



**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH, NEW DELHI**  
**PARENT SYLLABUS: CLASS VI**  
**OCTOBER – FEBRUARY (SESSION 2021-22)**

ENGLISH				
MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
<b>October</b>  <b>No. of working days-15</b>  <b>No. of teaching periods- 9</b>	<b><u>MCB</u></b>  <b><u>Unit 3- Family Fun</u></b>  Younguncle Goes to His Village [3]	<b>Students will be able to:</b>  <b>-Sequence</b> the events from the story in the proper order  <b>-Compare and contrast</b> the narrator's feelings at the beginning and towards the end of the story.  <b>-Characterize</b> Younguncle  -Respond to a variety of questions on familiar text verbally and in writing.  -Use meaningful sentences to describe factual situations.	<b>Students will do the following</b>  <b>*Art Integration Activity</b>  <b>A Tasty Treat-</b> Family forms the basic unit of a community and communities build a nation. Using the guidelines given, prepare a recipe for a happy family.  <b>Class Activities</b> <b>'My Rules'</b> The pandemic has taught us a lesson indicating the need to bring about a change in our lifestyles. Your task is to design a set of Home Rules that will be mandatory for every member of the family to follow.	<b>Students will be assessed through</b>  Google Forms  Class participation  Submission of work  Unit 3-Practice Worksheet  Unit 3-Assignment Worksheet
<b>October</b>	<b><u>MCB</u></b>  <b><u>Unit 3- Family Fun</u></b>  Building a Shelter [4]	<b>Students will be able to:</b>  <b>-Sequence</b> the events from the story in a logical order  <b>-Analyze</b> the situation in which The Robinson Family was caught and how	<b>Students will do the following:</b>  <b>*Class Activities</b> <b>Teamwork makes the Dream work-</b> Enact the story depicting your impression of the Robinson Family.	<b>Students will be assessed through:</b>  Submission of work

		<p>they overcame the challenges.</p> <p><b>-Compare and contrast</b> the narrator's feelings at the beginning and towards the end of the story.</p> <p><b>-Collaborate</b> with team mates to attempt the task sheet</p> <p>-identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>-form predictions about the next course of events in the story by working collaboratively say with family members or virtual friends and by using at least three pieces of textual evidence from the story</p> <p>*Predict the ending of the story</p>	<p><b>Weaving Tale!</b> - Spin a story showing the importance of unity.</p> <p><b>*Art Integration- Group Activity</b></p> <p><b>Task Sheet- A Life on Your Own</b></p> <p>Imagine you &amp; your friends were stranded on an island. Create a new society in which you could live peacefully. Each group of students will take up one of the following responsibilities to create</p> <ul style="list-style-type: none"> <li>* A Symbol such as a flag</li> <li>*A List of words to communicate</li> <li>*A Slogan for your island</li> <li>*A Recreational Game</li> <li>*A Balanced Menu</li> </ul> <p><b>Take Your Pick-</b> Using best out of waste, build a nest/home that could be used to provide shelter to birds/pets.</p>	<p>Class participation</p> <p>Unit 3-Task Sheet- A Life on your own'</p> <p>Unit 3-Practice Worksheet</p>
October	<p><b><u>Grammar</u></b></p> <p>Pronouns [2]</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify pronouns</li> <li>-use pronouns in sentences of their own</li> <li>-spot the error and replace the incorrect pronouns with the correct ones</li> </ul>	<p><b>Students will do the following</b></p> <p><b>*Class Activities</b></p> <p><b>Pronouns Galore-</b>Complete the story replacing nouns with pronouns. Students replace the</p>	<p><b>Students will be assessed through</b></p> <p>Google Forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 3-Grammar Worksheet</p>

		<b>-Apply</b> grammar concepts in everyday writing	<i>incorrectly used Pronouns with the correct ones.</i>  <b>Team Up-</b> Match the two parts of the dialogues using the correct pronouns.	
<b>November</b>  <b>No. of working days- 17</b>  <b>No. of teaching periods- 11</b>	<u><b>Grammar</b></u>  Determiners [2] -Articles -Personal pronouns -Quantitative -Numeral -demonstrative  Punctuation - Apostrophe [1]	<b>Students will be able to:</b>  -- use apostrophe at appropriate places.  -Use determiners appropriately.  -Find out errors in a given paragraph and use the correct determiners wherever required.	<b>Students will do the following</b>  <b>*Class Activities</b>  <b>The Contraction Soup-</b> Complete the sentences with the short forms picked up from the soup bowl of short-forms  <b>Mr. Wrong:</b> Tr will write a sentence (wrongly punctuated) and students will identify the error and rectify it.  <b>The Swiss Family-</b> Students circle the appropriate determiners from the given choices to complete the given extract from the story.	<b>Students will be assessed through</b>  Google Forms Class participation Submission of work Unit 3-Grammar Worksheet
<b>November</b>	<u><b>MCB</b></u>  <u><b>Unit 5- Food for Thought</b></u>  Prose-Learning to Cook [4] Poem- It's Fun to Cook [2]	<b>Students will be able to:</b>  <b>Sequence</b> the events from the story in the proper order  <b>Analyze the character traits of</b> Jacob  <b>Justify</b> the title of the story	<b>Students will do the following:</b>  <b>*Art Integrated Activities</b>  <b>A Day at the Forest-</b> <a href="https://www.youtube.com/watch?v=LVtNsuhkkU4">https://www.youtube.com/watch?v=LVtNsuhkkU4</a> Click on the link to take a virtual tour of a forest. Make a note of	<b>Students will be assessed through:</b>  Revision through Google forms Class participation Submission of work

	<p><b><u>Grammar</u></b></p> <p>Introduction to Tenses- Simple present and past [2]</p>	<p><b><i>Suggest</i></b> another title for the story</p> <p>*Respond to a variety of questions on familiar text verbally and in writing.</p> <p>*Use meaningful sentences to describe factual situations.</p> <p>* Identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>*Predict the ending of the story</p> <ul style="list-style-type: none"> <li>- recite the poem for pleasure</li> <li>- use vocabulary related to cooking from the poem in context</li> <li>-draw the central idea of the poem</li> <li>- identify the rhyming pairs used in the poem</li> <li>-identify simple present &amp; simple past tense</li> </ul> <p>-use these tenses appropriately in the given set of sentences</p>	<p>your observation and share it in class</p> <p><b><i>Crazy Warriors</i></b> Create a comic strip to weave a story showing the importance of working together. Give your story a suitable title.</p> <p><b><i>*Class Activities</i></b></p> <p><b>Dramatization-</b> Enact a scene from the extract showing the virtue depicted in the story.</p> <p><b><i>Group Discussion-</i></b> Class discussion on importance of cooking for oneself in case of an emergency.</p>	<p><b>Weekly Test 2- 12/11/2021</b></p> <p><b>Syllabus</b> Reading Comprehension Writing Skills-Diary Entry Grammar- Pronouns, Determiners MCB- Prose- Younguncle Goes to His Village Prose- Building a Shelter</p>
<p><b>December</b></p> <p><b>No. of working days-22</b></p> <p><b>No. of teaching periods- 14</b></p>	<p><b><u>Writing Skill</u></b></p> <p><b>Notice Writing [4]</b> -purpose of writing a notice -format -content -language &amp; style -word limit</p>	<p><b>Students will be able to:</b></p> <p>--draft a notice using appropriate language and format</p> <p>-Respond to a variety of questions on familiar text verbally and in writing. -Use meaningful sentences to describe factual situations. - identify the exposition, climax and resolution points in the plot of a</p>	<p><b><i>Students will do the following:</i></b></p> <p><b><i>*Class Activities</i></b></p> <p><b><i>Let's Celebrate!</i></b></p> <p><b><i>Discussion on various situations where a notice can be useful and then, draft a notice informing the students about an Inter-School Art Festival.</i></b></p>	<p><b>Students will be assessed through</b></p> <p>Google Forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 5- Practice Worksheet</p>

	<p><b>MCB</b>  <b>Unit 5-Food for Thought</b>  Dal Delight [4]</p>	<p>reading text at the end of the reading text.</p> <ul style="list-style-type: none"> <li>- draw connections between different ideas using background knowledge from a reading text.</li> <li>-<b>Sequence</b> the events from the story in the proper order</li> <li>-<b>Compare &amp; Contrast</b> Qadir with Sadiq bringing out the difference in their nature.</li> <li>-<b>Justify</b> the title of the story</li> <li>-<b>Twist</b> the ending of the story</li> </ul>	<p><b>Trendy Treats</b>  The meal Qadir served had many dishes. Interview at least two friends/family members to find out their favourite meal. Vote for the most mouth-watering food.</p> <p><b>Discussion</b> on herbal spices and their benefits</p> <p><b>*Art Integrated Activities</b></p> <p><b>Celebrating Prosperity</b>  Design a flyer of any 3 recipe's prepared during the festival season.  or  <b>You're What You Eat! [Group Activity]</b>  Design an illustrated brochure on the importance of healthy food. Include pictures to show at least two health problems that can occur as a result of poor eating habits.</p>	<p>Unit 5-Grammar Worksheet</p>
December	<p><b>MCB</b></p> <p><b>Grammar &amp; Vocabulary[3]</b>  Tenses-Continuous present and past  Prefix and suffix</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Respond to a variety of questions on familiar text verbally and in writing.</li> <li>-Use meaningful sentences to describe factual situations.</li> <li>- identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Festivals Galore</b>  Compose a rap of a recipe you like and how is it made [6-8 lines]  or  Prepare a dish that can be served to their family &amp; be the days Master Chef!</p>	<p><b>Students will be assessed through</b></p> <p>Google Forms -MCQ for the lesson</p> <p>Class participation</p> <p>Submission of work</p>

	<p><b>Enrichment Activities- Listening &amp; Speaking [3]</b></p> <p>Recipe- What's Missing! My Family's Master Chef!</p>	<p>text.</p> <ul style="list-style-type: none"> <li>- draw connections between different ideas using background knowledge from a reading text.</li> <li>-Listen to the text and complete the recipe with appropriate choices.</li> </ul>		<p><b>Weekly Test 3- 17/12/2021</b></p> <p><b>Syllabus</b> Reading Comprehension Writing Skills-Notice Grammar- Tenses Simple present &amp; past MCB- Prose-Learning to Cook Poem-It's Fun to Cook</p>
<p><b>January</b></p> <p><b>No. of working days-15</b></p> <p><b>No. of teaching periods- 9</b></p>	<p><b><u>Unit 6- All Creatures Great and Small</u></b> <i>Where is my Mother? [4]</i></p> <p><b><u>Unit 6- All Creatures Great and Small</u></b></p> <p>Poem- Birds of Paradise [2]</p> <p><b><u>Grammar [3]</u></b></p> <p>Adverbs</p> <p>Prepositions &amp; conjunctions</p>	<p><b>Students will be able to:</b></p> <p>Respond to a variety of questions on familiar text verbally and in writing.</p> <ul style="list-style-type: none"> <li>-Use meaningful sentences to describe factual situations.</li> <li>- identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</li> <li>- Justify the title of the story</li> <li>-recite the poem with correct pronunciation &amp; intonation</li> <li>-identify the rhyme scheme of the poem</li> <li>-find out examples of alliteration</li> <li>-write a few sentences to describe the birds of paradise in their own words</li> <li>-answer textual questions and RTCs</li> <li>- identify adverbs in the given</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>*Art Integrated Activities</b></p> <p><i>Research about the Elephant Sanctuaries in India and collect information to prepare a brochure of at least 2 of these parks. The brochure should also mention programmes or projects initiated to rescue and rehabilitate captive elephants.</i></p> <p><b>Art Integrated Activities</b></p> <p><b>In Honour of the Birds!</b></p> <p><i>Students craft paper birds/ design posters and create a pledge to save these endangered creatures from extinction. (Digital or on coloured sheets)</i></p>	<p><b>Students will be assessed through</b></p> <p>Google Forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 6- Practice Worksheet Unit 6-Grammar Worksheet Unit 6- Assignment Worksheet</p>

