



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

PARENT SYLLABUS (2022-23)

ENGLISH - CLASS VI

MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	<p>All About Me! Sentence re-ordering</p> <p><u>MCB</u> <u>Unit 1- Technology</u> Prose-Robots Are a Boastful Lot</p> <p>Dear Santa, Did You Get My Tweet? (Poem)</p> <p><u>Writing Skill</u> Paragraph writing</p> <p><u>Grammar</u> Subject & Predicate</p>	<p>Students will be able to</p> <p>Speak a few sentences about themselves.</p> <p>*Unjumble the words to form meaningful sentences</p> <p><i>Sequence</i> the events from the story in a logical order</p> <p>Analyze -the situation in which Debu was caught and provide a logical solution to it -to give a different outcome to the story</p> <p>Collaborate with team mates to do a role play of the story Robots are a boastful lot</p> <p>*Respond to a variety of questions on familiar text verbally and in writing.</p> <p>*Use meaningful sentences to describe factual situations.</p>	<p>Students will do the following:</p> <p>Activity- My Selfie Use graphic organizers to introduce themselves.</p> <p>Art-Integration]- Collage Making on various tech-inventions widely used all over the country.</p> <p>Use your imagination to create a Google Doodle based on what inner strength means to you. Doodle: Create the Doodle using any materials. From crayons to clay to any digital medium.</p> <p>Group Discussion- Narrating personal experiences -Talking about ways of communicating with friends using</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 1- Practice Worksheet Unit 1-Assignment Worksheet Unit 1- Grammar Worksheet</p>

		<p>* Identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>*<i>Identify</i> the rhyme scheme and the central theme of the poem identify subject & predicate in the given sentences</p> <p>*Complete the given sentences with suitable subject/ predicate</p>	<p>the latest technology.</p> <p>Wishful Thinking</p> <p>Write a paragraph on 'A Day without Gadgets'</p> <p>What's Missing!- identify the missed out fragment of the given sentences as a pair activity.</p> <p>Think Tank!- make sentences using any combination of subjects and predicates from the word bank.</p>	
MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
May	<p><u>Grammar</u></p> <p>Kinds of Sentences (Imperative, Assertive, Interrogative, Exclamatory)</p> <p><u>MCB</u></p> <p><u>Unit 2- Learning Is Fun</u></p> <p>Prose-The Classroom in the Train</p>	<p>Students will be able to</p> <p>State the kind of sentences and use appropriate punctuation mark for each kind</p> <p>Sequence the events from the story in the proper order</p> <p>Compare and contrast the narrator's feelings at the beginning and towards the end of the story.</p> <p>Characterize Totto Chan</p> <p>Justify the title of the story</p> <p>Suggest another title for the story</p>	<p>Students will do the following:</p> <p>Mr Wrong!- spot the error bringing out the difference between the kinds of sentences. They create an interesting story using these sentences.</p> <p>Compare and contrast the classroom to Totto Chan's classroom in the train using a venn diagram.</p> <p>Group Discussion- 'It's time to replace teachers with Sophia- The AI robot'</p> <p>Art Integration</p> <p>Individual Activity-A New Look! -</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Weekly Test 1 dated 6 May 2022</p> <p>Max. Marks- 35</p> <p>Syllabus</p> <p>Lesson- Robots Are a Boastful Lot</p> <p>Poem- Dear Santa, Did You Get My Tweet?</p> <p>Grammar- Subject Predicate</p> <p>Punctuation</p> <p>Reading Comprehension</p> <p>Writing Skill- paragraph writing</p>

		<p>*Respond to a variety of questions on familiar text verbally and in writing.</p> <p>*Use meaningful sentences to describe factual situations.</p> <p>*Predict the ending of the story</p>	<p>Imagine how your classroom would be 5 years from now. Use the modern art form, 'Doodle Art' to show your creativity.</p> <p>OR</p> <p>My Rules' The post pandemic era is yet another challenge indicating the need to bring about a change in our lifestyles. Design a set of Home Rules that will be mandatory for every member of the family to follow.</p>	<p>Unit 2-Practice Worksheet</p> <p>Unit 2-Assignment Worksheet</p>
MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	<p><u>MCB</u></p> <p>A Teacher for All Seasons (Poem)</p>	<p>Students will be able to</p> <p>Identify the rhyme scheme of the poem</p> <p>Compare the attributes of a teacher with scenic beauty</p> <p>express their thoughts and opinions on the topic</p> <p>-discuss the main theme of the poem</p>	<p>Students will do the following</p> <p>Thank You! – A Video message</p> <p><i>Kind words go a long way. Record a brief thank-you message to send to their teachers.</i></p> <p>Social Shoutout- Complete the given applause cards and share them with their teachers.</p> <p>Create a graphic organizer to compare a teacher with nature, mentioning at least four attributes.</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheet</p>
July	<u>Grammar & Vocabulary</u>	Students will be able to	Students will do the following	Students will be assessed

	<p>Homophones</p> <p>Kinds of Nouns (Common, Proper, Collective & Abstract)</p>	<p>--write at least 5 pairs of homophones</p> <p>-use such confusing words appropriately</p> <p>-identify the errors in sentences and correct them by replacing homophones</p> <p>-identify the kind of nouns</p> <p>-capitalize the first letter of proper nouns</p> <p>-unjumble the given letters to form abstract nouns and complete the sentences with them.</p> <p>Apply grammar concepts in everyday writing</p>	<p>Match the Pair! Use the given link to match the correct homophone pairs.</p> <p>Homophone Hunt- Look for incorrectly placed homophones and replace them with the correct ones.</p> <p>The Longest List</p> <p>Make a four-column chart with the titles "Person," "Place," "Thing," or "Idea." They will have twenty seconds to fill out each column with as many nouns as they can think of.</p> <p>Speedy Nouns</p> <p>Hunt for as many nouns they find in their room within 2 minutes.</p>	<p>through</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 2- Grammar Worksheet</p> <p>Weekly Test 2 - 15/07/2022 Max Marks- 35 Syllabus Lesson- The Classroom in the Train Poem- A Teacher for All Seasons Grammar- Types of Sentences Nouns- Common, Proper, Collective, Abstract Reading Comprehension Writing Skill- Paragraph writing</p>
July	<p><u>Writing Skill</u></p> <p>Diary Entry</p> <p><u>Literature Reader</u></p> <p>L-1 The Violet</p> <p>Activity Book- Unit 2</p>	<p>Students will be able to</p> <p>-write a diary entry using correct format, style and language</p>	<p>Students will do the following</p> <p>Rahul's Diary! – Complete the diary entry with suitable words from the word bank.</p> <p>Independent activity—Write a diary entry on a weekend spent with your family.</p> <p>Coloured Emotions! There are many phrases in Language which use colours to denote qualities and emotions. Complete the list of such phrases.</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Worksheet</p>
August	<u>MCB</u>	Students will be able to:	Students will do the following	Students will be assessed through

	<p><u>Unit 3- Family Fun</u></p> <p>Prose-Younguncle Goes to His Village</p>	<p>Sequence the events from the story in the proper order</p> <p>Compare and contrast the narrator's feelings at the beginning and towards the end of the story.</p> <p>Characterize Younguncle</p> <p>Compare and contrast village life to city life</p>	<p>A Tasty Treat- Family forms the basic unit of a community and communities build a nation. Using the guidelines given, prepare a recipe for a happy family.</p> <p>A Holiday Spree- Everyone deserves a break from the hectic daily routine, especially during the pandemic. Plan a two- day schedule with activities for each member of your family which they would carry out on their holiday spree.</p>	<p>Class participation</p> <p>Submission of work</p> <p>Unit 3-Practice Worksheet</p> <p>Unit 3-Assignment Worksheet</p>
August	<p><u>Grammar & Vocabulary</u></p> <p>Pronouns</p> <p>Phrasal Verbs</p> <p><u>Literature Reader-</u></p> <p>L 2- Peter Pan</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - identify pronouns -use pronouns in sentences of their own -spot the error and replace the incorrect pronouns with the correct ones -identify phrasal verbs -make phrasal verbs using the given verbs. -paraphrase the story through role-play. Apply grammar concepts in everyday writing - 	<p>Students will do the following</p> <p>Pronouns Galore-Complete the story replacing nouns with pronouns. Students replace the incorrectly used Pronouns with the correct ones.</p> <p>Team Up- Match the two parts of the dialogues using the correct pronouns.</p> <p>Phrasal Grid- Make requests using phrasal words from the grid.</p> <p>Mr. Wrong: Identify the error and rectify it.</p> <p>How Ripping! Enact the play in groups which is about a boy who does not want to grow up.</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 3-Grammar Worksheet</p>
August	<p><u>Writing skill</u></p>	<p>Students will be able to</p> <p>Write an informal letter using appropriate</p>	<p>Students will do the following</p> <p>This is It! -Help Rashika complete</p>	<p>Students will be assessed through</p> <p>Submission of work</p>

