



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

Parent syllabus (2021-2022)
CLASS IX

ENGLISH

MONTH	NO.OF PERIODS TOPIC	LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
September	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 individual's success story. They will paste it in their notebooks and discuss the same in the class.) 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. Practice Worksheet & Assignment	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom - Revision using the AMP technique

October	MOMENTS: The Last leaf- O. Henry (4 classes)	To be able to: -listen to the story and extract key information • describe the feelings of the characters at each stage • listen and write descriptions of people *describe the scene in Johnsy's bedroom *answer questions based on the chapter	Art Integration activity: Reviving a life (Leaf Art): Students will use the art form, ' <i>Leaf Painting</i> ' and paint a dried leaf after watching the video below. https://www.youtube.com/watch?v=BW4wG7-Bm6s On the leaf, students will also write a positive message for Johnsy. They will discuss the same in the class. Class discussion Think- Pair share/ Web chart – Character traits of Johnsy and Behrman Practice Worksheet & Assignment	-Quiz using Google form - Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
October	1) ASL Speaking and listening skills 2) Revision for Term 1 -MCQ	To be able to *listen carefully to the podcast Speak up confidently *use the language and vocabulary appropriately Revision To be able to -recall main value points of the stories and poems	Listening skills- based on Tagore Speaking skills- through Google Meet Revision Collaborative learning- group wise focus on different aspects of each item and share the value points with the class. Whole group instruction- clearing any doubts or explain certain concepts again Web charts and Mind maps- to revise characters and themes.	Rubrics for ASL 1. Interactive competence (Initiation & turn taking, relevance to the topic). 2. Fluency (cohesion, coherence and speed of delivery). 3.Pronunciation 4. Language (accuracy and vocabulary).

		-attempt sample papers with MCQs based on the syllabus		-Assessment through revision worksheet -Quizzes - Word Wheel
November	BEEHIVE The Bond of Love – Kenneth Anderson 4-5 classes	To be able to: -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	Virtual tour: Visit the Delhi Zoological park virtually and observe the animals. www.youtube.com/watch?v=jclniEoLcYI Think and share: Do you think wild animals should be confined? Speaking skill activity: Animals also feel the pleasure of love and pain of separation. Practice Worksheet & Assignment	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom -Quiz using Google form
November	BEEHIVE POETRY On Killing a Tree – Gieve Patel- 4 classes	To be able to: *point out the consequences of cutting down trees - write a summary of the poem -discuss poetic devices.	Art Integration Activity: Poetry Doodle Students will be asked to express what they interpreted from the poem in form of an image which they will create using doodle art. 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.	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

		-appreciate the central idea of the poem. - discuss at least five things each of us must do in order to protect our natural heritage.	Art used: Visual Arts Class Discussion: Use of irony and satire in the poem. Practice Worksheet & Assignment AMP technique: for asking questions.	- Quiz using Google form
November	Grammar-Modals Tenses 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	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	- 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.

		significance of the poem -become sensitive towards all living beings.		
November	BEEHIVE: Poetry The Duck and the Kangaroo **** Edward Lear	<u>To be able to:</u> -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	Group Discussion – the setting, central idea and message Research: Read some of the nonsense verse of Sukumar Roy, translated by Sukanta Chaudhuri Individual Activity: Write a nonsense poem of your own on any subject.	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
November	Beehive Prose- Kathmandu **** (3 classes)	<u>To be able to:</u> -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	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 Reading of the text AMP technique Research: Reading 'Heaven Lake' by Vikram Seth	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom

			<p>Kathmandu travel video guide</p> <p>https://www.youtube.com/watch?v=Yu0WwVh4c6s#action=share</p> <p>Kathmandu culture and heritage</p> <p>https://www.youtube.com/watch?v=u7hJNOyzCro</p>	
December	Moments- Weathering the Storm in Ersama (4-5 classes)	<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 -discuss the aftermath of the super cyclone 	<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 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 <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
December	Beehive Drama- If I	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -observe and discuss 	<p>Art Integration Activity:</p> <p>Its Showtime: #puppettheatre</p>	<ul style="list-style-type: none"> - Oral questioning in the class

	<p>Were You (5-6 classes)</p>	<p>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>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>- Individual Tasking: Class and home assignments through Google Classroom</p> <p>- Quiz using google form.</p>
December	<p>Moments: A House is not a Home (4 classes)</p>	<p>To be able to:</p> <p>-Explain the term 'disaster'. -distinguish between natural and manmade disaster.</p>	<p>Resources:</p> <p>FLIPPED CLASSROOM VIDEO https://www.youtube.com/watch?v=nq1HLaFvQl4 DEALING WITH DISASTER https://www.youtube.com/watch?v=YKgIYadRGjA Fire safety awareness training video</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p>

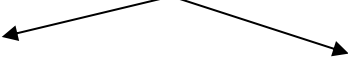
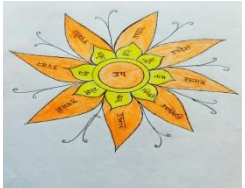
		<p>- express their own experience about the old school and new school.</p> <p>-share their personal experience about loss if any.</p>	<p>BALA: Write a paragraph on the disaster management drill recently conducted by your school</p> <p>Art integration activity: Reporting an accident</p> <p>Imagine yourself 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>- Quiz using google form.</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>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home assignments through Google Classroom</p>
December	<p>Wrtng Skills and Grammar: Revision</p> <p>(3-4 classes)</p> <ul style="list-style-type: none"> ➤ Tenses ➤ Modals 	<p>To be able to:</p> <ul style="list-style-type: none"> -attempt the worksheets/google forms given by the teacher 	<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 -</p>	<p>- Oral questioning in the class</p> <p>- Individual Tasking: Class and home</p>

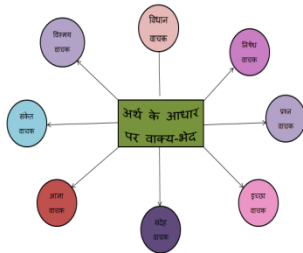
	<p>➤ Subject verb concord</p> <p>Factual Description</p> <p>(Revision)</p>	<p>-answer multiple choice questions based on tenses.</p> <p>-answer multiple choice questions based on subject verb concord.</p> <p>-answer multiple choice questions based on modals.</p> <p>-write a factual description.</p>	<p>https://www.grammarbook.com/grammar/subjectVerbAgree.asp</p> <p>Small group discussion</p> <p>*KWL CHART</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>assignments through Google Classroom</p> <p>- Revision using the AMP technique</p>
January:	<p>MOMENTS</p> <p>The Beggar</p> <p>(4-5 CLASSES)</p>	<p>To be able to:</p> <p>-reflect on the aftermath of alcoholism</p> <p>-explore the theme of change, dishonesty, compassion, desperation and struggle</p> <p>-answer text based questions and questions from the assignment</p> <p>- list some works of Anton Chekhov</p>	<p>Flipped classroom</p> <p>https://www.youtube.com/watch?v=wtZ9mEdewt0</p> <p>A class discussion based on the video.</p> <p>-Whole group instruction</p> <p>-Concept mapping</p> <p>-AMP technique</p> <p>- Web Chart on characters using Mindomo</p> <p>Art Integration Activity: Creating a comic strip</p> <p>Students will create a comic strip based on any part of the lesson.</p> <p>Practice worksheet and assignment</p> <p>AMP technique</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>

