I, Workbook*****

MONTH	NO.OF PERIODS/ TOPIC	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENT
October No. of working days- 12	BEEHIVE Prose Reach for the Top -Santosh Yadav -Maria Sharapova (5-6 classes)	To be able to *get inspiration from the real life experiences of people who has struggled and sacrificed to reach the top *list the character traits of Santosh Yadav *list the character traits if Maria Sharapova. * Learn some new words connected with .the passage *answer questions based on the passage	Experiential Learning activity – speak to any athlete and find out about the kind of effort and intensive training required and what were the sacrifices he/she made along the way. Discuss the same in the class. FLIPPED CLASSROOM Students to go through the following video Watch another mountaineer- Arunima Sinha https://www.youtube.com/watch?v=Wx9v_J34Fyo Newspaper Activity (Students will read the newspaper and find an article that talks about any	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Revision using the AMP technique

			<p>individual's success story. They will paste it in their notebooks and discuss the same in the class.)</p> <p>Think and share: Imagine you are Santosh Yadav/ Maria Sharapova. You have been invited to speak at an All India Girls' Athletic Meet as a chief guest. Prepare a short speech for the occasion motivating girls to think and dream big, not allowing difficulties to dissuade them.</p> <p>Practice Worksheet & Assignment</p>	
<p>October</p>	<p>MOMENTS:</p> <p>The Last leaf- O. Henry (4 classes)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -listen to the story and extract key information • describe the feelings of the characters at each stage • listen and write descriptions of people <p>*describe the scene in Johnsy's bedroom *answer questions based on the chapter</p>	<p>Art Integration activity:</p> <p>Reviving a life (Leaf Art): Students will use the art form, 'Leaf Painting' and paint a dried leaf after watching the video below.</p> <p>https://www.youtube.com/watch?v=BW4wG7-Bm6s</p> <p>On the leaf, students will also write a positive message for Johnsy. They will discuss the same in the class.</p> <p>Class discussion</p> <p>Think- Pair share/ Web chart – Character traits of Johnsy and Behrman</p> <p>Practice Worksheet & Assignment</p>	<p>-Quiz using Google form</p> <p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p>

<p>October</p>	<p>BEEHIVE: Poetry The Duck and the Kangaroo **** Edward Lear</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -Write a short summary of the poem -answer the text based and other questions -enjoy the humour and explain briefly what makes the poem fun 	<p>Group Discussion – the setting, central idea and message</p> <p>Research: Read some of the nonsense verse of Sukumar Roy, translated by Sukanta Chaudhuri</p> <p>Individual Activity: Write a nonsense poem of your own on any subject.</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
<p>November No. of working days: 17</p>	<p>BEEHIVE The Bond of Love – Kenneth Anderson 4-5 classes</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -mention any one aspect of the story that they can relate to their own experiences. - mention what he or she liked or disliked about the story -sequence the main events-write character sketches. -answer the questions based on the class discussion 	<p>Virtual tour: Visit the Delhi Zoological park virtually and observe the animals. www.youtube.com/watch?v=jclniEoLcYI</p> <p>Think and share: Do you think wild animals should be confined?</p> <p>Speaking skill activity: Animals also feel the pleasure of love and pain of separation.</p> <p>Practice Worksheet & Assignment</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom -Quiz using Google form
<p>November</p>	<p>BEEHIVE POETRY On Killing a Tree – Gieve Patel- 4 classes</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> *point out the consequences of cutting down trees - write a summary of the poem -discuss poetic devices. -appreciate the central idea of the poem. 	<p>Art Integration Activity: Poetry Doodle</p> <p>Students will be asked to express what they interpreted from the poem in form of an image which they will create using</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

		<p>- discuss at least five things each of us must do in order to protect our natural heritage.</p>	<p>doodle art.</p> <p>Students could make their own interpretations of the author's message and articulate how they connected with the poem in the image they choose. They will then share their creative work with the class.</p> <p>Art used: Visual Arts</p> <p>Class Discussion: Use of irony and satire in the poem.</p> <p>Practice Worksheet & Assignment</p> <p>AMP technique: for asking questions.</p>	<p>- Quiz using Google form</p>
November	<p>Moments- Weathering the Storm in Ersama (4-5 classes)</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -become sensitive towards the victim if a natural disaster - draft a character sketch of Prashant - answer the text based and other questions -reflect on the preparedness of the community towards a natural disaster -list the characteristics of a good leader <p>-discuss the aftermath of the super cyclone</p>	<p>Overview of the chapter</p> <ul style="list-style-type: none"> - web chart of important characters, using Mindomo. -class discussion on the cyclone, using the Flipped classroom technique <p>FLIPPED CLASSROOM</p> <p>SUPER CYCLONE IN ORISSA https://www.youtube.com/watch?v=sz-oEjUscgQ</p> <p>ERSAMA MOVEMENT IN 2000 https://www.youtube.com/watch?v=JKsaT4qdSRA</p> <ul style="list-style-type: none"> - AMP technique -Co-operative study -Brainstorming 	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom -Quiz using Google form

			Practice Worksheet & Assignment	
November	Grammar- Subject –verb agreement (2-3 classes)	To be able to *attempt exercises on subject verb agreement *frame the sentences correctly *analyse the sentence structure and usage of clauses.	Whole group instruction- and sample exercises to be done on the board. Exercises to be done on worksheets on pair share basis. Flipped classroom: Subject-Verb Agreement Learn English Grammar Online - YouTube https://www.youtube.com/watch?v=b2rY3uO7szs Subject Verb Concord Rules - https://www.grammarbook.com/grammar/subjectVerbAgree.asp	- Oral questioning in the class. - Individual Tasking: Class and home assignments through Google Classroom. - Quiz using google form.
November	Grammar: Cloze filling **** (Phrasal verbs and clauses) Prepositions**** ESSAY- Narrative/ Descriptive paragraph- Draft 2	To be able to: -revise grammatical concepts -attempt cloze filling exercises with missing prepositions. -	- AMP technique -Co-operative study -Brainstorming	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
December No. of working days: 22	Poetry (Beehive) The Snake Trying (2-3 classes)	To be able to: - Comment and discuss on the theme of the poem -Identify and explain the use of poetic devices and rhyme scheme used in the poem. -Explain the metaphorical significance of the poem -become sensitive towards all living beings.	- AMP technique -Co-operative study -Brainstorming Think and share: list of words used in the poem to describe the beauty of the snake. Class discussion: Snakes are not as harmful as we perceive them to be. Research: Read the poem, <i>Snake</i> by D.H. Lawrence and compare it with <i>The Snake Trying</i> .	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom -Quiz using google form.

