



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

**PARENT SYLLABUS  
2021-2022  
CLASS XII  
ENGLISH**

<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>April</b>	<b>Letters to the Editor</b>	<b>Each student will be able to</b>  state situations when they would write letters to the editor  give inputs on the format and style and tone of a letter to the editor  draft a formal letter to the editor of a local or national daily dealing with civic or social problems  express their views through a letter using grammatically correct sentences.  improve upon their reading and writing skills	<b>Students will do the following:</b>  <b>Individual Activity:</b> draft letters to the editor of a national daily Highlighting issues, providing suggestions and opinions.	<b>Students will be assessed through:</b>  class and home assignments
<b>April</b>	<b>Classified Advertisement</b>	<b>Each student will be able to</b>  create and draft a classified advertisement as per the format  adopt the terms and phrases used in formal language and use them appropriately	<b>Students will do the following:</b>  <b>Individual activity:</b> draft classified advertisements under different categories	<b>Students will be assessed through:</b>  class and home assignments

		improve upon their reading and writing skills		
<b>April</b>	<b>The Last Lesson by Alphonse Daudet</b>	<p><b>Each student will be able to</b></p> <p>develop their optimistic attitude towards life amidst many struggles.</p> <p>familiarize themselves with specific background information of Alphonse Daudet / history of France.</p> <p>make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</p> <p>justify the title</p> <p>write character sketches</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Group discussion on:</b></p> <p>a. Political enslavement is a curse on any nation as it deprives it of its identity</p> <p>b. Language rights of citizens and the problems of linguistic minorities</p> <p><b>Art Integration - Individual activity:</b> create a poster announcing the teaching of German, which Franz may have seen on the bulletin board and compare with the one that was put up on the notice board that day</p> <p><b>Extended activity:</b> watch the movie- The Last Lesson</p>	<p><b>Students will be assessed through:</b></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>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>June</b>	<b>My Mother at Sixty-six by Kamala Das</b>	<p><b>Each student will be able to</b></p> <p>strengthen their vocabulary</p> <p>list down reasons why the youth today should take care of their elderly parents</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity:</b></p> <p><b>Art Integration:</b></p> <p>a. create a poem/song on the thought of the loss of their dear one</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p>

		<p>list down ways in which one can shower one's love for their parents</p> <p>read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>comment on the theme and meaning of the poem.</p> <p>analyze the poem and identify the poetic devices</p> <p>improve upon their reading and writing skills</p>	<p>b. write a diary entry as the narrator on the thought of having to be separated from the mother</p> <p><b>Group discussion on:</b></p> <p>a. the importance of mother in their lives and the role they have</p> <p>b. a comparative study of the poems, A Photograph and My Mother At Sixty Six.</p> <p>.</p>	<p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	Lost Spring by Anees Jung	<p><b>Each student will be able to</b></p> <p>sensitise themselves with the problem of child labour.</p> <p>identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution.</p> <p>enhance their analytical skills.</p> <p>uncover the motives of the poor.</p> <p>express themselves through writing tasks</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Pair activity:</b> interpretation of the title</p> <p><b>Individual activity:</b></p> <p>a. write a report on: Problem of Child Labour in India, for their school magazine. after viewing the e-project, Shape our Future Bright and the documentary on child labour.</p> <p>b. write a notice informing students about the 'Anti-Child-Labour Day', to be observed in their school, as the Head Boy/Girl of the school.</p>	<p><b>Students will be assessed through:</b></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>

			<b>Art Integration:</b> a. design a poster to create awareness about the upliftment of Seemapuri, a slum in the periphery of Delhi.	
June	An Elementary School Classroom in a Slum by Stephen Spender	<p><b>Each student will be able to</b></p> <p>list down differences between school children in the slum areas and that of cities</p> <p>familiarize themselves with specific background information of social inequalities.</p> <p>recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences.</p> <p>build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p> <p>comment on the title</p> <p>express themselves in the form of an article</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Group activity::</b>  a. the Government's eye on the schools of the slum areas.</p> <p><b>Pair work:</b>  the title of the poem would be open for interpretation</p> <p><b>Individual activity:</b>  a. write an article on : History is theirs whose language is the sun.  b. create dialogues to discuss about the opportunities that the students in our school have and what the students in the elementary school classroom are deprived of.</p>	<p><b>Students will be assessed through:</b></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	Writing Skill  Notice writing	<p><b>Each student will be able to</b></p> <p>state situations when they would draft a notice</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity:</b></p>	<p><b>Students will be assessed through:</b></p>

		<p>give inputs on the format, style and tone of a notice</p> <p>draft a notice answering the questions what, when, where and how</p> <p>express their views through a notice using grammatically correct sentences.</p> <p>improve upon their reading and writing skills</p>	<p>a. draft a notice announcing the celebration of Earth Day on 22<sup>nd</sup> April</p> <p>b. draft a notice to disseminate information about details of events to be held during the Book Week in the school</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	The Third Level by Jack Finney	<p><b>Each student will be able to</b></p> <p>list down their ideas on the concept of time travel</p> <p>analyze Jack Finney's word choices</p> <p>analyze the text structure of The Third Level</p> <p>determine the meaning of words and phrases as used in the lesson</p> <p>bring out the irony in the lesson</p> <p>familiarize themselves with the concept of time travel</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Pair work</b></p> <p>a. on a comparative study of the lesson and any other story having the concept of time travel</p> <p><b>Group discussion on</b></p> <p>a. the concept of time travel</p>	<p><b>Students will be assessed through:</b></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	The Enemy by Pearl S. Buck	<p><b>Each student will be able to</b></p>	<p><b>Students will do the following:</b></p>	<p><b>Students will be assessed through:</b></p>

		<p>familiarize themselves with specific background of political enmity.</p> <p>identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>understand the significance of professional ethics and social obligation in sensitive times.</p> <p>interpret the title</p> <p>express themselves through writing tasks</p> <p>improve upon their reading and writing skills</p>	<p><b>Group discussion on</b></p> <p>a. the services of a doctor during war times.</p> <p>b. the interpretation of the title and on our role as private individuals and as citizens.</p> <p><b>Individual activity</b></p> <p>a. write a diary entry as the doctor in the story.</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>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	Deep Water by William Douglas	<p><b>Each student will be able to</b></p> <p>Interpret the title</p> <p>Create dialogues between Douglas and his instructor</p> <p>organize their thoughts, research work, compile and present in an economic writing style.</p> <p>enhance their writing skills</p> <p>develop their listening,</p>	<p><b>Students will do the following:</b></p> <p><b>Pair activity</b></p> <p><b>Art Integration:</b></p> <p>a. create a dialogue between William Douglas and his instructor discussing Douglas fear of water and the instructor's help in removing the fear from his life</p> <p><b>Individual activity</b></p> <p>a. engage themselves in a listening skill activity on a Snippet (song delivering</p>	<p><b>Students will be assessed through:</b></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>

		<p>speaking, questioning and presentation skills.</p> <p>strengthen their decision making skills.</p> <p>enrich their vocabulary</p> <p>create an interest on the title</p> <p>enrich vocabulary and strengthen their understanding skill.</p> <p>prepare themselves for digital learning.</p> <p>enhance their listening skill.</p> <p>strengthen their logical and critical thinking skills.</p> <p>develop creative writing skill.</p> <p>prepare for crisis management</p> <p>inculcate the values of hard work and determination.</p>	<p>courage of Amelia Earhart) Worksheets on Listening task</p> <p>b. write a paragraph /article on, 'All we have to fear is fear itself'. Have you ever had a fear that you have now overcome?</p> <p>.</p>	<p><b>Weekly Test Syllabus: (9.7.21)</b></p> <p><b>Literature</b></p> <ol style="list-style-type: none"> <li>1. The Last Lesson</li> <li>2. My Mother at Sixty six</li> <li>3. Lost Spring</li> <li>4. Elementary School Classroom in a Slum</li> </ol> <p><b>Writing Skill</b></p> <ol style="list-style-type: none"> <li>1. Classified Advertisements</li> <li>2. Letter to the Editor</li> </ol>
July	Keeping Quiet by Pablo Neruda	<p><b>Each student will be able to</b></p> <p>comment on the need of the hour to maintain peace</p> <p>cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p><b>Art Integration:</b> a. <b>Let Peace Prevail:</b> Imagine that the world has come to an end You and your friends have survived You decide to</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>up threat and gently heed with the predictable loss of the world. (global domain)</p> <p>justify the title</p> <p>analyse the poetic devices</p> <p>improve upon their reading and writing skills</p>	<p>create a new society where only peace and brotherhood prevails. Create your society. You will draw/sketch/paint/your society wherein you enlist the following things: A map, the motto, rules to govern your society, a symbol of peace, etc.</p> <p><b>Group activity</b> a. have a role play on establishing peace and unity. Write a script on Peace and Unity and enact upon it.</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<b>A Thing of Beauty by John Keats</b>	<p><b>Each student will be able to</b></p> <p>analyse the poem to make a critical appreciation</p> <p>identify the poetic devices and explain how they are used in the poem</p> <p>annotate the lines of the poem with reference to the context</p> <p>bring out beauty in every creation of God, whether big or small</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p><b>Art Integrated Activity:</b> a. <b>All Things Bright and Beautiful</b></p> <p>Beauty is a heavenly tonic/drink, an endless fountain of nectar. This beauty comes in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace. It removes sadness from our lives and gives an everlasting joy. Keeping the central idea of the poem in mind, specify an art form that soothes your spirit and</p>	<p><b>Students will be assessed through:</b></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>



			<p>refreshes your mind. Create that art work and mention why it is a source of happiness to you. A</p> <p><b>Examples:</b>          Composing a song,          poem/singing a song/          playing a musical instrument/          painting/ sketching/reading/          creating a shape poetry/dancing,          etc</p>	
July	Should Wizard Hit Mommy by John Updike	<p><b>Each student will be able to</b></p> <p>familiarize themselves with specific background while tackling personal choices on security, familiarity and happiness.</p> <p>make connections between similar situations in personal experiences.</p> <p>appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p><b>Art Integrated Activity:</b>          a. <b>Role Reversal</b>          A panel discussion through role play where John Updike answers a set of questions asked by his characters with reference to the lesson.</p> <p>b. <b>Debate</b>          Parents must always decide what is best for their children.</p>	<p><b>Students will be assessed through:</b></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>
July	On the Face of It by Susan Hill	<p><b>Each student will be able to</b></p> <p>fight out their loneliness, depression and disappointment.</p> <p>accept the physically challenged people positively in their life and expand their social interaction.</p>	<p><b>Students will do the following:</b></p> <p><b>Group discussion</b>          a. "It's got nothing to do with my face and what I look like"</p> <p><b>Individual activity</b>          a. <b>Article writing on,</b>          'Appearances are deceptive'</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>build up optimism and self confidence.</p> <p>justify the title</p> <p>express themselves through an article writing</p>		<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
August	The Rattrap by Selma Lagerlof	<p>Each student will be able to</p> <p>effectively provide a synopsis of the story.</p> <p>analyze the values and thought process of the story.</p> <p>identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <p>appreciate the significance of developing personal fears yet rising above them to savor real liberty. Their vocabulary would be enriched.</p> <p>justify the title</p> <p>express themselves through the writing tasks</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b>  a. <b>Debate</b> : The whole world is nothing but a great rattrap. Group activity</p> <p>b. <b>Speech writing:</b> Needs for inculcating moral values' in about 100 words.</p> <p>c. <b>Article writing:</b>  'The Rattrap' is a story that focuses on human loneliness and the need to be kind to others. It shows how an act of kindness can change a person's view of the world. In keeping with this mood of the story, write an article on 'On being kind'</p>	<p><b>Students will be assessed through:</b></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>