		<p>sentences.</p> <p>-complete the given sentences with suitable adverbs</p> <p>-Find out errors in a given paragraph and use correct prepositions wherever required.</p> <p>- Identify errors in a given text and replace them with the correct conjunctions</p>	<p><b>*Class Activities</b></p> <p>Use phrases to complete the mind map [Coggle] about what you feel or think about animals. Useful Hints- I sincerely.... I rarely.... I hope I never...</p> <p><b>Discussion-</b> Is it important to protect the homes of plants and animals?</p> <p><b>Track Down Adverbs-</b> <b>Scavenger Hunt:</b> Students will identify the adverbs in the given sentences.</p>	
<p>February</p> <p>No. of working days-20</p> <p>No. of teaching periods- 12</p>	<p><b><u>MCB</u></b> <b><u>Unit 7- Other Worlds,</u></b> <b><u>Other Times</u></b></p> <p>The Fun They Had [4]</p> <p><b>Writing</b> [4] Introduction to Formal Letter Writing Format Content Style &amp; Language</p> <p>Revision for Final Assessment [End Term] [4]</p>	<p><b>Students will be able to:</b></p> <p>-Respond to a variety of questions on familiar text verbally and in writing. -Use meaningful sentences to describe factual situations. - identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text. - draw connections between different ideas using background knowledge from a reading text.</p> <p>-write a letter to the principal of the school addressing the concerns, using proper format, content and style.</p>	<p><b>Students will do the following</b></p> <p><b>*Art Integrated Activities</b></p> <p><i>Students will use the traditional art form [Warli / Madhubani] to design the contemporary system of education such as Gurukul etc.</i></p> <p><b>OR</b></p> <p>Students will interview their parents/grandparents to compare and contrast the school of those days to schools of the future.</p>	<p><b>Students will be assessed through</b></p> <p>Google Forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 7- Practice Worksheet Unit 7-Assignment Worksheet Unit 7-Grammar Worksheet</p>



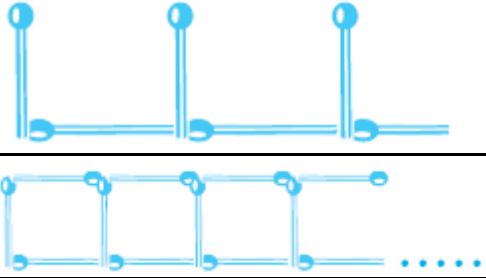


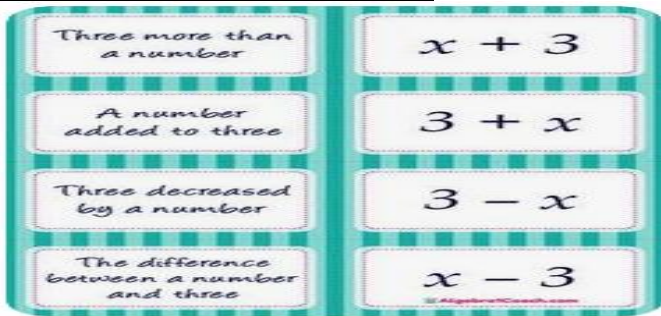

		<p>रचना स्वयं कर पाएंगे एवं ज्ञान आधारित तथा समझ के सामान्य प्रश्नों के उत्तर बता पाएंगे। अभिव्यक्ति— दैनिक जीवन में बोलचाल में विशेषण शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा।</p> <p><b>प्रयोग—</b> दैनिक जीवन में बोलचाल में किया—विशेषण शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएंगे। —वाक्यों में से किया—विशेषण शब्द छाँटकर उसका प्रकार बता पाएंगे।</p> <p><b>समझ—</b> रामकथा द्वारा समझ पाएंगे कि लालच बुरी बला है। — पाठ से कम से कम दो प्रश्नों की रचना कर पाएंगे। पूछे गए प्रश्नों के उत्तर लिख व बता पाएंगे।</p>	<p><b>अभिनय क्रियाकलाप</b> द्वारा क्रिया की पहचान एवं उसके साथ विशेषण लगाना। अंतःवैयक्तिक, पारस्परिक, शारीरिक गतिविधि कौशल एवं भाषीय कौशल <b>अपने कमरे का विवरण—</b> गुणवाचक एवं संख्यावाचक विशेषण शब्दों के प्रयोग से। <b>लेखन कौशल</b> <b>कला समेकित गतिविधि—“मात्र एक मिनट”</b> क्या सत्य के रास्ते पर चलना आज भी प्रासंगिक है ? (लेखन, वाचन, श्रवण, पठन, अभिव्यक्ति एवं रचनात्मक कौशल) अभिव्यक्ति—१, उच्चारण—२, विषय वस्तु—२ निरन्तरता—१</p>	<p>प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन — मात्र एक मिनट द्वारा वाचन कौशल मूल्यांकन</p> <p>—गूगल फार्म से रामकथा के प्रश्नोत्तर</p>
नवम्बर	<p><b>मधुप पाठमाला</b> —बारहमासा (कविता)</p> <p><b>व्याकरण—</b> उपसर्ग, प्रत्यय अनेकार्थक शब्द चित्र—वर्णन अपठित गद्यांश</p> <p><b>बाल—रामकथा</b> —सीता की खोज</p>	<p><b>प्रत्येक छात्र</b> <b>ग्राह्यता—</b> भारतीय महीनों के नाम और उनकी विशेषताएँ जान पाएंगे। — हिन्दू पर्वों पर किए जाने वाले विशेष आयोजनों को जान पाएंगे। — मिलजुलकर रहना आपसी सौहार्द और प्रेम सीख पाएंगे। — ऋतु चक्र जान पाएंगे। —<b>शब्द कोश विस्तार</b> — पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएगा। <b>प्रत्यास्मरण—</b> कविता की कम से कम आठ पंक्तियाँ प्रत्यास्मरण कर पाएगा। — कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएगा एवं समझ के सामान्य प्रश्नों के उत्तर बता पाएगा। <b>अभिव्यक्ति—</b> दैनिक जीवन में बोलचाल में उपसर्ग युक्त शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा। <b>प्रयोग—</b> एक शब्द के अनेक अर्थ सीखकर वाक्य में उचित रूप से प्रयोग कर पाएगा। <b>अवलोकन—</b> चित्र को देखकर उसके विषय में कुछ पंक्तियाँ बता पाएगा।</p>	<p>—पाठ का स्कैन —वीडियो —पी.पी.टी. <b>हिन्दी महीनों पर गीत</b></p> <p><a href="https://www.youtube.com/watch?v=lsCIZU_MFM1I">https://www.youtube.com/watch?v=lsCIZU_MFM1I</a></p> <p><b>उपसर्ग एवं प्रत्यय लिंक</b> <a href="https://www.youtube.com/watch?v=f-W5iQ5TFFU">https://www.youtube.com/watch?v=f-W5iQ5TFFU</a></p> <p><b>अनेकार्थी शब्द लिंक</b></p> <p><a href="https://www.youtube.com/watch?v=nf3JV7FB33Q">https://www.youtube.com/watch?v=nf3JV7FB33Q</a></p> <p><b>कला समेकित गतिविधि—</b> “ऋतुओं के रंग स्वाद के संग” —विभिन्न ऋतुओं से संबंधित फल—फूल,</p>	<p>—पाठ पर आधारित —अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—गूगल फार्म द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>— व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>—गूगल फार्म से रामकथा के प्रश्नोत्तर</p>

		<p>—गद्यांश को पढ़कर स्वयं प्रश्नों के उत्तर लिख पाएगा।</p> <p><b>समझ—</b>श्री रामकथा द्वारा— किस प्रकार छोटे से छोटे प्राणी भी हमारे जीवन में महत्वपूर्ण स्थान रखते हैं, यह सीख पाएगा। अतः समझ पाएगा कि “जहाँ काम आवे सुई कहाँ करै तरवारि”</p>	<p>पकवान, त्योहार आदि बताते हुए आकर्षक ऋतु चक्र बनवाया जाएगा।</p> <p>(चित्रकला, चिंतन, तार्किक, लिखित कौशल)</p>	
दिसम्बर	<p><b>मधुप पाठमाला – खाने की इच्छा (लेख)</b></p> <p><b>व्याकरण—</b> श्रुतिसम भिन्नार्थक शब्द, विज्ञापन लेखन, विराम—चिह्न (कोष्ठक,निर्देशक, हंसपद,योजक,पूर्ण विराम, प्रश्नसूचक चिह्न) <b>मुहावरे</b> <b>अपठित गद्यांश</b> <b>होशियार</b> (पठन—पाठन)</p> <p><b>बाल—रामकथा—</b> <b>राम और सुग्रीव,</b> <b>लंका में हनुमान</b></p>	<p><b>प्रत्येक छात्र:</b> <b>ग्राह्यता—</b> विविध पदार्थों के खाने की प्रबल इच्छा का कारण जानने एवं निवारण करने में सक्षम हो पाएगा। — अपनी खान-पान की आदतों को जाँच-परखकर उनमें बदलाव, संशोधन तथा परिष्कार कर पाएंगे। — खान-पान सम्बंधी शब्दावली से परिचित हो पाएंगे। <b>शब्द कोश विस्तार –</b> पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता कर वाक्य बना पाएगा। — कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएंगे एवं ज्ञान आधारित तथा समझ के सामान्य प्रश्नों के उत्तर बता पाएंगे। <b>प्रयोग—</b> श्रुतिसमभिन्नार्थक शब्दों के अर्थ समझकर उसका बोलचाल में उचित रूप से प्रयोग कर पाएगा। — वाक्यों में सही विराम चिह्न लगा पाएगा। — मुहावरों के अर्थ समझकर वाक्य बना पाएगा। — मुहावरों के प्रयोग से कहानी लेखन कर पाएगा। <b>समझ—</b>अपठित गद्यांश को पढ़कर कम से कम तीन सामान्य प्रश्नों के उत्तर बता एवं लिख पाएगा। — सच्चे मित्र किस प्रकार अपने मित्र के दुख से दुखी व सुख से खुशी महसूस करते हैं, यह जान पाएगा। <b>अवलोकन—</b> हनुमान जी के अपरिमित बल एवं स्वामीभक्ति को पहचान पाएगा। — निस्स्वार्थ सेवा के मूल्य को समझ पाएगा। — आत्मविश्वास एवं बुद्धिमत्ता से काम किस प्रकार बनते चले जाते हैं, यह जान पाएगा।</p>	<p>—पाठ का स्कैन —वीडियो —पी.पी.टी.</p> <p><b>भारतीय व्यंजन</b> <a href="https://www.youtube.com/watch?v=EUwdf9vge6Q">Indian Food Diversity Google Voyager.</a></p> <p><b>श्रुतिसमभिन्नार्थक शब्द लिंक</b> <a href="https://www.youtube.com/watch?v=EUwdf9vge6Q">https://www.youtube.com/watch?v=EUwdf9vge6Q</a></p> <p><b>क्रियात्मक गतिविधि—</b> छात्र अपने पसंदीदा खाने के बारे में लिखकर उसमें प्रयोग होने वाली सामग्री की सूची बनाएंगे और उसके पाए जाने वाले स्रोत के बारे में लिखेंगे।</p> <p><b>कला समेकित गतिविधि—</b> dumb charades मूक अभिनय द्वारा – मुहावरों की पहचान करवाई जाएगी एवं वाक्य बनवाया जाएगा। (शारीरिक गतिविधि, चिंतन, तार्किक,भाषीय कौशल)</p>	<p>—पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—गूगल फार्म द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>— व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>—गूगल फार्म से रामकथा के प्रश्नोत्तर</p>