	<p>Informal letter</p> <p>Literature Reader</p> <p>L-3 Foreign Lands</p>	<p>format, content, and style</p> <p>Identify the rhyme scheme of the poem</p> <p>express their thoughts and opinions on the topic</p> <p>-enlist the homonyms found in the poem</p>	<p>her letter by correcting the errors she made while writing.</p> <p>Practice- Write a letter to your cousin sharing about the skills you developed during the long summer break.</p> <p>Its too close to close! Students identify the various homonyms used by the poet in the poem and complete the given table</p>	<p>Class participation</p> <p>Worksheet</p>
<p>September</p>	<p>MCB</p> <p>Unit 3- Family Fun</p> <p>Prose-Building a Shelter</p> <p>Activity Book -Unit 3</p>	<p>Students will be able to</p> <p>Sequence the events from the story in a logical order</p> <p>Analyze</p> <p>-the situation in which The Robinson Family was caught and how they overcame the challenges.</p> <p>-to give a different outcome to the story</p> <p>Compare and contrast the narrator's feelings at the beginning and towards the end of the story.</p> <p>Collaborate with team mates to attempt the task sheet</p> <p>-Respond to a variety of questions on familiar text verbally and in writing.</p> <p>-Use meaningful sentences to describe factual situations.</p> <p>-identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>-form predictions about the next course</p>	<p>Students will do the following</p> <p>Weaving Tale- Spin a story showing the importance of unity.</p> <p>Take Your Pick- Using best out of waste, build a nest/home that could be used to provide shelter to birds/pets.</p> <p>Art Integration- Group Activity</p> <p>Task Sheet- A Life on Your Own</p> <p>Imagine you & your friends were stranded on an island. Create a new society in which you could live peacefully. Each group of students will take up one of the following responsibilities to create</p> <ul style="list-style-type: none"> * A Symbol such as a flag *A List of words to communicate *A Slogan for your island *A Map of your society *A Recreational Game with rules 	<p>Students will be assessed through</p> <p>Speaking Assessment- *A family who eats together, stays together</p> <p>Submission of work</p> <p>Class participation</p> <p>Unit 3-Task Sheet- A Life on your own'</p> <p>Unit 3-Practice Worksheet</p>

		of events in the story by working collaboratively say with family members or virtual friends and by using at least three pieces of textual evidence from the story - speak and express their views on , A family who eats together, stays together	*A Balanced Menu	
MONTH	TOPICS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
September	<p>Grammar</p> <p>Determiners</p> <p>-Articles</p> <p>-Personal pronouns</p> <p>-Quantitative</p> <p>-Numeral</p> <p>-demonstrative</p> <p>Punctuation - Apostrophe</p> <p>Assessment for Speaking and Listening</p> <p>Revision for Mid Term Exam</p>	<p>Students will be able to:</p> <p>-- use apostrophe at appropriate places.</p> <p>-Use determiners appropriately.</p> <p>-Find out errors in a given paragraph and use the correct determiners wherever required.</p>	<p>Students will do the following</p> <p>*Class Activities</p> <p>The Contraction Soup- Complete the sentences with the short forms picked up from the soup bowl of contracted words.</p> <p>Mr. Wrong: Tr will write a sentence (wrongly punctuated) and students will identify the error and rectify it.</p> <p>The Swiss Family- Students circle the appropriate determiners from the given choices to complete the given extract from the story.</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 3-Grammar Worksheet</p> <p>Mid Term (Tentative) Max. Marks- 80 Syllabus Main Course Book Prose Robots Are a Boastful Lot The Classroom in the Train Younguncle Goes to His Village Building a Shelter Poem Dear Santa Did You Get My Tweet? A Teacher for All Seasons Grammar Sentences Nouns Pronouns Determiners Writing Skills Diary Entry Informal Letter Reading Comprehension</p>

<p>October</p>	<p><u>MCB</u></p> <p><u>Unit 5- Food for Thought</u></p> <p>Prose-Learning to Cook</p> <p>An Information Bureau (Poem)</p> <p><u>Grammar</u></p> <p>Introduction to Tenses- Simple present and past</p> <p>Literature Reader</p> <p>L4- The Treasure Seekers I</p>	<p>Students will be able to:</p> <p>Sequence the events from the story in the proper order</p> <p>Analyze the character traits of Jacob</p> <p>Justify the title of the story</p> <p>Suggest another title for the story</p> <p>*Respond to a variety of questions on familiar text verbally and in writing.</p> <p>*Use meaningful sentences to describe factual situations.</p> <p>* Identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>*Predict the ending of the story</p> <ul style="list-style-type: none"> - recite the poem for pleasure - use vocabulary related to cooking from the poem in context -draw the central idea of the poem - identify the rhyming pairs used in the poem -identify simple present & simple past tense <p>-use these tenses appropriately in the given set of sentences</p>	<p>Students will do the following:</p> <p>*Art Integrated Activities</p> <p>A Day at the Forest- https://www.youtube.com/watch?v=LVtNsuhkkU4</p> <p>Click on the link to take a virtual tour of a forest. Make a note of your observation and share it in class</p> <p>Crazy Warriors Create a comic strip to weave a story showing the importance of working together. Give your story a suitable title.</p> <p>*Class Activities</p> <p>Dramatization- Enact a scene from the extract showing the virtue depicted in the story.</p> <p>Group Discussion- Class discussion on importance of cooking for oneself in case of an emergency.</p> <p>The Bastable's- Write words or phrases to describe the six children of the Bastable family. Use a graphic organizer for the description.</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheet</p>

<p>November</p>	<p><u>Writing Skill</u></p> <p>Notice Writing -purpose of writing a notice -format -content -language & style -word limit</p> <p><u>MCB</u> <u>Unit 5-Food for Thought</u> Prose- Dal Delight</p> <p>It's Fun to Cook (Poem)</p> <p><u>Grammar & Vocabulary</u> Tenses-Continuous present and past Prefix and suffix</p> <p>Activity Book- Unit 5</p> <p>Enrichment Activities- Listening & Speaking</p> <p>Recipe- What's Missing! My Family's Master Chef!</p>	<p>Students will be able to:</p> <p>--draft a notice using appropriate language and format</p> <p>-Respond to a variety of questions on familiar text verbally and in writing. -Use meaningful sentences to describe factual situations. - identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text. - draw connections between different ideas using background knowledge from a reading text. -Sequence the events from the story in the proper order</p> <p>-Compare & Contrast Qadir with Sadiq bringing out the difference in their nature.</p> <p>-Justify the title of the story</p> <p>-Twist the ending of the story</p> <p>Listen to the text and complete the recipe with appropriate choices.</p>	<p>Students will do the following:</p> <p>*Class Activities</p> <p>Let's Celebrate!</p> <p>Discussion on various situations where a notice can be useful and then, draft a notice informing the students about an Inter-School Art Festival.</p> <p>Trendy Treats The meal Qadir served had many dishes. Interview at least two friends/family members to find out their favourite meal. Vote for the most mouth-watering food.</p> <p>Discussion on herbal spices and their benefits</p> <p>*Art Integrated Activities</p> <p>You're What You Eat! [Group Activity] Design an illustrated brochure on the importance of healthy food. Include pictures to show at least two health problems that can occur as a result of poor eating habits.</p> <p>Festivals Galore</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 5- Practice Worksheet</p> <p>Unit 5-Grammar Worksheet</p> <p>Weekly Test 3- 11/11/2022 Max. Marks- 35</p> <p>Syllabus Reading Comprehension Writing Skills-Diary Entry, Informal Letter Grammar- Simple Present and Past Tense MCB- Prose- Learning to Cook Poem- An Information Bureau</p>

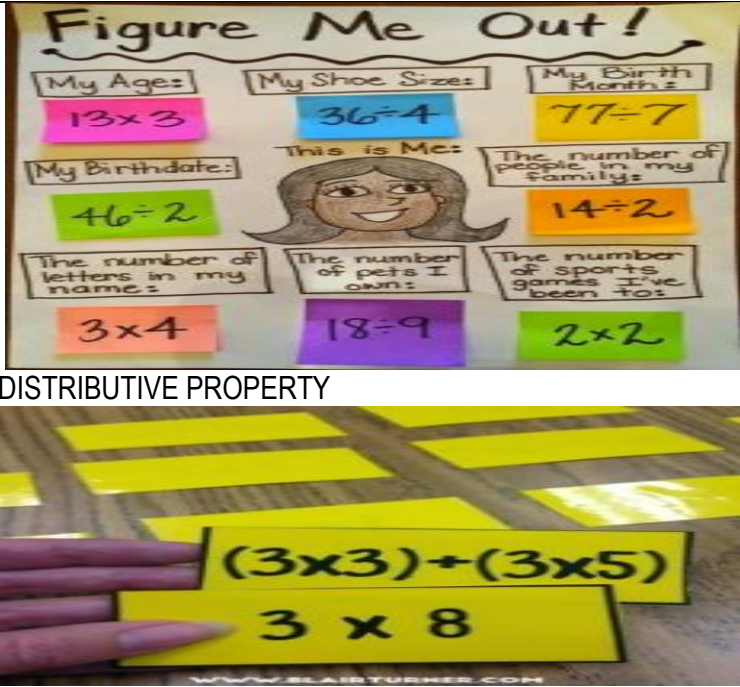
	<p>Literature Reader L5- The Treasure Seekers II</p>		<p>Compose a rap of a recipe you like and how is it made [6-8 lines] or Prepare a dish that can be served to their family & be the days Master Chef!</p>	
<p>December</p>	<p>MCB</p> <p>Unit 6- All Creatures Great and Small <i>Prose- Where is my Mother?</i></p> <p>Unit 6- All Creatures Great and Small</p> <p>Birds of Paradise (Poem)</p> <p>Grammar</p> <p>Adverbs</p> <p>Activity Book- Unit 6</p> <p>Literature Reader</p> <p>L6- The Painted Ceiling</p> <p>L7- Pollyanna- The Game</p>	<p>Students will be able to:</p> <p>Respond to a variety of questions on familiar text verbally and in writing.</p> <p>-Use meaningful sentences to describe factual situations.</p> <p>- identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>- Justify the title of the story</p> <p>-recite the poem with correct pronunciation & intonation</p> <p>-identify the rhyme scheme of the poem</p> <p>-find out examples of alliteration</p> <p>-write a few sentences to describe the birds of paradise in their own words</p> <p>-answer textual questions and RTCs</p> <p>- identify adverbs in the given sentences.</p> <p>-complete the given sentences with suitable adverbs</p> <p>-</p>	<p>Students will do the following:</p> <p>*Art Integrated Activities</p> <p><i>Research about the Elephant Sanctuaries in India and collect information to prepare a brochure of at least 2 of these parks. The brochure should also mention programmes or projects initiated to rescue and rehabilitate captive elephants.</i></p> <p>In Honour of the Birds!</p> <p><i>Students craft paper birds/ design posters and create a pledge to save these endangered creatures from extinction. (Digital or on coloured sheets)</i></p> <p>*Class Activities</p> <p>Use phrases to complete the mind map [Coggle] about what you feel or think about animals. Useful Hints- I sincerely.... I rarely.... I hope I never...</p>	<p>Students will be assessed through</p> <p>class participation</p> <p>Submission of work</p> <p>Unit 6- Practice Worksheet Unit 6-Grammar Worksheet Unit 6- Assignment Worksheet</p> <p>Weekly Test 4- 16/12/2021 Max. Marks- 35</p> <p>Syllabus Reading Comprehension Writing Skills-Notice writing (Event) Grammar- Tenses MCB- Prose-Dal Delight Poem-It's Fun to Cook</p>