January	MOMENTS The Accidental Tourist**** (3-4 classes)	To be able to: - make a web chart on the protagonist - list things to be kept in mind while travelling - discuss the concept of social anxiety	Overview of the chapter - web chart of important characters - Pair Share	- Oral questioning in the class - Individual Tasking: Class and home assignments through Google Classroom
January	WRITING SKILLS Story Writing Essay- Narrative/ Descriptive Paragraph- Draft 3 Story Writing.	To be able to: - reflect on their errors in draft 2 and reframe a new draft - reflect on their mistakes in the previous draft. - revise letter writing	- AMP technique - Co-operative study - Brainstorming - Pair work	- Revision using the AMP technique - Individual Tasking
January	ASL Speaking and listening skills - Listening skills (through google forms) - Speaking skills Revision	To be able to *listen carefully to the podcast/teacher *attempt the google form based on what they heard. Speak up confidently *use the language and vocabulary appropriately	ASL activity (to be decided later) Revision Collaborative learning- group wise focus on different aspects of each item and share the value points with the class - Whole group instruction - AMP technique.	Rubrics for ASL - Interaction - Vocabulary - Relevance - Coherence of ideas - Pronunciation - Assessment through revision worksheet - Quizzes

	-Writing skills -Diary entry -Factual description -Story writing	Revision To be able to -recall main value points of the stories and poems -recall the writing formats.	-Revision worksheet -Google form	- AMP technique
February	Revision -Literature -Prose -Poetry -Practice Test Grammar -Reported speech -Subject verb agreement -Tenses -Modals -Determiners	Revision To be able to -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.	Revision -Collaborative learning -Whole group instruction -AMP technique -Brainstorming -Revision worksheets -Google forms	Assessment through revision worksheet -Quizzes - AMP technique -Google Forms
****	Important Note: The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2021-22. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

विषय- हिन्दी कक्षा- नौवीं

मास	कालांश/ विषय	अधिगम प्रतिफल	<div style="text-align: center;"> गतिविधियाँ  पाठाधारित कला समेकित </div>	मूल्यांकन
अप्रैल	स्पर्श- दुख का अधिकार व्याकरण- विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय अपठित गद्यांश कालांश-८	प्रत्येक छात्र -मानवीय मूल्यों को समझ पाएगा। - विषय के आधार पर कम से कम दो प्रश्नों के उत्तर दे पाएगा। - कार्यपत्र में विषय पर आधारित प्रश्नों के उत्तर दे पाएगा। - पाठ पर आधारित व्याकरण का अभ्यास कार्य कर पाएगा।	फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। पोशाक समाज में सम्मान दिलाती है। -विषय पर वाद-विवाद। छात्र परिवार के बुजुर्ग सदस्यों से नैतिक मूल्यों पर चर्चा करके उनसे प्राप्त दो शिक्षाओं को लिखेंगे। -अनुभवात्मक गतिविधि <div style="background-color: #00FF00; padding: 5px; text-align: center;">❖ कला समेकित गतिविधि</div> उपसर्ग व प्रत्यय की रंगोली 	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।
जून	संचयन • गिल्लू स्पर्श- पद(रैदास)	-वाचन, श्रवण व लेखन कौशल का विकास।	फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। -जीव-जंतुओं के प्रति संवेदनशीलता- विषय पर कक्षा में चर्चा की जाएगी।	विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।

	<p>व्याकरण- अर्थ के आधार पर वाक्य भेद शब्द और पद नारा लेखन, अनुच्छेद कालांश- १२</p>	<p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना। -पशु पक्षियों के प्रति संरक्षण की भावना का विकास करना।</p>	<p>❖ कला समेकित गतिविधि (पाठ- गिल्लू) कहानी वाचन</p> 	<p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>
जुलाई	<p>स्पर्श- एवरेस्ट: मेरी शिखर यात्रा रहीम के दोहे व्याकरण- अनुस्वार, अनुनासिक, विलोम, पर्यायवाची, उपसर्ग व प्रत्यय संवाद लेखन, अनौपचारिक पत्र कालांश- १२</p>	<p>-पठन कौशल व लेखन कौशल का विकास करना। -करणीय और अकरणीय आचरण का ज्ञान देना। - जोखिम उठाने की भावना का विकास करना।</p>	<p>हुक गतिविधि- विषय से संबंधित लघु कथा, प्रेरक प्रसंग, तात्कालिक घटना आदि। फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री। ‘नैतिक मूल्य आज भी प्रासंगिक हैं’- विषय पर वाद-विवाद। -रहीम के अन्य दोहों का संकलन। -अधिगमाधारित गतिविधि छात्र परिवार के बुजुर्ग सदस्यों से नैतिक मूल्यों पर चर्चा करके उनसे प्राप्त दो शिक्षाओं को लिखेंगे। -अनुभवात्मक गतिविधि</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स व असेसप्रेप द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन। ऑनलाइन परीक्षा</p>