<p>December</p>	<p>Beehive Drama- If I Were You (5-6 classes)</p>	<p><u>To be able to:</u> -observe and discuss the stage setting, stage directions, description of the characters, their movements, gestures and tonal variations. -reflect on some examples of wit and irony. - learn and locate the right meanings of new words and phrases from the dictionary. -enact the play in the class-room. -draft the character sketch of important characters. -read the text using the technique of role play. -answer the text based and other questions</p>	<p>Art Integration Activity:</p> <p>Its Showtime: #puppettheatre</p> <p>Students will make stick puppets of Gerrard and the intruder and make record a two-three minute conversation between them in form of a video.</p> <p>They can add their own ideas or even incorporate an alternate ending to the play.</p> <p>They will be shown the following videos in the class for ideas.</p> <p>https://www.youtube.com/watch?v=8xhCey23J5A</p> <p>https://www.youtube.com/watch?v=X4QaKvZqzX4</p> <p>Practice worksheet and assignment</p> <p>AMP Technique Role play: while reading the text.</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Quiz using google form.</p>
<p>December</p>	<p>Beehive Prose- Kathmandu**** (3 classes)</p>	<p>To be able to: -comprehend the message of the text -equip themselves with the culture in Kathmandu -acquaint themselves with the culture of Buddhism and Hinduism -draft a travelogue based on the text</p>	<p>Activity: Writing a travelogue During your last Durga pooja holidays you visited Kathmandu with your family .Write a travelogue describing your visit with the help of the following points 1- date and time 2-means of transport 3- description of the city Local people ,market, beauty of the city and monasteries. 4-return journey</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p>

			<p>Reading of the text</p> <p>AMP technique</p> <p>Research: Reading 'Heaven Lake' by Vikram Seth</p> <p>Kathmandu travel video guide</p> <p>https://www.youtube.com/watch?v=Yu0VwVh4c6s#action=share</p> <p>Kathmandu culture and heritage</p> <p>https://www.youtube.com/watch?v=u7hJNOyzCro</p>	
December	<p>Beehive Poetry- A Slumber Did My Spirit Seal****</p> <p>(2 classes)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -comprehend the message of the text -equip themselves with the culture in Kathmandu -acquaint themselves with the culture of Buddhism and Hinduism -draft a travelogue based on the text 	<p>Flipped classroom videos:</p> <p>The Grieving Process: Coping With Death</p> <p>https://www.youtube.com/watch?v=gsYL4PC0hyk</p> <p>Draconian: A slumber did my spirit seal (Rock version)</p> <p>https://www.youtube.com/watch?v=JXhXk3uE_y4</p> <p>AMP Technique</p> <p>Class discussion: poetic devices used in the poem.</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
December	<p>Moments: A House is not a Home</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -Explain the term 'disaster'. 	<p>Resources:</p> <p>FLIPPED CLASSROOM VIDEO</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and

		<p>-distinguish between natural and manmade disaster.</p> <p>- express their own experience about the old school and new school.</p> <p>-share their personal experience about loss if any.</p>	<p>https://www.youtube.com/watch?v=nq1HLaFvQI4</p> <p>DEALING WITH DISASTER</p> <p>https://www.youtube.com/watch?v=YKgIYadRGjA</p> <p>Fire safety awareness training video</p> <p>BALA: Write a paragraph on the disaster management drill recently conducted by your school</p> <p>Art integration activity: Reporting an accident</p> <p>Imagine yourself as a journalist for The Times of India and make a video presenting a report on an incident in Mayur Vihar where a house caught fire.</p> <p>Practice worksheet and assignment</p>	<p>home assignments through Google Classroom</p> <p>- Quiz using google form.</p>
December	<p>Grammar: Revision (3-4 classes)</p> <ul style="list-style-type: none"> ➤ Tenses ➤ Modals ➤ Subject verb concord 	<p>To be able to:</p> <p>-attempt the worksheets/google forms given by the teacher</p> <p>-answer multiple choice questions based on tenses.</p> <p>-answer multiple choice questions based on subject verb concord.</p> <p>-answer multiple choice questions based on modals.</p>	<p>Resources:</p> <p>Subject-Verb Agreement Learn English Grammar Online - YouTube</p> <p>https://www.youtube.com/watch?v=b2rY3uO7szs</p> <p>Subject Verb Concord Rules - https://www.grammarbook.com/grammar/subjectVerbAgree.asp</p> <p>Small group discussion</p> <p>*KWL CHART</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Revision using the AMP technique</p>

			<p>*Wordwheel to be used as an AMP technique for assessment.</p> <p>Pinterest: For revising modals and tenses</p> <p>Game on tenses and modals: www.turtlediary.com</p> <p>https://www.turtlediary.com/game/tenses.html</p>	
<p>January:</p> <p>No. of working days- 14</p>	<p>MOMENTS The Beggar</p> <p>(4-5 CLASSES)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -reflect on the aftermath of alcoholism -explore the theme of change, dishonesty, compassion, desperation and struggle -answer text based questions and questions from the assignment - list some works of Anton Chekhov 	<p>Flipped classroom https://www.youtube.com/watch?v=wtZ9mEdewt0 A class discussion based on the video.</p> <ul style="list-style-type: none"> -Whole group instruction -Concept mapping -AMP technique - Web Chart on characters using Mindomo <p>Art Integration Activity: Creating a comic strip Students will create a comic strip based on any part of the lesson.</p> <p>Practice worksheet and assignment</p> <p>AMP technique</p>	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Quiz using Google form.
<p>January</p>	<p>MOMENTS The Accidental Tourist****</p> <p>(3-4 classes)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -make a web chart on the protagonist -list things to be kept in mind while travelling -discuss the concept of social anxiety 	<p>Overview of the chapter</p> <ul style="list-style-type: none"> - web chart of important characters -Pair Share 	<ul style="list-style-type: none"> - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

<p>January</p>	<p>WRITING SKILLS Letter Writing**** Essay- Narrative/ Descriptive Paragraph- Draft 3</p>	<p>To be able to:</p> <ul style="list-style-type: none"> -reflect on their errors in draft 2 and reframe a new draft -reflect on their mistakes in the previous draft. -revise letter writing 	<ul style="list-style-type: none"> -AMP technique -Co-operative study -Brainstorming -Pair work 	<ul style="list-style-type: none"> - Revision using the AMP technique -Individual Tasking
<p>January</p>	<p>ASL Speaking and listening skills -Listening skills (through google forms) -Speaking skills</p> <p>Revision</p> <p>-Writing skills -Diary entry -Factual description -Story writing</p>	<p>To be able to</p> <ul style="list-style-type: none"> *listen carefully to the podcast/teacher *attempt the google form based on what they heard. <p>Speak up confidently</p> <ul style="list-style-type: none"> *use the language and vocabulary appropriately <p>Revision</p> <p>To be able to</p> <ul style="list-style-type: none"> -recall main value points of the stories and poems -recall the writing formats. 	<p>ASL activity (to be decided later)</p> <p>Revision</p> <p>Collaborative learning- group wise focus on different aspects of each item and share the value points with the class</p> <ul style="list-style-type: none"> -Whole group instruction -AMP technique. -Revision worksheet -Google form 	<p>Rubrics for ASL</p> <ul style="list-style-type: none"> -Interaction - Vocabulary - Relevance -Coherence of ideas -Pronunciation -Assessment through revision worksheet -Quizzes - AMP technique
<p>February</p> <p>No. of working days: 21</p>	<p>Revision</p> <p>-Literature -Prose -Poetry -Practice Test</p> <p>Grammar -Reported speech -Subject verb agreement</p>	<p>Revision</p> <p>To be able to</p> <ul style="list-style-type: none"> -recall main value points of the stories and poems -recall the grammatical concepts -attempt exercises given by the teacher -practice through Google Forms and Google Classroom. 	<p>Revision</p> <ul style="list-style-type: none"> -Collaborative learning -Whole group instruction -AMP technique -Brainstorming -Revision worksheets -Google forms 	<p>Assessment through revision worksheet</p> <ul style="list-style-type: none"> -Quizzes - AMP technique -Google Forms

	-Tenses -Modals -Determiners			
****	Important Note: 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.			