August	Indigo by Louis Fischer	<p><b>Each student will be able to:</b></p> <p>learn more about the Champaran Movement</p> <p>analyze Gandhi's role in helping peasants</p> <p>comment on the sharecropping agreement</p> <p>draft a character sketch of Rajkumar Shukla</p> <p>comment on Gandhi's influence on the lawyers</p> <p>analyze how self-reliant Indian independence and help to sharecroppers were all bound together</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p>a. <b>Debate:</b> Gandhi considered freedom from fear more important than legal justice for the poor peasants of Champaran.</p> <p>b. <b>Speech writing:</b> The text 'Indigo' expresses the value of freedom and Indians' fight for freedom. How would you define FREEDOM? Write your views in the form of a speech to be delivered in the morning assembly of your school. Don't exceed 150 words.</p> <p>c. <b>Article writing:</b> Getting a clue from the way Mahatma Gandhi dealt with the Champaran episode, write an article on 'qualities of a good leader' or 'what makes a good leader'.</p>	<p><b>Students will be assessed through:</b></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>
August	Aunt Jennifer's Tigers by Adrienne Rich	<p><b>Each student will be able to:</b></p> <p>facilitate making connections between similar situations in different storylines/life experiences.</p> <p>empathize with Aunt Jennifer's problems and seek resolution.</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p><b>Art Integrated Activity:</b></p> <p>a. Add a stanza to the poem</p> <p>b. <b>Article writing:</b></p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>discern prevailing inequalities in various guises.</p> <p>justify the title</p>	<p>No two individuals will be similar and will think alike. Each has to accept the other with their differences. When one is unable to do so, the relationship itself becomes a burden. And, that is what happened to Aunt Jennifer. What changes do you advocate to promote marital harmony. A</p> <p><b>c. Paragraph writing:</b> What changes can be brought about in the society for uplifting the position of women, like Aunt Jennifer</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	Evans Tries an O - Level by Colin Dexter	<p><b>Each student will be able to</b></p> <p>familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</p> <p>identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p> <p>write character sketches</p> <p>justify the title</p> <p>improve upon their writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b></p> <p><b>Art Integrated Activity:</b> a. <b>Create a timeline account</b> of how Evans planned and executed his escape from the prison at Oxford despite all the security measures that had been taken to ensure against that. A</p> <p><b>Group activity</b> b. <b>Discuss:</b> Would Education in the jails help in refining prisoners? L</p> <p><b>Pair activity</b> a. 'Evans Tries an O-Level'. Suggest another title for it</p>	<p><b>Students will be assessed through:</b></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>

August	Memories of Childhood	<p><b>Each student will be able to</b></p> <p>sensitize themselves to the issues of estranged cultural ties.</p> <p>make connections between similar situations in different storylines/life experiences.</p> <p>initiate the role of an ambassador in the world ridden with racial and class differences.</p> <p>recognize the universal/global theme of inequality.</p>	<p><b>Students will do the following:</b></p> <p><b>Individual activity</b> a. Create posters for cultural equality. Individual activity to note progress</p> <p><b>Group activity</b> a. <b>Discussion on:</b> It may take a long time for oppression to be resisted, but the seeds of rebellion are sown early in life.</p>	<p><b>Students will be assessed through:</b></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>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
September	ASL	<p><b>Each student will be able to</b></p> <p>extract information from the audio scripts</p> <p>respond correctly based on their listening skills</p> <p>speak on a particular topic</p> <p>exchange ideas based on the topic given</p>	<p><b>Students will do the following:</b></p> <p>listen to the audio transcript carefully.</p> <p>complete the worksheet based on their listening skill.</p> <p>speak on a given topic.</p>	<p><b>Students will be assessed through</b></p> <p>individual tasking</p> <p>a class test</p>
September	Going Places by A.R. Barton	<p><b>Each student will be able to</b></p> <p>familiarize themselves with specific background information of adolescents and adolescent fantasizing.</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity</b> a. Discussion on Hero-worship is the most favourite pastime of most Indians.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p>

		<p>identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</p> <p>justify the title</p> <p>express themselves through their writing tasks</p>	<p><b>Individual activity</b>  <b>a. Article writing</b>  Children, begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them” The attitude of the parents shape them, Write an article on effective parenting.the child's perception .</p>	<p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p> <p><b>Mid –Term Examination</b></p>
September	<p><b>Revision</b>  <b>a. Job Application</b></p>	<p><b>Each student will be able to</b></p> <p>draft job applications as per the format learnt</p> <p>write resumes/ biodata/ curriculum vitae</p> <p>express themselves in grammatically correct language</p>	<p><b>Students will do the following:</b></p> <p>draft job applications as per the format</p>	<p><b>Students will be assessed through:</b></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>
September	<p><b>b. Invitations &amp; Replies</b></p>	<p><b>Each student will be able to</b></p> <p>draft - formal &amp; informal invitations,  letters of acceptance &amp; regret</p>	<p><b>Students will do the following:</b></p> <p>write letters of invitation and give replies to them.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

				Practice Worksheets Assignment Long Answer Questions
September	c. Article Writing	<p><b>Each student will be able to</b></p> <p>write an article as per the format with appropriate expressions and content.</p> <p>express themselves through an article writing</p>	<p><b>Students will do the following:</b></p> <p>generate ideas and organize them in groups.</p> <p>express themselves in the form of article writing.</p>	<p><b>Students will be assessed through:</b></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>
September	d. Reading Skills Comprehension Passage	<p><b>Each student will be able to</b></p> <p>analyse the passage</p> <p>infer answers</p> <p>learn new words</p>	<p><b>Students will do the following</b></p> <p>read and comprehend the passage</p> <p>analyse the questions</p> <p>work on the vocabulary</p>	<p><b>Students will be assessed through:</b></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>

## HOME SCIENCE

<u>S.NO.</u>	<u>MONTH</u>	<u>NO. OF PERIODS/TOPICS COVERED</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>ASSESSMENTS</u>
1.	APRIL (18 DAYS)	<b>BRIDGE COURSE</b> <b>NUTRIENTS AND ITS IMPORTANCE</b> <b>(5 DAYS)</b> <ul style="list-style-type: none"> <li>What are nutrients?</li> <li>Difference b/w macro and micro nutrients.</li> <li>Food guide pyramid</li> <li>What is malnutrition?</li> <li>Different types of diets.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>define the terms food, nutrition, health, fitness and balanced diet.</li> <li>differentiate between macro and micro nutrients.</li> <li>analyze the food guide pyramid</li> <li>list the different types of malnutrition and different types of diets.</li> </ul>	Padlet activity, jam board, preparation of balance meal chart	1) Google form 2) Kahoot quiz
2.		<b>Public nutrition and health (6days)</b> <ul style="list-style-type: none"> <li>What is Public Health Nutrition?</li> <li>Nutritional problems in India</li> <li>Strategies/intervention to tackle Nutritional Problems</li> <li>Different Interventions for Tackling Malnutrition</li> <li>Role of Public Nutritionist</li> </ul>	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>list the significance of public nutrition</li> <li>outline the problems of public health</li> <li>analyze the factors that are linked to nutritional problems</li> <li>describe strategies that can be used to tackle nutritional problems</li> <li>list the programs that are in operation to tackle important nutritional problems.</li> </ol>	Preparation of slogans on the nutritional problems in India.	1) class test on google mcq 2) worksheet 3) assignment questions
3.	JUNE (22 DAYS)	<b>Clinical Nutrition and Dietetics</b> <b>(5 days)</b> <ul style="list-style-type: none"> <li>Significance</li> <li>Basic concepts</li> <li>Diet therapy</li> <li>Types of diets and feeding routes</li> </ul>	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>describe the significance and scope of clinical nutrition and dietetics.</li> </ol>	1) Modification of a normal diet to soft diet for elderly person. 2) Record of 24-hour dietary intake.	1) Class test MCQ 2) Assignment questions 3) worksheet



		<ul style="list-style-type: none"> <li>Preparing for a career and scope</li> </ul>	2) list the role and function of a clinical nutritionist/medical nutrition therapist.  3) Analyze the knowledge and skills required for a career in clinical nutrition and dietetics.		
4.		<b>Food Quality and Food Safety (8 days)</b> <ul style="list-style-type: none"> <li>Significance</li> <li>Food safety</li> <li>Food quality and adulteration</li> <li>Food standard regulation in India</li> <li>Differences between codex and ISO</li> <li>HACCP</li> <li>Career avenues</li> </ul>	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>list the importance of various issues related to food safety and quality</li> <li>analyze how food-borne illnesses occur</li> <li>Differencaite between national and international food standards and their role in ensuring food quality and safety</li> <li>List the importance of food safety</li> </ol>	Qualitative Tests for Food Adulteration <b>PREPARATION</b> of the table	<ol style="list-style-type: none"> <li>Class test MCQ</li> <li>Assignment questions</li> <li>worksheet</li> </ol>

			management systems 5) Analyze the various career avenues / options in this area.		
5.		<b>Early Childhood Care and Education (9 days)</b> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Preparing for a career</li> <li>• scope</li> </ul>	<b>Each child will be able to:</b> <ol style="list-style-type: none"> <li>6) list the importance of various issues related to food safety and quality</li> <li>7) analyze how food-borne illnesses occur</li> <li>8) Differentiate between national and international food standards and their role in ensuring food quality and safety</li> <li>9) List the importance of food safety management systems</li> <li>10) Analyze the various career avenues / options in this area.</li> </ol>	Remembering of a childhood story which had a moral and an impact on the students and narrating it in front of the whole class	<ol style="list-style-type: none"> <li>1) Class test MCQ</li> <li>2) Assignment questions</li> <li>3) worksheet</li> </ol>

6.	<b>JULY (19 days)</b>	<b>Management of Support Services, Institutions and Programme for Children, Youth and Elderly (9 days)</b> 1)Significance and 2)Basic concepts (1 day) 3)Why are children vulnerable? (1 day) 4)Why are youth vulnerable? (1 day) 5)Youth programme in India. (1 day) 6)Why are elderly vulnerable? (1 day) 7)Some programme for elderly (2 days) 8) Career and Scope (1 day)	<b>Each child will be able to:</b> 1) explain why services, institutions and programmes are needed for children, youth and elderly 2) describe the aspects involved in management of institutions and programmes 3) discuss the knowledge base and skills set required to manage and run institutions and programmes 4) become aware of the career opportunities available in this field.	Poster making on spreading information as to who is youth and how are the government programmes for youth important	1) Class test 2) Assignment questions 3) Worksheet 4) 16 <sup>th</sup> July weekly test
7.		<b>Design for fabric and apparel (10 days)</b> 1)Basic concepts (2 days) 2)Elements of design (2 days) 3)Principles of design (2 days) 4)Preparing for a career (2 days) 5)scope (2 days)	<b>Each child will be able to:</b> 1) discuss the concepts of design 2) recognize the elements that constitute design 3) explain the application of design principles for fabric and apparel 4) discuss how a student can prepare for a career in the field	<b>ACTIVITY:</b> Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.	1) Class test 2) Assignment questions 3) worksheet
8.	<b>AUGUST (20 days)</b>	<b>Fashion design and Merchandising (8 days)</b> 1)Significance and Basic concepts (2 days)	<b>Each child will be able to:</b> 1) explain the significance of fashion design and merchandising in garment industry	<b>ACTIVITY</b> Application of quality control techniques in garment industry (any one readymade garment)- a) Fabric inspection b) Quality	1) Assignment questions 2) Class test 3) Worksheet

		2) Fashion development (2 days) 3) Fashion merchandising (2 days) 4) Preparing for a career and scope (2 days)	2) describe the fundamentals of fashion 3) explain the knowledge and skills required to be in fashion business  discuss how a student can prepare for a career in fashion industry	of seams and fasteners/notions c) Size labels	
9.		<b>Care and Maintenance of Fabrics in institutions (8 days)</b> 1) introduction and basic concepts (1 day) 2) institutions (3 days) 3) preparing for a career (2 days) 4) scope (2 days)	<b>Each child will be able to:</b> 1) discuss the significance of care and maintenance of fabrics and textile products 2) describe the concept of care and maintenance of fabrics in hospitals and hotels 3) explain the process and various equipment required and their usage 4) discuss how a student can prepare for a career in this field.	<b>ACTIVITY:</b> To remove different types of stains like ball pen, blood, coffee, tea, lipstick, curry, grease, ink.	Assignment questions Class test Worksheet
10.	<b>AUGUST (4 days) and SEPTEMBER (10 days)</b>	<b>Hospitality Management (7 days)</b> 1) introduction (1 day) 2) significance (1 day) 3) Departments/Sectors in Hospitality Industry (1 day) 4) Stages of the "Guest Cycle" (1 day) 5) Organization of The Front Office Department (1 day) 6) General Organizational Chart of a Housekeeping Department (1 day) 7) scope (1 day)	<b>Each child will be able to:</b> 1) explain the importance of hospitality management 2) explain the functioning of food and beverage departments of the hospitality industry 3) describe the functioning of housekeeping department	<b>ACTIVITY:</b> Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- a) Consumer Protection Act (CPA) b) Consumer responsibilities c) Consumer organization d) Consumer Problems	1) Assignment question 2) Worksheet 3) Class test

			4) discuss the functioning of front office in hospitality industry 5) know the various career opportunities available in this field.		
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### PAINTING