			<p>कला समेकित गतिविधि-</p> <p>भाषा में कला (गायन)-</p> <p>1. छात्र रहीम के दोहों का सस्वर गायन करेंगे।</p> <p>मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> • अभिव्यक्ति • आरोह-अवरोह • उच्चारण • प्रस्तुतीकरण <p>भाषा में कला (चित्रकला)</p> <p>2. जल-संरक्षण पर आधारित सचित्र नारा(स्लोगन) लेखन</p> <p>मूल्यांकन-बिंदु-</p> <ul style="list-style-type: none"> • विषयवस्तु • शब्दों का चयन • भाषा की शुद्धता • समय-सीमा का पालन • प्रस्तुतीकरण (चित्र की सार्थकता, रंगों का उचित प्रयोग) 	<p>(साप्ताहिक)</p> <p>३०.७.२०२१</p> <p>स्पर्श-</p> <p>दुख का अधिकार, पद(रैदास),</p> <p>संचयन- गिल्लू</p> <p>व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय</p> <p>अपठित गद्यांश</p> <p>लेखन- नारा(स्लोगन) लेखन</p>
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अगस्त	<p>स्पर्श- तुम कब जाओगे अतिथि, संचयन- स्मृति</p> <p>व्याकरण -अनुस्वार, अनुनासिक, विलोम, पर्यायवाची, उपसर्ग व प्रत्यय</p> <p>संदेश लेखन</p> <p>संवाद व अनुच्छेद लेखन</p> <p>कालांश- १२</p>	<p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-वर्तमान समय में अतिथि का देवत्व कैसे सुरक्षित रह सकेगा- समझने की भावना का विकास।</p> <p>- जोखिम उठाने की भावना का विकास करना।</p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>छात्र घर आए अतिथियों के सत्कार के अनुभव सुनाएंगे।</p> <p>- अनुभवात्मक गतिविधि</p> <p>कला समन्वित गतिविधि-</p> <p>भाषा में अभिनय</p> <p>- भूमिका निर्वहन</p> <p>सूत्रधार व अतिथि की भूमिका का निर्वहन।</p>	<p>विषय से संबंधित</p> <p>मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स व असेसप्रेप द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>
सितंबर	<p>स्पर्श- एक फूल की चाह</p> <p>व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, वाक्य-भेद</p> <p>नारा, संदेश व संवाद लेखन</p> <p>विषय- संवर्धन गतिविधि</p> <p>वाचन कौशल</p> <p>कालांश- १२</p>	<p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन</p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>कला समन्वित गतिविधि-</p> <p>पी पी टी के माध्यम से किसी भी सामाजिक समस्या पर कहानी वाचन</p> <p>मूल्यांकन-बिंदु</p> <ul style="list-style-type: none"> • विषयवस्तु • रचनात्मकता • प्रस्तुतीकरण 	<p>विषय से संबंधित</p> <p>मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>

		-अर्थ के आधार पर वाक्यों के प्रकार पहचानना व लिखना		
अक्टूबर	पुनरावृत्ति प्रथम सत्र परीक्षा हेतु पाठ्य पुस्तक के पाठों व व्याकरण का अभ्यास। कालांश- ४	<p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन</p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p> <p>-अर्थ के आधार पर वाक्यों के प्रकार पहचानना व लिखना</p>	<p>विभिन्न प्रश्नोत्तरियों द्वारा, जैसे- क्विज़ डॉट कॉम, नीयरपॉड, कहूत, तथा कार्यपत्रों के माध्यम से पाठों व व्याकरण का अभ्यास।</p> <p>श्रवण कौशल</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p> <p>प्रथम सत्र परीक्षा</p> <p>स्पर्श- दुख का अधिकार, एवरेस्ट:मेरी शिखर यात्रा, रैदास, रहीम के दोहे</p> <p>अपठित गद्यांश</p> <p>व्याकरण- शब्द और पद, अर्थ के आधार पर वाक्य भेद, विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय, श्रुतिसम भिन्नार्थक शब्द</p>

नवंबर	<p>स्पर्श- धर्म की आड़ व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लेखन- अनुच्छेद, पत्र, नारा लेखन</p> <p>कालांश- ९</p>	<p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-धर्म के नाम पर लोगों का लाभ उठाने वाले चलते- पुरजे लोगों से सावधान करना।</p> <p>-कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन</p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>कला समन्वित गतिविधि-</p> <p>कक्षा परिचर्चा का आयोजन</p> <p>मूल्यांकन-बिंदु</p> <ul style="list-style-type: none"> विषयवस्तु भाषण क्षमता प्रस्तुतीकरण 	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>
दिसंबर	<p>संचयन-</p> <p>हामिद खाँ</p> <p>स्पर्श- खुशबू रचते हैं हाथ व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लेखन- संवाद, संदेश, नारा लेखन</p> <p>कालांश- १२</p>	<p>पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-उपेक्षित श्रमिकों की समस्याओं से अवगत कराना।</p> <p>-कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन</p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ़्लिपड कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>कला समन्वित गतिविधि-</p> <p>भूमिका निर्वहन व पोस्टर निर्माण</p> <p>मूल्यांकन-बिंदु</p> <ul style="list-style-type: none"> विषयवस्तु अभिव्यक्ति प्रस्तुतीकरण 	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्म्स द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>

जनवरी	<p>संचयन- दिये जल उठे व्याकरण-</p> <p>विलोम, पर्यायवाची, अनुस्वार, अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लेखन- संवाद, संदेश, नारा लेखन</p> <p>कालांश- ७</p>	<p>पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-गांधी जी के सिद्धांतों से अवगत कराना।</p> <p>-कुछ प्रमुख प्रचलित विलोम व पर्यायवाची शब्दों पर चर्चा तथा लेखन</p> <p>-अनुस्वार व अनुनासिक का प्रयोग</p> <p>- उपसर्ग व प्रत्यय युक्त शब्दों का निर्माण</p>	<p>फ्लिप्ट कक्षा- वीडियो लिंक, पीपीटी, पठन हेतु सामग्री।</p> <p>कला समन्वित गतिविधि-</p> <p>छात्रों के कौशल को दर्शाते हुए वीडियो का निर्माण अथवा नाटक प्रस्तुति</p> <p>मूल्यांकन-बिंदु</p> <ul style="list-style-type: none"> • विषयवस्तु • अभिव्यक्ति • प्रस्तुतीकरण 	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्मस द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>
फ़रवरी	<p>पुनरावृत्ति</p> <p>द्वितीय सत्र परीक्षा</p>	<p>पठन कौशल व लेखन कौशल का विकास करना।</p>	<p>विभिन्न प्रश्नोत्तरियों द्वारा, जैसे- क्विज़ डॉट कॉम, नीयरपॉड, कहूत, तथा कार्यपत्रों के माध्यम से पाठों का अभ्यास।</p>	<p>विषय से संबंधित मौखिक, गहन प्रश्नों का सक्रिय मानसिक सहभागिता द्वारा मूल्यांकन किया जाएगा।</p> <p>लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा गूगल फॉर्मस द्वारा बहुविकल्पीय प्रश्न, प्रदत्त कार्य के माध्यम से, ऑनलाइन अभ्यास के द्वारा मूल्यांकन।</p>