HINDI

मास	कालांश / विषय	अधिगम प्रतिफल	रचनात्मक गतिविधि	मूल्यांकन
अक्टूबर मूल्य – संवेदनशीलता लिंग संवेदनशीलता-भेदभाव जीवन कौशल- परस्पर सहयोग	स्पर्श- एक फूल की चाह -हुक गतिविधि -चर्चा -अभ्यास कार्यपत्र -प्रश्न-उत्तर -समापन गतिविधि व्याकरण- अनुस्वार, अनुनासिक, विलोम, पर्यायवाची लेखन- संवाद, अनुच्छेद कालांश- 12	-प्रत्येक छात्र- -जात-पात के अंतर को मिटाने हेतु कम से कम दो सुझाव अवश्य दे पाएगा। - पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा। -युग्म व सामूहिक चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा। - संवाद लिखकर युग्म में प्रस्तुत कर पाएगा। -कविता को कहानी के रूप में लिखने का प्रयास कर पाएगा। - दिए गए विषय पर कम से कम तीन वाक्य बोल पाएगा। - कविता को नाटक के रूप में प्रस्तुत कर पाएगा। -अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा। - अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। - कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। -अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।	-दृश्य-श्रव्य-सामग्री धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) -समापन -सार ❖ - कला समेकित गतिविधि कविता लेखन -भारत में छुआछूत की समस्या आज भी है- विषय पर कक्षा में परिचर्चा की जाएगी। ● मूल्यांकनात्मक गतिविधि -कविता को नाटिका के रूप में प्रस्तुत किया जाएगा। ● अधिगमात्मक गतिविधि सक्रिय मानसिक सहभागिता	<ul style="list-style-type: none"> विषय पर आधारित कार्यपत्र गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी कक्षा प्रतिक्रिया विभिन्न प्रकार की गतिविधियों द्वारा
नवंबर जीवन कौशल- विवेकशीलता मूल्य – अनुशासन	संचयन -हामिद खाँ -हुक गतिविधि -चर्चा -अभ्यास कार्यपत्र	- पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा। - शब्द और पद में क्या अंतर है? इसको समझ पाएगा। - चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा।	-दृश्य-श्रव्य-सामग्री धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) ❖ कला समेकित गतिविधि	<ul style="list-style-type: none"> विषय पर आधारित कार्यपत्र गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी कक्षा प्रतिक्रिया कविता पाठ

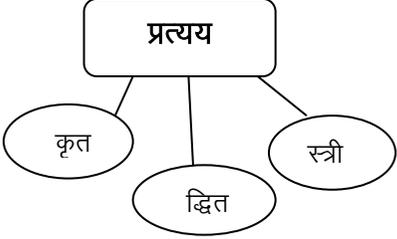
<p>सामान्य जागरुकता— धर्म एकता का माध्यम है।</p>	<p>—प्रश्न—उत्तर —समापन गतिविधि</p> <p>व्याकरण— शब्द और पद, अर्थ के आधार पर वाक्य भेद, विलोम, पर्यायवाची लेखन – अनौपचारिक पत्र</p> <p>कालांश— 12</p>	<p>—अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा। — अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। — कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। —अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>नाटक प्रस्तुति मूल्यांकन बिंदु—</p> <ul style="list-style-type: none"> ● भूमिका निर्वहन ● अभिव्यक्ति ● भाव—भंगिमा 	
<p>दिसंबर जीवन कौशल— विवेकशीलता</p> <p>मूल्य — अनुशासन</p> <p>सामान्य जागरुकता— धर्म एकता का माध्यम है।</p>	<p>स्पर्श —धर्म की आड़ —हुक गतिविधि —चर्चा —अभ्यास कार्यपत्र —प्रश्न—उत्तर —समापन गतिविधि</p> <p>व्याकरण— अनुस्वार, अनुनासिक, विलोम, पर्यायवाची, उपसर्ग, प्रत्यय लेखन— संवाद, संदेश कालांश— 12</p>	<p>— पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा। — चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा। —अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा। — अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। — कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। —अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>—दृश्य—श्रव्य—सामग्री धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.) —समापन —सार</p> <p>❖ — कला समेकित गतिविधि</p> <p>भारत के विभिन्न प्रांतों की सांस्कृतिक झलक (छात्रों द्वारा)</p> 	<ul style="list-style-type: none"> ● विषय पर आधारित कार्यपत्र ● गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी ● कक्षा प्रतिक्रिया विभिन्न प्रकार की गतिविधियों द्वारा
<p>जनवरी</p>	<p>स्पर्श— खुशबू रचते हैं हाथ —हुक गतिविधि —चर्चा —अभ्यास कार्यपत्र —प्रश्न—उत्तर —समापन गतिविधि</p> <p>संचयन — दिए जल उठे</p> <p>—अभ्यास कार्यपत्र —प्रश्न—उत्तर</p>	<p>— पूछे गए प्रश्नों में से कुछ प्रश्नों के सही उत्तर दे पाएगा। — चर्चा के माध्यम से प्रश्नों के सही उत्तर लिख पाएगा। —अनुस्वार,अनुनासिक युक्त शब्द लिख पाएगा। — अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। — कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। —अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>—दृश्य—श्रव्य—सामग्री धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.) —समापन —सार</p> <p>❖ — कला समेकित गतिविधि</p> <p>फटॉग्रफी या नाटक प्रस्तुति</p>	<ul style="list-style-type: none"> ● विषय पर आधारित कार्यपत्र ● गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी ● कक्षा प्रतिक्रिया विभिन्न प्रकार की गतिविधियों द्वारा

	<p>–समापन गतिविधि व्याकरण— अनुस्वार, अनुनासिक, विलोम, पर्यायवाची, वाक्य भेद लेखन— पत्र, नारा लेखन</p> <p>कालांश— 12</p>			
फरवरी	<p>पुनरावृत्ति स्पर्श व संचयन— समस्त पाठ व्याकरण— समस्त</p>	<p>– अभ्यास कार्यपत्र में दिए गए कार्य को पूर्ण कर उसका विश्लेषण कर पाएगा। – कम से कम चार शब्दों के विलोम व पर्यायवाची बताते हुए अभ्यास कार्य कर पाएगा। –अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p>	<p>–दृश्य—श्रव्य—सामग्री धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.)</p> <p>सक्रिय मानसिक सहभागिता</p>	<ul style="list-style-type: none"> विषय पर आधारित कार्यपत्र गूगल फॉर्म्स पर बहुविकल्पीय प्रश्नों पर आधारित प्रश्नोत्तरी कक्षा प्रतिक्रिया विभिन्न प्रकार की गतिविधियों द्वारा <p>वार्षिक परीक्षा</p>

SANSKRIT

मास	कालांश / विषय / उपविषय	प्राप्त उपलब्धियाँ / अधिगम बोध	गतिविधियाँ / रचनात्मक—क्रियाकलाप विषयाधारित+कला समन्वित	मूल्यांकन
अक्टूबर	<p>कालांश —२ अपठित—गद्यांश रचनात्मक—कार्य पत्र—पूर्ति: संस्कृत—अनुवाद चित्र—वर्णन व्याकरण कालांश —२ संधि—अभ्यास कार्यम् व्यंजनसंधि: —जशत्व(वर्गीयप्रथमवर्णस्य तृतीयवर्ण परिवर्तनम्), 'म्' स्थाने अनुस्वार: विसर्गसंधि: — उत्त्वम् उपपदविभक्ति: (अभ्यास—कार्य)</p>	<p>–प्रदत्तापठित—गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। –कम से कम चार हिन्दी वाक्यों का संस्कृत अनुवाद कर पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –संधि को धारणा मानचित्र (concept map) द्वारा भली—भाँति समझ जाएगा तथा शब्दों के संधि / विच्छेद द्वारा अभ्यास कार्य 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.) — उपपदविभक्ति: पठन हेतु</p> <div style="text-align: center;"> <pre> graph TD A[उपपदविभक्ति:] --- B(पंचम) A --- C(षष्ठी) A --- D(सप्तमी) </pre> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</p>	<p>कार्यपत्रों द्वारा मूल्यांकन— अपठित—गद्यांश आधारिता(कार्यपत्र)। कार्यपत्रों द्वारा मूल्यांकन— उपपदविभक्ति: पंचमी, षष्ठी, सप्तमी गूगल फॉर्म कला—एकीकरण—शिक्षण— विषयाधारित — बहुविध—मूल्यांकन भाषा अभिवर्धन—गतिविधि: वाचन कौशल भूमिका—निर्वहन / कथा वाचन मूल्यांकन—बिन्दु:—</p>