जनवरी	<p><b>मधुप पाठमाला – शहीदों के पत्र (पत्र)</b></p> <p><b>व्याकरण—काल, कारक तालिका बोध, शब्द ज्ञान, पत्र</b></p> <p><b>बाल—रामकथा—लंका विजय, राम का राज्याभिषेक</b></p>	<p><b>प्रत्येक छात्र:</b>  <b>ग्राह्यता—</b> विरासत में मिली स्वतंत्रता, उसके लिए किए गए निरन्तर प्रयासों और दी गई आत्मआहुतियों से परिचित हो पाएंगे।  —तत्कालीन विदेशी राज में भारतवासियों के साथ होते भेदभावपूर्ण व्यवहार को समझ पाएंगे।  —सांप्रदायिक एकता व उसके महत्त्व के विषय में जानेंगे।  <b>शब्द कोश विस्तार</b> — पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएगा।  —काल के विभिन्न प्रकारों को जानकर काल के अनुसार क्रिया का प्रयोग कर पाएगा।  <b>समझ—</b>कारक तालिका को समझ पाएंगे।  — आत्म विश्वास, सफलता की कुंजी है, इसको समझ पाएंगे।  — युद्ध की वीभत्स विभीषिका को समझ पाएंगे।  —शांति स्थापित करने में युद्ध को अंतिम विकल्प के रूप में ही स्वीकार करने के औचित्य को समझ पाएंगे।  — भ्रातृप्रेम को समझ पाएंगे।  —लघु कथाओं से मिलने वाले संदेश को जान पाएंगे।  <b>अभिव्यक्ति—</b> संवाद द्वारा लघुकथा के मर्म को अभिव्यक्त कर पाएंगे।</p>	<p>—पाठ का स्कैन  —वीडियो  —पी.पी.टी.  <b>शहीदों पर जानकारी</b>  <a href="https://www.youtube.com/watch?v=AFCvsQIB8Bw">https://www.youtube.com/watch?v=AFCvsQIB8Bw</a>  <b>काल लिंक</b>  <a href="https://www.youtube.com/watch?v=DnYMfRfUEkI">https://www.youtube.com/watch?v=DnYMfRfUEkI</a>  <b>कारक तालिका</b>  <a href="https://www.youtube.com/watch?v=o8l09FwRdC8">https://www.youtube.com/watch?v=o8l09FwRdC8</a>  <b>क्रियात्मक गतिविधि— खोजबीन—</b>  भारतीय संविधान की प्रस्तावना से भारतीय गणराज्य के लिए प्रयोग किए गए विशेषण खोजकर लिखेंगे।  <b>(लेखन, चिंतन कौशल) अधिगम आधारित गतिविधि</b>  —पाठ से तीनों कालों के वाक्य लिखवाए जाएंगे।  — तीनों कालों को समझाते हुए एक कविता लिखवाई जाएगी। <b>अनुभव आधारित गतिविधि</b>  <b>कला समेकित गतिविधि—</b>  श्रीराम और भरत जी के बीच आकर्षक प्रस्तुति के साथ संवाद लेखन एवं वाचन करवाया जाएगा।</p>	<p>—पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—गूगल फार्म द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>— व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p>
फरवरी	<p><b>मधुप पाठमाला – दुनिया से परे दुनिया (लेख)</b></p> <p><b>तीर्थ तिलोनिया</b></p>	<p><b>प्रत्येक छात्र:</b>  <b>ग्राह्यता—</b>अद्भुत ब्रह्मांड की असीम विशालता के बारे में जान पाएंगे।  —ब्रह्मांड के रहस्यों को खोजने के क्षेत्र में हुई वैज्ञानिक एवं तकनीकी प्रगति के विषय से अवगत होंगे।</p>	<p>—पाठ का स्कैन  —वीडियो  —पी.पी.टी.  <b>ब्रह्मांड की जानकारी</b>  <a href="https://www.youtube.com/watch?v=aUazS">https://www.youtube.com/watch?v=aUazS</a></p>	<p>—पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—गूगल फार्म द्वारा</p>

	<p><b>व्याकरण—</b> <b>समास—(द्वंद, द्विगु)</b></p> <p><b>स्वर संधि (आधी)</b> <b>पुनरावृत्ति</b></p>	<p>—पृथ्वी से परे दूसरे ग्रहों पर जीवन की संभावना को समझ पाएंगे।</p> <p><b>शब्द कोश विस्तार</b> — पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएंगे।</p> <p><b>प्रासंगिकता—</b> सांस्कृतिक विरासत, परम्परागत जानकारी और नई तकनीकी के मेल से होने वाले विकास की प्रासंगिकता को समझ पाएगा।</p> <p>—समास और संधि का अर्थ एवं अंतर जान पाएगा।</p> <p><b>अवलोकन—</b> द्वंद्व और द्विगु समास की पहचान कर पाएगा।</p> <p>— स्वर संधि की पहचान कर पाएगा।</p> <p>— पुनरावृत्ति में पूछे गए प्रश्नों के उत्तर बता पाएगा।</p>	<p><a href="#">pz8q04</a></p> <p><b>लिंक— तीर्थ तिलोनिया</b></p> <p><a href="https://www.youtube.com/watch?v=mMXC B6Q-04U">https://www.youtube.com/watch?v=mMXC B6Q-04U</a></p> <p><b>समास</b></p> <p><a href="https://www.youtube.com/watch?v=b4OsfofUjVg">https://www.youtube.com/watch?v=b4OsfofUjVg</a></p> <p><b>कला समेकित गतिविधि—</b> पृथ्वी और एक भिन्न ग्रह के बीच कम से कम दो समास का प्रयोग करते हुए संवाद लेखन एवं वाचन करवाया जाएगा। (लेखन, वाचन, अभिव्यक्ति कौशल)</p>	<p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>— व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>—गूगल फार्म से रामकथा के प्रश्नोत्तर</p>
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MATHEMATICS				
MONTH	NO OF PERIODS/ TOPICS COVERED	Learning Outcome	ACTIVITIES	ASSESSMENTS
<b>OCTOBER</b> (teaching days 9)	<b>Algebra</b>	<p><b>Algebra</b></p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Form expressions for given matchstick pattern</li> <li>• Distinguish between constants and variables</li> <li>• Give expressions for at least simple statements</li> <li>• Define and identify equations</li> <li>• Solve simple equations</li> </ul>	<p><b>Experiential learning</b></p> <p>Find the number of matchsticks used in repeating patterns.</p> <p><b>MATCHSTICK PATTERN</b></p> 	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Assignments / Worksheets (submission of work)</li> <li>• Activities / Projects</li> <li>• Weekly assessment</li> </ul>

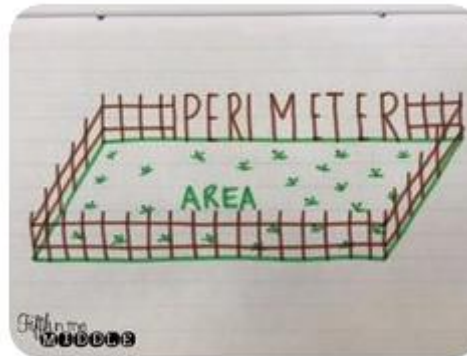
			<p><b>ART IN MATH</b> Create cartoon strips based on <b>STATEMENTS AND EXPRESSIONS</b></p> 	
<p><b>NOVEMBER</b> (teaching days 11)</p>	<p><b>Mensuration</b></p>	<p><b>Mensuration</b> Each child will be able to</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> closed shapes and calculate the perimeter accurately</li> <li>• <b>Explore</b> intuitively the perimeter of regular shapes.</li> <li>• <b>Use the correct units</b></li> <li>• <b>Compare length/boundary of squares</b>, rectangles and triangles</li> <li>• <b>State and apply</b> the formulas for perimeter of a square, rectangle and an equilateral triangle</li> <li>• <b>Read</b>, comprehend and solve statement questions based on perimeter</li> <li>• <b>Use</b> the correct units</li> <li>• <b>Calculate</b> the area of different figures by counting squares or adding length of sides</li> <li>• <b>Solve</b> statement ques. based</li> </ul>	<p><a href="https://images.app.goo.gl/jv2ZzJZD1bJGfyMNA">https://images.app.goo.gl/jv2ZzJZD1bJGfyMNA</a></p>  <p><b><u>Experiential learning</u></b></p> <p>Find the area covered by the plan designed below (by adding number of squares on the graph sheet)</p>	<ul style="list-style-type: none"> <li>• # Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Assignments / Worksheets (submission of work)</li> <li>• Activities / Projects</li> <li>• Weekly assessment</li> </ul> <p><b>WEEKLY TEST II</b></p> <p><b>18/11/21</b> <b>(THURSDAY)</b> <b>Syllabus :</b> Chapter 11 <b>Algebra</b></p>

- on perimeter and area
- **Recognise** closed shapes and calculate the area accurately
  - **Explore** intuitively the area of regular shapes.
  - **Use** the correct units
  - **Compare** the space occupied by squares, rectangles and triangles
  - **State and apply** the formulas for area of a square, rectangle and an equilateral triangle
  - **Read, comprehend and solve** statement questions based on area.



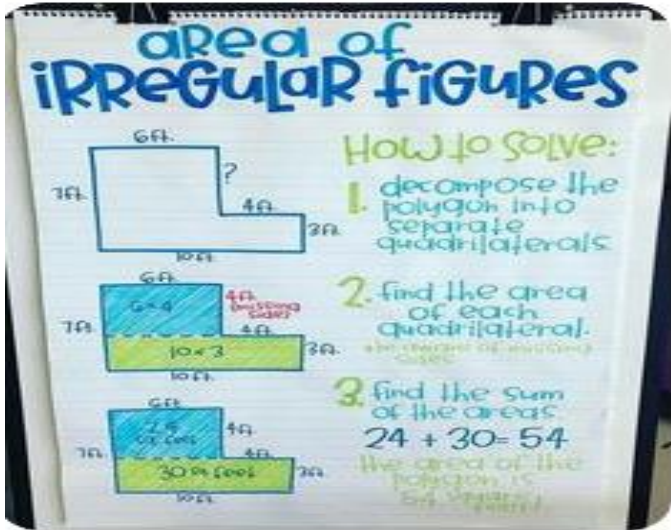

### Art in Math

Design a PARK with same perimeter and area



**Perimeter/Area Anchor Chart**



				
<p><u>DECEMBER</u> (teaching days 14</p>	<p><u>Practical Geometry</u></p>	<p><u>Practical Geometry</u> Each child will be able to :</p> <ul style="list-style-type: none"> <li>• Identify various geometrical instruments and their usage viz. ruler, compasses, divider, set squares and protractor</li> <li>• Construct a circle with given radius</li> <li>• Construct a line segment of given length using ruler and compasses</li> <li>• Construct a copy of given line segment using ruler and compasses</li> <li>• Construction of a perpendicular to a given line through a point on it and outside it using ruler and set</li> </ul>	<p><u>Art in Math</u> ANGLES BY PAPER FOLDING (LOGICAL REASONING)</p> 	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Assignments / Worksheets (submission of work)</li> <li>• Activities / Projects</li> <li>• Weekly assessment</li> </ul>

squares/ ruler and compasses

- Construction of an angle of given measure using protractor
- Construction of an angle of unknown measure using ruler and compasses
- Construction of bisector of an angle using ruler and compasses
- Construction of some specific angles viz.  $60^\circ$ ,  $30^\circ$ ,  $120^\circ$ ,  $90^\circ$ ,  $45^\circ$  using ruler and compasses