CHEMISTRY

Month	No of classes / Topics covered	Learning outcome	Activities	Assessments
SEPTEMBER	Atoms and Molecules (Contd..) (5)	<ul style="list-style-type: none"> State the law of conservation of mass Define Law of constant proportion Solve numerical based on law of conservation of mass, law of constant proportion List the postulates of Daltons Atomic theory Point out the demerits of Daltons Atomic theory Compare an atom with molecule. 	<ul style="list-style-type: none"> Complete the table representing symbol, names of some common ions for writing chemical formula Make placards with symbols and valencies of the elements and ions separately and use them to make chemical formulae. 	<p>Online Quiz using Google form</p> <p>Weekly assignment</p> <p>Class participation Assessment (written + oral)</p>
OCTOBER	Atoms and Molecules (Contd...) (5)	<ul style="list-style-type: none"> Find out the atomicity of elements and compounds Cite examples of some monoatomic, diatomic, triatomic and polyatomic molecules of elements and compounds. Write down symbols of some common elements <p>Revision for Term 1 Examination Ch 2- Is Matter Around Us Pure</p>	<ul style="list-style-type: none"> Draw Daltons atomic symbols 	<p>Term 1 Examination (22/10/21)</p> <p>Ch 2- Is Matter Around us pure</p>
NOVEMBER	Atoms and Molecules (Contd...) (7)	<ul style="list-style-type: none"> Write chemical formulae of some simple compounds Find out the valencies of elements from chemical formula 	<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 	<p>Online Quiz using Google form</p>

		<ul style="list-style-type: none"> 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. 	<p>names of various chemical compounds.</p> <ul style="list-style-type: none"> Find out 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. 	<p>Weekly assignment (work sheet/ submission of work)</p> <p>Assessment worksheet</p> <p>Class participation Assessment (written + oral)</p>
DECEMBER	<p>Atoms and Molecules- (Contd...)</p> <p>Structure of Atom</p> <p>(9)</p>	<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 Make schematic structures of some common elements with atomic numbers from 1-20. Write the electronic configuration of the elements Find out valency from the electronic configuration Represent an element with their atomic number and mass number 	<ul style="list-style-type: none"> Solve numerical on mole and Avogadro's no. Compare the mass and charge of electrons, protons and neutrons. Draw model of an atom given by Thomson and Rutherford. Group discussion on drawbacks of Rutherford's model of an atom. Discuss the merits and postulates of Bohr's model. <p><u>Art Integration Activity:</u> Make Bohr Models of atoms out of cereal, colours and paper plates.</p> <ul style="list-style-type: none"> Explain the stability of atom and the distribution of electrons in KLMN shells. CASE STUDY – on models of atom 	<p>Online Quiz using Google form</p> <p>Weekly Assignment/ Worksheet (submission of work)</p> <p>Class participation Assessment (written + oral)</p>

JANUARY	Structure of Atom (Contd....) (7)	<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. 	ART INTEGRATION Bohr Models of atoms out of cereal, colours and paper plates. <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 	Online Quiz using Google form Assessment worksheets Weekly Assignment/ (submission of work) Class participation Assessment (written + oral) Art integration
FEBRUARY	REVISION (3)	REVISION – TERM 2 SYLLABUS Ch 3- Atoms and Molecules Ch- 4 - Structure of Atom		

Science (Biology) April 2021- February 2022			
♦Month ♦No. of teaching days. ♦Topic (No. of classes) ♦Subtopic ♦Life Skills; Gender Sensitivity; Health & Wellness; General Awareness; Values; SEWA.	Learning Outcomes	Activities	Assessment
April Bridge Classes (2 classes)	Each child will be able to: •explain the function of each nutrients in order to discuss the importance of nutrients in good health	Experiential Activity Students will compare the cells which are building blocks of life to	⇒Assessment Worksheet ⇒Weekly Assignment

<ul style="list-style-type: none"> ➤ Components of food ➤ Getting to know plants ➤ Body movements ➤ Microorganisms <p>The Fundamental Unit of Life</p> <ul style="list-style-type: none"> ➤ What are living organisms made up of? ➤ Structural organization of a cell (3 classes) 	<ul style="list-style-type: none"> • compare the roots of different plants in order to classify them into tap roots and fibrous roots • analyze the parts of a plant and their function to in order to classify them into root and shoot system • identify the type of joints in human body & their extent of movement /motion • compare and contrast between bones in different parts of human bod • cite two examples of unicellular organisms • differentiate between cell membrane and cell wall. 	<p>the bricks of the school/ home building.</p> <p>Reading assignment -Study Of plasmolysis In epidermal peels by analysing experimental data</p>	<p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral & written)</p>
<p>June</p> <p>The Fundamental Unit of Life</p> <ul style="list-style-type: none"> ➤ Structural organization of a cell (2 classes) ◆ Plasma membrane or cell membrane ◆ Cell wall ◆ Nucleus ◆ Cytoplasm ➤ Cell organelles (2 classes) ◆ Endoplasmic reticulum ◆ Golgi apparatus ◆ Lysosomes ◆ Mitochondria ◆ Plastids ◆ Vacuoles 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> • name the structural and functional unit of life • differentiate between prokaryotic and eukaryotic cells • cite two examples of unicellular organisms • differentiate between cell membrane and cell wall • list the functions of various cell organelles • compare a Prokaryotic and an Eukaryotic cell • differentiate between types of endoplasmic reticulum and identify their functions • name the cell organelle responsible for storage, modification and packaging of products in a cell • explain the functioning of mitochondria in a cell • describe the variety in shape and size of cells in different organisms and infer that cells 	<p>Demonstration of Experiment (O Labs)</p> <p>Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.</p> <p>Venn diagram to compare prokaryotic and eukaryotic cell</p> <p>Reading assignment -Study Of plasmolysis In epidermal peels by analysing experimental data</p> <p>Art Integration : “Model Making” “My edible plant/ animal cell”</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral & written)</p>

	<p>are functionally similar despite structural differences</p> <ul style="list-style-type: none"> • describe the process of osmosis & diffusion. • elaborate the role of chromosomes during cell division. 		
<p>July</p> <p>Tissues 6 classes</p> <p>➤ Are Plants and Animals Made of Same Types of Tissues? (1 class)</p> <p>➤ Plant Tissues – Meristematic & Permanent Tissues (3 classes)</p> <p>➤ Animal Tissues – Epithelial; Connective; Muscular & Nervous Tissues. (2 classes)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> • differentiate between plant tissues and animal tissues • describe the characteristics of plant tissues • state the role of epidermis in plants • differentiate between meristematic tissues and permanent tissues • draw the diagram showing the location of different types of meristems-apical, lateral & intercalary • list the functions of the three types of meristems • classify permanent plant tissues as simple and complex tissues • differentiate between xylem tissues and phloem tissues • describe the role of xylem in transport of water and minerals • describe the role of phloem in the transport of nutrients • name the different types of animal tissues -list the functions of the various epithelial tissues -differentiate between bone and cartilage; tendon and ligament •distinguish between striated and un-striated muscles 	<p>Venn diagram to compare the tissues of plants and animals</p> <p>Demonstration of Experiment (O Labs) Identification of parenchyma, collenchyma and sclerenchyma tissues in plants from prepared slides and to draw their labeled diagrams.</p> <p>Reading assignment – connective tissues (pages 74-75 of NCERT text book)</p> <p>Get it Right- labelling of the parts of a neuron.</p> <p>Specialized Cells Matchup Cut & paste in the register. Match name of cell, picture and function. (information sheet with will be shared with students for this activity)</p>	<p>⇒ Assessment Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral & written)</p>