	<p>पंचमी ,षष्ठी ,सप्तमी कालांश -२ भाषा अभिवर्धन-गतिविधि:</p>	<p>-उचित-उपपदविभक्तिपदों द्वारा वाक्यपूर्ति का 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।</p>	<p>कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन भाषा अभिवर्धन-गतिविधि: वाचन कौशल भूमिका-निर्वहन/कथा वाचन</p>	<p>-भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1</p>
<p>नवम्बर</p>	<p>शेमुषी (प्रथमो भागः) कालांश -५ "जटायोः शौर्यम्" कालांश -१ अपठित-गद्यांश कालांश -२ रचनात्मक-कार्य पत्र-पूर्ति:संस्कृत-अनुवाद चित्र-वर्णन(समाचारपत्रीय गतिविधिः) व्याकरण कालांश -१ •संख्या:(अभ्यास-कार्य) कालांश -१ •उपसर्गाः (अभ्यास-कार्य) कालांश -१ वाचन-श्रवण-परीक्षणं</p>	<p>-प्रत्येक छात्र जटायु की वीरता वाले सारगर्भित तथा सरल श्लोकों के द्वारा जीवन को सरल व समृद्ध बना जाएगा। -प्रत्येक छात्र शौर्य के सुपरिणाम को जान जाएगा। -मानव कल्याण के लिए कार्य को निडर होकर समय पर करने की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल जाएगा। -पर्यायपदों,विशेषण-विशेष्य बताकर लिख जाएगा। -श्लोकों का अन्वय व सरलार्थ कर जाएगा। -युग्म में तथा समूह में 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 बताकर लिखने का अभ्यास कर जाएगा। -प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा। -प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा। -प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा। -कम से कम चार हिन्दी वाक्यों का संस्कृत अनुवाद कर जाएगा। -संख्या:(१-१००) (१-४ केवल प्रथमा-विभक्तौ)द्वारा वाक्य-पूर्ति कर जाएगा। -उपसर्गो युक्त द्वारा वाक्य-पूर्ति 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</p>	<p>"जटायोः शौर्यम्" से संबंधित- लघुचलचित्र। https://youtu.be/zKG-7V_Cd2w?t=296 धारणा-मानचित्र(सी.एम.) -विषय समापन -सार प्रवाह-चित्र (प.च.) -उपसर्ग-पठन हेतु</p> <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"> <p>उपसर्गाः</p> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन कथा वाचन भूमिका-निर्वहन श्लोक-गायन</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- "जटायोः शौर्यम्" •संख्या:(१-१००) (१-४ केवल प्रथमा-विभक्तौ) •उपसर्गाः (कार्यपत्र) गूगल फॉर्म कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन कथा वाचन मूल्यांकन-बिन्दुः- -विषय 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1 कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन श्लोक-गायन मूल्यांकन-बिन्दुः- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1</p> <p>कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन</p>

		पाएगा।		भूमिका—निर्वहन मूल्यांकन—बिन्दुः— —भावाभिव्यक्ति 1 —उच्चाणशुद्धता 1 —कण्ठस्थीकरण 1 —आत्मविश्वास 1 —प्रस्तुतीकरण 1 वाचन—श्रवण—परीक्षणं
दिसम्बर	<p>शेमुषी (प्रथमो भागः) कालांश —६ “पर्यावरणम्” कालांश —१ अपठित—गद्यांशं कालांश —३ रचनात्मक—कार्य पत्र—पूर्तिः, संस्कृत—अनुवादं चित्र—वर्णनं(समाचारपत्रीय गतिविधिः) व्याकरणं पुनरावृत्ति कालांश —२ अभ्यास—कार्य— धातुरूप शब्दरूप प्रत्यय</p>	<p>—प्रत्येक छात्र महानगरों की यांत्रिक—बहुलता के कारण हो रही वायुमण्डल और भूमण्डल की मलिनता को जान पाएगा। —मानव कल्याण के लिए पर्यावरण शुद्धि की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। —पाषाणी सभ्यता और प्राकृतिक छटा से युक्त पर्यावरण पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। —पर्यायपदों, विशेषण—विशेष्य बताकर लिख पाएगा। —विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। —उचित—धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। —शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। —प्रत्यय व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों से प्रकृति—प्रत्यय पृथक करते हुए अभ्यास कार्य कर पाएगा। —अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। —पूछे गए कठिन शब्दों में से न्यूनतम दो—तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>“पर्यावरणम्” https://youtu.be/uooGDYSyOyc?t=827 धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.) — संधि हेतु तथा समापन—सार हेतु प्रवाह—चित्र (प.च.) — * प्रत्यय पठन हेतु</p>  <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला—एकीकरण—शिक्षण— विषयाधारित — बहुविध—मूल्यांकन * पोस्टर व स्लोगन लेखन * श्लोक—गायन * भूमिका—निर्वहन</p>	<p>कार्यपत्रों द्वारा मूल्यांकन— “पर्यावरणम्” गूगल फॉर्म आधारिता(कार्यपत्र)। कार्यपत्रों द्वारा मूल्यांकन— उपपदविभक्तिः पंचमी, षष्ठी, सप्तमी कला—एकीकरण—शिक्षण— विषयाधारित — बहुविध—मूल्यांकन * पोस्टर व स्लोगन लेखन मूल्यांकन—बिन्दुः— —विषय 1 —मौलिकता 1 —रचनात्मकता 1 —नियतसमयानुसार 1 —प्रस्तुतीकरण 1 कला—एकीकरण—शिक्षण— विषयाधारित — बहुविध—मूल्यांकन * श्लोक—गायन मूल्यांकन—बिन्दुः— —भावाभिव्यक्ति 1 —उच्चाणशुद्धता 1 —कण्ठस्थीकरण 1 —आत्मविश्वास 1 —प्रस्तुतीकरण 1 कला—एकीकरण—शिक्षण— विषयाधारित —</p>