<p><b>JAN UARY</b> (teaching days 9))</p>	<p>BASIC GEOMETRICAL IDEAS</p>	<p><b>Parts of a Circle, Triangles and Quadrilaterals.</b></p>	<div data-bbox="926 110 1400 625" data-label="Image"> </div> <p><b>Art in Math</b></p> <p><b>PARTS OF A CIRCLE POSTER</b></p> <p><b><u>Experiential learning</u></b></p> <p><b>PARTS OF A CIRCLE BY PAPER FOLDING</b></p> <div data-bbox="911 932 1375 1307" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Assignments / Worksheets (submission of work)</li> <li>• Activities / Projects</li> <li>• Weekly assessment</li> </ul> <p>#Google forms 13-01-2020 (Wednesday)</p>
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<b><u>FEBRUARY</u></b> (teaching days 12))	PLAYING WITH NUMBERS	Application of HCF or LCM in a particular situation .	<b><u>Experiential learning</u></b>  1.Renu purchases two bags of fertiliser of weights 75 kg and 69 kg. Find the maximum value of weight which can measure the weight of the fertiliser exact number of times. 2. Three boys step off together from the same spot. Their steps measure 63 cm, 70 cm and 77 cm respectively. What is the minimum distance each should cover so that all can cover the distance in complete steps?	<ul style="list-style-type: none"> <li>Online quiz using Google forms</li> <li>Class participation (written and oral)</li> <li>Assignments / Worksheets (submission of work)</li> <li>Activities / Projects</li> <li>Weekly assessment</li> </ul>
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SOCIAL SCIENCE				
Month	No of Periods / Topics covered	Learning outcome	Activities/Projects/Experiential learning	Assessments
<b><u>OCTOBER</u></b>  No. of classes – 8	<b>HISTORY</b> <b>The Vedic Age (06 Classes)</b>  <b>-The different periods of the Vedic age</b> <b>-The Early Vedic Period</b> 1) Political Life 2) Life of the people 3) Social Life 4) Religion  -Later Vedic Period 1) Political Life 2) Life of the people 3) Social Life	<b><u>Each student will be able to:</u></b>  - Describe the coming of the Aryans into India. -Write about the literary sources of the ‘Vedic Age’ -Name the four Vedas -List the main features of Rig Veda. -Assess the use of iron tools of Later Vedic Age. -Distinguish between the features of the early and the later Vedic Age	<b><u>Learning Based Activity:</u></b> Graphic organizer on Vedic literature  <b><u>Experiential learning</u></b> Map marking of the areas covered by Aryans in Early and Later Vedic period  <b><u>Art Integrated Activity:</u></b> Make a storyboard on comparison of status of women in Early and Later Vedic period. <b><u>Trans disciplinary Activity:</u></b> Report writing on Caste system and resulting inequalities. <b><u>Debate Activity:</u></b> Debate on “ Gurukul system of Ancient	<ul style="list-style-type: none"> <li>Google forms</li> <li>MCQs and short answers</li> <li>Oral questioning in the class</li> <li>Individual tasking- Class and home assignments through goggle classroom</li> <li>Quiz on different platforms</li> <li>Revision using AMP technique</li> <li>Map skills</li> </ul>

	<p>4) Religion 5) Education -Neolithic, Chalcolithic and Megalithic Cultures In India -Pit burials -Megalithic burials</p> <p><b>CIVICS Urban Livelihood</b></p> <p><b>(02 classes and continue next month)</b></p> <p>-Income groups -Work in offices, shops, factories</p>	<p>-List the characteristics of the political, social and cultural aspect of the Vedic age. -Mention how the dead were buried in Inamgaon</p> <p><b><u>Each child will be able to:</u></b> -Mention the different income groups of people. -Assess the reasons for the migration of people from villages to cities -Describe the life of the following people in the cities: – People working in offices – People working in shops</p>	<p>time v/s Modern schools”</p> <p><b><u>Learning Based Activity:</u></b> Make a graphic organizer on different livelihoods in cities <b><u>Experiential learning</u></b> Newspaper article on problems faced by factory workers</p> <p>Contact any three people working in an urban area like- a driver, a domestic help, a labourer, a hawker etc and find out how much do they earn in month? Do you think their earnings are sufficient?</p>	<ul style="list-style-type: none"> <li>• Google forms</li> <li>• MCQs and short answers</li> <li>• Worksheet</li> </ul>
<p><b><u>NOVEMBER</u></b> No. of classes – 12</p>	<p><b>CIVICS Urban Livelihood</b></p> <p><b>(continued 02 classes)</b></p> <p>-Work on the roads -Women workers in cities</p>	<p><b><u>Each child will be able to:</u></b> -identify the people working on roads -analyse the problems of hawkers and people working on roads -identify self-employed people in cities -discuss the problems faced by women workers</p>	<p><b><u>Art Integrated Activity:</u></b> Depict a scene of city market with different types of workers</p> <p><b><u>Experiential learning:</u></b> <b>On the world map mark and label the major Oceans and Continents of the world.</b></p>	<ul style="list-style-type: none"> <li>• Google forms-</li> <li>• MCQs and short answers</li> <li>• Worksheets</li> <li>• Assignments- HOTS questions</li> </ul>

	<p><b>GEOGRAPHY:</b></p> <p><b>The Earth's Constituents (05 classes)</b></p> <p>The three zones on the earth-</p> <ul style="list-style-type: none"> <li>-Lithosphere</li> <li>-Major continents</li> <li>-Landforms</li> <li>-Hydrosphere</li> <li>-Major oceans</li> <li>-Layers of Atmosphere</li> <li>-Biosphere</li> <li>-Man and environment</li> </ul> <p><b>HISTORY</b> <b>Chapter-Early states of India (04 classes)</b></p> <ul style="list-style-type: none"> <li>-Rise of Janapadas and Mahajanapadas In India.</li> <li>-Janpadas</li> <li>-Republics and Monarchies (Sighting examples of Vajji and Magadha)</li> </ul>	<p><u><b>Each child will be able to:</b></u></p> <ul style="list-style-type: none"> <li>-Identify three zones of the earth- lithosphere, hydrosphere, and atmosphere.</li> <li>- Locate and discuss the features of the continents of the World.</li> <li>-Explain the features of the major landforms.</li> <li>- Locate and discuss about oceans of the World.</li> <li>-Define atmosphere and name the five layers of the atmosphere</li> <li>-Analyse the human activities impacting environment</li> </ul> <p><u><b>Each child will be able to:</b></u></p> <ul style="list-style-type: none"> <li>-Name two sources of information of Janapadas.</li> <li>-Define and give examples of Janapadas &amp; Mahajanapadas.</li> <li>-Enlist the Mahajanapadas.</li> <li>-Spell out the differences between republics and monarchies.</li> <li>-Name the two major clans of Vajji.</li> </ul>	<p><u><b>Learning Based Activity:</b></u></p> <ul style="list-style-type: none"> <li>-With the help of a diagram show the different layers of the atmosphere</li> <li>-Using a pie chart show the composition of atmosphere.</li> </ul> <p><u><b>Experiential learning</b></u></p> <p>Make a model on any landform</p> <p><u><b>Art Integrated Activity:</b></u></p> <p>Make a pamphlet to raise awareness "Protect environment"</p> <p><u><b>ACTIVITY:</b></u></p> <ul style="list-style-type: none"> <li>●Map Work: The students would be asked to locate some Mahajanapadas on the map.</li> <li>●Students would find out and write about the benefits of a republic and a monarchy.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning in the class</li> <li>• Individual tasking- Class and home assignments through goggle classroom</li> <li>• Revision using AMP technique</li> <li>• Revision worksheet</li> <li>• Map skills</li> <li>• Google forms</li> <li>• MCQs and short answers</li> <li>• Worksheets</li> </ul>
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	<p><b>-Janpadas to Mahajanpadas</b>          -Conditions in Mahajanpadas          -Rise of Magadha</p> <p><b>HISTORY</b>  <b>Trade, Crafts and Cities</b>  <b>(01 class)</b></p> <p><b>ACTIVITY based ( NOT TO BE ASSESSED IN PEN AND PAPER TEST)</b></p>	<p>-Describe the conditions in the Mahajanpadas.          -Explain the political and social life of the people of Magadha</p> <p><b><u>Each child will be able to:</u></b>          -explain the growing importance of crafts and trade in later Vedic age          -prepare a collage of Indian items traded abroad in the later Vedic period</p>	<p><b><u>Hands on Activity</u></b>          -prepare a collage of Indian items traded abroad in the later Vedic period          - Map marking of major trading ports on Map of India of ancient India (Tamralipti Bhrigukachchha, Arikamedu)</p>	<ul style="list-style-type: none"> <li>• Assignments- HOTS questions</li> <li>• Google forms-</li> <li>• MCQs and short answers</li> <li>• Worksheets</li> <li>• Assignments- HOTS questions</li> <li>• Oral questioning in the class</li> <li>• Individual tasking- Class and home assignments through goggle classroom</li> <li>• Revision using AMP technique</li> </ul>
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				<ul style="list-style-type: none"> <li>Revision worksheet</li> </ul> <p><b><u>Rubrics of assessment</u></b></p> <ul style="list-style-type: none"> <li>-creativity</li> <li>-research</li> <li>-presentation</li> </ul>
<p><b><u>DECEMBER</u></b></p> <p>No. of classes – 12</p>	<p><b>GEOGRAPHY</b></p> <p><b>Motions of the Earth</b></p> <p><b>(06 classes)</b></p> <ul style="list-style-type: none"> <li>-Inclination of the earth's axis</li> <li>-Rotation and its effects</li> <li>-Revolution and its effects</li> <li>a) Unequal days and nights</li> <li>b) Change in the amount of heat received. (only Rotation and Revolution )</li> <li>-Equinox and solstice</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <ul style="list-style-type: none"> <li>-Assess the two kinds of motions of the earth.</li> <li>-Explain by drawing a diagram how rotation causes days &amp; nights</li> <li>-Analyse the cause of unequal days &amp; night</li> <li>-Define : Revolution</li> <li>Leap year ,Equinox</li> <li>-Give dates of equinox</li> <li>,summer and winter solstice</li> </ul>	<p><b><u>Learning Based activity:</u></b></p> <p>Draw neat &amp; labelled diagrams to show:</p> <ul style="list-style-type: none"> <li>»The inclination of the earth's axis and the angle formed</li> <li>»The change in the amount of heat received from vertical and slanting sun rays</li> </ul> <p><b><u>Experiential Activity:</u></b></p> <p>Weather Report Activity: take newspaper cuttings of weather report for a week and write a brief report on weather conditions</p>	<ul style="list-style-type: none"> <li>Google forms-</li> <li>MCQs and short answers</li> <li>Worksheets</li> <li>Assignments- HOTS questions</li> <li>Oral questioning in the class</li> <li>Individual tasking- Class and home assignments through goggle classroom</li> </ul>