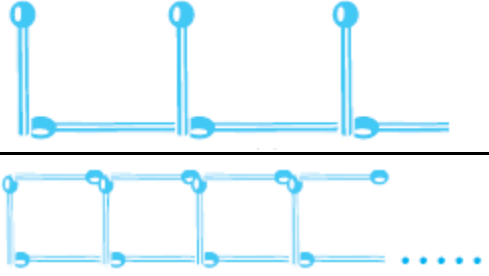
			<p>Discussion- Is it important to protect the homes of plants and animals?</p> <p>Track Down Adverbs- Scavenger Hunt: Students will identify the adverbs in the given sentences.</p>	
<p>January</p>	<p><u>Unit 7</u> <u>Other Worlds, Other Times</u></p> <p>Prose- the Joke (Oral Comprehension)</p> <p>Prose-The Fun They Had</p> <p>The Comet (Poem)</p> <p><u>Grammar</u></p> <p>Prepositions</p> <p><u>Literature Reader</u></p> <p>L 8- The Ad-Dressing of Cats</p> <p>L 9- Uncle Podger Hangs a Picture</p>	<p>Respond to a variety of questions on familiar text verbally and in writing.</p> <p>-Use meaningful sentences to describe factual situations.</p> <p>- identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>- Justify the title of the story</p> <p>- recite the poem with correct pronunciation & intonation</p> <p>-identify the rhyme scheme of the poem</p> <p>-discuss and comment on existence of aliens</p> <p>-answer textual questions & RTCs</p> <p>-find out errors in a given paragraph and use correct prepositions wherever required.</p>	<p>Students will do the following:</p> <p>Class Activities</p> <p><i>Class Discussion on existence of aliens</i></p> <p><i>Role Play: a conversation between an alien & a humanoid robot</i></p> <p>Space Station! Complete the passage with suitable prepositions from the given word bank.</p> <p>Odd Jobs! Cite examples from your own family – odd jobs that were done well and some that were not.</p> <p>Art Integrated Activity- Use your imagination and draw an alien with different features. What superpowers would you like it to have?</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheet</p>


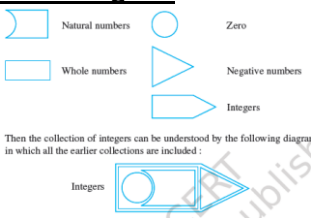

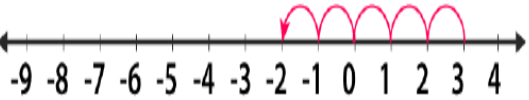
<p>February</p>	<p><u>MCB</u> <u>Unit 7- Other Worlds, Other Times</u></p> <p>Prose-The Fun They Had (Continued)</p> <p><u>Grammar</u> Conjunctions</p> <p><u>Writing</u> Introduction to Formal Letter Writing Format Content Style & Language</p> <p>Activity Book- Unit 7</p> <p>Literature Reader (Oral Comprehension, Activity Based) L10 – The Gift of the Magi L11- Someone L12 – Huck Saves the Life of Widow Douglas</p> <p>Revision for Final Assessment [End Term]</p>	<p>Students will be able to:</p> <p>-Respond to a variety of questions on familiar text verbally and in writing.</p> <p>-Use meaningful sentences to describe factual situations.</p> <p>- identify the exposition, climax and resolution points in the plot of a reading text at the end of the reading text.</p> <p>- draw connections between different ideas using background knowledge from a reading text.</p> <p>-- Identify errors in a given text and replace them with the correct conjunctions</p> <p>-write a letter to the principal of the school addressing the concerns, using proper format, content and style.</p>	<p>Students will do the following</p> <p>*Art Integrated Activities</p> <p><i>Students will use the traditional art form [Warli / Madhubani] to design the contemporary system of education such as Gurukul etc.</i></p> <p>OR</p> <p>Students will interview their parents/grandparents to compare and contrast the school of those days to schools of the future.</p> <p>*Class Activities</p> <p>Debate – E-Books are better than Printed books</p> <p>Hot Seat- Computers are much better teachers than human teachers.</p> <p>The Gift- Write about the gift you received from your parents that you loved the most, mentioning the reason for liking it.</p> <p>Students will write a letter to the principal of the school requesting her to grant 5-6 days leave to visit Kerala with friends and family.</p>	<p>Students will be assessed through</p> <p>Class participation</p> <p>Submission of work</p> <p>Unit 7- Practice Worksheet Unit 7-Assignment Worksheet Unit 7-Grammar Worksheet</p> <p>End Term Examination Syllabus</p> <p>Syllabus (Tentative) Main Course Book Prose Learning to Cook Dal Delight Where Is My Mother? Building a Shelter The Fun They Had Poem Birds of Paradise The Comet Grammar Tenses Adverbs Prepositions Conjunctions Writing Skills Diary Entry Notice Writing Informal Letter</p>
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MATHEMATICS SYLLABUS FOR CLASS VI

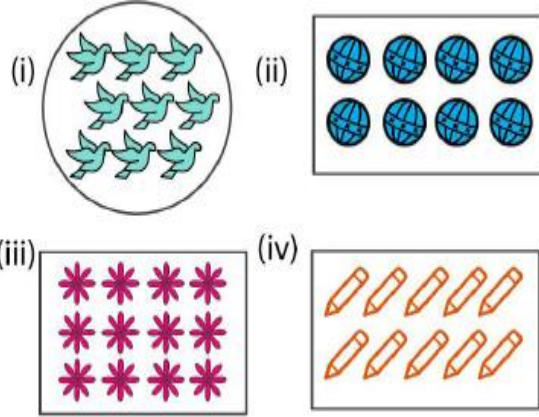
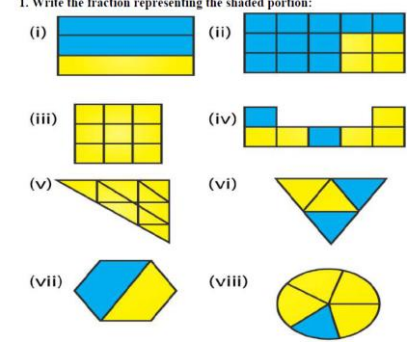
MONTH	TOPIC/ NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS																				
<p><u>APRIL</u> <u>Knowing Our Numbers</u> No. of classes taken-10</p>	<p><u>Knowing Our Numbers(10)</u></p>	<p><u>Knowing Our Numbers</u> Each child will be able to</p> <ul style="list-style-type: none"> • Mark place and period of all digits of any 8-digit natural number • Write the place value of all digits of any 8-digit natural number • Write numbers in words and vice versa, using both the Indian system and the international system of numeration • Write expanded form of given numbers and build numbers from expanded notation • Compare and arrange numbers from smallest to greatest and vice versa • Build greatest and smallest numbers using the 8-given digits • Write successor and predecessor of numbers • Round off numbers • Convert Roman numerals to 	<p>LC1006 Place Value and Face Value</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Face Value is the actual value of a digit. Face value of '9' in 7945 is 9.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Place Value : The value of a digit based on its position(place) in the given number. Place value of a digit = Face value × Position value</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">Number</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">9</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> </tr> <tr> <td>Face Value</td> <td>7</td> <td>9</td> <td>4</td> <td>5</td> </tr> <tr> <td>Position Value</td> <td>Thousands 1000</td> <td>Hundreds 100</td> <td>Tens 10</td> <td>Ones 1</td> </tr> <tr> <td>Place value of each digit</td> <td>7000</td> <td>900</td> <td>40</td> <td>5</td> </tr> </table> </div> <p style="text-align: center;">Expanded Form The digits of a number expanded into its place value form and written in the form of an addition statement.</p> <p style="text-align: center;">$7945 = 7 \times 1000 + 9 \times 100 + 4 \times 10 + 5 \times 1$</p> <p><u>WHAT NUMBER AM I?</u> Guessing the number based on the given conditions.</p>	Number	7	9	4	5	Face Value	7	9	4	5	Position Value	Thousands 1000	Hundreds 100	Tens 10	Ones 1	Place value of each digit	7000	900	40	5	<ul style="list-style-type: none"> • Google forms- • MCQs and short answers • Worksheets • Assignments-HOTS questions • Oral questioning in the class • Individual tasking- Class and home
Number	7	9	4	5																				
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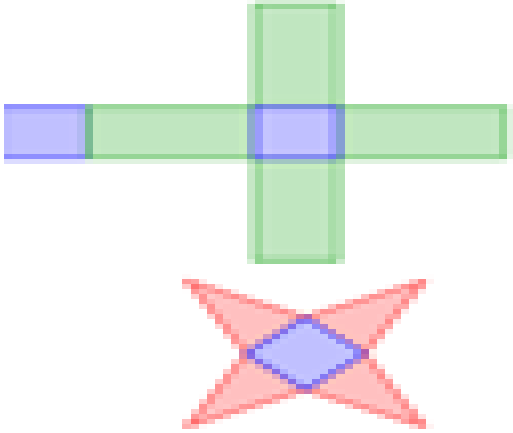
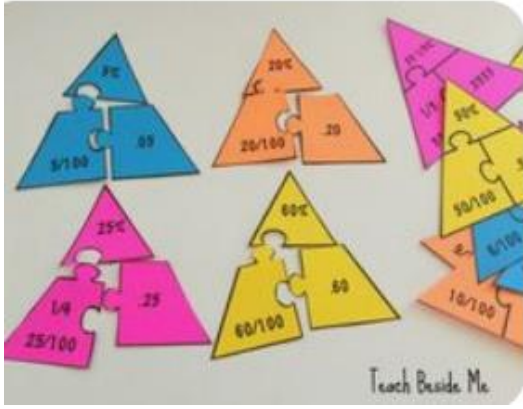
		<p>Hindu Arabic numerals and vice versa</p>	<p>1) I am a 7 digit number.</p> <p>I have a 1 in my tens place. I have a 4 in my ones place. I have a 6 in my thousands place. I have a 7 in my hundreds place. I have a 9 in my millions place. I have a 4 in my hundred thousands place. I have a 8 in my ten thousands place.</p>	<p>assignments through goggle classroom</p> <ul style="list-style-type: none"> Revision using AMP technique Revision worksheet <p>Google Form On Knowing Our Numbers Mcq 1&2</p>
<p>APRIL No. of classes taken-11</p>	<p>Whole Numbers (11)</p>	<p>Whole Numbers Each child will be able to :</p> <ul style="list-style-type: none"> Identify and name the properties Apply properties of whole numbers to compute sum, difference and product Read, comprehend and solve statement questions using the properties of whole numbers and the 4 basic operations Frame and solve statement questions Observe and complete the number patterns based on four basic operations 	 <p>DISTRIBUTIVE PROPERTY</p>	<p>Class test on whole numbers</p> <p>Representing numbers using Dots</p> <p>Assignment mcq</p> <p>Practice Worksheet on Whole numbers (15 marks)</p>
<p>MAY Playing With Numbers No. of classes</p>	<p>Playing With Numbers</p>	<p>Playing with Numbers</p> <ul style="list-style-type: none"> Factors and Multiples Prime and Composite numbers Perfect Numbers Even and odd numbers Test for Divisibility of Numbers Common Factors and Common 	<p>Experiential learning</p> <p>1.Renu purchases two bags of fertiliser of weights 75 kg and 69 kg. Find the maximum</p>	<ul style="list-style-type: none"> Online quiz using Google forms Class participation