				<p>बहुविध—मूल्यांकन * भूमिका—निर्वहन मूल्यांकन—बिन्दुः— —भावाभिव्यक्ति 1 —उच्चाणशुद्धता 1 —कण्ठस्थीकरण 1 —आत्मविश्वास 1 —प्रस्तुतीकरण 1</p>
जनवरी	<p>शेमुषी (प्रथमो भागः) पुनरावृत्ति कालांश —५ स्वर्णकाकः गोदोहनम् सूक्तिमौक्तिकम् कालांश —२ अपठित—गद्यांश कालांश —३ रचनात्मक—कार्य पत्र—पूर्तिः, संस्कृत—अनुवादं चित्र—वर्णनं (समाचारपत्रीय गतिविधिः) कालांश —६ व्याकरणं पुनरावृत्तिः •संख्याः (१-१००) (१-४ केवलं प्रथमा—विभक्तौ) •उपसर्गाः शब्दरूप, धातुरूप, प्रत्यय कालांश —२ भाषा अभिवर्धन—गतिविधिः श्रुतलेखः</p>	<p>—प्रत्येक छात्र विषय की पुनरावृत्ति कर पाएगा। —प्रत्येक छात्र लोभ करने के दुष्परिणाम को जान पाएगा। —मानव कल्याण के लिए कार्य को समय पर करने की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। —पर्यायपदों, विशेषण—विशेष्य बताकर लिख पाएगा। —श्लोकों का अन्वय व सरलार्थ कर पाएगा। —युग्म में तथा समूह में प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। —विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। एगा। —संख्याः (१-१००) (१-४ केवलं प्रथमा—विभक्तौ) द्वारा वाक्य—पूर्ति कर पाएगा। —उपसर्गों युक्त द्वारा वाक्य—पूर्ति कर पाएगा। —शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। —धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। —कम से कम चार शब्दों से प्रकृति—प्रत्यय पृथक करते हुए अभ्यास कार्य कर पाएगा। —प्रदत्तापठित—गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। —प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा।</p>	<p>धी—मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा—मानचित्र(सी.एम.) —विषय समापन —सार प्रवाह—चित्र (प.च.) —उपसर्ग—पठन हेतु</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80px;">उपसर्गाः</div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कला—एकीकरण—शिक्षण—विषयाधारित — बहुविध—मूल्यांकन लोभः न करणीयः — पोस्टर सहितं सूक्ति/श्लोक लेखनं भूमिका—निर्वहन/कथा वाचनं</p>	<p>कार्यपत्रों द्वारा मूल्यांकन—स्वर्णकाकः गोदोहनम् सूक्तिमौक्तिकम् •संख्याः (१-१००) (१-४ केवलं प्रथमा—विभक्तौ) •उपसर्गाः शब्दरूप, धातुरूप, प्रत्यय आधारिता (कार्यपत्र) कला—एकीकरण—शिक्षण—विषयाधारित — बहुविध—मूल्यांकन लोभः न करणीयः — पोस्टर सहितं सूक्ति/श्लोक लेखनं मूल्यांकन—बिन्दुः— —विषय 1 —मौलिकता 1 —रचनात्मकता 1 —नियतसमयानुसार 1 —प्रस्तुतीकरण 1</p> <p>कला—एकीकरण—शिक्षण—विषयाधारित — बहुविध—मूल्यांकन भूमिका—निर्वहन/कथा वाचनं मूल्यांकन—बिन्दुः— —भावाभिव्यक्ति 1 —उच्चाणशुद्धता 1 —कण्ठस्थीकरण 1</p>

		<p>—प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा।</p> <p>—कम से कम चार हिन्दी वाक्यों का संस्कृत अनुवाद कर जाएगा।</p> <p>—अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।</p> <p>—पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा।</p>		<p>—आत्मविश्वास 1</p> <p>—प्रस्तुतीकरण 1</p>
फरवरी	<p>शेमुषी (प्रथमो भागः) पुनरावृत्ति कालांश -३ भ्रान्तो बालः “सिकतासेतुः” जटायोः शौर्यम् कालांश -९ अपठित-गद्यांश कालांश -३ रचनात्मक-कार्य पत्र-पूर्ति, संस्कृत-अनुवाद चित्र-वर्णन व्याकरण कालांश -३ व्यंजनसंधिः -जशत्व(वर्गीयप्रथमवर्णस्य तृतीयवर्ण परिवर्तनम्), 'म्'स्थाने अनुस्वारः विसर्गसंधिः -उत्वम् कालांश -९ उपपदविभक्तिः (अभ्यास-कार्य) पंचमी ,षष्ठी ,सप्तमी</p>	<p>—प्रत्येक छात्र विषय की पुनरावृत्ति कर जाएगा।</p> <p>—प्रत्येक छात्र विद्या द्वारा जीवन को सार्थक व समृद्ध बना जाएगा।</p> <p>—मानव जीवन की सार्थकता के लिए विद्या-अभ्यास की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल जाएगा।</p> <p>—पर्यायपदों, विशेषण-विशेष्य बताकर लिख जाएगा।</p> <p>—श्लोकों का अन्वय व सरलार्थ कर जाएगा।</p> <p>—प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख जाएगा।</p> <p>—विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर जाएगा।</p> <p>—प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर जाएगा।</p> <p>—प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर जाएगा।</p> <p>—प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर जाएगा।</p> <p>—हिन्दी वाक्यों का संस्कृत-अनुवाद कर जाएगा।</p> <p>—संधि व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों का संधि व संधिविच्छेद करते हुए अभ्यास कार्य कर जाएगा।</p> <p>—उचित-उपपदविभक्तिपदों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर जाएगा।</p> <p>—अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) -विषय समापन -सार प्रवाह-चित्र (प.च.) - विषय के पठन हेतु</p> <div style="text-align: center;"> <pre> graph TD A[संधिः] --- B(स्वर) A --- C(जन) A --- D(विस) </pre> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन भूमिका-निर्वहन कथा-वाचन श्लोक गायन</p>	<p>कार्यपत्रों द्वारा मूल्यांकन-भ्रान्तो बालः “सिकतासेतुः” जटायोः शौर्यम्</p> <p>व्यंजनसंधिः विसर्गसंधि उपपदविभक्तिः आधारिता (कार्यपत्र) गूगल फॉर्म कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन भूमिका-निर्वहन मूल्यांकन-बिन्दुः- —भावाभिव्यक्ति 1 —उच्चाणशुद्धता 1 —कण्ठस्थीकरण 1 —आत्मविश्वास 1 —प्रस्तुतीकरण 1 कला-एकीकरण-शिक्षण-विषयाधारित - बहुविध-मूल्यांकन कथा-वाचन मूल्यांकन-बिन्दुः- —भावाभिव्यक्ति 1 —शुद्ध व प्रवाहपूर्ण उच्चारण1 —कण्ठस्थीकरण 1 —आत्मविश्वास 1</p>

		<p>–पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>		<p>–प्रस्तुतीकरण 1 श्लोक गायन मूल्यांकन-बिन्दु:- –भावाभिव्यक्ति 1 –शुद्ध व प्रवाहपूर्ण उच्चारण1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>
मार्च	<p>शेमुषी (प्रथमो भागः) पुनरावृत्ति कालांश –२ “पर्यावरणम्” कालांश –१० विषयगत शंकाओं का पुनरावृत्ति द्वारा निवारण।</p>	<p>–प्रत्येक छात्र विषय की पुनरावृत्ति कर पाएगा। –पर्यायपदों, विशेषण-विशेष्य बताकर लिख पाएगा। –श्लोकों का अन्वय व सरलार्थ कर पाएगा। –युग्म में तथा समूह में प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –पाठों से संबंधित पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास कर पाएगा। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों द्वारा कर पाएगा। –प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्यों द्वारा कर पाएगा। –हिन्दी वाक्यों का संस्कृत-अनुवाद कर पाएगा। –संधि व उसके भेदों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों का संधि व संधिविच्छेद करते हुए अभ्यास कार्य कर पाएगा। –प्रत्ययों को धारणा मानचित्र (concept map) द्वारा नियमों सहित समझ कर कम से कम चार शब्दों का संयोजन व वियोजन करते हुए अभ्यास कार्य कर पाएगा। –अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। –पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) –विषय समापन –सार प्रवाह-चित्र (प.च.) – विषय के पठन हेतु</p> <div style="text-align: center;"> <pre> graph TD A[संधि:] --- B(स्वर) A --- C(जन) A --- D(विस) </pre> </div> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि कला-एकीकरण-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन पोस्टर रचना व स्लोगन लेखन।</p>	<p>कार्यपत्रों द्वारा मूल्यांकन- “पर्यावरणम्” पुनरावृत्ति: संपूर्ण व्याकरण अपठित गद्यांश रचनात्मक कार्य मौखिक व लिखित गूगल प्रपत्र कलात्मक-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन पोस्टर रचना व स्लोगन लेखन। मूल्यांकन-बिन्दु:- –विषय 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p>

