



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI
PARENT SYLLABUS - CLASS VIII
APRIL-SEPTEMBER (SESSION 2021– 22)

ENGLISH

MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	Tenses (Forms of Past and Present)	<p>Each student will be able to</p> <ul style="list-style-type: none">-draft a set/s of dialogues using the given situation using present and past forms of the tenses.-frame sentences using the correct form of the verbs.-fill up the gaps using appropriate verb forms.-identify the wrong verb forms and replace them with the correct ones.	<p>Students will do the following:</p> <p>IndividualActivity: The students will be given a situation to draft dialogues in Present and Past form of the tenses, along with a pool of verbs.</p> <p>They will draft dialogues/frame sentences using these, share in the class and also upload on the Google classroom.</p>	<p>Students will be assessed through:</p> <p>class and home assignments</p>
April	Notice Writing (writing skill)	<p>Each student will be able to</p> <ul style="list-style-type: none">-draft a notice using appropriate style, format and content.	<p>Students will do the following:</p> <p>Individual activity: Complete a google form based on notice writing. Write a notice in the notebook.</p>	<p>Students will be assessed through:</p> <p>class and home assignments</p>

April	Letter Writing- Informal Letter	<p>Each student will be able to</p> <ul style="list-style-type: none"> -recall the format of informal letter as taught earlier. -write a an informal letter during the class 	<p>Students will do the following:</p> <p>Individual activity: Write a letter in about 80-100 words.</p>	<p>Students will be assessed through:</p> <p>class and home assignments</p>
April	Modals	<p>Each student will be able to</p> <ul style="list-style-type: none"> -identify modals in the given exercises. -create meaningful sentences using modals. 	<p>Students will do the following:</p> <p>Discussion based on the PPT.</p>	<p>Students will be assessed through:</p> <p>-Quizzes(online tool) Practice Worksheet</p>
<p>June</p> <p>The remaining April, and May Syllabus has been shifted to June and July, due to the extended Summer Break announced by the Government</p>	Who Ate the Sun? (Activity Based)	<p>Each student will be able to</p> <ul style="list-style-type: none"> - analyse the difference between Facts and Myths -analyse the origin of myths -attempt textual questions 	<p>Students will do the following:</p> <p>Individual activity:</p> <p>Sit with the family members and discuss the myths present in the society. Create a digital collage of the myths along with pictures.</p> <p>Group discussion on:</p> <p>The fables which are read to family members during leisure time. Students will play the role of the characters with appropriate voice modulation, expression and gestures.</p>	<p>Students will be assessed through:</p> <ul style="list-style-type: none"> - Quiz using Google Form - Oral questioning in the class -Class participation -Submission of work

June	The Thousand-Petalled Lotus	<p>Each student will be able to</p> <ul style="list-style-type: none"> -comment on the title -analyse the importance of courage, determination and kindness for peaceful existence in the world. -analyse the character traits of King Vikram - compare the character traits of King Vikram and Prince Ajit -learn new words -attempt textual questions 	<p>Students will do the following:</p> <p>Art Integration</p> <p>Individual activity: Write a poem based on the qualities of the king and record a video of the narration to upload in the google classroom.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	Tartary (Poem)	<p>Each student will be able to</p> <ul style="list-style-type: none"> - identify the poetic devices -paraphrase the poem -comment on the title -learn about the power of imagination - attempt textual questions 	<p>Students will do the following:</p> <p>Group activity: Students will conduct a survey in the class using the google form.Discussion based on effects of living in a utopic world.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation Submission of work Practice Worksheets</p>
June	Types of sentences (Simple, Compound, Complex)	<p>Each student will be able to</p> <ul style="list-style-type: none"> -distinguish between the different types of sentences -join two or more clauses using conjunctions and other connectors -make 	<p>Students will do the following:</p> <p>Discuss the concept of sentence structure and answer accordingly.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation Submission of work</p>

		use of different kinds of sentences for enhanced writing skills		Practice Worksheets
MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
June	Writing Skill- Informal Letter	Each student will be able to -write a letter with correct format	Students will be able to write the letter.	Students will be assessed through: Class participation Submission of work
July	Writing Skills- Diary Entry	Each student will be able to -write a diary entry using correct format, style and language	Students will do the following Independent activity—Write a diary entry describing your experience of an online course which you recently joined.	Students will be assessed through: Class participation Submission of work worksheet Weekly test syllabus Literature Tartary - poem The Thousand-petalled lotus(prose) Grammar Tenses Writing skills Informal letter Reading Comprehension
	<u>Grammar + Vocabulary</u> :Punctuation	Each student will be able to:	Students will do the following Complete the worksheets and	Students will be assessed through: Class participation

	<u>(Comma),Reordering Phrases to form complete sentences</u>	-reorder words or phrases to form complete sentences -Punctuate the given sentences	exercises.	Submission of work worksheet Google form
July	<u>Section 1: Art Rocks!</u> <u>(Sec 1, Unit 2)</u>	Each student will be able to: -analyse the importance of art as a means communication -Perceive that art bridges the gap between the prehistoric ages and the present world -answer the textual questions	Students will do the following Art Integration Individual activity: Doodle Students will use a drawing rather than words to show understanding of the concept of sculpting.	Students will be assessed through: Class participation Submission of work worksheet Google form
July	<u>Unit 2, Section 2:</u> <u>The Last Stonemason –by Sigrun Srivastav</u>	Each student will be able to: -recall any of the SpicMacay performances they have seen and share their experiences - understand the dilemma of the old stone mason and answer the textual questions, -analyse the characters of Salim and masterjee. -infer what the generation gap means.	Students will do the following Experiential Learning: Virtually visit a stonemason/sculptor/carver/pot maker nearby and reflect on their background and relevance of their art. Take an imaginary interview and make notes on the same.	Students will be assessed through: Class participation Submission of work worksheet Google form

August	<u>Unit 3: An Indian Kaleidoscope</u> <u>Section 1: On Being an Indian by Ruskin Bond</u>	Each student will be able to: -enlist points on the idea of brain drain -answer the textual questions	Students will do the following Individual activity: Debate on the idea of brain drain.	Students will be assessed through: Class participation Submission of work worksheet
August	<u>Section 2:</u> <u>The Idea of India (reading activity)</u>	Each student will be able to: -enlist points on rights and duties -suggest points on the changes which can be made in Indian Constitution	Students will do the following Individual activity: Create a poster on fundamental rights and duties.	Students will be assessed through: Class participation Submission of work
August	<u>Formal letters-letter of application and letter to the editor</u>	Each student will be able to: -write the format for formal letter and letter to the editor and application to the Principal -draft an application to the Principal. -draft a letter to the editor of the local daily asking him to publish an article on the importance of sanitation.	Students will do the following Write the letters during the class and at home as well.	Students will be assessed through: Class participation Submission of work
August	<u>SECTION 3: POETRY:</u> <u>In the Bazaars of Hyderabad by Sarojini Naidu</u>	Each student will be able to: -Analyse the central theme of the poem -Identify poetic devices used in the poem - Construct the scene of a market place	Students will do the following -will read the poem Bangle Sellers Experiential Learning: Recall the Visit to a nearby market and observing the behaviour of various	Students will be assessed through: Class participation Submission of work worksheet Google form

	<u>Grammar- Reported Speech</u>	<p>in the form of a descriptive paragraph. (take hints from the poem)</p> <p>-revise the concept of Reported Speech via video, worksheet and quiz.</p>	vendors, relating it to the poem read.	
September	<u>Speaking Assessment</u>	<p>Each student will be able to:</p> <p>Speak on the given topic with appropriate fluency, correct pronunciation and creatively.</p>	<p>Students will do the following</p> <p>research on the given topic and speak with appropriate tone expressions.</p>	<p>Students will be assessed through:</p> <p>Class participation</p>
September	<p><u>Madame Curie(Play)</u></p> <p><u>Revision for Mid term Exam</u></p>	<p>Each student will be able to:</p> <p>-share at least one significant invention and discovery and describe it briefly.</p> <p>-relevance of that discovery in today's time.</p> <p>-sequence the creative process the scientists may have followed.</p> <p>-frame meaningful sentences related to the given words- answer the basic textual questions</p>	<p>Role Play</p> <p>The students will role play the character of their choice from the play, 'Madame Curie'</p> <p>Individual activity:Students will choose an object/discovery using the application AR Loopa and speak about its features and uses for 50 seconds to 1 minute. Upload it in the google classroom.</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Worksheet</p> <p>Google Forms for Mid Term Revision</p>