MONTH	TOPIC COVERED NO. OF DAYS	LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
April	<b>Topic:</b> <b>Theory:</b> Indian Miniature paintings and Rajasthan school of miniature painting  <b>Practical :</b> Sketching Foliage study with different mediums	Each child will be able to:  Paraphrase the history of Rajasthan sch. Of miniature paintings in India and different sub schools under it.  Identify Miniature paintings, artists, techniques and features  <b>Practical</b> Having fun with Colours.  Incorporate elements of visual art to express.  Experiment and familiarize with mediums to use  interpret and logical selection for foliage study	PPT <a href="https://docs.google.com/presentation/d/1zCi5pKWmluU2Njy8M1slzBMG4Cyon-DjGrH86ojvUc/edit?usp=sharing">https://docs.google.com/presentation/d/1zCi5pKWmluU2Njy8M1slzBMG4Cyon-DjGrH86ojvUc/edit?usp=sharing</a> *Oral Questioning *Online classes through meet *Assignment in Google classroom- Q&A, Worksheets, quizzes etc. * Visual observation of paintings to analyze and identify the features *Individual practice of foliage study and artwork. *making info graph	Assessment will be done on the basis of : *Assignments through Google class room *Oral questioning *Questions and answers & worksheet, <b>Practical-</b> *Incorporation of elements of art in foliage study. *sketching and application of colours

June	<p>22-days</p> <p><b>Theory-</b></p> <p><b>Topic:</b></p> <p>Bridge course: Rajasthan school of miniature paintings Pahari school of art</p> <p><b>Practical:</b></p> <p>Composition: Fun day with family</p>	<p>Each child will be able to:</p> <p><b>Theory:</b></p> <p>Summarize the history of Rajasthan and Pahari sch. of miniature paintings in India</p> <p>Identify Pahari Miniature paintings, artists, techniques and features</p> <p><b>Practical:</b></p> <p>interpret and logical selection to represent good memories in the form of composition</p> <p>incorporate elements of art in a composition</p>	<p>Text from the book PPT</p> <p><a href="https://docs.google.com/presentation/d/1DKFwZi0G_W1XBSVggit-KIGPEU_VHLEE7kzaX4RcA/edit?usp=sharing">https://docs.google.com/presentation/d/1DKFwZi0G_W1XBSVggit-KIGPEU_VHLEE7kzaX4RcA/edit?usp=sharing</a></p> <p>Oral Questioning</p> <p>*Online classes through meet</p> <p>*Assignment on Google classroom- Q&amp;A, Worksheets, quizzes etc.</p> <p>* Visual observation of paintings to analyze and identify the features</p> <p>*Individual practice of making composition based on individual memories.</p>	<p>*Assessment will be done on the basis of :</p> <p>*Assignments through Google class room</p> <p>*Oral questioning *Questions and answers &amp; worksheet, <b>Practical-</b></p> <p>*Incorporation of elements of art in composition making</p> <p>*sketching and colour application.</p>
July	<p>21 Days</p> <p><b>Topic:</b></p> <p>Theory: Mughal and Deccan school of Miniature painting</p> <p><b>Practical:</b></p>	<p>Each child will be able to:</p> <p>Summarize the history of miniature art in India and different schools under it.</p> <p>Origin and development of Mughal school of Miniature painting</p> <p>Identify Mughal Miniature paintings, artists, techniques and features</p> <p>Enhance observation skills</p>	<p>*text from the book</p> <p>*watch the given video</p> <p><a href="https://docs.google.com/presentation/d/17wDCmnL8RDefOsDrHBp2MLHYrhDc6yZ_3JPgUDYLhMg/edit?usp=sharing">https://docs.google.com/presentation/d/17wDCmnL8RDefOsDrHBp2MLHYrhDc6yZ_3JPgUDYLhMg/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1Lu5fMi1oZjgvsdztLrE0tdB9xCG087Hf8AMHb_MGL8/edit?usp=sharing">https://docs.google.com/presentation/d/1Lu5fMi1oZjgvsdztLrE0tdB9xCG087Hf8AMHb_MGL8/edit?usp=sharing</a></p> <p>* Graphic book and activities</p>	<p>Assessment will be done on the basis of :</p> <p>*Assignments through Google class room</p> <p>*Oral questioning *Questions and answers &amp; worksheet</p> <p>*weekly test</p> <p><b>Practical-</b></p> <p>*Incorporation of elements of art in the art work</p> <p>* Application of cross hatching technique</p>

	<p>Cross hatching Still life –two objects with one drapery</p>	<p>Articulate cross hatching technique to understand light and dark tonal effect.</p> <p>Incorporate elements of art the art work</p>	<p><a href="https://drive.google.com/file/d/1VoWG84nR12LrmRD9Ah5oKvdWlx75U1xS/view?usp=sharing">https://drive.google.com/file/d/1VoWG84nR12LrmRD9Ah5oKvdWlx75U1xS/view?usp=sharing</a></p> <p>* Oral Questioning</p> <p>*Online classes through meet</p> <p>*Assignment in Google classroom- Q&amp;A, Worksheets, quizzes etc.</p> <p>* Visual observation of paintings to analyze and identify the features of Mughal and Deccan school of miniature Paintings</p> <p>*Individual practice of making still life</p>	
August	<p>20 days</p> <p><b>Theory :</b> Art during British Raj , company paintings and introduction of modernism The pioneers of new trends in India. Nationalism Artists and painting of Bengal school of art</p> <p><b>Practical:</b> Composition- Sports</p>	<p>Each child will be able to: paraphrase the history of Bengal school of art in India</p> <p>restate features and characteristics of Bengal school of art</p> <p>describe Important paintings and painters</p> <p>compile all elements of Sports and collaborate with elements of art to create composition</p>	<p>Watch given videos <a href="https://youtu.be/zKV4ZZdqO4k">https://youtu.be/zKV4ZZdqO4k</a> <a href="https://youtu.be/PnuVyHO02hM">https://youtu.be/PnuVyHO02hM</a></p> <p>Oral Questioning</p> <p>*Online classes through meet</p> <p>*Assignment in Google classroom- Q&amp;A, Worksheets</p> <p>* Visual observation of paintings to analyze and identify the features</p> <p>*Individual practice of making composition on the theme sports</p> <p>Art integration activity: create a doodle art, incorporating symbols of national flag</p>	<p>Assessment will be done on the basis of :</p> <p>*Assignments through Google class room</p> <p>*Oral questioning *Questions and answers &amp; worksheet,</p> <p><b>Practical-</b></p> <p>*Incorporation of elements of art in composition making</p>


			and words related to the artist who participated in freedom struggle	
September	13 days <b>Sub – Topic:</b> modern trends in Indian art – contemporary artists and their paintings  <b>Practical :</b> Continue the previous composition(sports)	Each child will be able to: <b>Theory:</b> Summarize the modern trends in Indian art – contemporary artists and their paintings  Identify paintings, artists, techniques and features <b>Practical:</b> Apply colours neatly adequately in a composition  incorporate elements of art appropriately	Watch video: <a href="https://youtu.be/vOgVUogHMBk">https://youtu.be/vOgVUogHMBk</a> <a href="https://youtu.be/C0RPml_Juys">https://youtu.be/C0RPml_Juys</a>  Oral Questioning *Online classes through meet *Assignment in Google classroom- Q&A, Worksheets, quizzes etc. * Visual observation of paintings to analyze and identify the features *Individual practice of making composition.	Assessment will be done on the basis of : *Assignments through Google class room *Oral questioning *Questions and answers & worksheet, <b>Practical-</b> *Incorporation of elements of art in composition making *sketching and colour application



## MATH

Month	Topics/No. of Periods	Learning outcome	Activities	Assessment
April	<p><b>Bridging the Gap through Revision(5)</b></p> <p>*Matrices and Determinants *Limits and Derivatives</p> <p><b>Chapter 2 - Inverse Trigonometric Functions(3)</b></p> <p><b>Chapter 5 - Continuity and Differentiability (4)</b></p>	<p>Each child will be able to *find the inverse and adjoint of a Matrix, *calculate the area of the triangle. *solve system of equations * check the continuity of a function * differentiate the function</p> <p>*evaluate the domain / range of inverse trigo functions *perceive the concept of principle branches *sketch the graphs of inverse trigo functions *apply the concept of continuity to check whether a</p>	<p>Solving word problems involving equation in three variables using Matrix method.</p> <p>NCERT and Assignment discussed in class through Google Meet</p> <p>Links of videos - shared with them to watch at their own pace</p> <p>Interesting Assessment activities done in the class such as kahoot, quizizz, pose games to keep them involved with the content.</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Homework given and discussed in the class</p> <p>Google form based on Determinants</p> <p>Google quiz - Inverse Trigonometry</p>

		function is continuous or not *recall the chain , quotient, product rule		
JUNE	HHW: Discussion and doubts clarification (1)	Each student will be able to: explain the questions given in the assignment during vacation and get their doubts clarified	Students will self- check the steps written by them for solving the questions given in the assignment while the solutions are being discussed in the class and get their doubts clarified, if any	Class Participation: Oral Questions from Assignment (Work Submission) Google Forms
JUNE	<b>Chapter 5 - Continuity and Differentiability(7)</b>	Each student will be able to- *recall the product rule , quotient rule and chain rule of derivative.  * understand explicit and implicit function  *find the derivative of inverse Trigonometric functions	NCERT – Chapter 5 Important Questions Will be done in the class and Assignment will be discussed in class through Google Meet  Students will watch the relevant video at home <a href="https://epathshala.nic.in/watch.php?id=601">https://epathshala.nic.in/watch.php?id=601</a> <a href="https://epathshala.nic.in/watch.php?id=606">https://epathshala.nic.in/watch.php?id=606</a>  Activity: Analyse limit of a function $f(x)$ at $x=c$ and check the continuity at that point.  Interesting Assessment activities done in the class such as kahoot and quizzz to keep them involved with the content.	Oral Questioning  Assignments  Homework given and discussed in the class  Board Question Papers  Google form based on

		<p>*perceive the concept of Logarithmic differentiation &amp; parametric function</p> <p>* find higher order derivative</p> <p>Rolle's and Lagrange's Theorem</p>	<p>Experiential learning-Use of Differentiation in any five fields</p>	<p>Continuity and Differentiability</p>
	<p><b>Chapter 6 - Application of Derivatives(15)</b></p>	<p>Each student will be able to-</p> <p>*establish relation btw <math>\frac{\Delta y}{\Delta x}</math> and <math>\frac{dy}{dx}</math></p> <p>* perceive the concept of increasing and decreasing functions</p> <p>*find the intervals when the function is increasing or decreasing.</p> <p>*recall the relation of derivative at a point with the slope of tangent</p> <p>* find the slope of tangent and normal</p>	<p>NCERT – Chapter 6- Important Questions will be done in the class</p> <p>Formulae sheet will be shared with the students</p> <p>Video shared:  <a href="http://www.intmath.com/Applications-differentiation/Applications-of-differentiation-intro.php">http://www.intmath.com/Applications-differentiation/Applications-of-differentiation-intro.php</a></p> <p>Activity : Relation between logarithmic and exponential function</p> <p>Discussion of Art Integration Activity- Funnier side of exponential and logarithmic function</p> 	<p>Oral Questioning</p> <p>Assignments</p> <p>Homework given and discussed in the class</p> <p>Board Question Papers</p> <p>Quizziz – Application of Derivatives</p>

		<p>hence their equations</p> <p>*identify the function to be <math>\uparrow</math> and <math>\downarrow</math></p> <p>*calculate the point of max/min in a given interval</p> <p>*differentiate btw absolute max/min and local max/min</p> <p>*apply the theory of max/min to solve word problems</p>		
JULY	<b>Chapter 6 - Application of Derivatives (contd)(4)</b>	<p>Each child will be to-</p> <p>*apply the theory of max/min to solve word problems</p> <p>*evaluate the approximate values using the concept of derivatives</p>	<p>NCERT - Ex 6.5 and Miscellaneous exercise- Important questions will be done in the class *Questions from board Papers will be done in the class</p> <p>Activity- Construction of an open box of maximum volume from a given rectangular sheet by cutting equal square pieces from each corner.</p>	<p>Oral Questioning</p> <p>Google Form – application of Derivatives- Maxima Minima</p>
JULY	<b>Chapter 7 - Integrals (14)</b>	<p>Each child will be able to</p> <p>*define the concept of anti derivative</p> <p>*learn the integral of basic functions by the method of inspection</p>	<p>NCERT – Chapter 7 Important Questions Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Padlet activity will be done</p> <p>Solve assignment- Integration</p>	<p>Through small tests in fundamentals</p> <p>Google Form</p> <p>Practice Paper</p>