	<p><b>CIVICS</b>  <b>How we Govern Our Communities</b>  <b>(05 classes)</b></p> <ul style="list-style-type: none"> <li>• Introducing the terms like: civic amenities, local self government</li> <li>• Advantages of local self-government</li> <li>• Panchayati Raj System:             <ol style="list-style-type: none"> <li>a) Functions</li> <li>b) sources of income of the panchayat</li> <li>c) Panchayat at village level</li> </ol> </li> <li>• Municipalities:             <ul style="list-style-type: none"> <li>-Municipal Corporation composition</li> <li>-Functions</li> <li>-sources of income</li> </ul> </li> </ul> <p><b>HISTORY</b>  <b>India's contact with outside world</b>  <b>(01 class)</b></p> <p><b>ACTIVITY based ( NOT TO BE ASSESSED IN PEN AND PAPER TEST)</b></p>	<p><b><u>Each child will be able to:</u></b></p> <ul style="list-style-type: none"> <li>-Define: Civic Amenities, Local Self Government, Panchayat.</li> <li>-Enlist the advantages of local self-government</li> <li>-Explain the structure of Panchayati Raj</li> <li>-Assess the main constituents of the Panchayat at village level.</li> <li>- Enlist the functions of Municipal Corporation.</li> </ul> <p><b><u>Each child will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Mark the silk route on world map</li> <li>• Explain the importance of silk route</li> <li>• Discuss the spread of ideas, religions</li> </ul>	<p><b><u>Learning Based activity:</u></b>          Graphic organiser on levels of government</p> <p><b><u>Case study</u></b>          Do a case study on a women sarpanch</p> <p><b><u>Research Activity:</u></b>          Find out the problems faced by a village and write down, steps you would take to solve them if you were the Sarpanch.</p> <p><b><u>Diary entry:</u></b>          You are elected the Municipal councilor, which areas would you work to improve your city.</p> <p><b><u>Subject enrichment activity:</u></b>          Make a fact file on silk route including the following:         <ul style="list-style-type: none"> <li>- Information about it</li> <li>- Depiction of silk road on world map</li> <li>- List some important articles of trade between countries through the road</li> <li>- Spread of religions and food cuisines along the road</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Revision using AMP technique</li> <li>• Revision worksheet</li> </ul> <p><b><u>WEEKLY TEST-2</u></b>  <b><u>10/12/21</u></b>  <b>HISTORY-</b> The Vedic Age  <b>CIVICS-</b>Urban Livelihood</p> <p><b>GEOGRAPHY-</b>The Earth's Constituents</p> <ul style="list-style-type: none"> <li>• Google forms-</li> <li>• MCQs and short answers</li> <li>• Worksheets</li> <li>• Assignments- HOTS questions</li> <li>• Oral questioning in the class</li> </ul>
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		along with articles through the route	- Reason for decline of silk road	<ul style="list-style-type: none"> <li>Individual tasking- Class and home assignments through goggle classroom</li> </ul> <p><b><u>Rubrics of assessment</u></b></p> <p>-creativity -research -presentation</p>
<p><b><u>JANUARY</u></b></p> <p>No. of classes – 10</p>	<p><b>HISTORY</b></p> <p><b>Development of the first Empire (06 classes)</b></p> <p>-Alexander's Invasion -The Mauryan Empire -Expansion of territories -Ashoka -Ashoka's Dhamma -Efforts to spread Dhamma -Mauryan Administration and Society -Decline of the Mauryan Empire</p> <p><b><u>India -Climate, Vegetation and Wildlife</u></b></p>	<p><b><u>Each child is able to:</u></b></p> <p>-Describe the establishment and expansion of the Mauryan empire under its various rulers. -Explain the impact of the Kalinga war on Ashoka. -List the main principles of Ashoka's 'Dhamma'. -Enlist the steps taken by Ashoka to spread the message of Dhamma -Write about the society and administration under the Mauryas -State the reason(s) for the decline of the Mauryan empire.</p> <p><b><u>Each child is able to:</u></b></p> <p>-Define terms like:</p>	<p><b><u>Map marking:</u></b> Mark the areas where edicts of Ashoka have been found on map of India.</p> <p><b><u>Learning Based Activity:</u></b> Graphic organiser on Principles of Dhamma.</p> <p><b><u>Art Integrated activity:</u></b> Prepare a fact file on Ashoka.</p> <p><b><u>Experiential learning:</u></b> Diary entry of your experience of a war as a ruler who defeated and conquered a kingdom.</p> <p><b><u>ACTIVITY:</u></b> -Bring out the differences between the</p>	<ul style="list-style-type: none"> <li>Google forms-</li> <li>MCQs and short answers</li> <li>Worksheets</li> <li>Assignments- HOTS questions</li> <li>Oral questioning in the class</li> <li>Individual tasking- Class and home assignments through goggle classroom</li> <li>Revision using AMP technique</li> </ul>



	<p><b><u>(04 classes)</u></b></p> <p>-Meaning of the term 'Climate'</p> <p>-Factors determining climate</p> <p>-Climatic diversity in India</p> <p>-Indian Seasons</p> <p>-Different types of Natural Vegetation in India</p> <p>-Importance of natural vegetation and wildlife and their conservation</p>	<p>▪climate</p> <p>▪weather</p> <p>-List the factors affecting the climate of India.</p> <p>-Explain the cycle of seasons and mention the main features of each season.</p> <p>-Differentiate between advancing and retreating monsoon.</p> <p>-Give details about the distribution of rainfall in India.</p> <p>-Enlist the main types of Natural Vegetation.</p> <p>-Enumerate the importance of forests and the need to conserve them</p> <p>-suggest the ways in which the forests and wildlife can be conserved.</p>	<p>various seasons of India in a tabular form.</p> <p><u>Map work:</u></p> <p>-Rainfall map of India.</p> <p>-Map depicting South west monsoon and retreating monsoon winds.</p> <p><b><u>Art integrated</u></b></p> <p>Make an collage depicting the clothing and food items according to seasons of India.</p>	<ul style="list-style-type: none"> <li>Revision worksheet</li> </ul> <p><b><u>WEEKLY TEST-3</u></b>  <b><u>21/01/22</u></b>  <b>HISTORY-</b> Early states of India  <b>CIVICS-</b> How we Govern Our Communities  <b>GEOGRAPHY-</b> Motions of the Earth</p> <ul style="list-style-type: none"> <li>Google forms</li> <li>MCQs and short answers</li> <li>Worksheet</li> <li>Oral questioning in the class</li> </ul>
<p><b><u>FEBRUARY</u></b></p> <p>No. of classes – 12</p>	<p><b><u>India -Climate, Vegetation and Wildlife (02 classes continued)</u></b></p> <ul style="list-style-type: none"> <li>Different types of Natural</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <ul style="list-style-type: none"> <li>Write the meaning of natural vegetation.</li> </ul>	<p><b><u>Map Work:</u></b></p> <p>▪On a map of India show the Wildlife Sanctuaries and National Parks of India</p> <p><b>Find out.</b></p>	<ul style="list-style-type: none"> <li>Google forms</li> <li>MCQs and short answers</li> </ul>

	<p>Vegetation in India</p> <ul style="list-style-type: none"> <li>Importance of natural vegetation and wildlife and their conservation</li> </ul> <p><b>HISTORY</b> <b>Political Developments</b> <b>(04 classes)</b></p> <p>-The Gupta Empire - Chandragupta 1 -Samudragupta -Chandragupta -Vikramaditya -Achievements -Harshavardhana -Life of the people</p> <p><b><u>REVISION OF SYLLABUS FOR SECOND TERM EXAM( 04 Classes)</u></b></p>	<ul style="list-style-type: none"> <li>Enlist the main types of Natural Vegetation.</li> <li>Enumerate the importance of forests and the need to conserve them</li> <li>suggest the ways in which the forests and wildlife can be conserved.</li> </ul> <p><b><u>Each child is able to:</u></b></p> <ul style="list-style-type: none"> <li>List the main archaeological and literary sources of this period.</li> <li>Write about the contribution made by: <ul style="list-style-type: none"> <li>Chandragupta I</li> <li>Samudragupta</li> <li>Chandragupta II</li> </ul> </li> <li>Describe the Gupta administration, the society and religion under the Guptas.</li> <li>List the contributions made by Harsha in the field of art, religion &amp; education</li> </ul>	<p>'Wildlife week'- When and how is it celebrated?</p> <p><b><u>Art Integrated activity:</u></b> Poster making on "Save wildlife"</p> <p><b><u>Learning based activity:</u></b> Graphic organiser on rulers of Gupta empire</p> <p>Map marking of areas under control of Guptas</p> <p><b><u>Experiential activity:</u></b> Diary entry: Write your experience as a traveller to Chandragupta's empire.</p> <p><b><u>Art integrated activity:</u></b> Write a Prashasti about a friend of yours.</p>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Assignments- HOTS questions</li> <li>Oral questioning in the class</li> <li>Individual tasking- Class and home assignments through goggle classroom</li> <li>Revision using AMP technique</li> <li>Revision worksheet</li> </ul>
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	<p><b><u>HISTORY :</u></b>  Ch-5 The Vedic age Ch-8 Development of the first empire  Ch-6 Early states in India Ch-11 Political developments  <b><u>SPL:</u></b>  Ch-5 How we Govern our communities  Ch-7 Urban Livelihood  <b><u>GEOGRAPHY:</u></b>  Ch-4 Motions of the Earth  Ch-5 Earth's Constituents  Ch-7 India: Climate, vegetation wildlife</p>	<p><b><u>Each child will be able to:</u></b></p> <ul style="list-style-type: none"> <li>-Recapitulate the concepts done</li> <li>-Answer the questions based on the syllabus covered</li> <li>-Develop an understanding of the concepts done</li> <li>-Participate in the revision discussion and activities</li> </ul>	<p><b><u>Learning Based activity:</u></b>  Students will discuss and complete the revision worksheets.</p> <p><b><u>Map Practice Activity:</u></b>  Students will mark the asked areas on map of India</p>	<ul style="list-style-type: none"> <li>• Google forms</li> <li>• MCQs and short answers</li> <li>• Worksheets</li> <li>• Assignments- HOTS questions</li> <li>• Oral questioning in the class</li> <li>• Individual tasking- Class and home assignments through goggle classroom</li> <li>• Revision using AMP technique</li> <li>• Revision worksheet</li> <li>• Revision tests/ Class test</li> <li>• Map Practice</li> </ul>
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SCIENCE				
Month	Number of periods/Topics covered	Learning outcomes	Activities	Assessment
October	<p><b>Topic: Motion and Measurement of Distances</b></p> <p><b>Sub-topics-</b></p> <p>♦<b>Story of transport</b></p> <p>♦<b>Measurements</b></p> <ul style="list-style-type: none"> <li>Conventional units of measurement</li> <li>Standard units of measurement (2 classes)</li> </ul> <p>♦<b>Correct measurement of length</b></p> <ul style="list-style-type: none"> <li>Measuring the length of a curved line. (1 class)</li> </ul> <p>♦<b>Moving things around us –</b></p> <ul style="list-style-type: none"> <li>Rest and motion (1 class)</li> </ul> <p>♦<b>Different types of motion</b></p> <ul style="list-style-type: none"> <li>Rectilinear motion</li> <li>Circular motion</li> <li>Periodic motion (3 classes)</li> </ul> <p>•NCERT questions discussion (1 class)</p> <p>•Worksheet discussion (1 class)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>- name different forms of transport.</li> <li>-define measurement</li> <li>-name different types of conventional units of measurement.</li> <li>-explain need of standard units of measurement.</li> <li>-list the precautions that should be taken while measuring length.</li> <li>-identify the correct measuring scale.</li> <li>- Make correct measurements of length</li> <li>-Measure the length of a curved line</li> <li>-define motion and rest</li> <li>-Identify different types of motion</li> <li>-Define different types of motion</li> </ul>	<p><b>Learning Activity:</b></p> <ul style="list-style-type: none"> <li>♦Students will measure the length of a curved line with thread.</li> <li>♦Students will observe different things which are in motion and at rest and make a note.</li> <li>♦Students will observe and identify different types of motion.</li> <li>♦Students will measure length using a meter scale and measuring tape.</li> <li>♦Students will find out where in our country are standard metre and standard kilogram kept.</li> </ul> <p>.</p> <p><b>Experiential Activity:</b></p> <ul style="list-style-type: none"> <li>♦Students will draw their hand span and measure it and compare it with partner.</li> </ul> <p><b>Assessment Activity</b></p> <ul style="list-style-type: none"> <li>♦Students will identify different types of motion and give examples of similar type of motion.</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>♦ <b>PHOTOGRAPHY</b></li> </ul> <p>Students will click 4-5 pictures of motion around them and will present it in the class in the form of a collage.</p>	<ul style="list-style-type: none"> <li>♦Google Assessment Worksheet (google forms)</li> <li>♦Class participation</li> <li>♦Submission of work</li> <li>♦Activities/projects</li> </ul>
November	<p><b>Topic:</b></p> <p><b>Light Shadows and Reflection</b></p> <p><b>Sub-topics-</b></p>	<p><b>Each child will be able to:</b></p>	<p><b>Learning Activity:</b></p> <ul style="list-style-type: none"> <li>♦ <b>Learning Activity</b></li> </ul> <p>-To show transparent , opaque and translucent materials</p>	<ul style="list-style-type: none"> <li>♦Google Assessment Worksheet (google forms)</li> <li>♦Class participation</li> <li>♦Submission of work</li> </ul>