FRENCH

MONTH / NO .OF WORKING DAYS/NO. OF CLASSES	LESSONS	CONTENT	ASSESSMENT
OCTOBER	<p><u>Les Loisirs et les Sports</u></p> <ul style="list-style-type: none"> • Les Loisirs • Les Sports • L'Imparfait • Exprimer l'Obligation • La Tour de France 	<p>Students will be able to-</p> <p>List the various hobbies of French students and compare them with those of the Indian students.</p> <p>Describe the various sports played by the French.</p> <p>Conjugate verbs in the Imparfait form and use them in sentences.</p> <p>Describe the festival of Tour de France.</p>	<p>Comprehension Écrite (Assessment of Understanding skill)</p> <p>Allez-viens : Les loisirs et les sports (Assessment of Listening Skill)</p> <p>Class Test – Leçons 5 & 6 (Assessment Based Activity)</p>
NOVEMBER	<p><u>L'argent de poche.</u></p> <ul style="list-style-type: none"> • L'Argent de Poche – Comment gagner / Comment dépenser / Comment économiser • La Carte junior • Les Pronoms Personnels • La Négation 	<p>The students will be able to-</p> <p>Replace nouns with the corresponding pronouns personnels.</p> <p>Talk about pocket money – how to earn it, how to spend it, how to save it, etc.</p> <p>Compare French youth with the Indian youth with respect to pocket money.</p> <p>Write sentences in the negative form following all the rules of Negation.</p>	<p>Traduction 10 sentences for 1 mark each. (Assessment of Understanding Skill)</p> <p>Debat –L'Importance de l'argent (Assessment of Speaking Skill)</p> <p>Class Test – La negation</p>
DECEMBER	<p><u>Faire des achats.</u></p> <ul style="list-style-type: none"> • Les Centres commerciaux. • Les boutiques spécialisés. • Les mots de quantité. • Les pronoms Y et EN. • Les Pronoms Toniques 	<p>Students will be able to -</p> <p>Distinguish the various specialized shops and the things they sell.</p> <p>Use the correct adverb of quantity in front of nouns.</p> <p>Replace nouns with pronouns Y and EN.</p>	<p>Compréhension Orale (Assessment of Listening Skill) (5 marks)</p> <p>Art Integration- Role Play – Entre un client et un employé. (Assessment of Speaking Skill)</p> <p>Dictation (Assessment on Listening Skill)</p>

			Class Test – Leçons 7 & 8 (Assessment Based Activity)
JANUARY	Topics deleted in the new syllabus but will be done in tested class and yet not be <ul style="list-style-type: none">  Le Passé Récent  Les Fromages français  Les Plats Spécialisés  Le Comparatif et Le Superlatif  Les Fêtes Françaises  Le Noël et Diwali  Les pronoms relatifs. 	Students will be able to – Join two sentences using Pronoms Relatifs simples. (This topic will be done in detail but not tested on) Use the comparative and superlative forms of adjectives. Describe the various religious festivals of France including Christmas and Easter. Compare the celebrations of the festivals of Christmas in France and Diwali in India. List the various specialty dishes of various areas of France.	Flipped Class - Make a ppt of Christmas, easter and Diwali and explain. Worksheet – Les Pronoms Relatifs
FEBRUARY	Final Exam Compréhension Ecrite Expression Ecrite Grammaire Culture et Civilisation	Students will be able to answer all the Grammar topics and Literature questions correctly in the exam.	Final Term Exam - 80 marks Syllabus :The entire syllabus done throughout the year.

MATH

MONTH	NO. OF PERIODS/TOPICS COVERED	LEARNING OUTCOME	ACTIVITIES	ASSESSMENTS
July	Topic: Heron's formula (6)	Each child will be able to: <ul style="list-style-type: none"> • Recall the formula Area of $\Delta = \frac{1}{2}$ base x height • Find the area of isosceles and equilateral triangles using the above formula and Pythagoras Theorem 	<ul style="list-style-type: none"> • Finding the area of the flower made of triangles, if side of each is 1cm. • <u>Art Integration Activity</u>: Tangram Make cut outs of a Tangram of different colours. Join them side to side to make some interesting figure like flower, bird, animal etc. Using Heron's formula find its area.	<ul style="list-style-type: none"> • Online quiz using Google forms • Class participation (written and oral) • Weekly assignment/worksheet (submission of work) • Art integrated learning

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

		<ul style="list-style-type: none"> • List the equally likely outcomes of an event. • State and Use the empirical formula in finding out the probability of an event. • Analyze daily life facts with the help of probability and hence obtain conclusions. • Support the concept with its wide applications in other disciplines like Genetics. • Conclude about the likelihood of potential events and the underlying mechanics of complex systems. 	<ul style="list-style-type: none"> • Value based Activity In a survey conducted on children in a village in the age group 5 – 15 years, it was found that, out of 150 girls, 55 girls attend school, whereas out of 150 boys, 148 attend school. • Calculate the probability of the number of the girls and boys not going to school. • What value is missing among the people of this village? 	<ul style="list-style-type: none"> • Weekly assignment/worksheet (submission of work) <p>Neatness and accuracy of paper work done</p>
September	Topic: Quadrilaterals (11)	Each child will be able to <ul style="list-style-type: none"> • Identify different types of quadrilaterals. • Recall the definition of quadrilaterals. • Define different quadrilateral under given conditions 	Lab Activity: Prove mid-point theorem. The students will be asked to bring the required cut outs. The activity will be demonstrated to them along with instructions.	<ul style="list-style-type: none"> • Online quiz using Google forms • Class participation (written and oral) • Weekly assignment / worksheet (submission of work) • Art integrated learning

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

SCIENCE PHYSICS

MONTH	NO. OF PERIODS/TOPICS COVERED	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENT
October	GRAVITATION (contd.) (2) <ul style="list-style-type: none"> • Mass and Weight (2) <p>Mid-term revision and examinations (6)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • differentiate between mass and weight. • solve numericals on mass and weight. 	<p>Art Integration Activity: Make a video to compare and analyse whether acceleration due to gravity is acting same on all objects despite of their masses or not.</p> <p>Lab. Activity using O Labs: To determine the density of a solid (denser than water) by using a spring balance and a measuring cylinder. https://amrita.olabs.edu.in/?sub=1&brch=1&sim=2&cnt=9</p>	<ul style="list-style-type: none"> • Assignment (Submission of work) • Google Quiz • Class participation (written and oral) <ul style="list-style-type: none"> ○ MID-TERM EXAMINATION
November	<p>*GRAVITATION (FLOATATION) (4) – (contd.)</p> <ul style="list-style-type: none"> • Thrust and Pressure (1) • Buoyancy (1) • Archimedes' Principle and Relative Density (2) 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • relate thrust and pressure. • apply the concepts of thrust and pressure in real life. • solve numericals on thrust and pressure. • explain buoyancy and its applications. • state Archimedes' principle. • derive formula for relative density and apply it to solve the numericals. 	<p>Learning Based Activity</p> <p>-Depiction of upthrust with the help of a simple activity. (using paper bag)</p> <p>-To observe the pressure exerted by the water coming out from holes at different heights in the bottle.</p> <p>-To figure out and analyse the face of cuboidal block that will exert more pressure on the table.</p> <p>Lab Activity- To establish the relation between the loss in weight of a solid when fully immersed in: (a) tap water, (b) strong salty water, with the weight of water displaced by it taking at least two different solids.</p>	<ul style="list-style-type: none"> • Google Quiz • Class participation (Written and Oral)