मास	विषय/उपविषय	प्राप्त उपलब्धियाँ	गतिविधियाँ/ कलात्मक शिक्षण	मूल्यांकन
अप्रैल	<p>मधुप – पाठ-असली याचक</p> <p>ब्रिज कोर्स</p> <p>मूल भाव</p> <p>प्रश्न-उत्तर</p> <p>व्याकरण – संवाद लेखन पत्र</p> <p>व्याकरण – लिंग, वचन</p> <p>वाक्य – शुद्धी</p>	<p>प्रत्येक विद्यार्थी</p> <p>किसी कहानी/रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा कर जाएगा।</p> <p>खिलौना गतिविधि</p> <p>कठपुतली गतिविधि</p> <p>के माध्यम से कहानी सुनते हुए विविध कौशलों व सृजनत्मकता का विकास हो जाएगा।</p> <p>अधिगम गतिविधि</p> <p>– पाठ द्वारा निस्स्वार्थ प्रेम, दूसरों के दुख के प्रति संवेदनशीलता तथा व्यक्ति नहीं व्यक्तित्व श्रेष्ठ है – यह जान जाएगा।</p> <p>– धन नहीं मानवता बड़ी है यह जान पाएँगे।</p> <p>– मनोविज्ञान और स्वास्थ्य के बीच संबंध को समझ पाएँगे।</p>	<p>पाठ का स्कैन Link वीडियो</p> <ul style="list-style-type: none"> • पी.पी.टी. <p>कलात्मक शिक्षण</p> <p>एकता व देश प्रेम पर आधारित स्लोगन बनाएंगे।</p> <p>– पाठ के पात्र पर आधारित अभिनय करेंगे।</p> <ul style="list-style-type: none"> • चार्ट निर्माण • परिचर्चा करेंगे। 	<p>पाठ पर आधारित कार्यपत्र।</p> <p>स्लोगन के मूल्यांकन बिंदु</p> <p>– भाव सरल व स्पष्ट हो</p> <p>– वाक्य संक्षिप्त होना चाहिए</p> <p>– विषयानुसार</p> <p>– स्पष्ट संदेश</p> <p>– प्रस्तुतिकरण</p> <p>वाद-विवाद</p> <p>मूल्यांकन बिन्दु –</p> <p>– प्रवाहपूर्ण उच्चारण</p>

		<p>– संवाद की भाषा रौचक, समय के अनुकूल, स्पष्ट व पात्रों के अनुसार लिख पाएगा।</p> <p>प्रेरणा</p> <p>– समाज के प्रति संवेदनशील हो सकेंगे।</p> <p>– देश-प्रेम, समर्पण, त्याग सहृदयता का विकास हो सकेगा।</p> <p>– अपने गौरवशाली अतीत को जानेंगे।</p> <p>– प्राचीन परंपराओं में से आज के लिए जो उचित है उसका चुनाव कर पाएंगे।</p> <p>– सदैव स्त्रीलिंग और सदैव पुल्लिंग में प्रयोग होने वाले शब्द बता पाएगा।</p> <p>(ऑनलाइन)</p> <p>अभिव्यक्ति</p> <p>– दिए गए अनुच्छेद विषय पर कम से कम पाँच पंक्तियाँ बता एवं लिख सकेगा। (ऑफलाइन)</p> <p>– शब्दों के लिंग बदलने व एक वचन का बहुवचन बनाने में सफल होगा।</p>	<p>वाद विवाद</p> <p>– आज की पीढ़ी ही भारत को बदल सकती है।</p> <p>– विषय पर वाद विवाद करेंगे।</p> <p>कल्पनाशीलता को विकसित करने वाली गतिविधियाँ – अभिनय रोल प्ले करेंगे।</p>	<p>– विषयानुकूल</p> <p>– आत्मविश्वास</p> <p>– भाषा</p> <p>– प्रस्तुतिकरण</p> <p>– विज्ञापन रंगीन, स्पष्ट व आकर्षक हो</p> <p>– विज्ञापित वस्तु को एक नाम दें</p> <p>– वस्तु की विशेषताएँ</p> <p>– प्रस्तुतिकरण</p>
जून	<p>पाठ—आखिरी पत्ता</p> <p>मूल भाव</p> <p>प्रश्न—उत्तर</p> <p>कविता – भविष्यत्</p> <p>• सरलार्थ</p>	<p>प्रत्येक विद्यार्थी</p> <p>किसी कहानी/रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा कर पाएगा।</p> <p>खिलौना गतिविधि</p>	<p>पाठ का स्कैन Link वीडियो • पी.पी.टी.</p> <p>कलात्मक शिक्षण</p> <p>– पाठ के पात्र पर आधारित अभिनय करेंगे।</p>	<p>पाठ पर आधारित कार्यपत्र।</p> <p>स्लोगन के मूल्यांकन बिंदु</p> <p>– भाव सरल व स्पष्ट हो</p>

	<ul style="list-style-type: none"> • मूल भाव • अभ्यास प्रश्न <p>अभ्यास प्रश्न कारक संज्ञा, सर्वनाम अभ्यास प्रश्न</p> <p>अपठित गद्यांश अनुच्छेद</p> <p>शुद्ध-अशुद्ध</p> <p>शब्द ज्ञान कौशल — शब्द भंडार में वृद्धि</p> <p>— चिंतन कौशल — अर्थ बोध व भाव बोध</p>	<p>अभिनय गतिविधि के माध्यम से कहानी सुनते हुए विविध कौशलों व सृजनत्मकता का विकास हो जाएगा।</p> <p>पाठ द्वारा गतिविधि — पाठ द्वारा निस्स्वार्थ प्रेम, दूसरों के दुख के प्रति संवेदनशीलता तथा व्यक्ति नहीं व्यक्तित्व श्रेष्ठ है — यह जान जाएगा।</p> <p>— धन नहीं मानवता बड़ी है यह जान पाएंगे।</p> <p>— मनोविज्ञान और स्वास्थ्य के बीच संबंध को समझ पाएंगे।</p> <p>प्रेरणा — समाज के प्रति संवेदनशील हो सकेंगे।</p> <p>— देश—प्रेम, समर्पण, त्याग सहृदयता का विकास हो सकेगा।</p> <p>— अपने गौरवशाली अतीत को जानेंगे।</p> <p>— प्राचीन परंपराओं में से आज के लिए जो उचित है उसका चुनाव कर पाएंगे।</p> <p>अभिव्यक्ति — दिए गए अनुच्छेद विषय पर कम से कम पाँच पंक्तियाँ बता एवं लिख सकेगा। (ऑफलाइन)</p>	<ul style="list-style-type: none"> • चार्ट निर्माण • परिचर्चा करेंगे। <p>कोरोना वायरस में दो वस्तुएँ बहुत महत्वपूर्ण हैं।</p> <ol style="list-style-type: none"> 1. सैनिटाइजर 2. मास्क <p>किसी एक विषय पर आकर्षक विज्ञापन बनाएंगे।</p> <p>कल्पनाशीलता को विकसित करने वाली गतिविधियाँ — अभिनय रोल प्ले करेंगे।</p>	<p>— वाक्य संक्षिप्त होना चाहिए</p> <p>— विषयानुसार</p> <p>— स्पष्ट संदेश</p> <p>— प्रस्तुतिकरण</p> <p>वाद—विवाद</p> <p>मूल्यांकन बिन्दु — — प्रवाहपूर्ण उच्चारण</p> <p>— विषयानुकूल</p> <p>— आत्मविश्वास</p> <p>— भाषा</p> <p>— प्रस्तुतिकरण</p> <p>— विज्ञापन रंगीन, स्पष्ट व आकर्षक हो</p> <p>— विज्ञापित वस्तु को एक नाम दें</p> <p>— वस्तु की विशेषताएँ</p> <p>— प्रस्तुतिकरण</p>
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		<p>– दिए गए संज्ञा शब्दों के भाववाचक संज्ञा बनाने में सफल होगा। (ऑनलाइन)</p> <p>– पाठ पर आधारित प्रश्नों के उत्तर दे पाएगा। (ऑनलाइन)</p> <p>– विज्ञापन – निर्माण कर पाएगा।</p> <p>– कारक शब्दों को वाक्यों में रेखांकित कर पाएगा।</p> <p>– समाज में फैले अंधविश्वासों को दूर करने के कुछ उपाय बता पाएगा।</p> <p>ग्राह्यता</p> <p>– कविता का प्रतीकात्मक अर्थ जान सकेगा।</p> <p>– सही प्रारूप द्वारा किए गए विषय पर पत्र लिख पाएगा।</p>		
जुलाई	<p>माधुप – भंगाहल का तिलिस्मी संसार</p> <p>मूल भाव</p> <p>प्रश्न-उत्तर</p> <p>कविता – सिपाही</p> <p>– सरलार्थ</p> <p>– मूल भाव</p> <p>– अभ्यास प्रश्न</p> <p>व्याकरण – पद-भेद (विशेषण, क्रिया)</p>	<p>ग्राह्यता –</p> <p>– यात्रा-वृत्तांत का अन्य विधाओं से अंतर समझ पाएगा।</p> <p>– यात्रा-वृत्तांत के कथ्य और लिखित शैली को जानकर अपनी भाषा-शैली में लिख पाएगा।</p> <p>– सामाजिक – धार्मिक – आर्थिक पक्षों से भली भाँति परिचित होगा।</p> <p>– कविता का प्रतीकात्मक अर्थ जान पाएगा।</p>	<p>गतिविधियों/ क्रियाकलाप</p> <p>– कहानी वाचन आत्मविश्वास भाव व उच्चारण के साथ कहानी सुनाएगा। (वाचन कौशल)</p> <p>मूल्यांकन बिन्दु – भाषा</p> <p>उच्चारण</p> <p>आत्मविश्वास</p> <p>प्रस्तुतीकरण</p> <p>क्रमानुसार</p>	<p>साप्ताहिक परीक्षा</p> <p>09.07.2021</p> <p>माधुप –</p> <p>पाठ-असली याचक</p> <p>पाठ-आखिरी पत्ता</p> <p>व्याकरण –लिंग, वचन, संज्ञा, शुद्ध-अशुद्ध, संवाद लेखन</p> <p>पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा सक्रिय मानसिक</p>