taken-12		<ul style="list-style-type: none"> • Multiples • Application of divisibility tests • Co-prime numbers • Prime Factorization • Highest Common Factor • Lowest Common Multiple • Statement questions on HCF and LCM 	<p>value of weight which can measure the weight of the fertiliser exact number of times.</p> <p>2. Three boys step off together from the same spot. Their steps measure 63 cm, 70 cm and 77 cm respectively. What is the minimum distance each should cover so that all can cover the distance in complete steps?</p>	<p>(written and oral)</p> <ul style="list-style-type: none"> • Assignments / Worksheets (submission of work) • Activities / Projects • Weekly assessment
JULY	<p>Data Handling (16 pds)</p> <p>Algebra (8 pds)</p>	<p><u>Data Handling</u></p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> • Make and use tally marks • Depict information using tally marks • Infer information depicted by a tally mark table • Develop the skills to collect, organise, display, analyse and interpret the information, as well as draw conclusions and make predictions using tally marks • Create and label (with scale/key and title) tally marks table to display the given information and justify the choice of key used. <p><u>Algebra</u></p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> • Form expressions for given matchstick pattern ▪ Distinguish between constants and variables 	<p>You got to sing along! Create and recite poem on Data Handling.</p> <p><u>Experiential learning</u></p> <p>Find the number of matchsticks used in repeating patterns.</p> <p><u>MATCHSTICK PATTERN</u></p>  <p><u>ART IN MATH</u> Create cartoon strips based on <u>STATEMENTS AND EXPRESSIONS</u></p>	<p>Assessment through</p> <ul style="list-style-type: none"> # Assignments # Quizzing # Activities / Projects # Practice Worksheet # Oral Questioning #NCERT Questions # Submission of work #Class Participation #Weekly test 2

		<ul style="list-style-type: none"> Give expressions for at least simple statements 		
<p>AUGUST</p>	<p>Algebra (cont....) (8 pds)</p> <p>Integers (18 pds)</p>	<p><u>Algebra</u> Each child will be able to:</p> <ul style="list-style-type: none"> Define and identify equations. Solve simple equations <p><u>Integers</u> Each child will be able to:</p> <ul style="list-style-type: none"> Represent integers on a number line Compare and arrange integers in given order 	<p><u>Art in Math</u> Create a song on algebraic expressions</p> <p><u>Experiential learning</u> Verify the formula of perimeter by arranging match sticks</p> <p><u>Venn Diagram</u></p>  <p>Then the collection of integers can be understood by the following diagram in which all the earlier collections are included</p> <p><u>Integers on number Line.</u></p>  <p><u>Addition on number line:</u></p> 	<p>Assessment through</p> <ul style="list-style-type: none"> # Assignments # Quizzing # Activities / Projects # Practice Worksheet # Oral Questioning #NCERT Questions # Submission of work #Class Participation

<p>SEPTEMBER</p>	<p>Integers Cont..... (12 pds)</p> <p>❖ Revision for Term I Exams(14pds)</p>	<p><u>Integers</u> Each child will be able to:</p> <ul style="list-style-type: none"> • Convert and solve statements using integers • Read, comprehend and solve questions based on integers • Observe and complete the number patterns based on integers 		<p>Assessment through</p> <ul style="list-style-type: none"> # Assignments # Quizzing # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions TERM I EXAM
<p>OCTOBER</p>	<p>Basic Geometrical Ideas (10pds)</p> <p>Fractions (4pds)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> • Classify as line ,ray and line segment • Identify and name lines, rays and line segments in given figures. • Identify polygons • Classify and name different types of polygons • Categorize angles according to their type <ul style="list-style-type: none"> • Identify points, line segments, lines • Distinguish between intersecting and parallel lines with suitable figures • Identify and name intersecting lines, parallel lines and ray in a given figure • Classify as open and closed curves • Identify and classify angles and triangles • Name the sides and angles of a 	<p><u>Experiential learning</u></p> <p>PARTS OF ACIRCLE BY PAPER FOLDING</p>  <p>Fractions Model Colour the required fraction.</p>	<p>Assessment through</p> <ul style="list-style-type: none"> # Assignments # Quizzing # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions

		<p>quadrilateral</p> <ul style="list-style-type: none"> • Draw a circle with given radius or diameter • Mark its centre, segment, radius, diameter, sector, arc <p>Each child will be able to :-</p> <ul style="list-style-type: none"> • Write the fraction corresponding to a given model • Depict the given fraction using model • Represent fractions on the number line • Compare and arrange fractions in given order • Identify and classify fractions as proper, improper and mixed • Convert a mixed number into an improper fraction and vice-versa • Write equivalent fractions for a given fraction • Express a given fraction in its simplest form • Identify and classify as like and unlike fractions 	 <p>1. Write the fraction representing the shaded portion:</p> 	
<p>NOVEMBER</p>	<p>Fractions Cont...(16 pds)</p> <p>Understanding Elementary Shapes</p>	<p>Each child will be able to :-</p> <ul style="list-style-type: none"> • Read, comprehend and solve questions based on addition and subtraction of fractions 		<p>Assessment through</p> <ul style="list-style-type: none"> # Assignments # Quizzing # Activities and Projects # Practice Worksheet

	(10 pds)	<p><u>Understanding Elementary Shapes</u> Each child will be able to</p> <ul style="list-style-type: none"> • compare two given line segments both , by observation as well as by measurement • classify / define the various types of angles viz. straight, right, acute, obtuse and reflex • State the meaning of perpendicular and parallel lines • Classify and define types of triangles on the basis of both, sides and angles • Identify simple polygons viz. triangle, quadrilateral, pentagon and hexagon • Examine whether the given figure is a polygon or not • Name a given polygon • State the faces, vertices and edges of a cube and a cuboid 	<p>Art in math Create a hut using basic shapes</p>  <p>Nets for cubes and Pyramids.</p> 	# Oral Questioning #NCERT Questions
DECEMBER	<p>Decimals(10 pds)</p> <p>Mensuration(14pds)</p>	<ul style="list-style-type: none"> • <u>Decimals</u> • Each child will be able to :- • Write the decimal corresponding to a given model/fraction • Depict the given decimal using models/fraction • Represent decimals on the number line • Compare and arrange decimals in given order • Write equivalent decimals for 	 <p>Teach Beside Me</p>	Assessment through # Assignments # Quizzing # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT

Symmetry
(Winter Break
Project)(2pds)

- a given decimal number
- Identify and classify as like and unlike decimals
- Read, comprehend and solve questions based on addition and subtraction of decimals

- Mensuration
- Each child will be able to
- Recognise closed shapes and calculate the perimeter accurately
- Explore intuitively the perimeter of regular shapes.
- Use the correct units
- Compare length/boundary of squares, rectangles and triangles
- State and apply the formulas for perimeter of a square, rectangle and an equilateral triangle
- and product
- Read, comprehend and solve statement questions based on perimeter
- Use the correct units
- Calculate the area of different figures by counting squares or adding length of sides
- Solve statement ques. based on perimeter and area
- Recognise closed shapes

Decimal puzzle

<https://images.app.goo.gl/jv2ZzJZD1bJGfyMNA>



Experiential learning

Find the area covered by the plan designed below (by adding number of squares on the graph sheet)

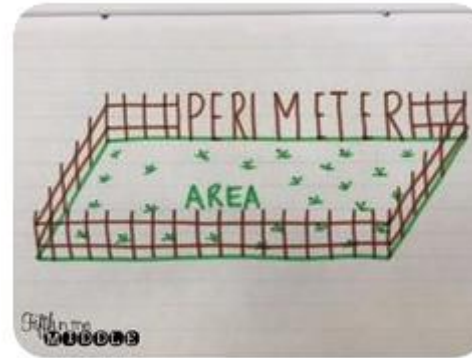


Art in Math Design a PARK with same perimeter and area

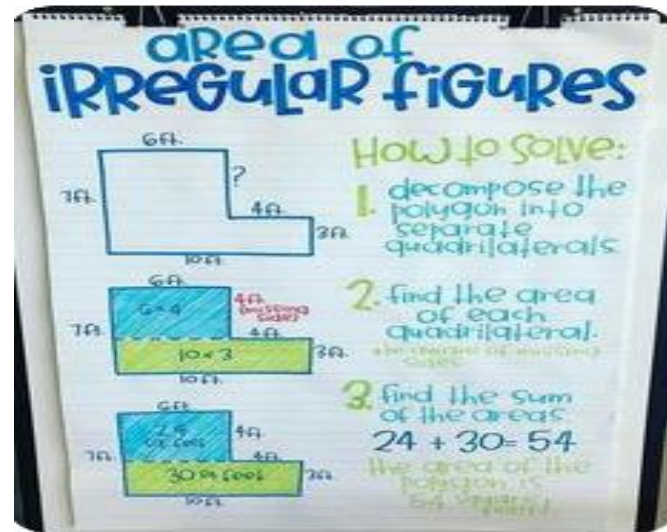
Questions

and calculate the area accurately

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



Perimeter/Area Anchor Chart



JANUARY

Ratio and Proportion (14pds)

Ratio and Proportion

Each child will be able to :

- Read, comprehend and solve statement questions based on ratio
- State whether the given set of four numbers are in proportion or not



Experiential learning

Role-play to depict real life situations involving ratios.