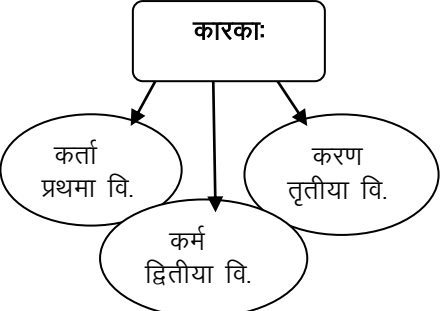
	<ul style="list-style-type: none"> <li>• Transparent , opaque and translucent objects (3 classes)</li> <li>• What exactly are shadows (1 class)</li> <li>• A pinhole camera (2 classes)</li> <li>• Mirrors and reflections (2 classes)</li> <li>• NCERT questions discussion (1 class)</li> <li>• Worksheet discussion (2 classes)</li> </ul>	<ul style="list-style-type: none"> <li>-identify luminous objects</li> <li>-Distinguish between different types of materials</li> <li>-Describe the formation of shadows</li> <li>-draw and explain pinhole camera</li> <li>-write the properties of mirror</li> <li>-define reflection</li> </ul>	<ul style="list-style-type: none"> <li>-To form shadows with the hands in candle light.</li> <li>-Pinhole camera. Students will make pinhole camera using cardboard to observe the behaviour of sunlight. <a href="https://youtu.be/fEYIDCgTC00">https://youtu.be/fEYIDCgTC00</a></li> <li>♦ <b>Experiential Activity:</b></li> <li>-To make a pinhole camera</li> <li>-To show that light travels in a straight line.</li> <li>♦ <b>Assessment Activity</b></li> <li>Students will answer questions asked in the class.</li> <li><b>Art Integration:</b></li> <li>♦ <b>POSTER</b></li> <li>Students will design a poster/doodle art to show importance of light and how it behaves when it falls on different types of objects.</li> </ul>	<ul style="list-style-type: none"> <li>♦Activities/projects</li> <li><b>WT-2</b></li> <li><b>26.11.21</b></li> <li>1) Motion and Measurement of Distances.</li> <li>2) Light, Shadows and Reflection.</li> <li>-Transparent, Opaque and Translucent objects.</li> <li>-Shadows.</li> </ul>
<b>December</b>	<p><b>Topic:</b> <b>Getting To Know Plants</b></p> <p><b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>• <b>Flowering and non-flowering plants (2 classes)</b></li> </ul> <p><b>Classification of plants on the</b></p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify herb shrubs and trees</li> <li>-Name some herbs shrubs and trees</li> <li>-Draw diagrams of herbs shrubs and trees</li> </ul>	<p><b>Learning Activity:</b></p> <ul style="list-style-type: none"> <li>♦ To show that the shoot system helps to transport water and minerals.</li> </ul> <p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>- Walk in the school compound/near home to identify plants</li> <li>-To identify some common herbs ,shrubs and trees</li> </ul> <p><b>Art Integration</b></p>	<ul style="list-style-type: none"> <li>♦Google Assessment Worksheet (google forms)</li> <li>♦Class participation</li> <li>♦Submission of work</li> <li>♦Activities/projects</li> <li><b>WT-3</b></li> <li><b>30.12.21</b></li> <li>1) Light, Shadows and Reflection.</li> </ul>

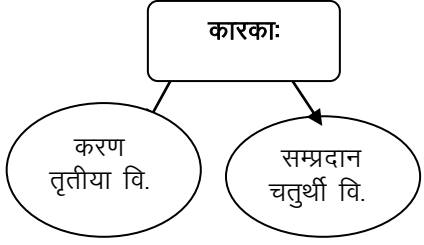
	<p><b>basis of size:</b></p> <ul style="list-style-type: none"> <li>• Herbs ,Shrubs and Trees (2 classes)</li> </ul> <p><b>Different parts of a plant :their structure and functions</b></p> <ul style="list-style-type: none"> <li>• Stem (1 class)</li> <li>• Leaf (2 classes)</li> <li>• Root (2 classes)</li> <li>• Flower (2 classes)</li> <li>• NCERT questions discussion (1 class)</li> <li>• Worksheet discussion and assessment (2 classes)</li> </ul>	<p>-Write the functions of stem, root and leaves</p> <p>-Define venation</p> <p>-Differentiate between reticulate and parallel venation</p> <p>-Name the parts of a flower</p> <p>-Write the importance of each part of a flower</p> <p>-Draw a well labelled diagram of a flower.</p>	<p>Leaf printing design</p> <p>Children will make any design using leaves and paints.</p> <p>Children will observe different patterns and will categorize leaves with parallel or reticulate venation.</p> <p><a href="https://youtu.be/ro5L2OkLemw">https://youtu.be/ro5L2OkLemw</a></p>	<p>-Pin hole camera</p> <p>-Mirrors and Reflections.</p> <p>2) Getting to know plants.</p> <p>- Herbs, shrubs and Trees.</p> <p>-Stem</p> <p>- Leaf.</p>
January	<p><b>Topic: Body Movements</b></p> <p><b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>• Human body and its Movements (1 class)</li> <li>• Skeleton</li> <li>• Parts of skeleton (1 classes)</li> <li>• Joints (1 class)</li> <li>• Different types of joints</li> </ul> <p>-Ball and socket joints</p> <p>-Pivotal joint</p>	<p><b>Each student will be able to:</b></p> <p>Define skeleton</p> <p>Name the different parts of the skeletal system</p> <p>Define joint</p> <p>Compare different types of joint in a human body</p> <p>Difference between vertebrates and invertebrates.</p> <p>Describe the movement of earthworm and snail</p>	<p><b>Learning Activity:</b></p> <ul style="list-style-type: none"> <li>◆ Students will research and study about various movements by bird, fish, snakes, snail and earthworm</li> <li>-To show model of skeleton.</li> </ul> <p><b>Experiential Learning:</b></p> <p>Students will see the model of skeleton and study various parts and joints present in human body.</p> <p><b>Art Integration</b></p> <p>Build an artificial hand</p> <p>Children will make an artificial hand using cardboard, straws and thread/rubber band.</p> <p>They will observe the movement of</p>	<ul style="list-style-type: none"> <li>◆Google Assessment Worksheet (google forms)</li> <li>◆Class participation</li> <li>◆Submission of work</li> </ul>

	<p><b>-Hinge joints</b>  <b>-Fixed joints</b>  <b>(2 classes)</b>  <b>Gait of Animals</b></p> <ul style="list-style-type: none"> <li>• Earthworm</li> <li>• Cockroach</li> <li>• Fish</li> <li>• Snake</li> <li>• Snail</li> <li>• Bird</li> </ul> <p><b>(2 classes)</b>  <b>•NCERT questions discussion</b>  (1 class)  <b>•Worksheet discussion and assessment</b>  (1 class)</p>	<p><b>Name the organs of movement of fish and birds</b></p> <p>-</p>	<p>joints and muscles of hand.  <a href="https://youtu.be/2xgmlQiShxl">https://youtu.be/2xgmlQiShxl</a></p>	
February	<p><b>Topic: Fun With Magnets</b></p> <p><b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>• Discovery of magnets (1 class)</li> <li>• Magnetic and non-magnetic material (1 class)</li> <li>• Poles of magnet</li> <li>• Finding directions (1 class)</li> <li>• Make your own magnet (1 class)</li> <li>• Attraction and repulsion between magnets.</li> <li>• Caring of magnets</li> </ul> <p>Storing of magnets (1 class)</p> <ul style="list-style-type: none"> <li>• <b>NCERT questions discussion</b> (1 class)</li> <li>•Worksheet discussion and</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-Define a magnet</li> <li>-Classify magnetic and non-magnetic substances</li> <li>-Write the properties of a magnet</li> <li>-Identify the poles of a bar magnet</li> <li>-Analyze the behavior of magnets when brought close to each other</li> </ul>	<p><b>Learning Activity:</b></p> <ul style="list-style-type: none"> <li>♦ To demonstrate how things are attracted by a magnet.</li> <li>-To classify objects as magnetic and non-magnetic.</li> <li>-To locate poles of a magnet</li> <li>-To show that a magnet always aligns in a particular direction</li> <li>-To show that like poles repel and unlike</li> </ul> <p><b>Experiential learning</b></p> <ul style="list-style-type: none"> <li>-To find out devices where magnet is used.</li> </ul> <p>Assessment Activity-  Give me five – information on magnet.</p> <p><b>Art Integration</b></p> <ul style="list-style-type: none"> <li>♦ Magnetic spin and roll doll/magnetic truck</li> </ul> <p>Students will make a doll spin and roll/truck run by using magnets and</p>	<ul style="list-style-type: none"> <li>♦Google Assessment Worksheet (google forms)</li> <li>♦Class participation</li> <li>♦Submission of work</li> </ul>