	<p>वर्ण-विच्छेद</p> <p>वाक्य-भेद (अर्थ व रचना के आधार पर)</p> <p>अभ्यास कार्य अमृत संचय</p> <p>काबुलीवाला</p>	<p>— सैनिकों के प्रति जागरूकता, सहानुभूति को जान पाएगा।</p> <p>संवेदनशीलता — दूसरों की भावनाओं का सम्मान कर पाएगा।</p> <p>प्रत्यास्मरण — कविता के भाव का प्रत्यास्मरण कर पाएगा।</p> <p>— अभिव्यक्ति एवं प्रयोग — विशेषण शब्दों का विज्ञापन निर्माण में प्रयोग कर पाएगा।</p> <p>— वर्ण-विच्छेद नियमानुसार कर पाएगा।</p> <p>— वाक्य-भेद पर मौखिक व लिखित रूप से अभ्यास कर पाएगा।</p>	<p>मूल्यांकनात्मक गतिविधि — शब्दों का तालमेल का कविता बनानी।</p> <p>कलात्मक शिक्षण — — रोल प्ले</p> <p>मूल्यांकन बिन्दु — भाव-भांगिमा उच्चारण प्रस्तुतीकरण आत्मविश्वास भाषा</p> <p>— भाषण/वाद विवाद</p> <p>अनुभवात्मक गतिविधि — मित्र के गुण बताते हुए परिचय देना।</p> <p>काबुलीवाला से स्वरचित प्रश्न-निर्माण निधि से प्रश्न रचना करवाई जाएगी।</p>	<p>सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>एकल प्रस्तुतीकरण द्वारा छात्रों से</p> <p>कहानी सुनाएगा।</p> <p>वाक्यों में उचित विशेषण शब्दों द्वारा रिक्त स्थान पूर्ति करवाई जाएगी।</p> <p>वाक्य-भेद पर आधारित कार्यपत्र।</p>
अगस्त	<p>मधुप — संसार — संसार के अनाम नायक</p> <p>मूल भाव</p> <p>प्रश्न उत्तर</p> <p>कविता — बाल लीला</p> <p>सरलार्थ</p> <p>प्रश्न उत्तर</p>	<p>— ऑनलाइन शिक्षण सामग्री दी जाएगी।</p> <p>— पाठ का पी.डी.एफ. एवं वीडियो विद्यार्थियों को भेजा जाएगा जिसको पढ़कर पाठ का मूल भाव तथा उसका उद्देश्य जाएंगे।</p> <p>— तालाब, नदी, ख नहरें, कुएं आदि की आवश्यकता और उपयोगिता को जान पाएगा।</p>	<p>कलात्मक शिक्षण — कृष्ण जीवन पर आधारित कोलार्ज बनाएंगें।</p> <p>जल संरक्षण पर एक स्लोगन बनाना।</p> <p>कृष्ण जीवन पर आधारित श्लोक का गायन व गीत सुनाएंगें।</p> <p>परिचर्चा करेंगे।</p> <p>कलात्मक शिक्षण देशभक्ति व शांति पर आधारित गीत द्वारा प्रस्तुति</p>	<p>विषय पर आधारित अभ्यास कार्यपत्र।</p> <p>बाल लीला पर अभिनय के मूल्यांकन बिंदु —</p> <p>• आत्मविश्वास</p>

<p>व्याकरण अनेकार्थी शब्द</p> <p>सूचना लेखन</p> <p>अनुस्वार, अनुनासिक</p> <p>नुक्ता पत्र चित्र वर्णन</p> <p>अमृत संचय</p> <p>अंतिम प्यार</p>	<p>— अज्ञात कर्मकारों के प्रति सजगता व सम्मान बढ़ेगा।</p> <p>— जल संरक्षण में समाज के विभिन्न वर्गों, जातियों</p> <p>के त्यागमयी, समर्पित, स्वाथरहित योगदान को जान पाएँगे।</p> <p>— कक्षा चर्चा द्वारा श्रीकृष्ण के बचपन की लीलाओं के बारे में जान सकेगा।</p> <p>— अपने बचपन के अनुभवों को चर्चा द्वारा सुना जाएगा।</p> <p>— नटखटपन, शरारत, ठिठोली आदि भावों को समझ पएगा।</p> <p>— शब्दकोश विस्तार</p> <p>— पाठ में आए नए शब्दों के अर्थ जान जाएगा।</p> <p>— एकवचन से बहुवचन शब्द बना जाएगा।</p> <p>— पाठ में आए विशेषण शब्द बता जाएगा।</p> <p>— चित्र वर्णन - दिए गए चित्र को देखकर उस पर पंक्तियाँ लिख जाएगा।</p> <p>— पत्र लेखन औपचारिक और अनौपचारिक पत्र का सही प्रारूप बता कर विषय पर पत्र लिख जाएगा।</p>	<p>गीत</p> <p>मूल्यांकन बिन्दु — अरोह—अवरोह उच्चारण की शुद्धता</p> <p>लयात्मकता आत्मविश्वास प्रस्तुतीकरण</p> <p>— अनुस्वार, अनुनासिक एवं नुक्ता को उच्चारण एवं वीडियो के माध्यम से समझा कर उनका उचित उपयोग बोलचाल, लेखन व पठन में करवाया जाएगा।</p> <p>— दिए गए अशुद्ध शब्दों का शुद्ध रूप कक्षा चर्चा द्वारा करवाया जाएगा।</p> <p>— प्रश्न—उत्तर व सार करवाए जाएंगें।</p> <p>— चित्र वर्णन संबंधी वीडियो दिखाकर मुख्य बिंदु समझाए जाएंगे।</p>	<ul style="list-style-type: none"> • उच्चारण • भाव • प्रस्तुतीकरण <p>गूगल फॉर्म कार्यपत्र द्वारा मूल्यांकन</p> <p>पाठ पर आधारित अभ्यास कार्यपत्र</p> <p>अनुस्वार, अनुनासिक नुक्ता पर आधारित अभ्यास कार्यपत्र</p>
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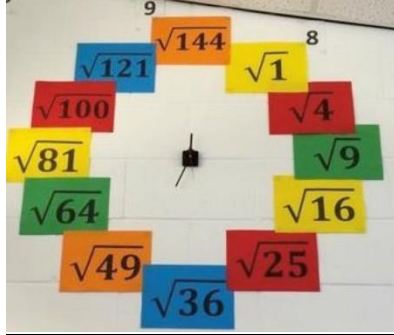
		सृजनशील – कार्यपत्र में दिए गए शब्दों पर अनुस्वार अनुनासिक लगा जाएगा।		
सितम्बर	<p>मधुप – बस्तर – जनजाति में तुंबा</p> <p>विलोम, पर्यायवाची</p> <p>अर्द्धवार्षिक परीक्षा</p> <p>पुनरावृत्ति</p>	<p>– बस्तर के आदिवासी समाज की कला, संगीत खान-पान को जान जाएगा।</p> <p>– प्रकृति प्रदत्त वस्तुओं को सहेजना, पुनरावर्तन</p> <p>संरक्षण करना सीख जाएगा।</p> <p>– तुंबा और लौकी के विभिन्न उपयोग व प्रयोगों को जान जाएगा।</p> <p>– औषधीय गुणों को जान जाएगा।</p> <p>– नवीन शब्दों को पढ़ उसके अर्थ बता जाएगा।</p> <p>– उपसर्ग – प्रत्यय से नए शब्द बना जाएगा।</p> <p>– विलोम शब्द का अभ्यास कार्य कर जाएगा।</p> <p>– अशुद्ध शब्दों एवं वाक्यों को शुद्ध कर जाएगा।</p> <p>तोते की कहानी से सवरचित प्रश्न बना जाएगा।</p>	<p>कलात्मक शिक्षण – कलाकृतियाँ बनाना</p> <p>मूल्यांकन बिन्दु – विषय वस्तु कलात्मकता</p> <p>प्रस्तुतीकरण</p> <p>– अभिनय</p> <p>मूल्यांकन बिन्दु – भाव-भांगिमा भाषा उच्चारण</p> <p>प्रस्तुतीकरण आत्मविश्वास</p> <p>– विज्ञापन निर्माण का रचनात्मक प्रस्तुति</p>	<p>अभिनय मूल्यांकन बिन्दु – अभिव्यक्ति – आत्मविश्वास</p> <p>– भाषा</p> <p>– भाव-भांगिमा</p> <p>– पुस्तुतीकरण</p> <p>विषय पर आधारित अभ्यास कार्यपत्र</p> <p>पाठ पर आधारित कार्यपत्र</p> <p>उपसर्ग – प्रत्यय व वाक्य शृद्धी पर कार्यपत्र</p> <p>गूगल फार्म कार्यपत्र द्वारा मूल्यांकन।</p>