		<ul style="list-style-type: none"> <li>*apply the method of substitution of substitution to solve problems of integration by using trigonometric identities</li> <li>*derive the solution of special integrals</li> <li>*apply the method of by parts and partial fractions to solve problems</li> <li>*perceive the concept of definite integral of a function</li> <li>*perceive the concept of definite integral of a function</li> <li>calculate definite integral as a limit of sum</li> <li>*apply the properties of</li> <li>*definite integrals in solving problems</li> </ul>	<p>Students will watch the relevant video at home</p> <p><a href="https://www.khanacademy.org/math/ap-calculus-ab/ab-applications-of-integration-new/ab-8-4/v/area-between-curves-example?modal=1">https://www.khanacademy.org/math/ap-calculus-ab/ab-applications-of-integration-new/ab-8-4/v/area-between-curves-example?modal=1</a></p> <p>Formulae sheet will be shared with the students</p>	<p>Oral Questioning</p> <p>Quizziz worksheet</p> <p>Weekly Test- 23.7.21</p> <p>Syllabus</p> <p>Chapter 4 - Determinants</p> <p>Chapter 5- Continuity and Differentiability</p> <p>Chapter 6- Application of Derivatives</p>
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JULY	<b>Chapter 8- Application of Integration(3)</b>	<p>Each child will be able to</p> <p>*sketch the various standard curves</p> <p>*calculate the area bounded by the curves such as lines, ellipse, parabola, circle.</p> <p>calculate area between any of the two above said curves</p>	<p>NCERT – Chapter 8</p> <p>Important Questions</p> <p>Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Interesting Assessment activities done in the class such as kahoot and quizizz to keep them involved with the content.</p>	<p>Google form based on AOI will be given to the students</p> <p>Oral Questioning</p> <p>Quizziz worksheet</p> <p>Weekly Test- 23.7.21</p>
August	<b>Chapter 8- Application of Integration (contd)(4)</b>  <b>Chapter 9- Differential Equations(12)</b>	<p><u>Application of Integration</u></p> <p>Each child will be able to</p> <p>*calculate the area bounded by the curves such as lines, ellipse, parabola, circle.</p> <p><u>Differential Equations</u></p> <p>Each child will be able to</p>	<p>Solve Exercises from chapter 8 and 9 (NCERT)</p> <p>Solve assignment- Differential Equations</p> <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 9 (NCERT)</p> <p>Formulae sheet will be shared with the students  <a href="https://www.youtube.com/watch?v=Em339Alejls">https://www.youtube.com/watch?v=Em339Alejls</a>  <a href="https://byjus.com/maths/differential-equation/">https://byjus.com/maths/differential-equation/</a>  <a href="http://home.alltel.net/okrebs/page34.html">http://home.alltel.net/okrebs/page34.html</a></p> <p>NCERT –</p>	<p>Through small tests in fundamentals Google Form</p> <p>Assessment through Google Forms, Oral Questioning, Work sent in the google classroom.</p> <p>Online Quiz: MCQs</p>

		<p>*define a differential equation. Its order and degree</p> <p>*form the differential equation whose general solution is given</p> <p>*solve the differential equation using the method of separating variables</p> <p>*define a homogenous differential equation</p> <p>*identify a linear differential equation</p> <p>*solve a linear differential equation (<math>dx/dy + Px = Q</math>)</p>	<p>Students will watch the relevant video at home</p> <p>Board Paper Questions will be practiced in class</p>	10QsX1m=10m
AUGUST	<b>Chapter 12- Linear Programming Problem (4)</b>	<p>Each child will be able to</p> <p>*define an L.P.P, objective function, constraints, feasible region, feasible solutio</p> <p>*learn to mathematical formulate an L.P.P</p>	<p>NCERT – Chp 12 Ex 21.1 will be done in class</p> <p>Board Paper questions will be practiced</p> <p>Video on Linear Programming Problem</p> <p>Introduction to lpp - <a href="https://www.youtube.com/watch?v=Uo6aRV-mbeg">https://www.youtube.com/watch?v=Uo6aRV-mbeg</a></p> <p><a href="http://people.hofstra.edu/Stefan_Waner/realworld/LPGrapher/lpg.html">http://people.hofstra.edu/Stefan_Waner/realworld/LPGrapher/lpg.html</a></p>	<p>Google form based on LPP will be given to the students</p> <p>Oral Questioning</p> <p>Quizziz worksheet</p>

		*solve an L.P.P using Corner point method		
September	<b>Chapter 13 Probability(8)</b>  <b>Revision for Mid term Examination</b>	Each child will be able to *define probability, random exp, event, sample space *recall the fundamental principle of addition and multiplication *list the various types of events *differentiate btw independent and mutually exclusive events *perceive the concept of reverse probability *learn the Baye's theorem *define a random variable **apply the concept of random variable in finding mean and variance	NCERT Questions based on Probability will be done in the class  Students will watch the relevant video at home <a href="https://www.khanacademy.org/math/ap-statistics/probability-ap/stats-conditional-probability/v/bayes-theorem-visualized">https://www.khanacademy.org/math/ap-statistics/probability-ap/stats-conditional-probability/v/bayes-theorem-visualized</a>  Assignment on Probability given to the students  Experiential Learning- *Identify the role of probability in Casino games * Probability of Patients recovering from Covid 19 in Delhi in August 2020  Activity- students will explain the computation of conditional Probability	Through small tests in fundamentals Venn – Diagrams  <u>Mid Term Examination</u>  <u>Syllabus</u> <u>Chap 2-</u> Inverse Trigonometric Functions <u>Chap-3</u> Matrices <u>Chap-4</u> - Determinants <u>Chap5-</u> Continuity and Differentiation <u>Chap6-</u> App of Derivatives <u>Chap7-</u> Integrals <u>Chap8-</u> App of Integrals <u>Chap 9-</u> Differential equations



	<b>Revision for Mid term Examination (5)</b> <u>Chap 2-</u> Inverse Trigonometric Functions <u>Chap-3</u> Matrices <u>Chap-4</u> - Determinants <u>Chap5-</u> Continuity and Differentiation <u>Chap6-</u> App of Derivatives <u>Chap7-</u> Integrals <u>Chap8-</u> App of Integrals <u>Chap 9-</u> Differential Equations	Each student will be able to: recall, revise, state and apply the properties, theorems and formulae from the mentioned topics and clarify their doubts, if any.	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>• Oral Questions</li> <li>• Google Forms and Class Tests for diagnosing the learning gaps</li> </ul>

## PHYSICAL EDUCATION

Month/No. of Working Days Topics/Sub-topics	Learning Outcomes	Activities (Class Activity/Assignments/Projects) & Experiential learning and Applying, Analyzing, Evaluating, Creating questions	Assessment
<b>JUNE</b>  <b>Sports &amp; Nutrition</b> Balanced Diet & Nutrition: Macro & Micro Nutrients Nutritive & Non-Nutritive Components of Diet Eating for Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths	<b>Each student will be able to:</b>  Describe the concept of balanced diet and nutrition. Differentiate between Macro and Micro Nutrients. Explain Nutritive & Non-Nutritive Components of Diet & Food Myths	Discussion on Healthy Weight, Pitfalls of Dieting, & Food Intolerance.  Activity- Students to make flow charts of nutritive components of diet  Students to discuss the textual based questions	Questions for home assignment  MCQ's  Questions will be discussed in the class
<b>JUNE</b>  <b>Yoga &amp; lifestyle</b> Asanas & preventive measures. Obesity: Procedure, Benefits & contraindications for vajrasana, Pada hastasana, Trikonasana. Diabetes: Procedure, Benefits & contraindications Asthma: Procedure, Benefits & contraindications Hypertension: Tadasana, Vajrasana Bhujangasana Back pain:- Ardhmatsyendraasana, Shalabhasana, Bhunangasana	<b>Each student will be able to:</b>  Describe the Importance of asanas in modern day life. Procedure, Benefits & contraindications of the asanas  Describe Lifestyle diseases and their cure.	Discussion on types of lifestyle diseases  Students to discuss the textual based questions	Questions will be discussed in class.  MCQ'S  MCQ'S & Questions for home assignment
<b>JULY</b>  <b>Physical education &amp; sports for Children with special needs (Divyang)</b>  Concept of disability Types of disability, its causes & nature (Cognitive disability, intellectual disability, physical disability) Types of disorders, its cause & nature. Disability Etiquettes	<b>Each student will be able to:</b>  Describe the concept of disability, Types of disorders its causes.  Describe the disability Etiquettes  Describe the activities & strategies for children with special needs	Discussion on Children with special needs, Students to discuss about different disabilities  Discussion on Etiquettes and disability Etiquettes.  Students to discuss the textual based questions	Questions for home assignment  MCQ's  Questions will be discussed in the class



Types of field events (Throwing & Jumping) Terminologies Rules and regulations	Types of races Short distance Middle distance Long distance Jumps: Long jump, Triple jump High jump, Pole vault Throws: Shotput, Discus throw, Hammer throw and Javelin throw	Type of races Types of jumps Types of throws Hurdle races Relay races Steeple chase Baton exchange etc.	Questions for home assignment
<b>AUGUST</b>  <u><b>Test &amp; Measurement in Sports</b></u> Introduction Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle Run General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig Zag Run, Medicine Ball Put) Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test Computation of Fitness Index Rikli & Jones - Senior Citizen Fitness Test.	<b>Each student will be able to:</b>  Explain AAHPER. Know the meaning of Motor fitness. Students will know about six Rikli & Jones - Senior Citizen Fitness Test.	Collect data from at least 2 family members for  Discussion on Barrow three item general motor ability test  Students to discuss the textual based questions	Questions for home assignment  MCQ's  Questions will be discussed in the class
<b>AUGUST</b>  <u><b>Physiology and Injuries in Sports</b></u> Physiological factor determining component of Physical Fitness Effect of exercise on Cardio Respiratory System Effect of exercise on Muscular System Physiological changes due to ageing Sports injuries: Classification (Soft Tissue Injuries: (Abrasion, Contusion, Laceration, Incision, Sprain & Strain) Bone & Joint Injuries: (Dislocation,	<b>Each student will be able to:</b>  Explain the Physiological Determinants of Strength, Speed, Endurance & Flexibility. Students will know the Immediate and Long-term effects of Cardio Respiratory system. Know about the physiological changes due to ageing and about First Aid	Discussion on various sports injuries (Soft Tissue Injuries, Bone & Joint Injuries)  Discussion on Effect of exercise on Muscular System and about the Physiological changes that happen due to ageing  Students to discuss the textual based questions	Questions will be discussed in class. MCQ'S  MCQ'S & Questions for home assignment

Fractures: Stress Fracture, Green Stick, Communated, Transverse Oblique & Impacted) Causes & Prevention First Aid – Aims, treatment & Objectives			
<b>AUGUST</b>  <u><b>Biomechanics &amp; Sports</b></u> Meaning and Importance of Biomechanics in Sports Types of movements (Flexion, Extension, Abduction & Adduction) Newton's Law of Motion & its application in sports Friction & Sports	<b>Each student will be able to:</b>  Explain about Biomechanics in sports Know about the types of movements of a joint Understand Friction & Sports	Discussion on Flexion, Extension, Abduction & Adduction  Discussion on Newton's Law of Motion & its application in sports  Students to discuss the textual based questions	Questions for home assignment  MCQ's  Questions will be discussed in the class
<b>SEPTEMBER</b>  <u><b>Psychology &amp; Sports</b></u> Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory Motivation, its type & techniques Exercise Adherence; Reasons to Exercise, Benefits of Exercise Strategies for Enhancing Adherence to Exercise Meaning, Concept & Types of Aggressions in Sports	<b>Each student will be able to:</b>  Explain Personality; its definition & types Students will know the Meaning, Concept & Types of aggression in sports Know about Exercise Adherence, reasons and benefits of Exercise	Discussion on Trait & Types (Sheldon & Jung Classification) & Big Five Theory  Discussion on Motivation, its type & techniques  Students to discuss the textual based questions	Questions for home assignment  MCQ's  Questions will be discussed in the class
<b>SEPTEMBER</b>  <u><b>Training in Sports</b></u> Strength – Definition, types & methods of improving Strength – Isometric, Isotonic & Isokinetic Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training	<b>Each student will be able to:</b>  Explain the definition, types & methods of improving – Strength, Endurance, Speed and Flexibility Know about Coordinative abilities and Circuit Training	Discussion on Isometric, Isotonic & Isokinetic  Discussion on Continuous Training, Interval Training & Fartlek Training  Discussion on Acceleration Run & Pace Run	Questions will be discussed in class. MCQ'S  MCQ'S & Questions for home assignment

Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run Flexibility – Definition, types & methods to improve flexibility Coordinative Abilities – Definition & types Circuit Training - Introduction & its importance		Students to discuss the textual based questions	
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## PSYCHOLOGY