	<ul style="list-style-type: none"> •state the specific function of the cardiac muscle •draw different types of muscle fibres •describe the structure of neuron •draw the diagram of a neuron. 		
August Why Do We Fall Ill ➤ Health and its Failure (1 class) ➤ Disease and Its Causes (1 class) ➤ Infectious Diseases (1 class) ➤ Means of spread (2 classes) ➤ Principles of treatment (1 class) ➤ Principles of prevention (1 class)	Each child will be able to: <ul style="list-style-type: none"> • measure physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc. • state any two conditions essential for good health • differentiate between healthy and disease free differentiate between acute and chronic diseases • compare as infectious and non- infectious diseases • state the causes of diseases • measure his/her own body temperature using a clinical thermometer. • mention some common methods of transmission of diseases • describe two ways of treating an infectious disease • suggest two measures that can be taken for the prevention of diseases • define immunization • name at least four infectious diseases for which vaccines have been developed • relate processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents. 	Hands-On – to measure your own body temperature using a thermometer. Art Integration Make your own poster about the precautionary measures to be taken in order to avoid the spread of COVID-19 and share the picture of the poster with your friends, relatives, etc. (Ref: AAC_NCERT) Drag-n-Drop Activity: ➡ On Disease caused by microorganisms ➡ Vector and Disease Art Integration Make a list on a chart paper/sheet of paper and share a picture of it with your classmates. What changes in your lifestyle have you made to avoid contracting various diseases?	⇒ Assessment Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral & written) ⇒ Weekly Test – I 06/08/2021 Syllabus: Fundamental Unit of Life

	<ul style="list-style-type: none"> • explains processes and phenomena, such as, spread of diseases and their prevention. • apply scientific concepts in daily life and in solving problems, such as, takes preventive measures to control disease causing agents, etc. • name the various categories of infectious agents • explain the role of antibiotics. 		
<p>September</p> <p>Why Do We Fall Ill ➤ Principles of prevention (1 Class)</p> <p>Natural Resources ONLY FOR INTERNAL ASSESSMENT ➤ The Atmosphere ➤ The breath of life – air ➤ Air pollution (1 Class)</p> <p>➤ Water: A Wonder Liquid ➤ Water Pollution (1 Class)</p> <p>➤ Soil: Formation, Pollution & Conservation (1 Class)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> - explains processes and phenomena, such as, spread of diseases and their prevention. - apply scientific concepts in daily life and in solving problems, such as, takes preventive measures to control disease causing agents, etc. <p>-describe 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 pollution -describe biogeochemical cycles -draw and explain the water cycle, nitrogen cycle and carbon cycle.</p>	<p>Art Integration Make a VLOG (video blog) on “Prevention of Communicable Diseases” Time duration: 3-4 Minutes</p> <p>Graphic Organizer To depict the various biogeochemical cycles in nature.</p> <p>◆ RAFO (Read And Find Out) Link: https://kids.britannica.com/students/article/natural-resource/599843</p>	<p>⇒ Practice Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral & written)</p>

Term I Revision ➤ Fundamental Unit of Life ➤ Tissues (2 Classes)			
October Natural Resources ONLY FOR INTERNAL ASSESSMENT ➤ Biogeochemical Cycles (2 Classes) Term I Revision ➤ Fundamental Unit of Life ➤ Tissues (2 Classes)	Each child will be able to: -describe biogeochemical cycles - explain the importance of biogeochemical cycles in maintaining the ecological balance. -draw and explain the water cycle, nitrogen cycle and carbon cycle. -revise for the Term- I examination.	Graphic Organizer To depict the various biogeochemical cycles in nature. Art Integration Poster Making on causes, effects and prevention of air pollution.	⇒ Practice Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral & written) ⇒ Term – I Examination 22.09.2021 to 2.11.2021
November Diversity in Living Organisms**** ➤ Basis of Classification (1 class) ➤ Classification and Evolution (1 classes) ➤ The Hierarchy of Classification-Groups	Each child will be able to: - differentiates organisms, phenomena and processes based on certain characteristics and salient features such as living and non-living, unicellular and multicellular; different groups of organisms, etc. - list the five kingdoms of Whittaker - state the important characteristics of various phyla of kingdom animalia -give two examples each of different phyla of animal kingdom	Concept map in the form of a tree showing all five kingdoms with their characteristic features. Learning Activity Students will make the flow chart to show the classification of plants Get it Right- labelling of the parts of a monocot & dicot plant Quiz – Identify the animal	⇒ Practice Worksheet ⇒ Weekly Assignment ⇒ Google Quiz ⇒ Class Participation Assessment (oral & written)

(2 classes)	<ul style="list-style-type: none"> -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>December Improvement In Food Resources ****</p> <ul style="list-style-type: none"> ◆ Improvement in Crop Yields ◆ Crop Variety Improvement <p>(1 Class)</p> <ul style="list-style-type: none"> ◆ Crop Production Management - Nutrient Management - Irrigation <p>(1 Class)</p> <ul style="list-style-type: none"> ◆ Crop Protection Management - Cropping Patterns <p>(1 Class)</p> <ul style="list-style-type: none"> ◆ Animal Husbandry - Cattle farming - Poultry farming - Fish production - Bee keeping <p>(1 Class)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> - give two examples of weeds - state the various methods of weed control - mention three ways in which insect pests attack the crop plants - list the factors responsible for loss of grains during storage - describe animal husbandry - explain the cleaning and shelter facilities for cows and buffaloes - mention the two types of food requirement of dairy animals - differentiate between layers and broilers - list the two ways of obtaining fish - explain the importance of composite fish culture - state the desirable characters of bee varieties suitable for honey production - describe how pasturage is related to honey production. 	<p>Venn diagram to compare manures and fertilizers.</p> <p>Experiential Learning: Using Google Earth Creation Tools- Decode the Colour-Coded Revolutions</p> <p>Link: https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%221wW9kvZqr-XxCpccB-6ny0wKGO2sulqlf%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%2211287368048742716211%22%7D&usp=sharing</p>	<p>⇒ Practice Worksheet</p> <p>⇒ Weekly Assignment</p> <p>⇒ Google Quiz</p> <p>⇒ Class Participation Assessment (oral & written)</p>

		This activity will help students explore the various agricultural revolutions in India.	
January Revision Term - II ➤ Why Do We Fall Ill (3 classes)	Each student will be able to: -Revise the Term II syllabus.	Oral & Written Revision using Practice Questions and Sample Papers.	⇒Revision Worksheet ⇒Weekly Assignment ⇒Google Quiz ⇒Class Participation Assessment (oral & written)
February 2 classes	Revision Term – II Syllabus – Why Do We Fall Ill		
The topics marked with asterisk (****) in the syllabus have been deleted by CBSE for the academic year 2021-22. However, these topics will be covered discussion in the class to bridge the learning gaps.			