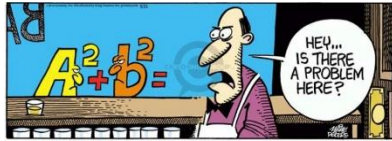
MATHEMATICS

<u>MONTH</u>	<u>TOPIC</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>ASSESSMENTS</u>
April 18 working days Bridge Course (6 periods) Total No. of Teaching periods 9 periods	<p>Rational Numbers</p> <ul style="list-style-type: none"> -Definition of rational numbers -Representation of rational numbers on the number line -Rational numbers between two rational numbers <p>Algebraic Expressions</p> <ul style="list-style-type: none"> -Identify monomial, binomial and trinomial expressions. -Addition and subtraction of algebraic expressions -Finding the value of a given expression <p>Area and Perimeter</p> <ul style="list-style-type: none"> - Area and Perimeter of a square - Area and Perimeter of a rectangle - Area and Perimeter of a triangle - Area and Perimeter of a 	<p>The students will be able to</p> <ul style="list-style-type: none"> -Define rational numbers -represent the rational numbers on the number line. -find rational numbers between two rational numbers <p>The students will be able to</p> <ul style="list-style-type: none"> -identify terms, coefficients in an algebraic expressions. -Identify different types of expressions- monomial, binomial and trinomial -add/subtract two or more expressions. -Find the value of an expression <p>The students will be able to</p> <ul style="list-style-type: none"> -recall the formulae of area and perimeter of different 2D shapes. -recall, revise and apply the formulae of solid shapes. 	<p>Students will recall and revise the mentioned topics and clarify their doubts, if any.</p> <p>Students will recall and revise the mentioned topics and clarify their doubts, if any.</p> <p>Students will recall and revise the mentioned topics and clarify their doubts, if any.</p> <p>Experiential Activity:</p>	<p>-Oral questions</p> <p>-Diagnostic worksheet</p> <p>-Google Form</p> <p>-Oral questions</p> <p>-Diagnostic worksheet</p> <p>-Google Form</p>

	<p>circle</p> <p>Rational Numbers</p> <p>-Recall of natural numbers, whole numbers, integers, rational numbers. and basic operations on them. (1 period)</p> <p>-Properties of rational numbers- Closure, Commutativity, Associativity, additive identity, additive inverse, multiplicative identity and multiplicative inverse. (2 period)</p>	<p>Each child will be able to</p> <p>-state and apply properties of addition and multiplication for simplification: Closure, Commutativity, Associativity, additive identity, additive inverse, multiplicative identity and multiplicative inverse</p> <p>-state and apply distributive property of multiplication over addition for rational numbers.</p> <p>-represent rational numbers on the number line.</p> <p>-find rational numbers between two given rational numbers.</p>	<p>Art in Math</p> <p>-addition of rational numbers by paper folding. https://youtu.be/n3AQUZm99bs</p>	<p>-Oral questions -Diagnostic worksheet -Google Form</p> <p>Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions</p>
<p>June</p> <p>15 working days Total No. of Teaching periods 9</p>	<p>Rational Numbers</p> <p>-Negative of a number -Reciprocal -Distributivity of Multiplication over Addition and subtraction. (1 period) Representation of rational</p>	<p>Each child will be able to</p> <p>-state and apply distributive property of multiplication over addition for rational numbers.</p> <p>-represent rational numbers on the number line.</p>	<p>Experiential Activity:</p> <p>Art in Math</p> <p>-addition of rational numbers by paper folding. https://youtu.be/n3AQUZm99bs</p>	<p>Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions</p>

	<p>numbers on the number line (1 period) -Rational numbers between two rational numbers (2 period)</p> <p>Understanding quadrilaterals -Simple closed curves -Polygons -Classification of Polygons- Convex and Concave, Regular and Irregular (2 periods) -Angle Sum Property -Sum of the measures of the exterior angles of a Polygon (3 periods)</p>	<p>-find rational numbers between two given rational numbers. -represent rational numbers on the number line_ -find rational numbers between two given rational numbers.</p> <p>Each child will be able to -state whether a given quadrilateral is simple closed curve or not -classify polygons -name the diagonal of a given polygon -differentiate between convex and concave polygons -state whether a given polygon is regular or irregular -define a quadrilateral -state, apply and -verify angle sum property of a quadrilateral -state and apply exterior angle property of a polygon to find unknown angles</p>	<p>ART IN MATH Quadrilateral design project Each student will think of a space they would like to design, but all the components of the design MUST be a quadrilateral. http://terrysteachingtidbits.blogspot.com/2014/03/quadrilateral-design-project.html?m=1</p>	<p>Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions</p>
<p>July 21 working days Total No. of Teaching periods 13</p>	<p>Continuation of Understanding of quadrilaterals (4 periods)</p> <p>* Kinds of quadrilaterals- Trapezium, Kite, Parallelogram (1 period)</p>	<p>Each child will be able to state different kinds of quadrilaterals -state the elements of a given quadrilateral -state, verify and apply the property of a parallelogram -state and apply properties of special mentioned parallelograms to find</p>		<p>Assessment through # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions #Weekly test syllabus</p>

	<p>* Elements of a parallelogram- sides, angles, diagonals</p> <p>* Property of diagonal of a parallelogram and its Application (1 period)</p> <p>* Some special parallelograms- Square,</p> <p>Topic: Squares and Square Roots</p> <p>-Numbers and their squares</p> <p>-Properties of square numbers</p> <p>-Some interesting patterns</p> <p>-Pythagorean triplets</p> <p>-Finding square roots (prime factorisation, division method)</p> <p>-Square roots of decimals</p> <p>Cubes and Cube Roots (2 periods)</p> <p>-Cubes of numbers</p> <p>-Interesting patterns</p> <p>-Perfect and Non perfect cubes</p> <p>(Continuation of)</p> <p>Cubes And Cube Roots (2 periods)</p> <p>-Cube roots by prime factorisation method</p>	<p>unknown values.</p> <p>Each child will be able to</p> <p>-state orally the squares of first 20 natural numbers</p> <p>-learn/derive interesting square patterns</p> <p>-write a pythagorean triplet whose one of the members is given</p> <p>-find square root of numbers and decimals, by using prime factorisation / division method</p> <p>Each child will be able to</p> <p>-give the cube of a given natural number</p> <p>-derive/ observe interesting cubic patterns</p> <p>-state whether a given number is a perfect cube or not</p> <p>Each child will be able to:</p> <p>Each child will be able to</p>	<p>Experiential Activity</p> <p>-to verify the squares by paper cutting and pasting method</p> <p>Art in Math</p> <p>https://youtu.be/RKNnR51Dk8g</p>  <p>Experiential Activity</p> <p>-To study and create some interesting patterns:</p> <p>a) Adding consecutive odd numbers</p> <p>b) Cubes and their prime factors</p> <p>-to carry out cube roots using estimation</p> <p>Art Integration</p> <p>Vedic Method for analyzing cube root of a number.</p> <p>www.youtube.com/watch?v=5yOadRCaxOY</p>	<p>30.7.2021</p> <p>Syllabus</p> <ol style="list-style-type: none"> Rational Numbers Understanding of Quadrilaterals <p>Assessment through</p> <p># assignments</p> <p># Google quiz</p> <p># Activities and Projects</p> <p># Practice Worksheet</p> <p># Oral Questioning</p> <p>#NCERT Questions</p> <p>Assessment through</p> <p># assignments</p> <p># Google quiz</p> <p># Activities and Projects</p>
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<p>August 20 working days Total No. of Teaching periods 13</p>	<p>Exponents and Powers</p> <ul style="list-style-type: none"> -Powers with negative exponents -Laws of exponents -Appication of laws for simplification -Use of exponents to express small numbers in standard form -Comparing very large and very small numbers <p>Algebraic Expressions and Identities</p> <ul style="list-style-type: none"> -Algebraic expression definition -Classification of algebraic expressions -Like and unlike terms -Addition and subtraction of algebraic expressions -Multiplication of monomial by a monomial -Multiplication of monomial by a polynomial -Multiplication of binomial by a binomial -Multiplication of binomial by a trinomial 	<p>-calculate the cube root of a given number by prime factorisation method</p> <p>Each child will be able to</p> <ul style="list-style-type: none"> -differentiate between positive and negative exponents with examples -state and apply laws of exponents for simplification write large numbers in standard form <p>Each child will be able to</p> <ul style="list-style-type: none"> -define an algebraic expression -state examples of algebraic expressions -classify algebraic expressions into monomials, binomials and trinomials -pick out like and unlike terms in a given set of algebraic expressions -add, subtract and multiply algebraic expressions 	<p>Experiential activity</p> <p>To represent exponential notation for $2^2, 2^3, 3^2$ by paper folding method.</p> <p>-comparison of exponential notation using flash cards.</p> <p>Art in Math</p> <p>Comic strip on algebraic expressions</p> 	<p># Practice Worksheet # Oral Questioning #NCERT Questions</p> <p>Assessment through</p> <ul style="list-style-type: none"> # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions <p>Assessment through</p> <ul style="list-style-type: none"> # assignments # Google quiz # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions
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<p>(12 days)</p> <p>50 minutes</p>	<p>Bridge Course (6 days)</p> <ul style="list-style-type: none"> • Sources of history- primary and secondary sources • Government- forms of government, structure of the government in India at various levels • Resources- natural resources, human beings as resource • Map skills- India- States, Union Territories and their capitals <p>Colonisation of India (3 classes)</p> <ul style="list-style-type: none"> • Trading companies 	<ul style="list-style-type: none"> • Identify the sources of modern history • Recognise the colonial powers in India • Explain the functioning of the various organs of the government • Differentiate between democratic and non-democratic forms of government • Learn the conservation of resources • Analyse the role of humans as a resource for the development of the country • Locate and label the states, Union Territories and their capitals on the map of India <ul style="list-style-type: none"> • Identify the various European trading companies in India • compare the course of events leading to the establishment of British rule in India 	<p>Paste or draw pictures of various sources of modern history</p> <p>Graphic organisers on the structure of the government</p> <p>Discussion on people as resource</p> <p>Importance of resources</p> <p>Map skills- States and Union Territories of India and their capitals</p> <p>Neighbouring countries of India</p> <ul style="list-style-type: none"> • design a costume for an Indian ruler/ British official of your choice. 	<p>Google forms</p> <p>Quiz</p> <p>Map skills</p> <p>Google forms- MCQs and very short answer type questions</p> <p>Assignments – HOTS questions</p>
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	<ul style="list-style-type: none"> Birth of the British Indian army (to be continued in the month of June) 			
June (15 working days) 50 minutes	Colonisation of India (4 classes) <ul style="list-style-type: none"> From trading company to political power Battle of Plassey Battle of Buxar British conquest outside Bengal Mysore wars Subsidiary Alliance Maratha wars Expansion of British rule in India and beyond Doctrine of lapse and other techniques of annexing Indian territories 	<ul style="list-style-type: none"> recognize the popular rulers of India and the places they ruled over analyse the causes of various battles fought between the Indian rulers and the English East India Company. For example- Battle of Plassey, Battle of Buxar, Mysore Wars, Maratha Wars evaluate the impact of various battles fought on the India's political, social and economic life critically analyse the various policies introduced by EEIC to annex Indian territories locate and label the important places on the map of India 	<ul style="list-style-type: none"> Imagine You are a ruler of a vast Kingdom, give a name to your kingdom. One day you got to know that an asteroid is coming close to the Earth and might hit your kingdom also. How would you save your kingdom? Create a folk tale on the measures you took to save your kingdom. 	revision questions worksheet Map skills <ul style="list-style-type: none"> Places annexed under Subsidiary alliance Places annexed under Doctrine of Lapse French and British settlements in India
June	Civics		<ul style="list-style-type: none"> Graphic representation of 	Google forms- MCQs and very short answer