	<p>assessment (1class)</p> <ul style="list-style-type: none"> <li>•Revision for Term II Examination (5 classes)</li> </ul>		<p>will observe the concepts of attraction and repulsion.</p> <p>Truck-<a href="https://youtu.be/6Kmh3T8UI2s">https://youtu.be/6Kmh3T8UI2s</a></p> <p>Doll- <a href="https://youtu.be/rMIQu-ihQnI">https://youtu.be/rMIQu-ihQnI</a></p>	
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संस्कृत				
मास	कालांश/विषय/उपविषय	प्राप्त उपलब्धियाँ/ अधिगम बोध	गतिविधियाँ/ रचनात्मक-क्रियाकलाप	मूल्यांकन
अक्तूबर	<p><b>दिव्यम् –(भाग-9)</b> कालांश –२  <b>“कारक-परिचयः”</b>  •कारकों के स्थान पर शब्दरूपों की विभक्ति का प्रयोग  <b>“कर्ता-कारकः(प्रथमा-विभक्तिः)”</b>  <b>“कर्म-कारकः(द्वितीया-विभक्तिः)”</b>  <b>व्याकरण</b>  कालांश –१  •<b>शब्दरूप-लेखन-</b>(बालक,बालिका, फल,-द्वितीया विभक्तिपर्यन्त)  •<b>सर्वनाम-शब्दरूपलेखन-</b> अस्मद् व युष्मद् (उभयलिंग द्वितीया-विभक्तिपर्यन्तम्)  •<b>धातुरूप-लेखन-</b> दृश्(पश्य), दा(यच्छ)-(लट् लकारे)</p>	<p>–प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।  –प्रत्येक छात्र कर्ता-कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।  –प्रत्येक छात्र कर्म-कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।  –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।  –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।  –प्रत्येक छात्र कर्म-पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।  –हिन्दी भाषा के वाक्यों को संस्कृतभाषा में लिख पाएगा।  –धातुरूपों का लट् लकार में लेखन का अभ्यास कर पाएगा।  –शब्दरूपों-(बालक,बालिका, फल,- द्वितीया विभक्तिपर्यन्त)व सर्वनाम-शब्दरूपों (तत् व किम् त्रिषु लिंगेषु द्वितीया –विभक्तिपर्यन्तम्)  अस्मद् व युष्मद्(उभयलिंग द्वितीया –विभक्ति पर्यन्तम्) के लेखन का अभ्यास 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><b>“कारक-परिचयः”</b>  <a href="https://youtu.be/peRk51q88wM">https://youtu.be/peRk51q88wM</a>  <b>“कर्ता-कारकः(प्रथमा-विभक्तिः)”</b>  <a href="https://youtu.be/Hma6cUjA_dc">https://youtu.be/Hma6cUjA_dc</a>  <b>“कर्म-कारकः(द्वितीया-विभक्तिः)”</b>  <a href="https://youtu.be/udf55QkpXz4">https://youtu.be/udf55QkpXz4</a>  <b>प्रवाह-चित्र (प.च.) –</b>  कर्ता व कर्मकारक को विभक्ति व चिह्नों सहित पठन हेतु</p>  <p><b>विषयाधारित –बहुविध-मूल्यांकन-</b>  कर्ताकारक-शब्दसूची निर्माण  कर्मकारक-शब्दसूची निर्माण  <b>कला-समेकित-शिक्षण-</b>  <b>विषयाधारित-बहुविध-मूल्यांकन-</b>  अभिनय माध्यमेन  कर्ता-क्रिया”कर्म-कारकः  (द्वितीया-विभक्तिः)” परिचयः</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा  <b>मूल्यांकन-</b>  कार्यपत्रों व गूगल फॉर्म द्वारा <b>मूल्यांकन-</b>  “कारक-परिचयः”  “कर्ता-कारकः(प्रथमा-विभक्तिः)”  “कर्म-कारकः(द्वितीया-विभक्तिः)”  “  आधारिता(कार्यपत्र)।  <b>कला-समेकित-शिक्षण-</b>  <b>विषयाधारित</b>  <b>–बहुविध-मूल्यांकन-</b>  कारक-तालिका निर्माणम्  “कर्ता-कारकः(प्रथमा-विभक्तिः)”  “कर्म-कारकः(द्वितीया-विभक्तिः)”  “  <b>मूल्यांकन-बिन्दुः-</b>  –विषयवस्तु 1  –मौलिकता 1  –रचनात्मकता 1  –नियतसमयानुसार 1  –प्रस्तुतीकरण 1  <b>कला-समेकित-शिक्षण-</b>  <b>विषयाधारित</b>  <b>–बहुविध-मूल्यांकन-</b>  अभिनय माध्यमेन  कर्ता-क्रिया”कर्म-कारकः(द्वितीय  I-  विभक्तिः)” परिचयः  <b>मूल्यांकन-बिन्दुः-</b>  –भावाभिव्यक्ति 1  –उच्चाणशुद्धता 1  –कण्ठस्थीकरण 1  –आत्मविश्वास 1</p>

नवम्बर	<p>दिव्यम् –(भाग-9) कालांश –२ “करण-कारकः(तृतीया-विभक्तिः)” “सम्प्रदान-कारकः(चतुर्थी-विभक्तिः)” <u>व्याकरण</u> कालांश –१ •<b>शब्दरूप-लेखनं</b>–(बालक,बालिका, फल,–चतुर्थी विभक्तिपर्यन्तं) •<b>सर्वनाम-शब्दरूप लेखनं</b>– (तत् व किम् त्रिषु लिंगेषु चतुर्थी –विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं चतुर्थी-विभक्तिपर्यन्तम्)</p>	<p>–प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रत्येक छात्र करण व सम्प्रदान-कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –प्रत्येक छात्र करण व सम्प्रदान-पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा। –शब्दरूपों–(बालक,बालिका, फल,–चतुर्थी विभक्तिपर्यन्तं)व सर्वनाम-शब्दरूपों (तत् व किम् त्रिषु लिंगेषु चतुर्थी –विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं चतुर्थी-विभक्तिपर्यन्तम्) के लेखन का अभ्यास 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>“करण-कारकः(तृतीया-विभक्तिः)” <a href="https://youtu.be/5JGZ7fzx2zQ">https://youtu.be/5JGZ7fzx2zQ</a> “सम्प्रदान-कारकः(चतुर्थी-विभक्तिः)” <a href="https://youtu.be/Jo7Al5zGz3E">https://youtu.be/Jo7Al5zGz3E</a> <b>प्रवाह-चित्र (प.च.) –</b> करण व सम्प्रदान कारक को विभक्ति व चिह्नों सहित पठन हेतु</p>  <p><b>कला-समेकित-शिक्षण-विषयाधारित –बहुविध-मूल्यांकन-</b> करण व सम्प्रदान-कारक-शब्दसूची निर्माणम् <b>कला-समेकित-शिक्षण-विषयाधारित –बहुविध-मूल्यांकन-</b> अभिनय व चित्र माध्यमेन कर्ता-क्रिया करण व सम्प्रदान कारकः (तृतीया –चतुर्थी विभक्तिः)” परिचयः</p>	<p>–प्रस्तुतीकरण 1 मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन– कार्यपत्रों व गूगल फॉर्म द्वारा मूल्यांकन– “करण-कारकः(तृतीया-विभक्तिः)” “सम्प्रदान-कारकः(चतुर्थी-विभक्तिः)” <b>कला-समेकित-शिक्षण-विषयाधारित –बहुविध-मूल्यांकन-</b> करण व सम्प्रदान कारक-शब्दसूची निर्माणम् <b>मूल्यांकन-बिन्दुः-</b> –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 <b>कला-समेकित-शिक्षण-विषयाधारित –बहुविध-मूल्यांकन-</b> अभिनय व चित्र माध्यमेन कर्ता-क्रिया करण व सम्प्रदान कारकः (तृतीया –चतुर्थी विभक्तिः)” परिचयः <b>मूल्यांकन-बिन्दुः-</b> –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>
दिसम्बर	<p>दिव्यम् –(भाग-9) कालांश –२ “अपादान-कारकः(पंचमी-विभक्तिः)” “सम्बन्ध-कारकः(षष्ठी-विभक्तिः)”</p>	<p>–प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रत्येक छात्र अपादान,सम्बन्ध व अधिकरण –कारकशब्दों को विभक्ति व चिह्नों सहित जान</p>	<p>“अपादान-कारकः(पंचमी-विभक्तिः)” <a href="https://youtu.be/HVCY78f0IY0">https://youtu.be/HVCY78f0IY0</a> “सम्बन्ध-कारकः(षष्ठी-विभक्तिः)” <a href="https://youtu.be/yWNatvsGhf8">https://youtu.be/yWNatvsGhf8</a> “अधिकरण-कारकः(सप्तमी-विभक्तिः)”</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन– कार्यपत्रों व गूगल फॉर्म द्वारा मूल्यांकन–</p>