Art in Math

Create comic strips based on proportions

Assessment through
 # Assignments
 # Quizzing
 # Activities and Projects
 # Practice Worksheet
 # Oral

				<p>Questioning #NCERT Questions</p>
<p>FEBRUARY</p>	<p>Ratio and Proportion Cont... (2pds)</p> <p>Practical Geometry (12pds)</p> <p>❖ Revision for Term II Exams(10pds)</p>	<p>Each child will be able to :</p> <ul style="list-style-type: none"> • Read, comprehend and solve statement questions based on proportion • Identify various geometrical instruments and their usage viz. ruler, compasses, divider, set squares and protractor • Construct a circle with given radius • Construct a line segment of given length using ruler and compasses • Construct a copy of given line segment using ruler and compasses • Construction of a perpendicular to a given line through a point on it and outside it using ruler and set squares/ ruler and compasses 	<p>Art in Math</p> <p>ANGLES BY PAPER FOLDING (LOGICAL REASONING)</p> 	<p>Assessment through # Assignments # Quizzing # Activities and Projects # Practice Worksheet # Oral Questioning #NCERT Questions TERM II EXAM</p>

		<ul style="list-style-type: none"> • Construction of an angle of given measure using protractor • Construction of an angle of unknown measure using ruler and compasses • Construction of bisector of an angle using ruler and compasses • Construction of some specific angles viz. 60°, 30°, 120°, 90°, 45° using ruler and compasses 		
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SOCIAL SCIENCE

MONTH	NO OF PERIODS / TOPICS COVERED	LEARNING OUTCOME	ACTIVITIES/PROJECTS/EXPERIENTIAL LEARNING	ASSESSMENTS
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<p><u>APRIL</u></p>	<p>Essential concepts (3 Classes)</p> <ul style="list-style-type: none"> • States of India • Capitals • Neighbouring Countries of India • Continents and oceans <p>HISTORY Ch-1: Introduction to History (Activity Based)</p> <p>-Periods of History -Time Line:</p> <p>BC; AD -Sources of History: Literary sources Archaeological</p>	<p>Each student will be able to:</p> <p>-Name and locate the 28 states on political map</p> <p>- Mention the capitals of the states</p> <p>-Identify and mark the neighbouring countries of India</p> <p>Each student will be able to:</p> <p>- Name the periods of history</p> <p>- Define BC and AD</p> <p>-Arrange events in chronological order</p> <p>- Distinguish between literary and archaeological sources</p>	<p><u>Map Skills</u> Marking the states on political Map of India Matching Activity Match the correct capital to state</p> <p><u>Experiential Learning</u> Collect souvenirs from the different states you have visited</p> <p>Students will arrange the historical events given in a chronological order</p> <p>Sorting the shown pictures of sources as Literary and Archaeological sources Write a diary entry sharing your experiencing of finding an ancient coin</p>	<ul style="list-style-type: none"> • Google forms • MCQs and short answers • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Quiz • Revision using AMP technique • Map skills • https://www.liveworksheets.com/worksheets/en/Social_Science/History/Historical_sources_jy523751c
<p><u>APRIL</u></p>	<p>GEOGRAPHY: Chapter-3– Latitudes and Longitudes</p> <ul style="list-style-type: none"> • Parallels of Latitude • Latitude of a place • Size of parallels 	<p>Each child will be able to:</p> <p>-Understand the need for latitudes and longitudes</p> <p>-Define parallels, latitudes of a place.</p> <p>- Explain some</p>	<p><u>Art Integrated</u></p> <ul style="list-style-type: none"> • students will work on a ball and mark the latitudes and longitudes <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Students will mark the important latitudes on world map with strips of coloured paper 	<ul style="list-style-type: none"> • Google forms- • MCQs and short answers • Worksheets • Assignments- HOTS questions

<ul style="list-style-type: none"> • Important parallels • Latitudes and Heat Zones <ul style="list-style-type: none"> 1) Torrid zone 2) Temperate zone 3) Frigid zone • Meridians of Longitude • Prime Meridian • Longitude of a place • Finding a place • Time <ul style="list-style-type: none"> 1) Local time 2) Longitude and time 3) Standard Time 4) Time zone <p>HISTORY The Earliest Societies</p> <ul style="list-style-type: none"> • Evolution of man • Stone age <p>1) Meaning</p>	<p>characteristics of latitudes.</p> <ul style="list-style-type: none"> - Discuss five important parallels and how they help to divide the Earth in three heat zones. - Analyse heat with their features - Define meridians/ longitudes and prime meridian - Draw a comparison between the key features of longitudes and latitudes. <p>Calculate local time of a place.</p> <ul style="list-style-type: none"> - State the need of Standard time - Explain the full form of IST and GMT. - Define the standard time and time zone. <p>Each student will be able to:</p> <ul style="list-style-type: none"> - Describe the various stages in the evolution of the early man - Classify Stone Age and into Palaeolithic Age, 	<p>Learning Based Activity:</p> <ul style="list-style-type: none"> • Students will find the different countries through which major latitudes pass through. • Graphic organizer comparing the properties of latitude and longitude <p>Map Activity Students will identify and colour the cities pertaining to given coordinates of latitude and longitude on the map.</p> <p>Experiential learning</p> <ul style="list-style-type: none"> • Students will use a torch and globe to identify which countries will have sunrise earlier. <p>Learning Based Activity:</p> <ul style="list-style-type: none"> • Graphic organizer on classification of stone age • Students will create a pictorial timeline 	<ul style="list-style-type: none"> • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet <p>https://www.liveworksheets.com/worksheets/en/Social_Studies/Latitude_and_Longitude_Lines_pk30749yy</p> <ul style="list-style-type: none"> • Map skills • Google forms- • MCQs and short answers • Worksheets • Assignments- HOTS questions
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	<p>2)It's classification</p> <ul style="list-style-type: none"> Life of Palaeolithic man 	<p>Mesolithic Age and Neolithic Age.</p> <p>-Enlist the uses of stone tools</p>	<p>depicting developments of early human</p> <p><u>Experiential Learning</u></p> <p>-Students will stick pictures of stones to prepare Timeline of stone tools</p>	
<u>MAY</u>	<p>HISTORY</p> <p>The Earliest Societies</p> <p>(continued)</p> <p>1)Sources of Information 2)Skills of hunter gatherer 3)Living in groups</p> <ul style="list-style-type: none"> Tools of Palaeolithic man <p>1)Types of tools 2)Techniques of tool making</p> <ul style="list-style-type: none"> Discovery of fire Paleolithic Age in Deccan -Hunsgi 	<p>Each student will be able to:</p> <p>- Enumerate the living pattern, of the Palaeolithic man.</p> <p>-Explain the discovery of fire as a milestone and its uses to the early man</p> <p>-Sources of information</p> <p>- Identify stone tools as archaeological evidence, making deductions from them.</p> <p>- Elaborate the techniques of tool making of this period</p> <p>- Locate the Paleolithic sites on a physical map of India</p> <p>-Analyse Paleolithic age in Deccan -Hunsgi</p>	<p><u>Experiential Learning</u></p> <p>-Students will write a Diary entry- Discovery of Fire</p> <p><u>Research Wok</u></p> <p>-Students will research about Toda tribe of Nigiri hills (Craft, lifestyle, houses etc)</p> <p><u>Art Integrated Activity</u></p> <p>-Making a bookmark based on Toda tribe motifs</p> <p>-Stone tool Designing- Students will make their own stone tool like paper weights</p> <p><u>Map Activity</u></p> <p>Marking of Paleolithic sites on Map</p>	<ul style="list-style-type: none"> Google forms- MCQs and short answers Worksheets Assignments- HOTS questions Oral questioning in the class <p>https://www.liveworksheets.com/ff1940549rl</p> <ul style="list-style-type: none"> Individual tasking- Class and home assignments through goggle classroom Revision worksheet <p>https://diksha.gov.in/resources/play/content/do_3130895008559595521401</p> <ul style="list-style-type: none"> Map marking of Paleolithic sites on

				India map
<u>MAY</u>	Civics Chapter-2– Prejudice and Discrimination <ul style="list-style-type: none"> • Prejudices • Stereotypes • Diversity and discrimination • Caste system • Apartheid • Inequality and discrimination • Diversity and the Indian Constitution 	Each student will be able to: <ul style="list-style-type: none"> -Explain the terms Prejudice and Stereotypes and give common examples from our society. -Explain how prejudices leads to discrimination and inequality amongst people - Mention two sources of discrimination. - Give at least one example of discrimination based on economic inequality. -Establish a link between racial discrimination and inequality -Explain the importance of constitution and rights for citizens of India. -Enlist the provisions in our constitution that promote equality. 	<u>Learning Based Activity:</u> <ul style="list-style-type: none"> -Graphic organizer on Prejudice -Collage of advertisements that promote Gender Stereotypes <u>Experiential Learning</u> <ul style="list-style-type: none"> -Students will research and prepare fact cards on women in 5 different fields that broke gender stereotype <u>Art Integrated</u> <ul style="list-style-type: none"> -Students will innovatively make a drawing to depict their understanding of caste system <u>Case Study</u> <ul style="list-style-type: none"> -Prepare a Case Study of a Famous person who had faced discrimination on the basis of his Caste/Gender/Religion/ Race. 	<ul style="list-style-type: none"> • Google forms- • MCQs and short answers • Quiz • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet
<u>JULY</u>	Geography Ch:5-The Earth’s Constituents The three zones on the earth- -Lithosphere	<u>Each child will be able to:</u> <ul style="list-style-type: none"> -Identify three zones of the earth- lithosphere, hydrosphere, and atmosphere. - Locate and discuss the features of the continents of 	<u>Experiential learning:</u> On the world map mark and label the major Oceans and Continents of the world. <u>Learning Based Activity:</u> -With the help of a diagram	<ul style="list-style-type: none"> • Map skills • Group discussion • MCQs and short answers