PHYSICS

Month	Topics	Learning outcome	Activities	Assessments
OCTOBER No. of classes (including revision classes for Term I examination): 3	*GRAVITATION (FLOATATION) – (CONTD.)	Each student will be able to: <ul style="list-style-type: none"> ○ relate thrust and pressure ○ apply the concepts of thrust and pressure in real life ○ solve the numericals on thrust and pressure 	<ul style="list-style-type: none"> ○ To figure out and analyse the face of cuboidal block that will exert more pressure on the table. 	Objective questions Class participation (Written and Oral) Term I Examination (22.10.2021): -Motion -Force and laws of motion
NOVEMBER No. of classes: 8	*GRAVITATION (FLOATATION) – (CONTD.)	Each student will be able to: <ul style="list-style-type: none"> ○ describe buoyancy and its applications ○ state Archimedes' principle ○ derive formula for relative density and apply it to solve the numericals 	<ul style="list-style-type: none"> ○ Depiction of upthrust with the help of a simple activity ○ To observe the pressure exerted by the water coming out from holes at different heights in the bottle. ○ Lab. Activity: To determine the density of a solid (denser than water) by using a spring balance and a measuring cylinder. ○ 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. 	-Oral questions -Google quiz

<p>NOVEMBER (CONTD.)</p> <p>No. of classes: 8</p>	<p>WORK AND ENERGY</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ develop the understanding of the term 'work' ○ classify work as a scalar quantity ○ calculate the work done by a constant force 	<ul style="list-style-type: none"> ○ To draw and find the ratio of work done on an object (wooden block) raised to height h via two different paths. 	<p>Objective questions</p> <p>Google quiz</p>
<p>DECEMBER</p> <p>No. of classes: 12</p>	<p>WORK AND ENERGY (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ discuss about energy and derive its SI unit ○ differentiate between kinetic and potential energies ○ explain the conservation of mechanical energy ○ apply the conservation of energy in daily life situations ○ calculate the rate of doing work ○ describe commercial unit of energy 	<ul style="list-style-type: none"> ○ To show the potential energy stored in a stretched / compressed spring, slinky or rubber band. ○ Study the types of energy and give relevant examples to show the conservation of energy ○ To demonstrate and analyse the conversion of energy from one form to another with the help of an activity. Also, write the series of conversions taking place. ○ 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>Oral questions</p> <p>Google quiz</p> <p>Practice assignment</p>

<p>DECEMBER (CONTD.)</p> <p>No. of classes: 12</p>	<p>*SOUND</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ describe sound as a form of energy ○ explain the production of sound ○ give day-to-day examples of production of sound ○ discuss the propagation of sound ○ list the characteristics of sound wave such as pitch, frequency, amplitude and time period 	<ul style="list-style-type: none"> ○ 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. ○ *Lab Activity- To determine the velocity of a pulse propagated through a slinky or a stretched string. ○ 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>Objective questions</p> <p>Google quiz</p>
<p>JANUARY</p> <p>No. of classes (including revision classes for Term II examination): 6</p>	<p>*SOUND (CONTD.)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ explain reflection of sound ○ list the various applications of multiple reflection of sound ○ describe the structure and 	<ul style="list-style-type: none"> ○ *Lab Activity- To verify the laws of reflection of sound. 	<p>Oral questions</p> <p>Google quiz</p>

		working of human ear		
FEBRUARY No. of classes (revision classes for Term II examination): 2 Term II examinations				Term II Examination: -Gravitation (till mass and weight) -Work and Energy

SOCIAL SCIENCE

September (22 days) (5 classes/week)	Term 2 Syllabus continued – ** HISTORY: Nazism and the rise of Hitler (Completed in July 2021)	Each student will be able to: Mention the names of people involved, the	Students will be asked to : Explain the role of Russia in the First World War	Google quiz MCQs and very short answer type questions
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	<p>Revision classes taken (4 classes)</p> <p>HISTORY: Socialism in Europe and the Russian Revolution (50 mins each) (22 days/ 12 classes)</p> <p>Industrial society and social changes</p> <p>Russian Empire</p> <p>Causes of the Russian Revolution</p> <p>The February Revolution in Petrograd in 1917</p> <p>The October Revolution in 1917</p> <p>Bolsheviks and their role in the revolution</p> <p>Global influence of the Russian Revolution and the USSR</p> <p>POLITICAL SCIENCE: Electoral Politics (50 mins each) (classes) continued (6 classes)</p> <p>Why Elections?</p>	<p>different types of ideas that inspired the revolution, the wider forces that shaped it.</p> <p>Differentiate between ideas of the Liberals, Radicals and the Conservatives in Europe</p> <p>Analyse the causes of the Russian revolution</p> <p>Describe the events which led to the February revolution of 1917</p> <p>Explain the consequences of the October revolution of 1917</p> <p>Distinguish between the Bolsheviks and the Mensheviks</p> <p>Analyse the global influence of the Russian Revolution and the USSR</p>	<p>Prepare a Flipped class on the views of the Liberals, Radicals and the Conservatives in Europe</p> <p>Locate on the map of the world – the major countries of the First World War</p> <p>and the Central Powers and Allied Powers – as per CBSE map syllabus</p> <p>Research on the process of elections in India</p> <p>Group Discussion on malpractices during elections in India</p>	<p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p> <p>Assignments – HOTS questions</p>
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	<p>Why do we need elections?</p> <p>What makes an election democratic?</p>	<p>Each student will be able to: State the need for elections in our country.</p> <p>Discuss the process of elections in India.</p> <p>Explain the role of Election Commission of India.</p> <p>Write the code of conduct for political parties during the election process.</p>	<p>Debate on whether elections are required in a democracy or not</p>	<p>MCQs and very short answer type questions</p>
<p>October (15 days) (5 classes/week)</p>	<p>POLITICAL SCIENCE: Electoral Politics (50 mins each) continued.. (15 days/3 classes)</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>Each student will be able to:</p> <p>Develop respect for the Constitution and appreciation for Constitutional values.</p> <p>Recognize the Constitution as a dynamic and living document.</p>	<p>Make a list of keywords</p> <p>Practice worksheet</p> <p>Art in education: Design a symbol for your political party and prepare a Manifesto.</p>	<p>Google quiz</p> <p>MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>