	<p>कालांश –२</p> <p><b>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</b></p> <p><b>व्याकरणं</b></p> <p>•<b>शब्दरूप—लेखनं—</b>(बालक, बालिका, फल,—सप्तमी विभक्तिपर्यन्तं)</p> <p>•<b>सर्वनाम—शब्दरूपलेखनं—</b> (तत् व किम् त्रिषु लिंगेषु सप्तमी —विभक्तिपर्यन्तम्)</p> <p>अस्मद् व युष्मद् (उभयलिंगं सप्तमी —विभक्तिपर्यन्तम्)</p> <p>श्लोक—वाचन—गतिविधि</p>	<p>कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>—प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>—विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>—प्रत्येक छात्र अपादान, सम्बन्ध व अधिकरण —पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।</p> <p>—शब्दरूपों—(बालक, बालिका, फल,— सप्तमी विभक्तिपर्यन्तं) व सर्वनाम—शब्दरूपों (तत् व किम् त्रिषु लिंगेषु सप्तमी —विभक्तिपर्यन्तम्)</p> <p>अस्मद् व युष्मद् (उभयलिंगं सप्तमी —विभक्तिपर्यन्तम्) के लेखन का अभ्यास कर पाएगा।</p> <p>—अभिव्यक्ति— प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>—पूछे गए कठिन शब्दों में से न्यूनतम दो—तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p><a href="https://youtu.be/Tr_rzA5XZbs">https://youtu.be/Tr_rzA5XZbs</a></p> <p><b>प्रवाह—चित्र (प.च.) —</b></p> <p><b>अपादान, सम्बन्ध व अधिकरण कारक को विभक्ति व चिह्नों सहित पठन हेतु</b></p> <div data-bbox="1192 321 1606 803"> <pre> graph TD     A[कारका:] --&gt; B(अपादान पंचमी वि.)     A --&gt; C(सम्बन्ध षष्ठी वि.)     D[कारका:] --&gt; E(अधिकरण सप्तमी वि.) </pre> </div> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित —बहुविध—मूल्यांकन</b></p> <p>“अपादान—कारकः(पंचमी—विभक्तिः)”</p> <p>“सम्बन्ध—कारकः(षष्ठी—विभक्तिः)”</p> <p>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</p> <p>शब्दसूची निर्माण</p> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित —बहुविध—मूल्यांकन</b></p> <p>अभिनय अथवा चित्र माध्यमेन कर्ता—क्रिया</p> <p>“अपादान—कारकः(पंचमी—विभक्तिः)”</p> <p>“सम्बन्ध—कारकः(षष्ठी—विभक्तिः)”</p> <p>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</p> <p>—परिचयः</p>	<p>“अपादान—कारकः(पंचमी—विभक्तिः)”</p> <p>“सम्बन्ध—कारकः(षष्ठी—विभक्तिः)”</p> <p>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</p> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित</b></p> <p><b>—बहुविध—मूल्यांकन</b></p> <p>“अपादान—कारकः(पंचमी—विभक्तिः)”</p> <p>“सम्बन्ध—कारकः(षष्ठी—विभक्तिः)”</p> <p>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</p> <p>—शब्दसूची निर्माण</p> <p><b>मूल्यांकन—बिन्दुः—</b></p> <p>—विषयवस्तु 1</p> <p>—मौलिकता 1</p> <p>—रचनात्मकता 1</p> <p>—नियतसमयानुसार 1</p> <p>—प्रस्तुतीकरण 1</p> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित</b></p> <p><b>—बहुविध—मूल्यांकन</b></p> <p>अभिनय अथवा चित्र माध्यमेन कर्ता—क्रिया—</p> <p>“अपादान—कारकः(पंचमी—विभक्तिः)”</p> <p>“सम्बन्ध—कारकः(षष्ठी—विभक्तिः)”</p> <p>“अधिकरण—कारकः(सप्तमी—विभक्तिः)”</p> <p><b>मूल्यांकन—बिन्दुः—</b></p> <p>—भावाभिव्यक्ति 1</p> <p>—उच्चाणशुद्धता 1</p> <p>—कण्ठस्थीकरण 1</p> <p>—आत्मविश्वास 1</p>
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				—प्रस्तुतीकरण 1
जनवरी	<p>दिव्यम् —(भाग—9)</p> <p>कालांश —9</p> <p><b>“सम्बोधन”</b></p> <p>कालांश —२</p> <p><b>“मम परिवारः”</b></p> <p><u>व्याकरण</u></p> <p>•धातुरूप—लेखन—पठ्,चल्,अस्,भू, कृ(लृट् लकारे)</p> <p>•शब्दरूप—लेखन—(बालक,बालिका, —प्रथमा विभक्ति व सम्बाधन)</p> <p>•पशूनाम् संस्कृतनामानि</p>	<p>—प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>—प्रत्येक छात्र “सम्बोधन”—शब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>—प्रत्येक छात्र अपने परिवार के सदस्यों के विषय में दो—तीन पंक्तियों का शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>—प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>—विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>—प्रत्येक छात्र धातुरूपों व शब्दरूपों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।</p> <p>—कुछ पशुओं के संस्कृत नाम लिख पाएगा।</p>	<p><b>“सम्बोधन”</b></p> <p><a href="https://youtu.be/ZeuVBQvRT-A">https://youtu.be/ZeuVBQvRT-A</a></p> <p><b>“मम परिवारः”</b></p> <p><a href="https://youtu.be/-fS38MVcKhc">https://youtu.be/-fS38MVcKhc</a></p> <p><b>प्रवाह—चित्र (फ.च.) —</b></p> <p>सम्बोधन कारक को विभक्ति व चिह्नों सहित पठन हेतु</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">कारकाः</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">सम्बोधन</div> </div> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित —बहुविध—मूल्यांकन</b></p> <p>सम्बोधन—शब्दसूची निर्माण</p> <p><b>प्रवाह—चित्र (फ.च.) —</b></p> <p>परिवार वृक्ष के पठन हेतु</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">मम परिवारः</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">पितामहः,पितामही माता,पिता भगिनी, भ्राता</div> </div> <p><b>कला—एकीकरण—शिक्षण—</b></p> <p><b>विषयाधारित —बहुविध—मूल्यांकन</b></p> <p>परिवार वृक्ष का नाम/सम्बोधन शब्द सहित निर्माण</p> <p><b>कला—एकीकरण—शिक्षण—</b></p> <p><b>विषयाधारित —</b></p> <p><b>बहुविध—मूल्यांकन</b></p> <p>अभिनय अथवा चित्र माध्यमेन परिवारस्य सदस्यानाम् परिचयः</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा</p> <p><b>मूल्यांकन—</b></p> <p>कार्यपत्रों व गूगल फॉर्म द्वारा मूल्यांकन—</p> <p>“सम्बोधन”</p> <p>“मम परिवारः”</p> <p><b>कला—समेकित—शिक्षण—</b></p> <p><b>विषयाधारित</b></p> <p><b>—बहुविध—मूल्यांकन</b></p> <p>परिवार वृक्ष का नाम/सम्बोधन शब्द सहित निर्माण</p> <p><b>मूल्यांकन—बिन्दुः—</b></p> <p>—विषयवस्तु 1</p> <p>—मौलिकता 1</p> <p>—रचनात्मकता 1</p> <p>—नियतसमयानुसार 1</p> <p>—प्रस्तुतीकरण 1</p> <p><b>कला—एकीकरण—शिक्षण—</b></p> <p><b>विषयाधारित</b></p> <p><b>—बहुविध—मूल्यांकन</b></p> <p>अभिनय अथवा चित्र माध्यमेन परिवारस्य सदस्यानाम् परिचयः</p> <p><b>मूल्यांकन—बिन्दुः—</b></p> <p>—भावाभिव्यक्ति 1</p> <p>—उच्चाणशुद्धता 1</p> <p>—कण्ठस्थीकरण 1</p> <p>—आत्मविश्वास 1</p> <p>—प्रस्तुतीकरण 1</p> <p><b>साप्ताहिक—परीक्षा</b></p> <p><b>२८.०१.२०२२</b></p>
फरवरी	<p>दिव्यम् —(भाग—9)</p> <p><b>पुनरावृत्तिः</b></p> <p>कालांश—२</p> <p>परीक्षा के लिए निर्धारित सभी</p>	<p>—हिन्दी भाषा के वाक्यों को संस्कृतभाषा में लिख पाएगा।</p> <p>—प्रदत्त चित्र का वर्णन लघु वाक्य—निर्माण कर पाएगा।</p>	<p>—गतिविधियों/रचनात्मक—क्रियाकलापों द्वारा विषय की पुनरावृत्ति कर पाएगा।</p>	<p>कार्यपत्रों व गूगल—फॉर्म द्वारा मूल्यांकन।</p> <p><b>अंतावधि—परीक्षा</b></p>

पाठ। पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास। कालांश –१ <u>रचनात्मक-कार्यम्</u> संस्कृत-अनुवादं चित्र-वर्णनं कालांश –१ अपठित-गद्यांशं •शाकानाम् संस्कृतनामानि	–अपठित-गद्यांश पर आधारित प्रश्नों के सही उत्तर बता जाएगा। –सब्जियों के नाम संस्कृत लिख जाएगा। –अभ्यास कार्यपत्रों में दिए गए कार्य को पूर्ण कर पुनरावृत्ति 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। –पुनरावृत्ति द्वारा विषय का अभ्यास कर जाएगा।		
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FRENCH			
MONTH / NO .OF WORKING DAYS/NO. OF CLASSES	LESSONS	LEARNING OUTCOMES	ACTIVITIES / ASSESSMENT
OCTOBER	Le pluriel-aeu-eaux Il y a- There is/there are	Students will be able to change eau ending nouns to eaux.  They will be able to use Il y a in sentence making.	Worksheet (evaluation)
NOVEMBER	Les adjectifs qualificatifs	Students will describe people and things using relevant adjectives.	Bilan – A comprehensive Revision worksheet.  • Vocabulaire (Evaluation)  • Exercises (Application)  Worksheet (Evaluation)
DECEMBER	Les Parties du Corps	Students will describe a person and will be able to identify the various parts of the body.	Draw a person and label his body parts. <b>Art :</b> Draw the Body of a boy

	<p>Le Visage</p> <p>Les verbes 'avoir' et 'aller'</p>	<p>They will use verbs avoir and aller in sentences.</p>	<p>and label the parts.</p> <ul style="list-style-type: none"> <li>• Nommez les parties du corps. (Knowledge)</li> <li>• Répondez aux questions. (Application)</li> <li>• Complétez avec être, avoir ou aller selon le sens. (Analysis)</li> </ul>
<b>JANUARY'22</b>	<p>Adjectifs possessifs (contd)</p> <p>Les verbes irréguliers – voir, entendre, sentir</p> <p>Verbes : ER Groupe</p> <p>Les Nombres Ordinaux</p>	<p>Students will use the correct adjective based on the gender and number of the nouns in the sentence.</p> <p>Students will learn conjugation rules of verbs of the 1<sup>st</sup> group – ER.</p> <p>They will be able to write numbers in the ordinal form.</p>	<ul style="list-style-type: none"> <li>• Students will be taught Possessive Adjectives- their usage and formation with the help of a Rap song. (Playway Method)</li> </ul> <p>Cahier de verbes – Conjuguez Chanter, Parler, danser, regarder, habiter, etc.</p> <ul style="list-style-type: none"> <li>• Complétez avec les adjectifs possessifs. (Application)</li> <li>• Conjuguez les verbes au présent. (Understanding)</li> </ul> <p><b>Activity based Assessment :</b> Show &amp; Tell</p> <p><b>Weekly Test- II-28/01/22 (FRIDAY)</b></p>
<b>FEBRUARY'22</b>	<p>Revision for the End term Exams</p>	<p>They will clear all doubts and revise for the End term Exams.</p>	<p>Sample question papers.</p>

GERMAN			
MONTH / NO. OF CLASSES	TOPIC	LEARNING OUTCOMES	ASSESSMENT
<b><u>October</u></b> <b><u>3 Classes</u></b>	<b>Lektion 1 Modul 2</b> <ul style="list-style-type: none"> <li>• Das Haus von Familie Weigel.</li> <li>• Vokabular – Das Haus und Hausmittel</li> <li>• Unbestimmter Artikel – Nominativ und Akkusativ</li> <li>• Bestimmter Artikel – Nominativ und Akkusativ</li> <li>• Negative Artikel</li> <li>• Frage ‚Was ist das?‘ , Wo hast du _____?</li> <li>• Adjektiven.</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Name the rooms in a house,</li> <li>• enquire about the rooms and describe the same</li> <li>• ask about objects in the house and answer the questions</li> </ul>	<b>Worksheets</b>  <b>Arbeitsbuch Übungen</b>
<b><u>November</u></b> <b><u>4 Classes</u></b>	<b>Lektion 2 Modul 2</b> <b>Ein besuch</b> <ul style="list-style-type: none"> <li>• Modal Verb : möchten</li> <li>• Frage: Was möchten Sie?/Was möchtest du?</li> <li>• Vokabular: Getränke</li> <li>• Personalpronomen: mir, dir, Ihnen</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Ask about the well being of a person</li> <li>• Offer drinks to a guest</li> <li>• Learn how to accept or refuse such an offer.</li> </ul>	<b>Worksheets</b>  <b>Arbeitsbuch Übungen</b>
<b><u>December</u></b> <b><u>4 Classes</u></b>	<b>Lektion 3 Modul 2</b> <b>Mautzi, unsere Katze</b> <ul style="list-style-type: none"> <li>• Modal Verb : mögen</li> <li>• Verb: haben</li> <li>• Akkusativ</li> <li>• Vokabular: Haustiere</li> </ul> <b>Lektion 4 Modul 2</b>	Students will be able to - <ul style="list-style-type: none"> <li>• Question one's friends about their pets and respond to their questions</li> <li>• To describe about one's pet</li> <li>• To talk about the food</li> </ul>	<b>Worksheets</b>  <b>Arbeitsbuch Übungen</b>

	<b>Die Nachbarn von Familie Weigel</b> <ul style="list-style-type: none"> <li>• Fragewort: Woher?</li> <li>• Präposition: aus</li> </ul>	preference of one's pet	
<u>January</u> <u>2 Classes</u>	<b>Lektion 4 Modul 2</b> <b>Die Nachbarn von Familie Weigel</b> <ul style="list-style-type: none"> <li>• Impersonal pronomen: 'man'</li> </ul>	Students will be able to - <ul style="list-style-type: none"> <li>• Ask about one's place of origin of a person.</li> <li>• To ask knowledge of a foreign language and answer about the same.</li> <li>• Have knowledge of which language is spoken in which country.</li> </ul>	<b>Worksheets</b> <b>Arbeitsbuch Übungen</b>
<u>February</u>	<b>Widerholung und Erklärungen von Lektion 1 bis 4.</b>	Exam Revision	<b>Worksheets</b>