	<p>WORK AND ENERGY (2)</p> <p>Work definition, SI unit and numericals (2)</p>	<ul style="list-style-type: none"> • define work. • classify work as a scalar quantity. 		
December	<p>WORK AND ENERGY (contd.) (6)</p> <ul style="list-style-type: none"> • Work done by a Constant Force and numericals (2) • Kinetic and Potential Energy (3) • Conservation of Mechanical Energy (1) 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • calculate the work done by a constant force. • define Energy and its S.I. unit. • differentiate between kinetic and potential energies. • explain the conservation of mechanical energy. • relate real-life and day-to-day examples of conservation of energy. 	<p>Learning based Activity To show the potential energy stored in a stretched / compressed spring, slinky stretched rubber band.</p> <p>To draw and find the ratio of work done on an object (wooden block) raised to height h via two different paths using mathematical equation.</p> <p>Art Integration Activity- Simulation: To draw the pattern of any path taken by the skater and then to analyze the change in kinetic energy and potential energy.</p> <p>Learning Based Activity Study the types of energy and give relevant examples to show the conservation of energy.</p> <p>To demonstrate and analyse the conversion of energy from one form to another with the help of an activity (using any material like spring, rubber band, lighted bulb, dry cell, etc.). Also, write the series of conversions taking place.</p>	<ul style="list-style-type: none"> • Assignment (Submission of work) • Google Quiz • Class participation (written and oral)

<p>January</p>	<p>WORK and ENERGY (contd.) (3)-</p> <p>Rate of doing Work -Commercial Unit of Energy (2)</p> <p>Numericals (1)</p> <p>*SOUND (3)</p> <ul style="list-style-type: none"> • Production of Sound (1) • Propagation of Sound (1) • Nature of Sound • Wave and Characteristics of Sound (1) 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • calculate the rate of doing work. • describe commercial unit of energy. • define sound as a form of energy. • explain the production of sound. • quote day-to-day examples of production of sound. • explain propagation of sound. • define the nature of a sound wave. • list characteristics of Sound wave such as pitch, frequency, amplitude, time period. • explain Reflection of Sound. • list the various applications of multiple reflection of sound. • describe the structure of human ear. 	<p>Learning Activity-</p> <p>-To show production of sound using a Tuning Fork, rubber pad and cardboard. -To observe production of sound from the vibrating part of different musical instruments.</p> <p>*Lab Activity-</p> <p>To determine the velocity of a pulse propagated through a slinky or a stretched string.</p> <p>Learning Activity</p> <p>-Demonstration of resonance using two tuning forks of same frequency. Students will observe the motion of ping-pong ball attached with the second tuning fork due to the vibrations produced in first.</p> <p>Art Integration Activity:</p> <p>Debate: Sydney opera House: A marvel in sound technology, Earthquakes and their detection.</p>	<ul style="list-style-type: none"> • Google Quiz • Class participation (written and oral)
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<p>February</p>	<p>*SOUND (contd.) (3)</p> <ul style="list-style-type: none"> • Reflection of • Sound and its applications (2) • Human Ear (1) <p>-Revision for end-term examination (5)</p>		<p>*Lab Activity- To verify the laws of reflection of sound.</p>	<p><u>REVISION</u></p> <p>-MOTION -FORCE AND LAWS OF MOTION -GRAVITATION (TILL MASS AND WEIGHT) *-GRAVITATION (FLOATATION) -WORK AND ENERGY *-SOUND</p>
<p>March</p>				<p><u>END TERM EXAMINATION</u></p> <p>-MOTION -FORCE AND LAWS OF MOTION -GRAVITATION (TILL MASS AND WEIGHT) *-GRAVITATION (FLOATATION) -WORK AND ENERGY *-SOUND</p>

CHEMISTRY

Month	No of classes / Topics covered	Learning outcome	Activities	Assessments
OCTOBER	Atoms and Molecules (Contd...) (4)	Each child will be able to: <ul style="list-style-type: none"> Write chemical formulae of some simple compounds Find out the valencies of elements from chemical formula Define Avogadro's constant, mole, and molar mass Write down the formula to find out moles from given mass, number of atoms/ molecules/ particles. Solve numerical on mole concept. 	<ul style="list-style-type: none"> Develop a game using cards (cards can be made from thick sheets of paper). Write symbols of elements, formulae, valencies and names of various chemical compounds. Demonstration of experiment (OLABS) To identify the following reactions as physical and chemical changes- Fe with CuSO_4, heating of Mg ribbon, Zn with dil. H_2SO_4, heating of CuSO_4, BaCl_2 and Na_2SO_4 Solve numerical on molecular mass and formula unit mass Make a flow chart on the relationship between mole, Avogadro number and mass. Solve numerical on mole and mass, Avogadro's number and mass and mole and Avogadro's no. 	<p>Online Quiz using Google form</p> <p>Weekly assignment (work sheet/ submission of work)</p> <p>Assessment worksheet</p> <p>Class participation Assessment (written + oral)</p>
NOVEMBER	Atoms and Molecules- (Contd...) (7) Structure of Atom	<ul style="list-style-type: none"> Solve numerical on mole concept. Draw diagram of the discharge tube to show the discovery of protons, electrons Draw the model of an atom given by J.J. Thomson Explain the draw backs of Rutherford's model of an atom 	<ul style="list-style-type: none"> Demonstration of experiment (OLABS) To verify the Law of Conservation of Mass. Compare the mass and charge of electrons, protons and neutrons. Differentiate between the model given by Thomson and Rutherford. Group discussion on drawbacks of Rutherford's model of an atom. 	<p>Online Quiz using Google form</p> <p>Weekly Assignment/ Worksheet (submission of work)</p> <p>Class participation Assessment (written + oral)</p> <p>Weekly Test II Round I (Nov.–Dec.)</p>
DECEMBER	Structure of Atom	<ul style="list-style-type: none"> Make schematic structures of 	<ul style="list-style-type: none"> Discuss the merits and postulates of Bohr's 	<p>Online Quiz using Google form</p>

	(Contd...) (8)	<p>some common elements with atomic numbers from 1-20.</p> <ul style="list-style-type: none"> • Write the electronic configuration of the elements • Find out valency from the electronic configuration • Represent an element with their atomic number and mass number 	<p>model.</p> <ul style="list-style-type: none"> • Make Bohr Models of atoms out of cereal, colours and paper plates. • Explain the stability of atom and the distribution of electrons in KLMN shells. 	<p>Weekly Assignment/ Worksheet (submission of work)</p> <p>Class participation Assessment (written + oral)</p> <p>Weekly Test II Round II (Dec - Jan.)</p>
JANUARY	Structure of Atom (Contd....) (6)	<ul style="list-style-type: none"> • Calculate the number of neutrons from atomic number and mass number. • Cite some examples of isotopes and isobars • Compare isotopes and isobars • Calculate the average atomic mass from % of isotopic elements. • List the applications of isotopes of Uranium, carbon, cobalt, sodium etc. 	<p><u>ART INTEGRATION</u></p> <p>Bohr Models of atoms out of cereal, colours and paper plates.</p> <ul style="list-style-type: none"> • Draw schematic atomic structures of first twenty elements • Find out the atomic numbers and atomic masses from number of protons, electrons and neutrons • Calculate the average atomic mass from % of isotopic elements 	<p>Online Quiz using Google form</p> <p>Assessment worksheets</p> <p>Weekly Assignment/ Worksheet (submission of work)</p> <p>Class participation Assessment (written + oral)</p> <p>Art integration</p>
FEBRUARY	REVISION AND EXAM			