<p>(15 working days)</p> <p>50 minutes</p>	<p>Parliamentary Government- the Union Legislature (4 classes)</p> <ul style="list-style-type: none"> ● Introduction to the parliament-structure ● Lok Sabha- composition, criteria to contest election, election, presiding officer etc ● Rajya Sabha- composition, criteria to contest election, election, presiding officer etc ● Functioning of the Union Legislature ● Important functions of the Union Legislature ● Comparison between the 	<ul style="list-style-type: none"> ● Recognize the current presiding officers of the Lok Sabha and the Rajya Sabha ● Explain the process of election of the members of the Lok Sabha and the Rajya Sabha ● Compare the powers and the functions of both the houses ● Describe the various stages involved in the making of a new law ● Differentiate between a bill and a law; ruling party and the opposition ● Justify how the principle of no-confidence motion keeps ministers accountable ● Explain the terms- impeach, budget, zero hour, question hour. Session, ex-officio, ruling party, coalition government etc. ● Evaluate the implications of the laws in relation with people's right to criticise government's law they find unfair 	<p>stages involved in law making process</p> <ul style="list-style-type: none"> ● Mock parliament- debate on the current topic ● Suppose you are given the opportunity to design the building of the Indian Parliament. <p>Prepare a sketch of the building on an A4 sheet. (take reference of the architectural design of the current building of the Parliament)</p>	<p>type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p>
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	<p>Lok Sabha and the Rajya Sabha</p> <ul style="list-style-type: none"> Some important legislations in recent years 			
<p>July (22 working days)</p> <p>50 minutes</p>	<p>Land, Soil and Water Resources (4 classes)</p> <ul style="list-style-type: none"> Land Resources- importance of land resource, pattern of land use, ownership of land, land use in India Soil resources- importance of soil resources, layers of the soil, factors affecting soil formation, soil resources in India Water resources- importance of water 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> Explain the terms- land use, soil profile, horizon, multi-purpose river valley projects, afforestation, hazard mapping, salinization, crop rotation, shelter belts etc. Justify the reasons for change in pattern of land use over the period of time. Identify the major land resources of India, layers of the soil, soil resources in India etc. Analyse the causes of degradation of natural resource es Suggest various methods to conserve land, soil and water resources Compare the advantages and disadvantages of multi-purpose river valley projects Develop eco-friendly lifestyle and habits 	<p>Students will be asked to :</p> <ul style="list-style-type: none"> Design a poster to create awareness on conservation of natural resources Prepare a short play to create awareness on conservation of any of the natural resources of your choice. 	<p>Google forms- MCQs, very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p> <p>map work on soil resources of India, land resources in India</p>

	<p>resources, sources of water, distribution of water resources</p> <ul style="list-style-type: none"> • Degradation and conservation of land, soil and water resources • Various methods of afforestation 			
<p>July (22 working days)</p> <p>50 minutes</p>	<p>Human Resource (4 classes)</p> <ul style="list-style-type: none"> • Distribution of population- physical and non -physical factors • Distribution of population in India- density of population, change in population size • Population change in India • Characteristics 	<ul style="list-style-type: none"> • state the meaning of human resource • describe the factors affecting the distribution of population. • locate and label on the outline map of India the density of population in different parts of India • mention the causes behind the changes in the population of a place • state the meaning & importance of census and characteristics of population. • compare the population pyramid of the following country- India, Japan, Kenya 	<p>Find out of the World's total population which continent has-</p> <p>a) only 5%</p> <p>b) only 13%</p> <p>c) only 1%</p> <p>d) only 12%</p> <p>Map skills: Colour the world's most populous countries on the map</p> <p>Discuss the characteristics of a society with 'too many under 15s' and one with 'too few under 15s'</p> <p>Analytical study of the population pyramid of India, Japan and Kenya</p> <p>Graphic organisers</p>	<p>Google forms- MCQs, very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p>

	of population- age composition, sex ratio and working & dependent population			
July (22 working days) 50 minutes	The Company's Civil Administration And Revenue Policy (5 classes) <ul style="list-style-type: none"> • Civil administration- structure of administration • Policy of land revenue- Permanent settlement, Ryotwari settlement and Mahalwari settlement • Cultivation of commercial crops- indigo cultivation • Indigo revolts 	<ul style="list-style-type: none"> • Draw a labelled diagram of the structure of the British administration in India • Distinguish between Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement • Assess the effects of the above three Settlements • Evaluate the causes and consequences of the Indigo revolts 	On an outline map of the India, locate and label the areas under <ul style="list-style-type: none"> - Permanent Settlement - Ryotwari Settlement - Mahalwari Settlement Tabulate information to show the difference between : Mahalwari and Permanent Settlements Collect pictures on the Indigo Revolt in Bengal in 1859 and make a Collage on it. Paste it in your notebook.	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets
				Google forms- MCQs, very short answer type questions Assignments – HOTS questions

				revision questions practice worksheets
August/September (28 working days) 50 minutes	The Indian Constitution (3 classes) <ul style="list-style-type: none"> • Meaning of constitution, need for a constitution • India's constitution- vision and values of the Indian Constitution • Importance of the Preamble • Important features of the Indian Constitution 	<ul style="list-style-type: none"> • Explain the term 'constitution' • State why should a country have a constitution • Assess the visions and values of the Indian Constitution • Explain the important terms in The Preamble • Draw a labelled diagram of the Three Organs of government • Analyse the importance of the terms: <ol style="list-style-type: none"> a) Federal structure of government b) Parliamentary form of government c) Universal Adult Franchise • Justify why elections are important in a democracy • Differentiate between Fundamental Rights and Duties 	Find a list of Directive Principles mentioned in India's constitution. Make a presentation pointing out three principles which in your opinion need to be put into effect immediately and state the reasons for your choice. Collect pictures from old newspapers and magazines on how our constitution promotes fraternity among the diverse people of our country-example: people doing community services during the current pandemic. Design a Preamble for your class.	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets Weekly test 06.08.2021 Syllabus: History: Colonisation of India Geography: Land, Soil and Water Resources Civics: The Union Legislature
August/September (28 working days) 50 minutes	Mineral And Energy Resources (4 classes) <ul style="list-style-type: none"> • Minerals-types and distribution of minerals • India's mineral resources • Energy resources- conventional and non-conventional 	<ul style="list-style-type: none"> • Locate and label on the Map of India the important resources i.e. chief minerals and mineral fuels • Draw the graphic organiser of the classification of minerals • Explain metallic and non-metallic minerals, smelting and ore • Enlist the non-conventional sources of energy • List the ways in which minerals can be conserved 	Quiz on Conservation of minerals and energy resources Graphic organiser on types of minerals Make a table giving information on: <ol style="list-style-type: none"> a) Conventional and Non-conventional resources – Source, Advantages and Disadvantages b) Minerals of India – Major uses, Major producing states 	Google forms- MCQs, very short answer type questions Assignments – HOTS questions revision questions practice worksheets