	Revision for the Term I Exams (5 classes) and Term I Examinations begin.	Understand representative democracy via competitive party politics		TERM 1 EXAMINATION (from 22.10.21 onwards)
November (17 days) (5 classes/week)	GEOGRAPHY: Climate (50 mins each) (17 days/13 classes) Concept and Important terms Climatic controls Factors affecting India's climate The Indian Monsoon Mapwork – as per CBSE syllabus Distribution of rainfall Monsoon as a unifying bond	Each student will be able to: Explain important terms like Ferrel's law, Coriolis force, etc Describe the controls that affect the climate of India. Explain the factors affecting India's climate Explain the type of climate India has with reference to the south-west monsoons Locate and label on the map of India the regions having high rainfall and less rainfall during the monsoon months	Students will be asked to : gather information related to weather and population, from different sources such as daily newspapers and analyse recorded data/ information discuss how the climate of hilly regions is significantly different from the plains ask questions to understand the mechanism of monsoon for e.g. the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ), El Nino and how jet streams influence monsoon	Google quiz MCQs and very short answer type questions Practice Worksheet Written Assignment Practice worksheet Written assignment

	<p>POLITICAL SCIENCE: Working of Institutions (50 mins each) (4 classes)</p> <p>How decisions are taken by the Government.</p> <p>Need for political Institutions</p>	<p>Explain the distribution of rainfall in different regions in India</p> <p>Analyse the importance and unifying role of monsoons in India</p> <p>Explain the Indian electoral system.</p> <p>Analyse the reason for the adoption of the present Indian Electoral System.</p> <p>Explain the need for a citizen's increased participation in electoral politics.</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 Write a review on your experience.</p>	<p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
<p>December (22 days)</p> <p>(5 classes/week)</p>	<p>POLITICAL SCIENCE: Working of Institutions - continued (50 mins each) (22 days/7 classes)</p> <p>The Parliament of India- Role and Functions</p>	<p>Each student will be able to:</p> <p>Analyse the role of the Election Commission of India during elections.</p>	<p>Make a list of keywords</p> <p>Flipped Class on the Election Commission of India</p> <p>Practice worksheet</p> <p>Written assignment</p>	<p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</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>ECONOMICS: Poverty as a challenge (50 mins each) (22 days/15 classes)</p> <p>Introduction to the term poverty</p> <p>Poverty line</p> <p>Poverty estimates</p> <p>Vulnerable groups</p> <p>Global poverty scenario</p> <p>Causes of poverty</p> <p>Anti-poverty measures</p> <p>Challenges Ahead</p>	<p>Explain the central governmental structures.</p> <p>Discuss the role of Parliament and its procedures.</p> <p>Distinguish between political and permanent executive authorities and functions.</p> <p>Explain the working of the Indian Judiciary.</p> <p>Each student will be able to: Describe how the poverty line is estimated in India.</p> <p>Describe poverty trends in India since 1973.</p> <p>Explain the major reasons for poverty in India.</p>	<p>Students will be asked to :</p> <p>use India's map of the states to identify and colour the following (i) high and low poverty (ii) levels of literacy (iii) production of food grains and interpret in terms of reasons for above differences amongst states</p>	<p>worksheets</p> <p>Google mcq's</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>worksheets</p>
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		<p>Distinguish between urban and rural poverty</p> <p>Explain the terms – social exclusion and vulnerability</p> <p>Analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area</p>	<p>compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states</p> <p>raise questions to secure health care, education and job security for its citizens</p> <p>explain a particular economic problem showing vulnerability faced by the disadvantage groups.</p> <p>explain from the newspaper clippings on poverty, food security, social exclusion and vulnerability, their causes and impact on society</p> <p>list the details of wages paid to the males and females engaged in their area and discuss whether differences exists, if any, reasons may be provided</p>	
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<p>January 2022 (15 days)</p> <p>(5 classes/week)</p>	<p>GEOGRAPHY</p> <p>Natural Vegetation and Wildlife (50 mins each) (15 days/10 classes)</p> <p>Factors that determine diversity.</p> <p>Types of vegetation.</p> <p>Wildlife in India</p> <p>Wildlife Reserves in India</p>	<p>Explain the terms - virgin vegetation, flora, fauna.</p> <p>Discuss the factors that determine the distribution of flora and fauna in India.</p> <p>Explain the types of vegetation found in India.</p> <p>Map the types of vegetation on the outline map of India.</p> <p>Explain the types of vegetation found in India.</p> <p>Map the types of vegetation on the outline map of India.</p> <p>Locate and label the Wildlife Reserves of India.</p> <p>Analyse why there should be concern about the need to protect the biodiversity of our country</p>	<p>Students will make a poster on endangered and protected species.</p> <p>List of keywords</p> <p>Practice worksheet</p> <p>Written assignment</p>	<p>Google quiz</p> <p>MCQs and very short answer type questions</p>
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<p>February (9 days) Revision for the Examinations</p>	<p>Drainage (Only Mapwork from the lesson as per CBSE) 2 classes</p> <p>Map of India – showing the rivers and lake as per revised CBSE syllabus – Himalayan and Peninsular rivers</p> <p>Map work revision as per CBSE Map syllabus 3 classes</p> <p>REVISION</p>	<p>Explain the nature of diverse flora and fauna as well as their distribution on the map of India.</p> <p>Locate and label the important rivers flowing in India and identify some lakes - as per CBSE Map syllabus</p> <p>REVISION</p>	<p>Mapwork</p> <p>REVISION</p> <p>REVISION FOR TERM 2 EXAMINATION</p>	
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Home Science