<p>November</p>	<p>**** Diversity in Living Organisms (Contd.) (8 classes)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> -give two examples each of different phyla of animal kingdom -list the features of the various classes of vertebrates -compare the different classes of vertebrates. - list the important features of the five kingdoms - state binomial nomenclature - explain the need for scientific naming of living organisms - state the conventions which are followed while writing the scientific names 	<p>Five Kingdom Tree Learners will be given the link to watch YouTube video on five kingdom classification and draw a concept map in the form of a tree showing all five kingdoms with their characteristic features.</p> <p>Demonstration of Experiments (O Labs) ⇒ To study of the characteristics of Spirogyra, Agaricus, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to. ⇒ Observe the given models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record: (a) one specific feature of its phylum. (b) one adaptive feature with reference to its habitat.</p> <p>Demonstration of Experiments (O Labs) ⇒Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.</p>	<ul style="list-style-type: none"> ◆Worksheet ◆Weekly Assignment ◆Google Quiz ◆Class Participation Assessment (oral & written)
<p>December</p>	<p>Natural Resources ONLY FOR INTERNAL ASSESSMENT (8 classes)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> -define biosphere and name its components -state three ways by which atmosphere regulates the average temperature on earth -explain the formation of acid rain -describe the harmful effects of air pollution and water pollution -mention the various factors which help in soil formation -give reason as to why soil is a mixture -explain soil erosion -list the methods of preventing soil 	<p>Seminar The lesson will be divided into 8 topics including introduction and recapitulation. The teacher will divide the class of 45 students into 8 groups. Necessary guidance will be given to every group for making the presentations.</p> <p>Graphic Organiser To depict the various biogeochemical cycles in nature.</p> <p>Art Integration Poster Making on causes, effects and prevention of air pollution</p>	<ul style="list-style-type: none"> ◆Worksheet ◆Weekly Assignment ◆Google Quiz ◆Class Participation Assessment (oral & written)

		<p>pollution</p> <ul style="list-style-type: none"> -describe biogeochemical cycles -draw and explain the water cycle, nitrogen cycle and carbon cycle. 		
January	<p>Natural Resources (Contd.) (3 classes) ONLY FOR INTERNAL ASSESSMENT</p> <p>Revision (3 classes)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> - explain how natural resources relate to the economy and environment, both currently and in the future. - describe current events and public information related to natural resources as being scientifically-based or opinion-based and contribute to the knowledge base of information. 	Buzz Group Session on causes, effects and prevention of air pollution	<ul style="list-style-type: none"> ◆Worksheet ◆Weekly Assignment ◆Google Quiz ◆Class Participation Assessment (oral & written)
February	<p>Revision for End Term Exam (6 classes)</p>			
	<ul style="list-style-type: none"> ◆ L5: The Fundamental Unit Of Life ◆ L6: Tissues ◆ L7: Diversity in Living Organisms ◆ L13: Why Do We Fall Ill ◆ L14: Natural Resources ◆ L15: Improvement In Food Resources 			
****	<p>The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.</p>			

SOCIAL SCIENCE

Month	No. of Periods / Topics covered	Learning outcome	Activities	Assessments
OCTOBER 18 days	<p>9 classes (40 mins each)</p> <p>Electoral Politics</p> <p>Why Elections?</p> <p>Why do we need elections?</p>	<p>Each student will be able to:</p> <p>State the need of elections in our country.</p> <p>Discuss the process of elections in India.</p>	<p>Students will be asked to :</p> <p>Graphic organizer on the process of elections in India</p> <p>Group Discussion on mal practices during elections in India</p>	<p>Students to submit</p> <p>Google Mcq's</p> <p>Assignments – HOTS questions</p>

	<p>What makes an election democratic?</p> <p>Is it good to have a political competition?</p> <p>What is our system of elections?</p> <p>What makes elections in India democratic?</p>	<p>Explain the role of Election Commission of India.</p> <p>Write the code of conduct for political parties during election process.</p> <p>Develop respect for the Constitution and appreciation for Constitutional values.</p> <p>Recognize Constitution as a dynamic and living document.</p> <p>Understand representative democracy via competitive party politics</p>	<p>Art in education: Design a symbol for your political party and prepare a Manifesto.</p>	<p>revision questions</p> <p>worksheets</p>
<p>NOVEMBER 17 days</p>	<p>7 classes (40 mins each) Working of Institutions</p> <p>Introduction</p> <p>How decisions are taken by the Government.</p> <p>Need for political Institutions</p> <p>The Parliament of India- Role and Functions</p> <p>The Political Executive – The Prime Minister, Council Of Ministers, President</p> <p>The Judiciary – Its structure, independence in functioning and the judiciary as the guardian of Fundamental Rights.</p>	<p>Each student will be able to: Familiarize with Indian electoral system.</p> <p>Reason out for the adoption of present Indian Electoral System.</p> <p>Develop an appreciation of citizen's increased participation in electoral politics.</p> <p>Recognize the significance of the Election Commission.</p> <p>Get an overview of central governmental structures.</p> <p>Identify the role of Parliament and its procedures.</p> <p>Distinguish between political and</p>	<p>Students will be asked to :</p> <p>Debate whether the Presidential system would have been a better choice for India.</p> <p>Viewing a Lok Sabha/ Rajya Sabha session Live/On television(EL), Write a review on your experience.</p> <p>Art in Education: Caricature of any leader of your choice.</p>	<p>Assignments – HOTS questions</p> <p>Google Mcq's</p> <p>revision questions</p> <p>practice worksheet</p>

		<p>permanent executive authorities and functions.</p> <p>Understand the parliamentary system of executive's accountability to the legislature.</p> <p>Understand the working of Indian Judiciary.</p>		
<p>DECEMBER 22 days</p>	<p>8 classes (40 mins each) Socialism in Europe and the Russian Revolution</p> <p>Introduction</p> <p>Industrial society and social changes</p> <p>Russian Empire</p> <p>Causes of the Revolution</p> <p>The February Revolution in Petrograd</p> <p>The October Revolution</p> <p>Bolsheviks</p> <p>Global influence of the Russian Revolution and the USSR</p>	<p>Each student will be able to: Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</p> <p>Know the use of written, oral and visual material can be used to recover the history of revolutions.</p> <p>Explore the history of socialism through a study of the Russian revolution.</p> <p>Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</p>	<p>Students will be asked to :</p> <p>Find out the role of Russia in the First World War</p> <p>Make a graphic organizer on the ultimate formation of the Soviet State</p> <p>Locate on the map of the world – the major countries of the First World War</p> <p>Art in Education: rap song on a socialist society in India</p>	<p>Google Mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p> <p>Internal Assessment</p> <p>Attendance – 5m</p> <p>Class participation – 10 m</p> <p>Submission of work/Portfolios – 5m</p> <p>Art integrated learning – 5 m</p> <p>Subject Enrichment activity 2 – 5m</p> <p>Pen and Paper test – 20 m</p>

COMPUTER APPLICATION

Month	No of Period / Topics covered	Learning outcome	Activities	Assessments
October	5 periods Unit 3: Office tools (MS PowerPoint) Cont.... <ul style="list-style-type: none"> • Revision of PowerPoint • Add sound effects, and rehearse timings. 	Students will be able to use sound and animation effects in their presentation	Continue the presentation on Computer Graphics. Insert images in the form of collage, Insert animations, sound. Rehearse Timing and set up a slide show.	Worksheet on animations options Output of Presentation on Computer Graphics Mid Term
November	6 periods Unit 3: Office tools (MS Excel) <ul style="list-style-type: none"> • Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet. • Working with a spreadsheet: enter numbers, text, date/ time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. 	Students will be able to work on Excel sheets	Create an excel sheet, use formats, autofill, working with cell, add and delete rows or columns	Google MCQ on Simple Excel options. Output of MS. Excel Sheets
December	8 periods Unit 3: Office tools (MS Excel) Cont.... <ul style="list-style-type: none"> • Enter a formula using the operators 	Students will be able to use basic formulas in Excel and also learn to insert chart	Create an excel worksheet, use formulas and functions. Insert charts and format charts	Google MCQ on working with Excel Cells. Output of MS. Excel Sheets Output of Charts

	<p>(+, -, *, /), refer to cells, and print a worksheet.</p> <ul style="list-style-type: none"> Use simple statistical functions: SUM(), MAX (), MIN (), AVERAGE(), IF() (without compound statements); embed charts of various types: line, pie, scatter, bar and area in a worksheet 			
January	<p>6 periods Revision and solving sample papers</p>		Solving sample papers	Students will be able to solve Sample Papers