Month	Topics covered	Learning outcomes	Activities	Assessments
April	<p>Chapter: Variations in Psychological Attributes</p> <ul style="list-style-type: none"> <li>Individual Differences in Human Functioning</li> <li>Assessment of Psychological Attributes Intelligence</li> <li>Theories of Intelligence <ul style="list-style-type: none"> <li>Theory of Multiple Intelligences</li> <li>Triarchic Theory of Intelligence</li> <li>Planning, Attention-arousal, and Simultaneous- successive Model of Intelligence</li> </ul> </li> <li>Individual Differences in Intelligence</li> <li>Culture and Intelligence</li> <li>Emotional Intelligence</li> <li>Special Abilities</li> <li>Aptitude : Nature and Measurement</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Explain psychological attributes on which people differ from each other.</li> <li>State different methods that are used to assess psychological attributes.</li> <li>Explain what constitutes intelligent behaviour.</li> <li>Identify mentally challenged and gifted individuals</li> <li>Differentiate between intelligence and aptitude.</li> <li>Describe the link between culture and intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>Computing IQ of individuals.</li> <li>Finding out one's own aptitude and interest in a certain area.</li> <li>Identifying verbal, non verbal and performance tests from a few given tests.</li> <li>Finding out famous people and their area of intelligence as per Howard Gardener's Theory of Multiple Intelligences.</li> </ul>	<ul style="list-style-type: none"> <li>Google MCQ</li> <li>Practice sheets</li> <li>Assignments</li> <li>Quiz</li> </ul>
June	<p>Chapter: Variations in Psychological Attributes</p> <ul style="list-style-type: none"> <li>Creativity</li> </ul>	<p>Each student will be able to:</p>	<ul style="list-style-type: none"> <li>Activity on "who am I? – understanding self".</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice sheets</li> </ul>

	<p>Chapter: Self and Personality</p> <ul style="list-style-type: none"> <li>• Concept of self</li> <li>• Cognitive and behavioural aspects of self <ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Self-efficacy</li> <li>- Self-regulation</li> </ul> </li> <li>• Culture and Self</li> <li>• Concept of Personality</li> <li>• Major approaches to the study of personality <ul style="list-style-type: none"> <li>- Type Approaches</li> <li>- Trait Approaches</li> </ul> </li> <li>• Psychodynamic Approach</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> <li>• Assessment of Personality</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the link between creativity and intelligence</li> <li>• Explain psychodynamic therapy.</li> <li>• Describe the behavioral techniques used for modifying behaviour.</li> <li>• State the different types of cognitive therapies. Explain biomedical and alternative therapies.</li> <li>• Explain how people with mental disorders can be rehabilitated.</li> <li>• Describe the concept of self</li> <li>• State ways for self-regulation of behaviour</li> <li>• Explain the concept of personality Differentiate between trait and type theory of personality.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the personality traits of your friend as per Allport's theory Identifying the defence mechanisms used in one's daily life</li> <li>• Sketching/Painting to reflect upon one's personality</li> </ul>	<ul style="list-style-type: none"> <li>• Google MCQ</li> <li>• Quiz</li> </ul>
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July	<p>Chapter: Psychological Disorders</p> <ul style="list-style-type: none"> <li>• Concepts of Abnormality and Psychological Disorders</li> <li>• Classification of Psychological Disorders</li> <li>• Factors Underlying Abnormal Behaviour</li> <li>• Major Psychological Disorders <ul style="list-style-type: none"> <li>- Anxiety Disorders</li> <li>- Somatic Symptom and related Disorders</li> <li>- Dissociative Disorders</li> <li>- Major Depressive Disorder</li> <li>- Bipolar Disorder</li> <li>- Schizophrenic Disorders</li> <li>- Eating and Feeding Disorders</li> <li>- Neurodevelopmental Disorders</li> <li>- Disruptive, Impulse-Control, and Conduct Disorders</li> <li>- Substance-use Disorders</li> </ul> </li> </ul> <p>Chapter: Therapeutic Approaches</p> <ul style="list-style-type: none"> <li>• Nature and Process of Psychotherapy</li> <li>• Therapeutic Relationship</li> <li>• Type of Therapies</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain factors which cause abnormal behaviour.</li> <li>• State the criteria used to identify such behaviours.</li> <li>• Explain the different models of abnormal behaviour</li> <li>• Describe the major psychological disorders.</li> <li>• State the historical background of mental disorders.</li> <li>• State the steps for rehabilitation of the mentally ill</li> <li>• Explain the basic nature and process of psychotherapy</li> <li>• State different types of therapies for helping people.</li> </ul>	<ul style="list-style-type: none"> <li>• Character sketch done for the patient of Schizophrenia by highlighting his symptoms in 'A beautiful mind'.</li> <li>• Documentary seen on 'Dissociative Identity disorder'.</li> <li>• Case studies discussed for various mental disorders.</li> <li>• Role of 'Jug' in Dear Zindagi discussed in reference to components of therapeutic alliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice sheets</li> <li>• Google MCQ</li> <li>• Weekly test (23<sup>rd</sup> July – meeting life challenges and variations in intelligence)</li> </ul>
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August	<p>Chapter: Therapeutic Approaches</p> <ul style="list-style-type: none"> <li>• Psychodynamic Therapy</li> <li>• Behaviour Therapy</li> <li>• Cognitive Therapy</li> <li>• Humanistic-existential Therapy</li> <li>• Biomedical Therapy</li> <li>• Alternative Therapies</li> <li>• Rehabilitation of the Mentally Ill</li> </ul> <p>Chapter 6: Attitude and Social Cognition</p> <ul style="list-style-type: none"> <li>• Explaining social behavior</li> <li>• Nature and components of attitude</li> <li>• Attitude formation and change</li> <li>• Prejudice and discrimination</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain psychodynamic therapy.</li> <li>• Describe the behavioral techniques used for modifying behaviour.</li> <li>• State the different types of cognitive therapies.</li> <li>• Explain biomedical and alternative therapies.</li> <li>• Explain how people with mental disorders can be rehabilitated.</li> <li>• Explain components of attitude</li> <li>• Describe formation of attitudes</li> <li>• State strategies for reducing prejudice</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting the different therapeutic approaches to psychological disorders</li> <li>• Discussion on ethical considerations of psychotherapy.</li> <li>• Creating an advertisement (video) for any product based on the factors affecting attitude change.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice sheets</li> <li>• Google MCQ</li> <li>• Quiz</li> </ul>
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	<ul style="list-style-type: none"> <li>• Strategies for Handling prejudice</li> <li>• Social cognition</li> </ul>			
September	<p>Chapter 6: Attitude and Social Cognition</p> <ul style="list-style-type: none"> <li>• Schemas and stereotypes</li> <li>• Impression formation and explaining behavior of others through attributions</li> <li>• Behavior in the presence of others</li> <li>• Prosocial behavior</li> </ul> <p>REVISION OF MID TERM EXAMINATION SYLLABUS</p>	<ul style="list-style-type: none"> <li>• Describe the process of impression formation</li> <li>• Explain schemas</li> <li>• State different types of schemas</li> <li>• Explain social facilitation</li> <li>• Explain prosocial behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing a song/rap on removing prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• Mid Term Examination</li> </ul>

## GEOGRAPHY

Month / No. of Working Days	Topics/ Teaching Point/ No. of classes	Learning Outcome	Activities (including Art integration)	Assessment
<b>APRIL (12 WD)</b>	<b>INTRODUCTION TO THE SYLLABUS and pattern of the question paper BOOK-1 Fundamentals of human Geography</b>	Each student will be aware of the topics in the syllabus and pattern of the paper		-----
<b>Bridge course</b>	<b>BOOK-2 India People and Economy (2 classes)</b>			
	<b>Bridge course (4 classes)</b>	Each student will be able to: Connect, correlate, recall the concepts related to Human and physical geography. Map work	Student will be asked to make concept maps	
	<b>Book 1 Human Geography: Nature and Scope (5 classes)</b> Nature of human geography: naturalization of	Each student will be able to:  Explain environmental determinism, possibilism and neo-determinism.	<ul style="list-style-type: none"> <li>Brain storming on sustainable development techniques</li> <li>Read, Write, on environmental determinism and possibilism</li> <li>Concept Mapping</li> </ul>	Google form  Source based questions

	<p>humans (environmental determinism), humanization of nature (possibilism) and neo-determinism. History of human geography, its fields and sub-fields. Broad stages and thrust of Human geography.</p> <p><b>Book-1 The World Population: Distribution, Density and Growth</b></p> <p><b>{{(5 Classes)- 2 days- April 3 days-June}}</b></p> <p>Patters of population distribution, density of population, factors affecting distribution of population. Population growth, components of population change, migration. Trends in population growth.</p>	<p>List various schools of thought.</p> <p>Distinguish between fields and sub-fields of human geography.</p> <p>Each child will be able to: Define density of population.</p> <p>List factors that influence distribution of population.</p> <p>Explain the concept of migration and its factors.</p> <p>Analyse the trends in population change.</p> <p>Elaborate on the spatial pattern and impact of population change.</p> <p>Explain demographic transition theory.</p>	<ul style="list-style-type: none"> <li>Group discussion fields and sub-fields of human geography</li> </ul> <p>Mentimeter</p> <ul style="list-style-type: none"> <li>Analytic views on statement given by George B Cressey</li> <li>Brain Storming on factors affecting distribution of population</li> <li>Buzz Activity on impact of population change</li> <li>Discussion on impact of distribution of population in different regions</li> </ul> <p>Map activity on density of populations.</p> <p>Graphic novel- <a href="https://diksha.gov.in/play/collection/do_31321952149309849612945">https://diksha.gov.in/play/collection/do_31321952149309849612945</a></p> <ul style="list-style-type: none"> <li>Link for flipped classroom- <a href="https://www.youtube.com/watch?v=rkWKwHXKQdY">https://www.youtube.com/watch?v=rkWKwHXKQdY</a></li> <li>Demographic transition theory- <a href="https://www.youtube.com/watch?v=HQLpdtUXeiU">https://www.youtube.com/watch?v=HQLpdtUXeiU</a></li> </ul> <p>Google Earth</p>	<p>Picture based questions</p> <p>Flow diagram</p> <p>Concept map</p> <p>Map work</p> <p>Google form</p> <p>Source based questions</p> <p>Picture based questions</p> <p>Map work</p>
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	<p>Doubling time of World population. Spatial pattern and impact of population change. Demographic transition theory and population control measures.</p>	<p>Suggest population control measures</p>	<p><b>Art integration</b> – (collage making) through newspaper picture cutting express the concern for over population.</p>	
<p><b>JUNE (22 WORKING DAYS)</b></p>	<p><b>Book-1 L-2 The World Population: Distribution, Density and Growth (Lesson continue- 3 classes)</b></p> <p><b>Book-1 L-3 Population Composition (4 Classes)</b></p> <p>Sex composition: Age structure (age-sex pyramid).</p> <p>Rural urban composition:</p> <p>Literacy, occupational structure.</p>	<ul style="list-style-type: none"> <li>• Each child will be able to: Define sex ratio.</li> </ul> <p>Explain age-sex pyramid.</p> <p>Elaborate on rural urban composition country wise.</p> <p>Explain factors affecting sex ratio</p>	<ul style="list-style-type: none"> <li>• Cooperative Learning on age sex pyramid</li> <li>• Concept mapping of the topic</li> <li>• Map and Graph analysis of urban and rural population</li> <li>• Read, Write</li> </ul> <p>Link for flipped classroom-  <a href="https://www.youtube.com/watch?v=RLmKfXwWQtE">https://www.youtube.com/watch?v=RLmKfXwWQtE</a>  <a href="https://youtu.be/d8wH0v5tzjY">https://youtu.be/d8wH0v5tzjY</a> </p>	<p>Assignments, worksheets</p> <p>Google form</p> <p>Source based questions Picture based questions</p>



		Sustainable development		
<b>JULY (WD-21)</b>	<p><b>Book 2</b> <b>L- Population: Distribution, Density, Growth and Composition</b> <b>(5 Classes)</b></p> <p>Causes of uneven distribution of population. Phases of growth of population in India. Regional variation. Population composition. Rural-urban population, linguistic, religious, occupational structure composition of population</p>	<p>Each child will be able to:</p> <p>Identify the densely populated states of India.</p> <p>Write about the physical and cultural factors of India.</p> <p>Calculate population density.</p> <p>Explain population composition in terms of religion, language.</p> <p>Classify the occupational structure: primary, secondary and tertiary.</p>	<ul style="list-style-type: none"> <li>• Group Discussion on factors leading to uneven distribution of population</li> <li>• Concept Mapping on population composition</li> <li>• Brain Storming on occupational structure</li> <li>• Diagrams pictures and Map analysis</li> <li>• Map Activity-most populous state of India</li> </ul> <p>LINK FOR THE PHASES OF POPULATION GROWTH IN INDIA</p> <p>1)<a href="http://www.yourarticlelibrary.com/history/the-four-distinctive-stages-of-indian-demographic-history/5483">http://www.yourarticlelibrary.com/history/the-four-distinctive-stages-of-indian-demographic-history/5483</a></p> <p>2)<a href="https://www.youtube.com/watch?v=nqi0RcB3Rok">https://www.youtube.com/watch?v=nqi0RcB3Rok</a> (DEMOGRAPHIC TRANSITION THEORY)</p> <p>LINK FOR DETAILS OF KERALA BY CENSUS <a href="https://www.census2011.co.in/census/state/kerala.html">https://www.census2011.co.in/census/state/kerala.html</a> <a href="https://www.census2011.co.in/states.php">https://www.census2011.co.in/states.php</a></p> <ul style="list-style-type: none"> <li>• Quiz on push and pull factors</li> <li>• Group discussion on consequences of migration</li> <li>• Map Activity on in and out migrant country</li> </ul> <p><b>Art integration</b> – prepare a PPT on causes and consequences of migration</p>	<p><b>WEEKLY TEST- 23/7/21</b></p> <p>Assignments, worksheets</p> <p>Google form</p> <p>Source based questions</p> <p>Picture based questions</p>
	<b>Book 2</b>	Each child will be able to:		Assignments, worksheets Google form