<p>-Major continents -Landforms -Hydrosphere -Major oceans -Layers of Atmosphere -Biosphere -Man and environment</p> <p>History Ch:3-The First Farmers and Herders</p> <ul style="list-style-type: none"> • Mesolithic Age <ol style="list-style-type: none"> 1) Tools 2)Beginning of Agriculture 3)Paintings 4)Burials <ul style="list-style-type: none"> • Neolithic Age <ol style="list-style-type: none"> 1) Farming & Herding 2) implications 3) Polished Tools 4) Invention of Wheel 5) Community life 6) Religion 7) Disposal of the dead- Megaliths <ul style="list-style-type: none"> • Neolithic settlements <p>Revision for Weekly test-</p>	<p>the World. -Explain the features of the major landforms. - Locate and discuss about oceans of the World. -Define atmosphere and name the five layers of the atmosphere -Analyse the human activities impacting environment</p> <p><u>Each child will be able to:</u></p> <p>-State the archaeological sources that tell us about Mesolithic Age -Explain the tools, houses, paintings and burial system during Mesolithic age</p> <p>-Identify the changes that came with Neolithic Age and their implications. -Distinguish between old stone age tools and new stone age tools -State the importance of wheel to Early man.</p> <p><i>-Mark the Mesolithic and Neolithic sites on the map of India.</i></p>	<p>show the different layers of the atmosphere -Using a pie chart show the composition of atmosphere.</p> <p><u>Experiential learning</u> Make a model on any landform</p> <p><u>Art Integrated Activity:</u> Make a pamphlet to raise awareness “Protect environment”</p> <p><u>Learning Based Activity:</u> -Make collage to depict the sources to know about Mesolithic age</p> <p><u>Research Activity:</u> Pre-historic paintings-at Bhimbetka in Madhya Pradesh Lascaux cave painting- in France. <u>Art Integrated Activity:</u> Create a comic strip on “invention of wheel”</p> <p><u>Map work:</u> On the political map of India mark the important Neolithic sites in India</p>	<ul style="list-style-type: none"> • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet • Quiz • MCQs and short answers • Worksheets • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom
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	<p>2 (2 classes)</p> <p>Civics Ch:3-Government -Definition of the government -Functions performed by the government -Levels of the government -Organs of government</p> <p>-Types of government</p>	<p><u>Each child will be able to:</u> -answer the questions asked</p> <p>-form questions based on concepts done</p> <p>-ask doubts after revision</p> <p><u>Each child will be able to:</u> -Define ‘government’ - explain the functions performed by the government. -identify levels of the government</p> <p>-discuss organs of government</p> <p>- enlist the types of government</p>	<p><u>Learning Based Activity:</u> - Make a list of various public properties that you have used at any time in your life.</p> <p><u>Art Activity:</u> Make a Poster depicting your duty towards public property</p> <p>-Graphic organizer on levels of government</p> <p><u>Research Based activity</u> -Find two countries having democracy as form of government and two with monarchy.</p>	<ul style="list-style-type: none"> • Revision using AMP technique • Revision worksheet • Map skills <p><u>WEEKLY TEST-2 (29/07/22)</u> HISTORY- Ch:3-The First Farmers and Herders CIVICS- Ch:2– Prejudice and Discrimination (page 11-12) GEOGRAPHY- Ch:5-The Earth’s Constituents</p> <ul style="list-style-type: none"> • Quiz • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique
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				<ul style="list-style-type: none"> • Revision worksheet
<u>AUGUST</u>	<p>Civics Ch:3-Government (continued) -Democracy -UAF -Women suffrage movement -Indian Constitution</p> <p>History Ch:4-The First Cities of the Indian Subcontinent</p> <ul style="list-style-type: none"> • Chalcolithic Age <p>and Bronze Age</p> <ul style="list-style-type: none"> • Rise of urbanism • The Harappan Civilization Architectural Features <p>a) Planned Cities b) The Citadel c) The lower town d) Houses e) Drainage System</p> <ul style="list-style-type: none"> • Occupations of the people • Religious Worship <p>-Harappan Cities in Gujarat: Lothal, Dholavira</p> <ul style="list-style-type: none"> • Decline of the Indus Valley Civilization 	<p><u>Each child will be able to:</u> -Define adult franchise/ suffrage and democracy. -Understand the women suffrage movement -List the role of the citizens in a democracy.</p> <p><u>Each child will be able to:</u> -State the meaning of: ▪Chalcolithic Age ▪Bronze Age Enlist the uses of Bronze. -Compare the city life and village life in the Bronze Age. -State the main architectural features of Harrapan Civilization. -Mark the sites of Indus Valley Civilization excavated in India. -Name the flourishing industry of Lothal. -Explain the architectural features discovered in Lothal and Dholavira -Write about the possible factors that led to the decline of the Indus Valley Civilization.</p>	<p><u>Experiential Learning</u> Storyboard: Compare Democracy and Monarchy forms of government with the help of a storyboard.</p> <p><u>Art Integrated Activity:</u> Make an archaeological box depicting the items discovered at Indus valley</p> <p><u>Learning Based activity:</u> Mind map of the structure of cities with important buildings discovered.</p> <p><u>Hand on Activity:</u> Jewellery making: The students will make Jewellery using waste material like beads, thread, copper wire etc. similar as jewellery of the Indus valley</p> <p><u>Map Marking Activity:</u> On Map of India mark all the sites of Indus valley civilization.</p>	<ul style="list-style-type: none"> • Google forms- • MCQs and short answers • Worksheet • Assignments- HOTS questions • Oral questioning in the class • Revision using AMP technique • Revision worksheet <p>Map skills</p>

<p>Civics Ch:6-Rural Livelihood -Crop cultivation -Types of farmers - Other occupations -Fishing -Collection of forest products -Animal husbandry -Crafts and trade - Govt jobs</p> <p>-Women and Rural Livelihood</p>	<p><u>Each child will be able to:</u> -Explain the different ways of earning livelihood in the rural areas. -State and describe the various types of farmers. -Assess the status of landowning farmers. -Distinguish between landowning farmers and small farmers. -Define agricultural farmers. -Tell the functions of the milk co-operatives. -Mention some activities of the village women.</p>	<p><u>Case study:</u> Prepare a case study on any village of India and the major occupations of the residents. <u>Research based:</u> Find out about two government schemes launched to help the farmers. Make a collage on non-farming activities practiced in India <u>Experiential Learning</u> Role play on any of the Rural livelihood of India and the associated problems</p>	<ul style="list-style-type: none"> • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet
<p>History Ch:5-The Vedic Age -The different periods of the Vedic age -The Early Vedic Period 1) Political Life 2) Life of the people 3) Social Life 4) Religion</p> <p>-Later Vedic Period 1) Political Life 2) Life of the people 3) Social Life 4) Religion 5) Education -Neolithic, Chalcolithic</p>	<p><u>Each student will be able to:</u> - Describe the coming of the Aryans into India. -Write about the literary sources of the ‘Vedic Age’ -Name the four Vedas -List the main features of Rig Veda. -Assess the use of iron tools of Later Vedic Age. -Distinguish between the features of the early and the later Vedic Age</p>	<p><u>Learning Based Activity:</u> Graphic organizer on Vedic literature</p> <p><u>Experiential learning</u> Map marking of the areas covered by Aryans in Early and Later Vedic period</p> <p><u>Art Integrated Activity:</u> Make a storyboard on comparison of status of women in Early and Later Vedic period.</p>	<ul style="list-style-type: none"> • Quiz • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique

	and Megalithic Cultures in India -Pit burials -Megalithic burials	-List the characteristics of the political, social and cultural aspect of the Vedic age. -Mention how the dead were buried in Inamgaon	<u>Trans disciplinary Activity:</u> Report writing on Caste system and resulting inequalities. <u>Debate Activity:</u> Debate on “Gurukul system of Ancient time v/s Modern schools”	<ul style="list-style-type: none"> • Revision worksheet
<u>SEPTEMBER</u>	CIVICS-Ch:1- Understanding Diversity (2 classes) Activity based (not to be assessed in pen and paper test) <u>REVISION FOR MID-TERM EXAMS</u> History-(Ch-2: The Earliest Societies, Ch:3-The First Farmers and Herders Ch-4: The First Cities of the Indian Subcontinent, Ch:5-The Vedic Age) Geography – (Ch-3: Latitudes and Longitudes, Ch:5-The Earth’s Constituents) SPL- (Ch-2: Prejudice and Discrimination, Ch-3: Government, Ch:6-Rural Livelihood)	<u>Each child will be able to:</u> -explain diversity -discuss the aspects of diversity in India <u>Each child will be able to:</u> -Recapitulate the concepts done -Answer the questions based on the syllabus covered -Develop an understanding of the concepts done -Participate in the revision discussion and activities	<u>Learning Based Activity:</u> Prepare a collage on “Diversity in India”- Festivals, Dance forms, Dresses, food items <u>Experiential Learning</u> Share the recipe of a traditional dish belonging to any state, in class <u>Revision based activity:</u> Students will discuss and complete the revision worksheets. Students will ask doubts and take part in revision quiz. <u>Map Practice Activity:</u> Students will mark the areas on map of India	<u>Rubrics of assessment</u> -creativity -research -presentation <ul style="list-style-type: none"> • Revision tests/ Class tests • Oral questioning in the class • Revision using AMP technique • Revision worksheet • Map Practice
<u>OCTO</u>	Geography	<u>Each student will be able to:</u>	<u>Map Marking Activity:</u> Mark the physical divisions of	