	<p>sources</p> <ul style="list-style-type: none"> ● Conservation of minerals and energy resources 		<p>Locate and label on the Map of India:</p> <p>a) Nuclear Power Plants in India</p> <p>b) Some Hydel Power Projects in India</p> <p>Poster on conservation of resources using Alpona art form</p>	
<p>August/ September (28 working days)</p> <p>50 minutes</p>	<p>The Revolt of 1857 (4 classes)</p> <ul style="list-style-type: none"> ● causes of the revolt ● outbreak of the revolt- centres of the revolt ● causes of failure of the revolt ● result of the revolt 	<ul style="list-style-type: none"> ● State the Political causes of the revolt ● Explain the importance of Awadh ● Distinguish between the Military causes and Immediate cause for the revolt ● Justify the revolt at Delhi ● Analyse why the Revolt failed ● State the Nature of the Revolt ● Evaluate the results of the Revolt 	<p>Open book assessment on the Causes and Effects of the Revolt</p> <p>Group discussion on the Nature of the Revolt</p> <p>Rap song/ poem on the topic.</p>	<p>Google forms- MCQs, very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p>
<p>August/ September (28 working days)</p> <p>50 minutes</p>	<p>Education and the British Rule (5 classes)</p> <ul style="list-style-type: none"> ● Traditional education ● education in India under the British ● beginning of English education in India ● effects of Western education and National Education- 	<ul style="list-style-type: none"> ● State the differences between the Orientalists and Anglicists ● Justify the role of Christian missionaries in the nineteenth-century ● Assess the role of the Indian reformers ● Explain the importance of Wood's Despatch of 1854 ● Analyse the role played by Maharaja Sayajirao Gaekwad III as a great educator in Baroda ● Evaluate the importance of the efforts of Sir Syed Ahmad Khan in modernizing Muslims in Aligarh 	<p>Debate on Anglicists vs Orientalists</p> <p>Class discussion on the relevance of the traditional system of education in modern times</p>	<p>Google forms- MCQs, very short answer type questions</p> <p>Assignments – HOTS questions</p> <p>revision questions</p> <p>practice worksheets</p>

Revision for mid-term examination (3 classes)	Shantiniketan <ul style="list-style-type: none"> Beginning of Modern Education in Aligarh and Baroda 			
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SCIENCE

Month	Topics	Learning outcome	Activities	Assessments
APRIL No. of classes: 7	BRIDGE COURSE SYNTHETIC FIBRES AND PLASTICS	Each student will be able to: <ul style="list-style-type: none"> classify natural and synthetic fibres recognize synthetic fibres like rayon, nylon, acrylic fibre discuss the preparation, properties and uses of rayon and nylon list the characteristics of synthetic fibres 	<ul style="list-style-type: none"> To classify man-made and synthetic fibres. To compare and infer the water absorbing capacity of natural and synthetic fabrics. A debate on use of synthetic fibres should be encouraged in place of animal fibre. Art Integration Activity: To make a polymer model with beads and thread. 	Objective questions Google quiz

JUNE No. of classes: 9	SYNTHETIC FIBRES AND PLASTICS (CONTD.)	Each student will be able to: <ul style="list-style-type: none"> ○ compare between thermoplastics and thermosetting plastics ○ give examples of the two types of plastics ○ appreciate the uses of most commonly used plastics ○ relate the effect of plastics on the environment 	A debate on plastic bags should be completely avoided.	Objective questions Google quiz Practice worksheet
JUNE (CONTD.)	MATERIALS: METALS AND NON-METALS	Each student will be able to: <ul style="list-style-type: none"> ○ categorise elements as metals and non-metals ○ give examples of metals and non-metals ○ describe the occurrence of metals ○ distinguish between the physical properties of metals and non-metals ○ write the reactions of metals with oxygen, water, acids and bases ○ differentiate between acidic and basic oxides and give examples ○ explain the displacement reaction ○ apply the knowledge of the reactivity series of metals to write the displacement reaction ○ appreciate the uses of metals and non-metals in day-to-day life 	<ul style="list-style-type: none"> ○ Flash card activity on symbols of elements ○ To cut pieces of some metals like Na, Mg, Fe, K, Cu etc. ○ To test the electric conductivity of some common metals. ○ Collect information from magazines, newspaper or internet on importance of consuming iodised salt. ○ Demonstration: Reaction of metals with oxygen, water, dilute acids and bases. ○ Displacement reaction using CuSO_4 and Fe metal. ○ To show oxides of non-metals are acidic in nature and metal oxides are basic in nature. ○ Observe and infer about the rusted iron article. ○ Art Integration Activity: Presentation: Parody on "Useful metals and non-metals" 	Objective questions Google quiz Practice worksheet

JUNE (CONTD.)	COAL AND PETROLEUM	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ distinguish between exhaustible and inexhaustible natural resources ○ explain the occurrence of coal ○ discuss the uses of byproducts obtained from coal ○ draw the labelled diagram to show the occurrence of petroleum and natural gas deposits ○ name the various constituents of petroleum ○ write the uses of various constituents of petroleum ○ describe the advantages of CNG 	Presentation on “Alternative methods to conserve fuel”	<p>Oral questions in class</p> <p>Google quiz</p>
<p>JULY</p> <p>No. of classes: 12</p>	COAL AND PETROLEUM (CONTD.)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ justify the judicious use of natural resources ○ list the tips given by PCRA to save diesel and petrol 	<p>Exploration:</p> <p>Find out the locations of major thermal power plants in India and the reasons for their being located at those places.</p>	<p>Oral questions in class</p> <p>Google quiz</p> <p>Practice worksheet</p>
JULY (CONTD.)	COMBUSTION AND FLAME	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ develop the concept of combustion and define it ○ differentiate between combustible and non-combustible substances ○ identify the different zones of a candle ○ list the substances that burn with flame and without flame ○ categorise the fuel into solid, liquid and gases ○ interpret the calorific values of solid, liquid, and gaseous fuels ○ discuss the importance of calorific 	<ul style="list-style-type: none"> ○ To show that air is essential for burning. ○ Demonstration: Burning of magnesium ribbon. ○ To show that it is essential for a substance to reach its ignition temperature to burn. ○ To observe the parts of a flame. ○ To distinguish between luminous and non - luminous flame. ○ Collect a few samples and try to burn them to show that a few substances are combustible and a few are non- combustible in nature. 	<p>Weekly test (23.07.2021) [Syllabus for weekly test: 1. Synthetic fibres and plastics 2. Materials: Metals and non-metals]</p> <p>Google quiz</p> <p>Objective questions</p> <p>Practice Worksheet</p>

		<ul style="list-style-type: none"> value in selecting fuel ○ list the characteristics of an ideal fuel ○ adopt different ways to extinguish fire by removing one of the necessary conditions required for burning ○ solve numerical based on fuel efficiency ○ explain global warming and acid rain with equations 		
JULY (CONTD.)	CELL – STRUCTURE AND FUNCTIONS	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ explain the importance of cell in our body ○ understand the facts related to number, shape, and size of cell ○ compare a prokaryotic cell with a eukaryotic cell ○ discuss the various cell organelles ○ analyse the differences between animal and plant cell ○ justify that plants do not have bones yet have a rigid structure ○ distinguish between cell wall and plasma membrane 	<ul style="list-style-type: none"> ○ Comparison of the cells to the bricks in the school building ○ Making a mind map to show the different types of cell organelles and their functions. ○ Art Integration Activity: Design a model of plant and animal cells for comparison using edible materials available in kitchen. 	<p>Crossword puzzle</p> <p>Google quiz</p> <p>Objective questions</p> <p>Practice Worksheet</p>
<p>AUGUST</p> <p>No. of classes: 12</p>	REPRODUCTION IN ANIMALS	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ evaluate the importance of reproduction for continuation of species ○ compare the types of reproduction in living beings (animals) ○ synthesize the steps from fertilization to the development of embryo in sequence ○ draw neat and labeled diagrams of 	<ul style="list-style-type: none"> ○ To collect information on twins in different classes and find out whether they are identical or non-identical. ○ Use a graphic organiser to compare asexual and sexual reproduction. 	<p>Google quiz</p> <p>Objective questions</p> <p>Practice Worksheet</p>

		<p>male and female reproductive systems</p> <ul style="list-style-type: none"> ○ synthesize the stages of metamorphosis in frog ○ draw well labeled diagram of metamorphosis in frog ○ compare the budding in hydra and binary fission in amoeba ○ develop the concept of cloning with the help of an example of sheep Dolly 		
AUGUST (CONTD.)	REACHING THE AGE OF ADOLESCENCE	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ develop the definition for adolescence and puberty ○ enlist the physical, emotional, and other biological changes during puberty ○ analyse and deal with the health issues like pimples, weight gain and develop confidence ○ identify the location of endocrine glands in the diagram of human body ○ compare the function of male hormone testosterone and female hormone estrogen ○ evaluate the role of hormones and their importance ○ explore the various ways to maintain personal hygiene for good health ○ co-relate the importance of exercise and balanced diet in leading a healthy life 	<ul style="list-style-type: none"> ○ Art Integration Activity: Create an advertisement for selling health food and suggest how you can build awareness on healthy eating habits among your peers. ○ Making a list of food items taken during the week and identifying the items responsible for proper growth and the ones which are junk food. ○ To collect data on the number of children in class who exercise regularly. 	<p>Google quiz</p> <p>Objective questions</p> <p>Practice Worksheet</p>

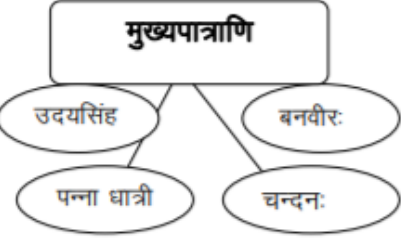
<p>SEPTEMBER</p> <p>No. of classes (including revision classes for Mid-Term Examinations): 7</p>	<p>SOUND</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ○ list various sounds they hear around them ○ discover sound is produced by vibrating bodies and define the term vibration ○ identify the vibrating parts of various musical instruments ○ identify the appreciate the working of the voice box in the throat ○ discover that sound needs a medium to travel ○ observe the model of ear and identify its parts ○ co-relate the ear drum to the vibrating parts of the musical instruments ○ recall and define the terms oscillation, time period, amplitude, and frequency ○ relate amplitude, frequency with pitch and loudness ○ identify the harmful effects of noise ○ realise the need to minimise noise pollution 	<ul style="list-style-type: none"> ○ To observe that vibrations produce sound using rubber band, pencil box, shallow pan. ○ Bring a musical instrument in the class. Play and show the children that how you play it. ○ Art Integration Activity: To show that sound travels through solids as well as liquids. (To make jaltarang) ○ To measure the amplitude of vibration using mass spring system/simple pendulum. ○ Choose a musical instrument, e.g. sitar or guitar. Place the string of varying thickness and compare the sound produced by each. 	<p>Google quiz</p> <p>Practice Worksheet</p> <p>Mid-Term Examinations</p>
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संस्कृत