TEXTBOOK: Comprehensive Home Science class IX by Laxmi publication

<u>NO. OF PERIODS/TOPICS COVERED</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>ASSESSMENTS</u>
<u>JUNE</u> CONCEPT AND SCOPE OF HOME SCIENCE <ul style="list-style-type: none"> INTRODUCTION AND IMPORTANCE OF HOME SCIENCE FIELDS OF HOME SCIENCE SCOPE OF HOME SCIENCE AND RECENT TRENDS IN HOME SCIENCE 	Students will be able to: <ul style="list-style-type: none"> - define the term home science - list the importance of home science - state the relevance of study of home science and career options. -elaborate on the recent trends in home science. 	Padlet activity on the importance and scope of home science.	1) Google form 2) Kahoot quiz
<u>JUNE</u> <u>HUMAN GROWTH AND DEVELOPMENT</u> <ul style="list-style-type: none"> INTRODUCTION and DIFFERENCE BETWEEN GROWTH AND DEVELOPMENT FACTORS AFFECTING GROWTH AND DEVELOPMENT 	Students will be able to: <ul style="list-style-type: none"> -define and differentiate between the terms growth and development -state the differences between growth and development -list the factors affecting growth and development -analyze the principles of growth and development 	Learn to read and understand the immunization chart and growth chart prescribed by your pediatrician.	1) Google form 2) Class test 3) Quizzes.com

<ul style="list-style-type: none"> • MILESTONE OF GROWTH AND DEVELOPMENT • PRINCIPLES OF DEVELOPMENT • HURLOCK DEVELOPMENTAL STAGE 			
<p><u>JULY</u></p> <p><u>FAMILY AND VALUES</u></p> <ul style="list-style-type: none"> • CONCEPT OF FAMILY • TYPES OF FAMILY • ROLE OF FAMILY IN THE DEVELOPMENT OF AN INDIVIDUAL • ETHICAL AND VALUE BASED SOCIETY • IMPORTANCE OF GIRL CHILD • VARIOUS FACTORS IN A FAMILY 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Define the term family 2) Tabulate the different types of families and their importance 3) List the role played by different family members 4) State the ethical values in the society 5) Elaborate the importance of girl child and the important factors of the society. 	<p>Preparation of a chart or a collage and elaborating the role of family members in the society.</p>	<ol style="list-style-type: none"> 1) Kahoot quiz 2) Assignment questions 3) Padlet 4) Worksheet
<p><u>AUGUST</u></p> <p><u>FOOD, NUTRITION AND HEALTH</u></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Define the terms food, health, nutrition and nutrients 	<ol style="list-style-type: none"> 1) To identify and write the uses of different kitchen appliances 2) Conversion of ounce, gram, cup, teaspoon, 	<ol style="list-style-type: none"> 1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet 4) Class test

<ul style="list-style-type: none"> • MEANING OF FOOD, HEALTH, NUTRITION PROCESS AND NUTRIENTS • FOOD AND ITS FUNCTION • RELATION BETWEEN FOOD, HEALTH AND DISEASES • MALNUTRITION • BALANCED DIET 	<ol style="list-style-type: none"> 2) List the functions of food 3) Elaborate the relation between food and diseases 4) Explain the concept of malnutrition 5) State the importance of balanced diet 	tablespoon and use of kitchen weighing scale	5) 6 th August 2021 weekly test
<u>SEPTEMBER</u> <u>FOOD, NUTRITION AND HEALTH</u> <ul style="list-style-type: none"> • METHODS AND IMPORTANCE OF COOKING • PROCESS OF GERMINATION AND FERMENTATION • NUTRIENTS: SOURCES AND FUNCTIONS • VITAMINS A, B, C, D, E AND K • MINERALS: IODINE, IRON, CALCIUM 	Students will be able to: <ol style="list-style-type: none"> 1) Identify the different methods of cooking 2) Elaborate the process of germination and fermentation 3) Tabulate the various nutrients, their sources and functions 	Identify the different fruits and vegetables and list their selection criteria	<ol style="list-style-type: none"> 1) Assignment questions 2) Worksheet 3) kahoot
<u>OCTOBER</u> <u>FIBERS AND FABRICS</u>	Students will be able to: <ol style="list-style-type: none"> 1) define terms like: yarn, thread, fiber and fabric 	Identify and paste ten different types of fibers in your practical files and label them neatly.	<ol style="list-style-type: none"> 1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet

a) Definition of Fiber and Yarn b) Classification of fiber on the basis of origin and length c) Characteristics of fibers: feel, appearance, color fastness, length, strength, absorbency, shrinkage, elasticity, effect of heat and sunlight.	2) state the characteristics of different fibers 3) classify fibers into origin and length.		4) Class test
<u>NOVEMBER</u> <u>RESOURCE MANAGEMENT</u> a) Resources: Definition and characteristics b) Types of resources (Human: Time, Energy, Knowledge and attitude Non- Human: Money, materialistic goods and community resources) c) Waste Management – Need to refuse, reduce, reuse, repair and recycle waste. d) Proper disposal of kitchen waste (Biodegradable: Composting, Vermicomposting, biogas and bagasse. Non-Biodegradable: Incineration, Landfills and recycle)	Students will be able to: 1) define the term resources 2) classify and identify different types of resources 3) list the importance of different types of gases 4) find out the meaning of biodegradable and non- biodegradable	Find out about the landfill in your state and mention its merits and demerits,	1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet 4) Class test
<u>DECEMBER</u> <u>Measures of Safety and Management of Emergencies</u>	Each student will be able to: 1) list the importance of first aid	Preparation of a first aid box including all the material required immediately at the time of accident.	1) Assignment questions 2) Quizzes.com on nutrients 3) Worksheet 4) Class test

a) Accident prone / Unsafe Zones at home b) Need of safety at home c) Measures of safety against burns, electric shocks, cuts, fractures, bites, poisoning d) First Aid: Concept and Importance	2) find out the different ways to give first aid to different members of the community. 3) elaborate on the accident-prone areas in and around your house 4) list the importance and need of safety at home.		
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Computer Application Class IX

Month	Topics covered
November (11 days)	<p>Unit II</p> <p>Presentation Tools: Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.</p> <p>Spreadsheets Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet.</p>
December (12 days)	<p>Spreadsheet: 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. Enter a formula using the operators (+, -, *, /), refer to cells, and print a worksheet. Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements); embed charts of various types: line, pie, scatter, bar and area in a worksheet.</p>
January (12 days)	Revision of Term 2 syllabus
February (5 days)	Revision of Term 2 syllabus

French – Class IX
Session 2021–22- Second Term

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

	<ul style="list-style-type: none"> • Les pronoms Y et EN. • Les Pronoms Toniques 	Join two sentences using Pronoms Relatifs simples.	Art Integration- Role Play – Entre un client et un employé. (Assessment of Speaking Skill) Dictation (Assessment on Listening Skill) 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 Comparitif et Le Superlatif ✚ Les Fêtes Françaises ✚ Le Noël et Diwali 	Students will be able to – 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	Term-II 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.	Term-II exam Syllabus : Lessons-5-8