<p><u>BER</u></p>	<p>Ch:6-India our Motherland -Location and extent -Political divisions -Physical divisions -The Northern Mountains -The Northern Plains -The Peninsular Plateau -Coastal Plains -The Islands Groups</p> <p>History Ch:9-Trade, Crafts and Cities ACTIVITY based (not to be assessed in pen and paper test)</p>	<p>-Explain the location of India. -Assess the extent of India's Boundary. -Name the standard meridian of India. -Mark the neighbouring countries of India. -Define Peninsula -Mention the physical divisions of India. -Mark the physical divisions of India in the map. -Enlist the main features of each division of India.</p> <p><u>Each child will be able to:</u> -explain the growing importance of crafts and trade in later Vedic age -prepare a collage of Indian items traded abroad in the later Vedic period</p>	<p>India on physical map of India. Mark the neighbouring countries of India on the Political map of India.</p> <p><u>Learning Based activity:</u> Compare and contrast the features of: Western and Eastern Ghats</p> <p><u>Research Based activity:</u> 'Backwaters in Kerala'- How are they formed?</p> <p><u>Art Integrated</u> Prepare a travel brochure on any of the physical divisions of India. Include: -Number of days -Season to visit -Places of interest</p> <p><u>Hands on Activity</u> -Prepare a collage of Indian items traded abroad in the later Vedic period - Map marking of major trading ports on Map of India of ancient India (Tamralipti Bhrigukachchha, Arikamedu)</p>	<ul style="list-style-type: none"> • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet <p><u>Rubrics of assessment</u> -creativity -research -presentation</p>
<p><u>NOVE</u></p>	<p>History</p>	<p><u>Each child will be able to:</u> -Name two sources of</p>	<p><u>Map marking activity:</u> The students would be asked</p>	<ul style="list-style-type: none"> • MCQs and short answers

<p><u>MBER</u></p>	<p>Ch:6-Early States in India -Rise of Janapadas and Mahajanapadas in India.</p> <p>-Janpadas</p> <p>-Republics and Monarchies (Sighting examples of Vajji and Magadha)</p> <p>-Janpadas to Mahajanpadas</p> <p>-Conditions in Mahajanpadas</p> <p>-Rise of Magadha</p> <p>CIVICS Ch:5-How we Govern our communities Introducing the terms like: civic amenities, local self-government</p> <ul style="list-style-type: none"> ● Advantages of local self-government ● Panchayati Raj System: <ul style="list-style-type: none"> a) Functions b) sources of income of the panchayat c) Panchayat at village level 	<p>information of Janapadas. -Define and give examples of Janapadas & Mahajanapadas. -Enlist the Mahajanapadas. -Spell out the differences between republics and monarchies. -Name the two major clans of Vajji. -Describe the conditions in the Mahajanpadas. -Explain the political and social life of the people of Magadha</p> <p><u>Each child will be able to:</u> -Define: Civic Amenities, Local Self Government, Panchayat. -Enlist the advantages of local self-government -Explain the structure of Panchayati Raj -Assess the main constituents of the Panchayat at village level. - Enlist the functions of Municipal Corporation.</p>	<p>to locate some Mahajanapadas on the map.</p> <p><u>Learning Based activity:</u> Students would find out and write about the benefits of a republic and a monarchy.</p> <p><u>Experiential Learning</u> Role play on the kings of any Janapadas/ Mahajanapads</p> <p><u>Research based:</u> Case study on Gana-Sangha form of state</p> <p><u>Learning Based activity:</u> Graphic organiser on levels of government</p> <p><u>Case study</u> Do a case study on a women sarpanch</p> <p><u>Research Activity:</u> Find out the problems faced by a village and write down, steps you would take to solve them if you were the Sarpanch.</p> <p><u>Diary entry:</u> You are elected as the Municipal councilor, which areas would you work to</p>	<ul style="list-style-type: none"> ● Worksheets ● Assignments- HOTS questions ● Oral questioning in the class ● Individual tasking- Class and home assignments through goggle classroom ● Revision using AMP technique ● Revision worksheet ● Worksheets ● Assignments- HOTS questions ● Oral questioning in the class ● Individual tasking- Class and home assignments through goggle classroom ● Revision using AMP technique
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	<ul style="list-style-type: none"> • Municipalities: -Municipal Corporation composition -Functions -sources of income <p>Revision for Weekly Test Weekly Test 3 25th NOVEMBER</p> <p>History Ch:8-Development of the First Empire</p> <ul style="list-style-type: none"> -Alexander's Invasion -The Mauryan Empire -Expansion of territories -Ashoka -Ashoka's Dhamma -Efforts to spread Dhamma -Mauryan Administration and Society -Decline of the Mauryan Empire 	<p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> -Recapitulate the concepts done -Answer the questions based on the syllabus covered <p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> -Describe the establishment and expansion of the Mauryan empire under its various rulers. -Explain the impact of the Kalinga war on Ashoka. -List the main principles of Ashoka's 'Dhamma'. -Enlist the steps taken by Ashoka to spread the message of Dhamma -Write about the society and administration under the Mauryas -State the reason(s) for the decline of the Mauryan empire. 	<p>improve your city.</p> <p><u>Map marking:</u> Mark the areas where edicts of Ashoka have been found on map of India.</p> <p><u>Learning Based Activity:</u> Graphic organiser on Principles of Dhamma.</p> <p><u>Art Integrated activity:</u> Prepare a fact file on Ashoka.</p> <p><u>Experiential learning:</u> Diary entry of your experience of a war as a ruler who defeated and conquered a kingdom.</p>	<p>Weekly Test 3 25th NOVEMBER</p> <ul style="list-style-type: none"> • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet
<p><u>DECEMBER</u></p>	<p>Geography Ch:4 Motions of The Earth</p> <ul style="list-style-type: none"> -Inclination of the earth's axis 	<p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> -Assess the two kinds of motions of the earth. 	<p><u>Learning Based activity:</u> Draw neat & labelled diagrams to show: »The inclination of the earth's axis and the angle formed</p>	<ul style="list-style-type: none"> • MCQs and short answers • Worksheets

<p>-Rotation and its effects -Revolution and its effects a) Unequal days and nights b) Change in the amount of heat received. (only Rotation and Revolution) -Equinox and solstice</p> <p>History Ch:10-India’s Contact with Outside World Cultural interaction</p> <p>North-West India and Foreign Invasions</p> <p>Spread of Buddhism from India.</p> <p>The Deccan and the outside World</p> <p>Southern Kingdoms and the Outside World</p>	<p>-Explain by drawing a diagram how rotation causes days & nights -Analyse the cause of unequal days & night -Define : Revolution Leap year ,Equinox -Give dates of equinox ,summer and winter</p> <p><u>Each child will be able to</u></p> <p>Name the important ports along India’s coast line in ancient times</p> <p>State the main cause of foreign invasion in India</p> <p>Mention the influence of Indo- Greek rule in India.</p> <p>Mention developments that took place during Kanishka’’s reign</p> <p>Mark the places where Mahayana Budhism spread due to silk route. Enumerate the importance of Nalanda University.</p> <p>State a reason for a visit by Chinese scholars to India.</p> <p>Give details about the spread</p>	<p>»The change in the amount of heat received from vertical and slanting sun rays</p> <p><u>Experiential Activity:</u> Weather Report Activity; take newspaper cuttings of weather report for a week and write a brief report on weather conditions</p> <p><u>Art integrated activity:</u> Use an art form that was developed due to cultural interactions with other countries.</p> <p><u>Map marking activity:</u> On the map of India, students would mark the important ports in Ancient India</p> <p><u>Learning Based activity:</u> Make a graphic organizer on the tribes that invaded India</p> <p><u>Research based:</u> Find about: Countries following Mahayana and Hinayana form of Buddhism in the present times.</p> <p><u>Experiential Activity:</u> Make a fact file on silk route including the following: - Information about it - Depiction of silk road on world map - List some important</p>	<ul style="list-style-type: none"> • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique • Revision worksheet • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • Revision using AMP technique
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	<p>Civics Ch:7-Urban Livelihood -Income groups -Work in offices, shops, factories -Work on the roads -Women workers in cities</p> <p>Revision for Weekly Test Weekly test 4 30th DECEMBER</p>	<p>of Buddhism from India.</p> <p>Highlight contact of southern Indian kingdoms with Outside world</p> <p><u>Each child will be able to:</u> -Mention the different income groups of people. -Assess the reasons for the migration of people from villages to cities -Describe the life of the following people in the cities: – People working in offices – People working in shops</p> <p><u>Each child will be able to:</u> -Recapitulate the concepts done -Answer the questions based on the syllabus covered</p>	<p>articles of trade between countries through the road - Spread of religions and food cuisines along the road</p> <p><u>Learning Based Activity:</u> Make a graphic organizer on different livelihoods in cities <u>Experiential learning</u> Newspaper article on problems faced by factory workers</p> <p>Contact any three people working in an urban area like- a driver, a domestic help, a labourer, a hawker etc and find out how much do they earn in month? Do you think their earnings are sufficient?</p>	<ul style="list-style-type: none"> • Revision worksheet • MCQs and short answers • Worksheets • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom <p>Weekly test 4 30th DECEMBER</p>
<p><u>JANUARY</u></p>	<p>Geography Ch: 7-India: Climate, Vegetation and Wildlife -Meaning of the term ‘Climate’ -Factors determining climate -Climatic diversity in India -Indian Seasons</p>	<p><u>Each child is able to:</u> -Define terms like: ▪climate ▪weather -List the factors affecting the climate of India. -Explain the cycle of seasons and mention the main features of each</p>	<p><u>ACTIVITY:</u> ▪Bring out the differences between the various seasons of India in a tabular form. Collage on various things we can get from forests</p> <p><u>Map work:</u> -Rainfall map of India.</p>	<ul style="list-style-type: none"> • MCQs and short answers • Worksheets • Assignments- HOTS questions