मास	कालांश/विषय/उपविषय	प्राप्त उपलब्धियों/ अधिगम बोध	गतिविधियाँ/ रचनात्मक-क्रियाकलाप	मूल्यांकन
अप्रैल	कालांश -२ अधिगम सेतु- कारक-प्रयोग व धातुओं के लट् लकार का चित्र-वर्णन, धातुओं के लट्, लृट् व लङ् लकार का संस्कृत-अनुवाद में प्रयोग।	-प्रत्येक छात्र- -कारक-प्रयोग व धातुओं के लट् लकार की पुनरावृत्ति करते हुए प्रदत्त चित्र का वर्णन कम से कम दो संस्कृत वाक्य लिखकर कर पाएगा। कम से कम चार वाक्यों का संस्कृत-अनुवाद करके लिख पाएगा।	धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) - समापन-सार मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि -गहन-प्रश्नों, चर्चात्मक-प्रश्नों द्वारा मूल्यांकन। अधिगमाधारित गतिविधि -लट्, लृट् व लङ् लकार की (धातुओं) क्रियाओं के भित्तिचित्रों को दिखाया जाएगा। अनुभवात्मक गतिविधि -“लट्, लृट् व लङ् लकार की (धातुओं) क्रियाओं” के विषय में चर्चा करते हुए स्तम्भरूप में लिखेंगे उनके अन्तर को समझेंगे। मूल्यांकनात्मक गतिविधि -लट्, लृट् व लङ् लकार की (धातुओं) क्रियाओं के विषय में कक्षा में चर्चा की जाएगी। <div style="text-align: center;"><div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 150px;">पठ लट् लकार प्रथम पुरुष</div><div style="display: flex; justify-content: space-around; align-items: center;"><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">पठति</div><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">पठन्ति</div></div><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 100px;">पठतः</div></div> कारक-प्रयोग व धातुओं के लट्	मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि द्वारा मूल्यांकन किया जाएगा। लिखित प्रश्नोत्तर व अभ्यास कार्य के माध्यम से तथा व्याकरण में प्रायोगिक अभ्यास द्वारा मूल्यांकित किया जाएगा। मूल्यांकन-भित्तिचित्रमाध्यमेन- (कारक व क्रिया से संबंधित) कार्यपत्र द्वारा मूल्यांकन-

			लकार का चित्र-वर्णन, धातुओं के लट्,लृट् व लङ् लकार का संस्कृत-अनुवाद में प्रयोग।	
जून	<p>दिव्यम् –(भाग-३) कालांश –१ “स्वास्थ्यैव धनम् (विधिलिङ्लकारस्य पुनरावृत्तिः)” कालांश –१ “पुनर्मूषको भव (क्त्वा-तुमुन्-ल्यप्-प्रत्ययाः)” व्याकरणम् •धातुरूप-लेखनं –अस्,कृ (लट्-लृट्-लङ्-लोट्लकारेषु) •शब्दरूप-लेखनं –बालक,लता,फल,कवि,नदी</p>	<p>प्रत्येक छात्र- –क्रीडनक- गतिविधि के माध्यम से पूर्व ज्ञात स्वास्थ्य के कम से कम दो नियमों को बताते हुए विविध कौशलों व सज्जनात्मकता का विकास हो पाएगा। –स्वास्थ्य के महत्त्व को जान पाएगा। –मानव कल्याण के लिए शरीर को स्वस्थ रखने की अनिवार्यता पर चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –प्रत्येक छात्र संस्कृत भाषा को विधिलिङ्लकार को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –धातुओं के विधिलिङ्लकार के प्रयोग पर चर्चा करते हुए कम से कम दो वाक्यों का निर्माण कर पाएगा। –प्रत्येक छात्र प्रत्यय व उसके भेदों को नियमों सहित समझ कर संस्कृत भाषा में क्त्वा-तुमुन्-ल्यप्-प्रत्यय-को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –क्त्वा-तुमुन्-ल्यप्-प्रत्यय के प्रयोग पर चर्चा करते हुए कम से कम दो वाक्यों का निर्माण कर पाएगा। –प्रत्येक छात्र कम से कम चार शब्दों से प्रकृति-प्रत्यय पृथक् करते हुए अभ्यास कार्य कर पाएगा। –शब्दरूप व धातुरूप पर आधारित अभ्यास कार्य कर पाएगा। –अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। –पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) – संधि हेतु तथा समापन-सार हेतु प्रवाह-चित्र (फ.च.) – विषय के पठन हेतु कलात्मक-शिक्षण-विषयाधारित – बहुविध-मूल्यांकन पौष्टिक व अपौष्टिक भोजन में अन्तर (चित्र,कविता,कथा) प्रत्यय-रंगोलिका “पुनर्मूषको भव” कथा का चित्रपट्टिका रूप में लेखन। “पुनर्मूषको भव” कथा का लघुनाटिका रूप में लेखन व मंचन। प्रवाह-चित्र (फ.च.) – विधिलिङ्लकार धातुरूप पठन हेतु</p> <div data-bbox="1227 758 1579 997" data-label="Diagram"> <pre> graph TD A[विधिलिङ् लकारः] --- B(पठेत्) A --- C(पठेयुः) A --- D(पठेताम्) </pre> </div> <p>“सर्वे सन्तु निरामयाः” https://www.youtube.com/watch?v=LaVwZAaTZ4A “स्वास्थ्यैव धनम्” https://youtu.be/4Xiy_rGvYWE</p> <p>प्रवाह-चित्र (फ.च.) – प्रत्यय पठन हेतु</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि द्वारा मूल्यांकन- गूगल फॉर्म व कार्यपत्रों द्वारा मूल्यांकन- “स्वास्थ्यैव धनम्” “पुनर्मूषको भव (क्त्वा-तुमुन्-ल्यप्-प्रत्ययाः)” आधारिता। कार्यपत्र द्वारा मूल्यांकन- प्रत्यय-क्त्वा,तुमुन्,ल्यप् शब्दरूप व धातुरूप कला-समेकित- शिक्षण-विषयाधारित बहुविध-मूल्यांकन पौष्टिक व अपौष्टिक भोजन में अन्तर (चित्र,कविता,कथा) मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित- शिक्षण-विषयाधारित बहुविध-मूल्यांकन क्त्वा,तुमुन्,ल्यप्- प्रत्ययों का रंगोली रूप में लेखन। (भित्तिचित्र) मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित-</p>

			<p>प्रत्यय</p> <p>प्रत्यय पठन हेतु</p> <p>‘पुनर्मूषको भव’ https://youtu.be/xlvsvyEMfTIE</p> <p>(क्त्वा-तुमुन्-ल्यप्-प्रत्ययाः) https://youtu.be/oRWhjw4TeBk</p> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि क्रीडनक-गतिविधि –कर्गद-खिलौने द्वारा स्वास्थ्य-नियमों का अधिगम। क्रीडनक-गतिविधि –कर्गद/आटे के खिलौनों द्वारा मूषक- कथा का प्रदर्शन।</p>	<p>शिक्षण-विषयाधारित बहुविध-मूल्यांकन “पुनर्मूषको भव” कथा का चित्रपटिका रूप में लेखन। मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित-शिक्षण-विषयाधारित बहुविध-मूल्यांकन “पुनर्मूषको भव” कथा का लघुनाटिका रूप में लेखन व मंचन। मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1</p>
जुलाई	<p>दिव्यम् –(भाग-३) कालांश –२ “अपूर्वः त्यागः (विशेषण-विशेष्यः)” व्याकरण कालांश –१ •शब्दरूप-लेखन –वृक्ष, बालिका, मुनि, गुरु किम्, तत्, इदम् (तीनों लिंगों में)</p>	<p>–प्रत्येक छात्र– –संस्कृत भाषा में विशेषण-विशेष्य के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –विशेषण-विशेष्य के प्रयोग पर चर्चा करते हुए कम से कम चार विशेषण-विशेष्यों का चुनाव कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.) – विशेषण-विशेष्य हेतु तथा समापन-सार हेतु मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि कलात्मक-शिक्षण-विषयाधारित –</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि द्वारा मूल्यांकन-कार्यपत्रों द्वारा मूल्यांकन- शब्दरूप-धातुरूप-आधारित संस्कृत-अनुवाद, चित्र-वर्णन ओटित-गद्यांश-आधारित(कार्यपत्र)।</p>