	<p><b>L- 2 Migration: Types, Causes and Consequences (4 Classes)</b></p> <p>Stream of migration.</p> <p>Causes and consequences of migration</p> <p><b>Book 1</b> <b>L-5 Primary Activities (7 Classes)</b></p> <p>Hunting and gathering. Pastoralism: nomadic herding, commercial livestock rearing. Agriculture: Subsistence, plantation, extensive commercial, mixed farming, dairy farming, Mediterranean, market gardening and horticulture, co-operative farming, collective farming. Mining: factors and methods.</p>	<p>Understand the types of migration in India.</p> <p>Explain the causes and consequences of migration.</p> <p>• Each child will be able to: Explain hunting and gathering.</p> <p>List types of pastoralism activities.</p> <p>Elaborate on different types of agriculture in world.</p> <p>Explain factors affecting mining activities.</p>	<ul style="list-style-type: none"> <li>• Concept Mapping on types of primary activities</li> <li>• Analyzing the characteristics of agriculture</li> <li>• Map Activity on agriculture regions of the world</li> <li>• Buzz Activity on factors determining mining method</li> <li>• Maps of regions where hunting, gathering, pastoralism is practiced.</li> <li>• Link of flipped class: <a href="https://www.youtube.com/watch?v=Vv9NAHnJoBo">https://www.youtube.com/watch?v=Vv9NAHnJoBo</a></li> </ul> <p>Co-operative learning</p> <p>Flow chart</p> <p>Images of types of trading and analysing</p> <p>Link for flipped classroom- <a href="https://www.youtube.com/watch?v=Hn18X4-PSPc">https://www.youtube.com/watch?v=Hn18X4-PSPc</a></p>	<p>Source based questions</p> <p>Picture based questions</p> <p>MCQS,</p> <p>Question and answers,</p> <p>Assignments</p> <p>Data base question</p> <p>GOOGLE form</p>
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	<b>Book 1</b> <b>Ch-7 Tertiary and Quaternary Activities</b> <b>(5 classes)</b> Types of tertiary activities. Trade and Commerce. Retail trading services. Wholesale trading services. Transport and communication. Communication services. Services. People engaged in tertiary activities: Tourism. Quaternary activities and quinary activities. The digital divide.	Each child will be able to:  Explain the meaning of tertiary activities.  Distinguish between types of trading services.  Understand transport and communication services.  Write about people engaged in tertiary activities.  Distinguish between quaternary and quinary activities.  List major factors which affect the growth of tourism.		MCQS,  Question answers,  Assignments  Data base question  GOOGLE form
<b>AUGUST</b> <b>(WD-20)</b>	<b>Book 1</b> <b>10. Human Settlement</b> <b>(4 classes)</b>  Classification of settlements  Factors affecting location of settlement.	Each child will be able to explain: Site and situation of settlement, kinds and pattern of rural settlement, compact and dispersed settlement. Classify rural settlement pattern	Students will collect information about the living style and house type of people living in mountains and plain areas.  Discussion  <a href="https://youtu.be/JKT7cSFf2ic">https://youtu.be/JKT7cSFf2ic</a>  Google Earth	MCQS,  Question and answers,  Assignments  Picture and Data base question

	<p><b>Book 2</b> <b>4. Human Settlement</b> <b>(4 classes)</b></p> <p>Factors determining the type of rural settlement, type and sub type of rural settlement.</p> <p>Urban settlement and its type.</p> <p>Functional classification of towns and cities.</p>	<p>Each child will be able to:</p> <p>Distinguish between rural and urban settlement.</p> <p>Compare compact and dispersed settlement.</p> <p>List functions of rural settlements.</p> <p>Divide towns according to their functions.</p>	<p>Quiz Concept Mapping Map Activity Audio visual on types of settlements in India. <a href="https://youtu.be/rmzaulbBB2M">https://youtu.be/rmzaulbBB2M</a> <a href="https://youtu.be/ZXRvUICftFU">https://youtu.be/ZXRvUICftFU</a> Jamboard Wakalet</p> <p>BHUVAN portal 1. Settlement pattern land use pattern in India  2. Mega cities in India Images of rural settlement</p>	<p>GOOGLE form</p> <p>MCQS,  Question and answers,  Assignments  Picture and data base question GOOGLE form</p>
	<p><b>Book 2</b> <b>Ch-6 Water Resources.</b> <b>(3 classes)</b></p> <p>Different types of water resources of India: surface, groundwater, lagoons and backwaters.</p>	<p>• Each child will be able to: Explain different types of water resources of India.</p> <p>Elaborate on demand and utilization of water.</p> <p>Explain the reasons behind deterioration of water quality.</p> <p>Suggest measures for water conservation and management.</p>	<p>Brain Storming Group discussion mind map sharing the information Images of various water resources Flow chart Link for flipped classroom- <a href="https://www.youtube.com/watch?v=f63pwrMXkV4">https://www.youtube.com/watch?v=f63pwrMXkV4</a> Link for Flipped classroom- <a href="https://www.youtube.com/watch?v=UTBQ50YDz7k">https://www.youtube.com/watch?v=UTBQ50YDz7k</a> Jamboard BHUVAN Portal</p>	<p>MCQS,  Question and answers,  Assignments  Map and Data base question</p>

	<p>Demand and utilization of water.</p> <p>Deterioration of water quality.</p> <p>Water conservation and management: watershed management and rainwater harvesting.</p> <p>National water policy, 2002.</p> <p><b>Mineral and Energy Resources</b></p> <p><b>(6 Classes)</b></p> <p>Mineral and its types. Metallic and non-metallic. Distribution of minerals (iron, copper, mica, bauxite). Energy resources: conventional and non-conventional. Conservation of mineral.</p> <p><b>Planning and Sustainable Development in Indian context</b></p>	<p>List the key features of national water policy, 2002</p> <p>Each child will be able to:</p> <p>Distinguish between ferrous and non-ferrous mineral.</p> <p>Major producers of iron, copper, bauxite.</p> <p>Merit of solar, wind, bio, tidal energy.</p> <p>Compare conventional and non-conventional sources of energy.</p> <p>Steps to conserve minerals</p> <p>Each child will be able to:</p> <p>Describe the meaning and importance of five-year plans.</p>	<p>(DRAINAGE SYSTEM in India)</p> <p><b>Art integration</b> -presentations by students on new water policy</p> <ul style="list-style-type: none"> <li>Researching on mineral surveying agencies</li> <li>Concept mapping on types of minerals and energy sources</li> <li>Map Activity on minerals</li> <li>Brain storming on sustainable energy sources</li> <li>Link for flipped class</li> </ul> <p><a href="https://youtu.be/xVIMw70akgc">https://youtu.be/xVIMw70akgc</a></p> <p><a href="https://youtu.be/cCeBax9I1ZA">https://youtu.be/cCeBax9I1ZA</a></p> <p><a href="https://youtu.be/YoN06_j4EJE">https://youtu.be/YoN06_j4EJE</a></p> <ul style="list-style-type: none"> <li>Brain Storming on the need for regional balance</li> <li>Group Discussion on pros and cons of Indira Gandhi canal</li> <li>Link</li> </ul> <p><a href="https://youtu.be/DMpHyLdLXZ0">https://youtu.be/DMpHyLdLXZ0</a></p> <p><a href="https://youtu.be/eeU6P5QsfGE">https://youtu.be/eeU6P5QsfGE</a></p>	<p>GOOGLE form</p> <p>MCQS,</p> <p>Question and answers,</p> <p>Assignments</p> <p>Data base question</p> <p>GOOGLE form</p> <p>MCQS,</p>
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	<p><b>{(7 Classes) – 3 classes-August, 4 classes- September}</b></p> <p>Planning perspective in India.</p> <p>Target area planning: HADP, DPAP. Case study of Bharmaur. Sustainable development, case study: Indira Gandhi canal</p>	<p>Distinguish between sectoral and regional planning.</p> <p>Explain sustainable development with case study</p>	GOOGLE EARTH	<p>Question and answers,</p> <p>Assignments</p> <p>Data base and source-based question</p> <p>GOOGLE form</p>
<p><b>SEPTEMBER</b></p> <p><b>(22 WORKING DAYS</b></p> <p><b>(13 teaching &amp; revision work)</b></p>	<p><b>Planning and Sustainable Development in Indian context</b></p> <p><b>Continue lesson (4 Classes)</b></p> <p><b>Map work (4 classes)</b></p> <p><b>Revision of the lessons</b></p>	<p>Each student will mark the places on world map and India (according to the syllabus)</p> <p>Each student will learn the topics on which test will be taken</p>		<p>Map work</p> <p>Class tests</p>

	MID TERM EXAMS			MID TERM EXAMS (Tentatively 20 September)

## ECONOMICS

Month	Topics covered	No. of Classes	Learning Outcome	Activites	Assessments
April	<b><u>ECONOMIC REFORMS</u></b>	6 days	Each student will be able to: Understand the background of the reform policies. The mechanism through which reform policies were introduced. Discuss the causes for the adoption of the New Economic policy. Comprehend the process of globalization and its implications for India. Be aware of the impact of the reform process in various sectors.	Observe around you—you will find State Electricity Boards(SEBs), BSES and many public and private organizations supplying electricity in a city and states. Compare the differences. There are private buses on roads and government bus services? Why has the private transport increased? Conduct a survey. Names of banks- private, private foreign, nationalized banks. Loss making companies to be nationalized-discussion.	Worksheets  Online Quiz/MCQs'  HOTS questions
June 2021	<b>National Income and Related aggregates.</b> Basic concepts Circular flow of Income derive the formulae Methods of calculating national income Deriving the formulaes Aggregates related to national income Real and Nominal GDP	22 days	Each student will be able to:  Understand different methods for the measurement of national income Define income method Know expenditure method Classify factor income Analyze the circular flow of income Discover the flow of income in various sectors Understand different sectors.  Calculate numerical  Compare between real and nominal income  Justify the importance of real GDP	An ambassador in US embassy in India stays in his job for a period exceeding one year. Would he be treated as a resident or a non-resident of India? Why is income earned by foreigners working in a branch of a foreign bank in India a part of the domestic factor income? In what sense can defence and security provided by the government be treated as intermediate service? Why is GDP not an adequate indicator of welfare? Increase in per capita income means increase in per capita availability of goods and services. Does it necessarily mean rise in the welfare of the people in the country? Give two arguments in support of your answer and explain the same. Kahoot Quiz Tambola game	Class test worksheets

<b>June</b>	<b>POVERTY Days</b> Meaning Measures of poverty Concept of poverty line Causes of poverty Poverty alleviation programs		Each student will be able to: Identify the various attributes of poverty. Comprehend the diverse dimensions relating to the concept of poverty. Critically appreciate the way poverty is estimated. Appreciate and be able to assess existing poverty alleviation programs. Understand the concept and strategies of current Challenges facing Indian economy. Analyze current economy scenario in India. Understand the initiatives of government in addressing it's Challenge.	Newspaper articles on the topics discussed. Many children are seen begging near the traffic lights on Delhi roads. Analyse their living standards and the difficulty with which they survive. Monthly Per Capita Expenditure method of determining Poverty line is criticized due to various reasons. Comment. Identify the three main causes of poverty. What are the measures taken to remove poverty in India.	Class test worksheets
<b>July 2021</b>	<b>Theory of Income and Employment</b>  Value: To Recognize how personal choices, education, training, and other factors affect future income. Become aware of programs and practices that enhance success in income and careers.	21 days	Each student will be able to: Determine equilibrium of Income and employment. Explain Components of Aggregate Demand Explain Consumption Function Explain Savings Functions Determination of Equilibrium. Explain Multiplier Determine Excess Demand Determine Deficient demand Explain Monetary Policy and fiscal policy	There is minimum consumption even when income level is zero? Why? Higher savings induces greater investment. Comment. Why do we consider imports a leakage or negative component of AD?  Can consumption exceed income? If yes, what is savings? Distinguish between average propensity to consume and marginal propensity to consume. The value of which of these two can be greater than one and when?	Worksheets, Online Quiz/MCQs' HOTS questions



				<p>In an economy planned spending is greater than planned output.          Explain all the changes that will take place in the economy.          How can the following be treated to correct excess demand-(i) Bank Rate          (ii) Cash Reserve Ratio          Develop the idea of propensity to consume by class activities i.e. role play giving them money of different amount and ask them to spend it according to their need or interest and after the activity tell them the key concepts.</p>	
	<b>Infrastructure</b>  Meaning Types Economic Vs Social Problems State of infrastructure in India.		<p>Each student will be able to:          Discuss the importance of medical facilities in the country for HCF as well as earning income  <b><u>DEBATE AND DISCUSSION</u></b></p> <p>Example          How does Infrastructure help in the development of Indian economy?</p> <p>A parliamentary debate in the light of the current scenario.          Some value based questions and PISA based questions related to current Challenges facing Indian economy given to students.</p>	<p>Class Discussion          How can you say that doctor- population ratio has improved over the years in India.          Compare the state of infrastructure in India 50 years ago and today.</p>	
<b>August 2021</b>	<b>Employment and Growth</b>	20 days	<p>Each student will be able to :          Understand a few basic concepts relating to employment such as</p>	<p>Provision of employment opportunities is the only stable solution to the problem of poverty. Do you agree to this statement? Comment</p>	Class test Worksheets

	<p>How growth gets affected because of high levels of unemployment.</p> <p>Different kinds of unemployment.</p>		<p>economic activity, worker, workforce and unemployment.</p> <p>Understand the nature of participation of men and women in various economic activities.</p> <p>Know the nature and extent of unemployment.</p> <p>Students will understand the various types of unemployment: frictional, structural, and cyclical.</p> <p>Assess the initiatives taken by the govt</p>	<p>Skill Development programmes initiated by the government</p> <p>How will you know whether a worker is working in the informal sector?</p> <p>Is it necessary to generate employment in the formal sector rather than in the informal sector? Why?</p> <p>Why are regular salaried employees more in urban areas than in rural areas?</p> <p>Why are less women found in regular salaried.</p> <p>Discuss Current news- labour migration.</p>	Weekly Test- 6/8/21
	<p><b>Human Capital Formation</b></p> <p>How people are a resource.</p> <p>Role of human capital in development</p> <p>Gender sensitivity</p> <p>Equality</p>		<p>Each student will be able to:</p> <p>Role of human capital formation</p> <p>Problems</p> <p>Factors affecting human capital</p> <p>Each student will be able to identify the importance of human capital formation.</p> <p>Identify the ways its done.</p> <p>Comprehend the difference between human development and capital formation.</p> <p>Critically appraise the current education scenario.</p>	<p>Newspaper articles on the topics discussed.</p> <p>For preparing a bulletin board of your class with 40 students, who amongst the total is an actual asset to work-skilled or unskilled.</p> <p><u>What are the two major sources of human capital in a country?</u></p> <p><u>What are the indicators of educational achievement in a country?</u></p> <p><u>Why do we observe regional differences in educational attainment in India?</u></p>	
	<b>ENVIRONMENT AND SUSTAINABLE</b>		<p>Each student will be able to:</p> <p>Discuss Current Scenario of pollution and its effect on Indian farmers.</p>	<b>Song or Lyrics.</b>	

	<b>DEVELOPMENT</b>		<p>Discuss Pollution in India Find solutions to the problems</p> <p>Importance of environment Functions Problems Causes State of Degradation</p> <p>Sustainable development</p>	<p>Allow students to showcase talent and simultaneously learn. Content is through preparing songs and lyrics. India has abundant natural resources- substantiate the statement Distinguish between economic development and sustainable development. Poster designing.</p>	
	<b>RURAL DEVELOPMENT</b> Identify the need for rural development and the major issues associated with it appreciate how crucial the development of rural areas is for India's overall development • understand the critical role of credit and marketing systems in rural development • learn about the		<p>Each student will be able to:</p> <p>Analyze current economy scenario in India. Make students understand the initiatives of government in addressing it's Challenge. Familiarize student concept of current challenges facing Indian economy, especially rural development</p>	<p>Explain three non-farm areas of employment for rural population. Why is it important to develop proper storage facilities in rural areas? Why is agricultural diversification essential for sustainable livelihoods? Explain the importance of self help groups (SHGS) in rural areas.</p> <p>Quiz Alize</p>	

	importance of diversification of productive activities to sustain livelihoods				
<b>September 2021</b>	<b>Government Budget and the Economy-</b> Meaning Objectives Structure Public revenue& Public expenditure Types of deficit Meaning Objectives Structure Public revenue& Public expenditure Types of deficit	8 days	Each student will be able to:  Identify the spending categories and major revenue sources in the Union budget  State the various objectives of the Budget.  Define fiscal policy, identifying the roles of tax rates and government spending  Differentiate between the three types of budget.  Identify the types of deficit  Explain the various sources from which the budgetary deficits are financed	Define a Budget. Differentiate between capital receipts and capital expenditure? Budget lesson starter worksheets for a lesson introducing budgeting will be given. It includes creating a personal budget for yourself, and earning money while prioritizing needs and wants. News paper articles. Discuss latest union budget.	Class test worksheets

## HISTORY

Month	No of classes	Topics covered	Learning Outcome	Activities (Including Art integration)	Assessment
April	5	Bridge course	<b>Each student would be able to-</b> Trace the evolution of mankind Analyze the factors that led to the rise of river valley civilizations	Images and related video	Worksheet
April/June	10 + 2	<b>Kings, Farmers and Towns</b>  -Princep and Piyadassi  -The Earliest States  - An Early Empire  -New Notions of Kingship  -A Changing Countryside  -Towns and Trade	<b>Each student would be able to-</b> Trace the growth of urban economies in at least 3 points.  Write at least 8 points on why the sixth century B.C was a major turning point in early Indian history.  List the causes for the rise of Magadha in at least 8 points.	Images and related video  Map Skills  <b>Art Integration</b> - Draw a pencil sketch of any 5 coins belonging to the period 600 BCE to 600 CE. Also mention the dynasty/ ruler who issued them.	Worksheet Question and Answers Online Quiz Case Study

		-How are Inscriptions deciphered?	Discuss the Mauryan administration in at least 8 points.		
<b>June</b>	<b>8</b>	<b>Kinship, Caste and Class</b>  Kinship and marriage  Social Differences Beyond birth- Resources and States  Handling Texts  A Dynamic Text	Trace the development of class and caste societies in early India in at least 8 points.  Justify the need for gender empowerment from a historical perspective in at least 8 points -Write at least 3 points on the duties laid down in the Dharmashastra for the four varnas.  Analyze in 3 points why the Mahabharata is a dynamic text	Images- sculptural depictions of the period  Reading- Amar Chitra Katha – Mahabharata  Viewing- B.R Chopra's Series Mahabharata	Worksheet Question and Answers Online Quiz Case Study

<b>June</b>	<b>6</b>	<b>Thinkers, Beliefs and Buildings</b>  A Glimpse of Sanchi  Beyond Worldly Pleasures- The Message of Mahavira  The Buddha and The Quest for Enlightenment  Stupas  Sculpture	<b>Each student would be able to-</b> List the causes for the rise of Jainism and Buddhism in at least 3 points  Explain in at least 4 points the role of the Begums of Bhopal in preserving the Stupa at Sanchi  -Describe the teachings of Jainism & Buddhism in at least 8 points each.  Discuss why the Sanchi stupa survived while Amravati did not in at least 3 points.  Explain the structure of a Stupa in atleast 8 points.  Write at least 8 points on the architectural styles that emerged with Buddhism	Videos on the architectural importance Sanchi and Amravati Stupas  Images of the Bodhisattas, and Buddhist architecture  Map Skills	Quiz online  Worksheet  Questions and Answers
<b>June</b>	<b>4</b>	<b>Bhakti- Sufi Traditions</b>	-Trace the different branches of the bhakti	Images of the Jagannath temple, sculptures of the	Worksheets Google form

		<p>A Mosaic of Religious Beliefs and Practices</p> <p>Poems of Prayer</p> <p>The Virashaiva Tradition</p> <p>Religious Ferment in North India</p> <p>New Strands in the Fabric Islamic Traditions</p> <p>The Growth of Sufism</p> <p>The Chistis in the Subcontinent</p> <p>New devotional paths Dialogue and Dissent in Northern India</p> <p>Reconstructing Histories of Religious Traditions</p>	<p>movement in at least 3 points</p> <p>-Analyze the development of Sufism in the country in at least 8 points</p> <p>-Explain the life in the Chisti Khanqah in at least 8 points</p> <p>-Compare the teachings of Kabir, Guru Nank and Mirabai in at least 8 points</p> <p>-Trace the growth of the Virashaiva tradition in Karnataka in at least 8 points</p>	<p>devotees of the bhakti movement.</p> <p>Images of a page from the Quran and a Khojaki manuscript, Salim Chisti's dargah.</p> <p>Listen to Sufi Music/ Qawwali</p>	<p>Case Study</p> <p>Q/A in the notebook</p>
<b>July</b>	<b>8</b>	<p><b>The Imperial Capital Vijayanagara</b></p> <p>The Discovery of Hampi</p> <p>Rayas, Nayakas and Sultans</p> <p>Vijayanagara: The Capital and it's Environs</p>	<p>-Trace the developments that led to the formation of the Vijayanagara empire in at least 3 points.</p> <p>-List the achievements of Krishnadeva Raya in at least 8 points</p>	<p>Video on the capital Hampi.</p> <p>Video on the Virupaksha and the Vitthala temples</p> <p>Images of Gopurams and Mandapas.</p> <p>Map work</p>	<p>Worksheet</p> <p>Google Quiz</p> <p>Case study</p>



		<p>The Royal Centre</p> <p>The Sacred Centre</p> <p>Plotting Palaces, Temples and Bazaars</p>	<p>- Analyze the architectural significance of Vijayanagara in at least 8 points.</p> <p>-Write at least 8 points on the perceptions of the foreign travelers</p>		
<b>July</b>	<b>5</b>	<p><b>Peasants, Zamindars and the State</b></p> <p>Peasants and Agricultural Production</p> <p>The Village Community</p> <p>Women in Agrarian Society</p> <p>Forests and Tribes</p> <p>The Zamindars</p> <p>Land Revenue System</p> <p>The Flow of Silver</p> <p>The Ain-i-Akbari of Abu'l Fazl Allami</p>	<p>-Write at least 8 points about the agrarian system of Mughal Empire</p> <p>-Analyze the socio-economic conditions of Mughal India in at least 8 points</p> <p>-Trace the developments of the medieval period and compare the agricultural conditions of the medieval period with that of contemporary India.</p>	<p>Videos related to the Revenue system of the Mughals</p> <p>Problem solving technique – Students will be given situations to simulate as Panchayat of a rural area in 16<sup>th</sup> century. They will be making decisions on the basis of norms present in the textbook</p>	Worksheet
<b>July</b>	<b>8</b>	<p><b>Kings and Chronicles</b></p> <p>The Mughals and their Empire</p>	<p>-Explain in at least 8 points how the chronicles were written in the royal court.</p> <p>-Trace the political history the Mughals</p>	<p><b>Art integration Activity-</b></p> <p>Students can choose any one activity-</p> <p>1. Create miniature borders on a A-4 size sheet</p>	<p>Worksheets</p> <p>Google form</p> <p>Case Study</p> <p>Q/A in the notebook</p>

		<p>The Production of Chronicles</p> <p>The Painted Image</p> <p>The Akbar Nama and The Badshah Nama</p> <p>The Ideal Kingdom</p> <p>Capitals and Courts</p> <p>The Imperial Household</p> <p>The Imperial Officials</p> <p>Beyond the Frontiers</p> <p>Questioning Formal Religion</p>	<p>-Write about the social life of the rulers in at least 8 points</p> <p>-Discuss the condition of the women in the Mughal household in at least 8 points.</p> <p>-Explain the importance of the Badshah Nama and Akbar Nama as an important source of the empire</p> <p>-Write a note on the daily routine of the king and the arrangement of the court in at least 8 points,</p> <p>--Explain the Mansabdari system in at least 8 points</p> <p>-Analyze the central and Provincial administration in at least 8 points each</p>	<p>2. Make a collage – Headgears, dresses and jewellery of the Mughal period. You can see the You Tube video of the Al Thani collection of Mughal jewellery for ideas.</p> <p>3. Create a Mosaic design using coloured paper.</p> <p>Map – On the outline political map of India mark the territories under Babur, Akbar and Aurangzeb.</p>	<p><b>Weekly Test 1</b> <b>30/07/21</b></p> <p>1. Kings, farmers and Towns</p> <p>2. Kinship, caste and Class</p>
<b>August</b>	<b>6</b>	<p><b>Colonialism and the Countryside</b></p> <p>Bengal and the Zamindars</p> <p>The Hoe and the Plough</p> <p>A Revolt in the Countryside- The Bombay Deccan</p>	<p>-Explain the conditions of zamindar and reasons for the sale of their zamindari in at least 8 points</p> <p>- Discuss the reasons for the pre 1857 revolts in at least 8 points.</p> <p>-Analyze the role of agriculturalists and small</p>	<p>On the political map of India identify the areas of Paharia and Santhal settlement.</p> <p>Videos on British colonial policies in the Indian countryside.</p>	<p>Worksheets</p> <p>Google form</p> <p>Case Study</p> <p>Q/A in the notebook</p>