	<p>धातुरूप-लेखन – भूपद् (लट्-लृट्-लङ्-लोट्-लकारेषु) अपठित-गद्यांश कालांश –१ रचनात्मक-कार्यम् संस्कृत-अनुवाद चित्र-वर्णनम् “तुलस्याः महत्ता (केवलं पठनार्थम्)”</p>	<p>–जीवन में त्याग, धैर्य, परोपकार व विवेकशक्ति की आवश्यकता व महत्त्व को जान पाएगा तथा चर्चा करते हुए कम से कम दो वाक्य बोल पाएगा। –पन्ना धात्री जैसी वीरांगना की जीवनगाथा द्वारा बताई गई सज्जनता, मानवता व त्याग भाव की बातों को जीवन में आत्मसात कर लाभान्वित हो पाएगा। –“कार्य को परिश्रम, त्याग व लगन से करने पर असाध्य कार्यो को करना भी संभव है” –पर चर्चा की जाएगी। –अपने परिवार, समाज व देश के हित हेतु समर्पणभाव को अपने जीवन में अपना पाएगा। –प्रत्येक छात्र संस्कृत भाषा विशेषण-विशेष्य के प्रयोग को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –विशेषण-विशेष्य के प्रयोग पर चर्चा करते हुए कम से कम चार विशेषण-विशेष्यो को चुन कर लिख पाएगा। –शब्दरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। –धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास। –हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद। –प्रदत्तचित्र का वर्णन संस्कृतवाक्यों द्वारा। –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>बहुविध-मूल्यांकन विशेषण-विशेष्य-तालिका प्रवाह-चित्र(प.च.)- विशेषण-विशेष्य पठन हेतु</p>  <p>‘पन्ना धाय’ https://youtu.be/IQcBbEJz2s0</p> <p>‘अपूर्वः त्यागः (विशेषण-विशेष्यः)’ https://youtu.be/iTuHDA52Iug</p> <p>तुलस्याः महत्ता https://youtu.be/bI9xbaPjxTA</p> <p>“अपूर्वः त्यागः कथा का चित्रपटिका रूप में लेखन। “अपूर्वः त्यागः कथा का लघुनाटिका रूप में लेखन व मंचन। मानव के गुणों व अवगुणों में अन्तर। (चित्र, कविता, कथा) क्रीडनक-गतिविधि –कर्गद-खिलौनों द्वारा पन्ना धाय द्वारा उदयसिंह के प्राणों की रक्षा के प्रसंग का प्रदर्शन। –प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास। –हिन्दीभाषा के वाक्यों का संस्कृतभाषा में अनुवाद। –प्रदत्तपत्र की पूर्ति मंजूषा में दिए शब्दों</p>	<p>‘अपूर्वः त्यागः आधारित(कार्यपत्र)। गूगल फॉर्म कला-समेकित- शिक्षण-विषयाधारित बहुविध-मूल्यांकन “अपूर्वः त्यागः कथा का चित्रपटिका रूप में लेखन। मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित- शिक्षण-विषयाधारित बहुविध-मूल्यांकन “अपूर्वः त्यागः कथा का लघुनाटिका रूप में लेखन व मंचन। मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित- शिक्षण-विषयाधारित बहुविध-मूल्यांकन मानव के गुणों व अवगुणों में अन्तर। (चित्र, कविता, कथा) मूल्यांकन-बिन्दुः- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1</p>
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			<p>घटिका-निर्माण श्लोक-गायन “पीयूष-विन्दवः (श्लोकाः)” https://youtu.be/DLfQYaL45Do —अंकों के स्थान पर शब्दों में समयलेखन।</p> <div data-bbox="1240 285 1644 596" data-label="Diagram"> <p style="text-align: center;">समयः</p> <pre> graph TD A[समयः] --- B[सामान्यः (पूर्ण)] A --- C[सार्ध (साढ़े)] B --- D[सपाद (सवा)] C --- E[पादोन (पीने)] </pre> </div> <p>कला-समेकित-शिक्षण-</p> 	<p>—प्रत्ययाः)* व्याकरणम् •धातुरूप —अस्, कृ(लट्-लृट्-लङ्-लोटलकारेषु) •शब्दरूप—बालक, लता, फल, कवि, नदी •(समय-लेखन) रचनात्मक-कार्यम् चित्र-वर्णन, संस्कृत-अनुवाद अपठित-गद्यांश</p>
सितम्बर	<p>दिव्यम् —(भाग-३) कालांश —२ •पुनरावृत्ति:</p>	<p>—प्रत्येक छात्र पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास कर पाएगा। —धातुरूपों द्वारा वाक्यपूर्ति का अभ्यास कार्य कर पाएगा। —प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। —प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास।</p>	<p>—परीक्षा हेतु विषय निर्धारित विषय की पुनरावृत्ति। —धातुरूप-लेखन तथा शब्दरूप-लेखन द्वारा वाक्यपूर्ति। —प्रदत्तचित्र का वर्णन कम से कम पाँच संस्कृतवाक्य निर्माण द्वारा। —प्रदत्तापठित-गद्यांश पर आधारित पृष्ठ प्रश्नों के संभावित उत्तर लिखने का अभ्यास। —गतिविधियों/रचनात्मक-क्रियाकलापों द्वारा विषय की पुनरावृत्ति।</p>	<p>कार्यपत्रों द्वारा मूल्यांकन। गूगल-फॉर्म द्वारा मूल्यांकन। मध्यावधि-परीक्षा</p>

FRENCH

TEXT BOOK : Cours de Langue et de Civilisation Françaises- Part III By G. Mauger

ONTH / NO. OF CLASSES	TOPIC	LEARNING OUTCOMES	ASSESSMENT
<u>April</u>	Revision of concepts done in the previous class. La Famille Vincent à la gare du Havre <ul style="list-style-type: none"> • Les moyens de transport • Description of a train in France and in India. • Les Pluriels • Les verbes connaître et reconnaître 	Students will be able to - List the parts of a train and how a railway station functions. Name the various modes of transport in France and compare them to those in India. Change the sentences from singular to plural forms.	Writing Skills - Décrivez la scène à la gare. Question Bank Worksheet - Pluriels.
<u>June</u>	Dans le Train <ul style="list-style-type: none"> • Explanation of the lesson • Exercises of the lesson • Conjugaison des verbes 	Students will be able – Answer questions based on the lesson. List out the various facilities available in a train in France. Conjugate verbs in the past tense using être as auxiliary.	Question Bank Worksheet – Grammar – Passé Composé Class Test (practice)– L-1 & Grammar
<u>July</u>	L'arrivée à Paris. <ul style="list-style-type: none"> • Les Adjectifs Vers l'hôtel <ul style="list-style-type: none"> • L'Impératif 	Students will be able to – <ul style="list-style-type: none"> • Use the correct forms of adjectives depending on the gender and noun of the noun they qualify. • Describe an arrival into a new city using the vocabulary words from the lesson. • Conjugate verbs in the imperative form. 	Expression Écrite – Décrivez votre arrivée dans Paris. (Assessment of writing skills) Worksheet – L'Impératif. ART INTEGRATION – Collage – Collez les monuments de Paris dans une forme de collage.
<u>August</u>	A l'hôtel	Students will be able to-	Dictée

	<ul style="list-style-type: none"> • Le Comparatif et Le Superlatif • Le Futur Proche et le Passé Récent 	<ul style="list-style-type: none"> • Use the various degrees of comparison in a sentence. • Conjugate verbs in the futur proche and passé récent tenses. 	(Listening Skill) Worksheet - Grammar. Question bank Weekly test 13/08/2021 Leçons-26 et 27
<u>September</u>	REVISION Lessons 26 to 30	Students will be able to answer questions based on the lessons.	Question Bank

GERMAN

TEXT BOOK : Hallo Deutsch 3 by Goyal Publishers.

MONTH / NO. OF CLASSES	TOPIC	LEARNING OUTCOMES	ASSESSMENT
<u>April</u> <u>4 Classes</u>	<ul style="list-style-type: none"> • Lektion 1 Modul 5 • Körperteile. • Dativ case • Personal Pronomen – Dativ Case 	Students will be able to - identify their body parts in German and make small sentences about them	Arbeitsbuch : 2, 3, 5, 6, 7, 8, 13, 14, 15
<u>June</u> <u>4 Classes</u>	Lektion 1 Modul 5 <ul style="list-style-type: none"> • Interrogativ – Wem ? • Krankheiten. • Imperativ. Lektion 2 Modul 5 <ul style="list-style-type: none"> • Dürfen und sollen • Weil • Rezept Schreiben • Understanding healthy lifestyle.. • 	Students will be able to – Use the concept of Dativ in order to express if they are hurt. Understand and help in relieving common diseases using home remedies.	Arbeitsbuch Lektion 1 : 9, 12, 16, 17. Arbeitsbuch Lektion 2: 1, 2, 3, 4, 5, 6
<u>July</u>	Lektion 2 Modul 5	Students will be able to –	Arbeitsbuch Lektion 2: 7, 9, 13, 14

4 Classes	<ul style="list-style-type: none"> • Vokabular • Aufsätze schreiben. • E mail Schreiben. • Hörübungen. <p>Wiederholung für UT-1</p>	Write short paragraph about healthy habits and discuss in class as well.	
<u>August</u> 3 Classes	<p>Lektion 3 Modul 5</p> <ul style="list-style-type: none"> • Partizip Perfekt – haben und sein. • Partizip Perfekt – regular verbs • Partizip Perfekt – irregular verbs • Adverbs of time. 	Students will be able to – Express about their past experiences .	Arbeitsbuch Lektion 3:1, 2, 3, 4, 5, 8, 11, 13.
<u>September</u> 4 Classes	Wiederholung für die Prüfung.	revision	