		The Deccan Riots Commission	<p>industrialists in the early modern period in at least 3 points</p> <p>-Write at least 3 points about the feeling of injustice felt by the peasants on refusal to get loans</p>		
<b>August</b>	<b>8</b>	<p><b>Rebels and the Raj</b></p> <p>Pattern of the Rebellion</p> <p>Awadh in Revolt</p> <p>What the Rebels Wanted</p> <p>Repression</p> <p>Images of the Revolt</p>	<p>-List the causes of the revolt in at least 8 points.</p> <p>- Trace the spread of the revolt in at least 3 points</p> <p>-Discuss the reasons and effects of the annexation of Awadh in at least 8 points</p> <p>-List the provisions of the Subsidiary alliance</p> <p>-Assess the role of rumours in the spread of the revolt in at least 3 points</p> <p>-Explain the nationalist images of revolt in at least 8 points.</p> <p>-Analyze how the revolt was brutally suppressed by the British in at least 8 points</p>	<p>1. Locate and label the centers of the revolt, on the outline political map of India.</p> <p>.2.Analyze any one painting on the revolt of 1857 and write an account. (It should not be from your textbook)</p> <p>3. Watch the movie Shatranj Ke Khiladi – by Satyajit Ray</p>	<p>Worksheets</p> <p>Google form</p> <p>Case Study</p> <p>Q/A in the notebook</p>
<b>August</b>	<b>6</b>				

		<b>Mahatma Gandhi and the Nationalist Movement</b>  A Leader Announces Himself The Making and Unmaking of Non-cooperation The Salt Satyagraha- A Case Study Quit India The Last Heroic Days Knowing Gandhi	-Explain the contribution of Gandhi in the national movement in at least 8 points.  -Analyze the significance of Gandhiji's speech at the opening of the BHU in at least 3 points  -Explain the concept of Satyagraha in at least 3 points.  -List the reasons for Gandhi's mass appeal in at least 8 points  -Compare the Non - Cooperation and Civil Disobedience movements  -Give a detailed account of the mass movements of Gandhi.  -Discuss the sources on Gandhi in at least 3 points.	1) Draw a timeline on the life and achievements of Mahatma Gandhi.  2) Watch the movie Gandhi- Richard Attenborough	Worksheet Q/A in notebook Google Quiz
September	8	<b>Framing the Constitution</b>  A Tumultuous Time	-Analyze the process through which the constitution was framed in at least 8 points.	Read the Preamble of the Constitution of India.  If you were asked to write a new Preamble, What would you write?	Worksheets Google form Case Study Q/A in the notebook

		<p>The Vision of the Constitution</p> <p>Defining Rights</p> <p>The Powers of the State</p> <p>The Language of the Nation</p>	<p>-Write at least 8 points on the policy of reservation the in constitution.</p> <p>-Examine the debates in the constituent assembly on-</p> <p>The powers of the State in at least 8 points.</p> <p>The language policy in at least 8 points</p> <p>The need for a strong centre in at least 8 points</p> <p>-Explain the debate on the depressed classes of the nation in at least 8 points.</p>		
<b>September</b>	<b>5</b>	<b>Revision- Mid Term Exams</b>			<p><b>Mid Term Exam</b>  <b>80 marks</b>  1. Bricks, Beads and Bones: The Harappan Civilization  2. Kings, Farmers and Towns  3. Kinship, caste and Class  4. Thinkers, Beliefs and Buildings  5. Bhakti-Sufi Traditions  6. An Imperial capital Vijayanagara</p>

## POLITICAL SCIENCE

Month	No of classes	Topics covered	Learning Outcome	Activities	Art integration	Assessment
April	5 As bridge course	<b>Cold war and Non alignment</b>  Emergence of power blocs Bipolarity NAM	<b>Each student would be able to-</b> Define Cold war Explain the arenas of the Cold war Analyze how Cold war ensured human survival Analyze the role of NAM in the Cold war and beyond	Watching video presentations on the Cuban missile crisis and NAM Cornell notetaking Timelines Graphic organizers		Class Test  Worksheet
April	4 as bridge course on bipolarity 6 classes for the rest of the subtopics	<b>The End of Bipolarity</b> Disintegration of USSR Unipolar World Middle East Crisis Afghanistan Gulf War Democratic politics and democratization CIS Arab Spring	<b>Each student would be able to-</b> Evaluate the reasons for the disintegration of the USSR.  Discuss the creation of an unipolar world  Analyze the causes for the middle east crisis	Create a timeline of events. Watch the video on the fall of Hosni Mubarak Cornell notetaking Timelines Graphic organizers		Worksheet  Assignment  Class test
June 22 classes 7 classes	7	<b>Alternate /New centers of power</b>  EU	<b>Each student would be able to-</b>	Analysis of cartoons Cornell notetaking Timelines	Creating a podcast	Worksheets and assignment from topic.

		<p>ASEAN SAARC BRICS Relations- Russia, China, Israel &amp; India</p>	<p>Discuss EU- its inception, limitations, new members</p> <p>Discuss ASEAN- Inception and objective, its three pillars, ASEAN and its growing influence</p> <p>Analyze the rise of China as an economic giant and its change from a command economy</p> <p>Evaluate Indo-China relations.</p> <p>Evaluate the importance of regional organizations as alternative centers of power</p> <p>Analyze BRICS as an economic forum</p>	Graphic organizers		<p>Quiz</p> <p>Class Test</p>
June	7	<p><b>South Asia and the Contemporary World</b> Conflicts and efforts for peace and democratization in South Asia</p> <p>Pakistan Sri Lanka Bangladesh</p>	<p><b>Each student would be able to-</b></p> <p>Analyze the constant change between Military and democracy in Pakistan. Explain the hard- won democracy in Bangladesh.</p>	<p>Brain storming on the changing relations between India and Pakistan. Recent thaw and conflict. Surgical strikes</p> <p>Documentary on Surgical strikes</p>	<p>Puppetry on stories from India's neighbourhood</p>	<p>Assignment</p> <p>Worksheet</p> <p>Quiz</p>

		Nepal Maldives	<p>Evaluate the struggle between monarchy and democracy in Nepal. Discuss in the ethnic conflict in Sri Lanka. Analyze India's relation with her neighbors. ( Pakistan, Bangladesh, Nepal, Sri Lanka, Maldives and Bhutan) Analyze whether India has hegemonic ambitions in South Asia.</p> <p>Evaluate the success and failure of SAARC</p>	<p>Images, caricatures etc</p> <p>Q&amp;A</p> <p>Synopsis making</p>		
June	7	<p><b>International Organizations</b></p> <p>Organs of UN</p> <p>Agencies of UN</p> <p>Reforms of Jurisdiction and processes</p> <p>India's candidature in UNSC</p> <p>UN in a unipolar world UNICEF, UNESCO, WHO, ILO</p>	<p><b>Each student would be able to-</b></p> <p>Analyze why international organizations are necessary</p> <p>Discuss the evolution of the UN</p> <p>Chart out the principal organs of the UN</p> <p>Discuss the reforms and structures of the UN</p>	<p>List the SGDs</p> <p>Analyze the UN Symbol And symbol of agencies</p>	<p>Choose any SDG- create a card for UNICEF</p>	<p>Worksheet</p> <p>Assignment</p> <p>Class test</p>



		Security Council	<p>Explain why India should be given a seat in the Security Council</p> <p>Evaluate the role of the UN in a unipolar world</p>			
July 21 days	7	<p><b>Globalization</b></p> <p>What is globalization?</p> <p>Causes of globalization</p> <p>Consequences of globalization</p> <p>Political</p> <p>Economic</p> <p>Cultural</p> <p>India and globalization</p> <p>Resistance to globalization</p>	<p><b>Each student would be able to-</b></p> <p>Identify any 4 causes of globalization</p> <p>Analyse the consequences of globalization in 6 points each under the following: Political, Economic, Cultural</p> <p>Discuss in 6 points the resistance to globalization</p> <p>Explain in 3 points how India is affected by globalization and vice versa</p>	<p>News articles on globalization</p> <p>Images of the effects of globalization in parts of the world.</p> <p>Graphic organizer on the economic, political and cultural effect of globalization</p> <p>Concept map</p> <p>Text book for cartoons, pictures</p>		<p>Worksheet</p> <p>Q&amp;A in Notebook</p> <p>Weekly Test 16-7-21</p> <p>Cold War</p> <p>End of Bipolarity</p> <p>Portions of US Hegemony</p> <p>Arab Spring</p>
July	7	<p><b>Challenges to Nation Building</b></p> <p>Nation and Nation building</p>	<p><b>Each student would be able to-</b></p>	Discussion on Film TAMAS	My perception on partition- poster	<p>Worksheet</p> <p>Q&amp;A in Notebook</p>

		<p>Sardar Patel and national Integration</p> <p>Crisis of partition</p> <p>Refugee crisis</p> <p>Kashmir issue</p> <p>Nehru's approach to Nation building</p> <p>Political conflict over language</p> <p>Reorganisation of states</p>	<p>Identify in 3 points the challenges that India faced on Independence</p> <p>Discuss in 6 points the consequences of the partition of India</p> <p>Explain in 6 points the integration of Princely states</p> <p>Explain the issue of the division of Indian states based on linguistic lines in 6 points</p>	<p>Serial Pradhanmantri</p> <p>Images of the effects of partition</p> <p>Graphic organizer on the economic, political and cultural, emotional effect of partition on India</p> <p>Concept map</p>		Test
July	7	<p><b>Politics of planned development</b></p> <p>Trace the changing face of development in India</p> <p>Explain the role and function of the NDC and the NITI Aayog</p>	<p><b>Each student would be able to-</b></p> <p>Explain in 4 points the reasons why India adopted a mixed economy</p> <p>Discuss in 3 points each the positives and negatives of the Green Revolution</p>	<p>Newspaper Reading- Economic Times, Indian Express, Hindustan Times, Times of India</p> <p>Relevant articles</p>		Quiz

			<p>Discuss the private vs public sector / agriculture vs industry debate</p> <p>Analyze the reasons why the economy needed to be opened up</p>			
August	7	<p><b>Indian Foreign policy</b></p> <p>Principles of foreign policy</p> <p>Changing relations with US, Russia, China, Israel, Myanmar</p> <p>India's Nuclear programme</p>	<p><b>Each student would be able to-</b></p> <p>List in 4 points the contribution of Nehru to Indian Foreign policy</p> <p>1962,1965,1971,1999 War</p> <p>Relations with US, Russia, China, Israel, BRICS</p> <p>Explain in 6 points the changing relations between India and China</p> <p>List in 4 points India's nuclear policy</p>	Graphic organizer on the relation between India and other nations	Create a poster on the ravages of war	Quiz
August	10	<p><b>Party and Party systems</b></p> <p>Congress system</p>	<p><b>Each student would be able to-</b></p>	<p>Reading relevant News articles</p> <p>Watching Pradhanmantri</p>		Quiz

		Bi- Party system  Multi- Party System	Analyze the death of Nehru and its repercussions on the party system  Evaluate the Congress system as an era of one party dominance  Explain the rise of the opposition			
August	10	<b>Democratic resurgence</b>  J P Narayan and Total Revolution  Ram Manohar Lohia and Socialism  Deen Dayal Upadhaya and Integral Humanism  National Emergency  Democratic Upsurges  Participation of Adults, Backward classes and youth	<b>Each student would be able to-</b>  Explain JP Narayan, RM Lohia, DD Upadhaya ideas  Evaluate National Emergency- its causes and effect  Analyze the three democratic upsurges	Documentary Pradhan Mantri on Emergency  Graphic organizer on the economic, political effect of Emergency  Concept map		Quiz

<b>September</b>	<b>8 + 5</b>	Any Remaining Topic Doubt clearing Revision for Mid term	Revision – oral/written	Revision of cartoons Maps Images HOTS questions Q&A		Mid Term Exam 80 marks 20-9-21 The Cold war era The End of Bipolarity Us Intervention in Iraq , Afghanistan, Arab Spring Alternate/New centers of Power Contemporary South Asia International Organisations Globalisation
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