	<p>-Different types of Natural Vegetation in India -Importance of natural vegetation -Conservation of wildlife</p> <p>Geography Ch:2 Maps ACTIVITY based (not to be assessed in pen and paper test)</p>	<p>season. -Differentiate between advancing and retreating monsoon. -Give details about the distribution of rainfall in India. -Enlist the main types of Natural Vegetation. -Enumerate the importance of forests and the need to conserve them -suggest the ways in which the forests and wildlife can be conserved.</p> <p><u>Each child will able to:</u> -Identify the uses of maps -enlist the main components of maps</p>	<p>-Map depicting South west monsoon and retreating monsoon winds. Case study: On a project to save the endangered animals <u>Art integrated</u> Make a collage depicting the clothing and food items according to seasons of India. <u>Map Work:</u> ▪On a map of India show the Wildlife Sanctuaries and National Parks of India Find out.'Wildlife week'- When and how is it celebrated? <u>Art Integrated activity:</u> Poster making on “Save wildlife” <u>Learning based activity:</u> Compare the three different types of maps <u>Experiential activity:</u> Draw some symbols and signs used in maps</p>	<ul style="list-style-type: none"> • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom <p><u>Rubrics of assessment</u> -creativity -research -presentation</p>
<p><u>FEBRUARY</u></p>	<p>History Ch:11 Political Developments -The Gupta Empire - Chandragupta I -Samudragupta -Chandragupta -Vikramaditya -Achievements</p>	<p><u>Each child will able to:</u> -List the main archaeological and literary sources of this period. -Write about the contribution made by: ▪Chandragupta I ▪Samudragupta</p>	<p><u>Learning based activity:</u> Graphic organiser on rulers of Gupta empire Collage on sources to know about the Guptas: Coins, art/craft, architecture Map marking of areas under control of Guptas</p>	<ul style="list-style-type: none"> • MCQs and short answers • Worksheets • Assignments- HOTS questions

<p>-Harshavardhana -Life of the people</p>	<p>REVISION FOR FINAL EXAM HISTORY: Ch:6-Early States in India Ch:10-India's Contact with Outside World Ch:11 Political Developments</p> <p>GEO: Ch:6-India our Motherland Ch:4 Motions of The Earth Ch: 7-India: Climate, Vegetation and Wildlife</p> <p>CIVICS: Ch:5-How we Govern our communities Ch:7-Urban Livelihood One chapter from Term-1</p>	<p>▪Chandragupta II Describe the Gupta administration, the society and religion under the Guptas. -List the contributions made by Harsha in the field of art, religion & education</p> <p><u>Each child will be able to:</u></p> <p>-Recapitulate the concepts done</p> <p>-Answer the questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>-Participate in the revision discussion and activities</p>	<p><u>Experiential activity:</u> Diary entry: Write your experience as a traveller to Chandragupta's empire.</p> <p>Write a Prashasti about a friend of yours.</p> <p><u>Learning Based activity:</u> Students will discuss and complete the revision worksheets.</p> <p><u>Map Practice Activity:</u> Students will mark the asked areas on map of India</p>	<ul style="list-style-type: none"> • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom • MCQs and short answers • Revision Worksheets • Sample papers • Assignments- HOTS questions • Oral questioning in the class • Individual tasking- Class and home assignments through goggle classroom
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SCIENCE CLASS VI

	<p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Test For nutrients Starch, fats and proteins ◆ Functions Of various nutrients ◆ Balanced Diet ◆ Obesity –Junk food ◆ Deficiency Diseases 	<p>able to-</p> <ul style="list-style-type: none"> ◆Write the various components of food and list their functions. ◆Classify food as proteins, carbohydrates and fats. ◆Define balanced diet. ◆construct a balanced diet for a 12-year-old child. ◆Give reasons for cooking food. ◆Define deficiency diseases. 	<ul style="list-style-type: none"> ◆ Students will perform protein, starch and fats test in the class and answer questions asked in the class. ◆ Students will compare their diet with their family members taken the previous day and then will analyze the following points <ul style="list-style-type: none"> a) Who has taken balanced diet? b) Whose diet is lacking the important nutrients? ◆Students in group will do detailed research on any one of the deficiency diseases and share their findings in the class. ◆We have learnt that excess intake of fats is harmful for the body. What about other nutrients? Would it be harmful for the body to take too much of proteins or vitamins in the diet? Read about diet related problems to find answers to these questions and have a class discussion on this topic. <p>Art Integration</p> <ul style="list-style-type: none"> ◆A poster on healthy food vs junk food ◆Tulip potato printing on an A-4 size sheet using cut up potatoes and paints. 	<ul style="list-style-type: none"> ◆Practice worksheet ◆Assignment worksheet ◆ Objective type worksheet ◆Class test
<p>May</p>	<p>Topic: Variety in Fabrics</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆Variety in Fabrics ◆Fibres <ul style="list-style-type: none"> ▪Natural fibres ▪Synthetic fibres 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆Name different types of fabric. ◆define fibre. ◆differentiate between 	<ul style="list-style-type: none"> ◆ They will take a sample of fabric to observe that fabric is made of yarn and yarn is made up of fibres. ◆Students will mark the states where cotton and jute are cultivated and mention the type of soil and climate 	<ul style="list-style-type: none"> ◆Practice worksheet ◆Assignment worksheet ◆ Objective type worksheet

	<ul style="list-style-type: none"> ◆ Some Plant Fibres ▪ Cotton ▪ Jute ◆ Fibres to yarn- ▪ Spinning ◆ Yarn to Fabric- ▪ Weaving ▪ Knitting ◆ History of Clothing Material 	<p>natural and synthetic fibres.</p> <ul style="list-style-type: none"> ◆ list the fibres obtained from plants and animals. ◆ explain the process to obtain cotton fibres from cotton plant. ◆ describe the process to obtain jute fibres from jute plant. ◆ define spinning, weaving, knitting. ◆ write the history of clothing material. 	<p>present in those states using google chrome.</p> <ul style="list-style-type: none"> ◆ Students will show the process of weaving using coloured paper strips. ◆ The famous Sufi Saint and poet Kabir was a weaver. Do a research on him and find out about his life and teachings. ◆ India has been a major producer of cotton and its fabric. India exports cotton fabrics and items to many other countries. Do a research on it and find out how it contributes to the economy. <p>Art Integration</p> <ul style="list-style-type: none"> ◆ Students will make a fabric bowl from left over fabric pieces. ◆ Students will weave coasters on a cardboard loom using some scraps of yarn. 	<ul style="list-style-type: none"> ◆ Class test
<p>July</p>	<p>Topic:</p> <p>L-14 WATER</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Usage of water ◆ Sources of water ◆ Water cycle ◆ Flood ◆ Drought ◆ Conservation of Water ◆ Rainwater harvesting 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ list the importance of water. ◆ name different sources of water. ◆ name the processes involved in water cycle. ◆ define water cycle. ◆ draw a well labelled diagram of water cycle. ◆ write short note on floods and droughts. ◆ list different ways of conservation of water. ◆ list different ways of 	<ul style="list-style-type: none"> ◆ To show that water continues to disappear even if it is kept in shade ◆ To show the process of evaporation and condensation. ◆ Students will record the amount of water required by them and their family for ten days and will calculate the water needed by their family for a year. They will also list several ways by which they can save water. ◆ Group activity-creating own water cycle ◆ Students will get information on two major disasters caused by water (where and how did they occur) and write an article on the same. ◆ Prepare a poster on ways of saving 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet ◆ Objective type worksheet ◆ Class test <p>WT-1 08.07.22</p> <ol style="list-style-type: none"> 1) Food- Where does it come from? 2) Components of Food

	<p>Topic:</p> <p>L-15 Air</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Air is present everywhere ◆ Atmosphere ◆ Components of air ◆ Uses of different components of air ◆ Balance of gases in the atmosphere ◆ Uses of air 	<p>rainwater harvesting.</p> <ul style="list-style-type: none"> ◆ mention different ways by which water gets polluted. <p>Each student will be able to-</p> <ul style="list-style-type: none"> ◆ write an experiment to show that air occupies space. ◆ define atmosphere. ◆ state the components of air. ◆ state the uses of different components of air. ◆ show the balance of gases in the atmosphere. ◆ list the importance of air. 	<p>water.</p> <p>-Write slogans of your own on 'Save Water'.</p> <ul style="list-style-type: none"> ◆ Students will show that a glass bottle which seem to be empty is actually filled with air. ◆ To show that air occupies space. ◆ To show that oxygen is present in the air ◆ To observe dust particles are present in the air. ◆ To show that oxygen is dissolved in the water ◆ To show that air is present in the soil ◆ Students will find out the causes of air pollution in their area and present a report in the class. ◆ In a number of musical instruments, air plays an important role. Name some such instruments and draw/ paste pictures of them. ◆ Students will make a firki and take in an open area to observe that moving air rotates firki. 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet ◆ Objective type worksheet ◆ Class test
<p>August</p>	<p>Topic:</p> <p>L-16 Garbage In Garbage Out</p> <p>Sub-topics-</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ list different sources of wastes. 	<ul style="list-style-type: none"> ◆ Students will segregate the waste and discuss the benefits of segregation in the class. ◆ Students will make a list of waste materials that can be recycled. ◆ Students will separate garbage that 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet ◆ Objective type worksheet ◆ Class test

	<p>◆Sources of garbage-</p> <p>-Domestic, commercial, industrial and agricultural wastes.</p> <p>◆Different types of garbage-</p> <p>Biodegradable and non-biodegradable waste</p> <p>◆Dealing with garbage</p> <p>-Landfill</p> <p>-Composting</p> <p>-Vermicomposting</p> <p>-Think and throw</p> <p>-Recycling of paper</p> <p>◆Plastics –Boon or a curse</p> <p>Topic: L-10 Story of transport</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆Measurements <ul style="list-style-type: none"> ● Conventional units of measurement ● Standard units of measurement ◆Correct measurement of length <ul style="list-style-type: none"> ● Measuring the length of a curved line 	<ul style="list-style-type: none"> ◆ define landfill. ◆distinguish between biodegradable and non-biodegradable waste. ◆define composting and vermicomposting. ◆describe the process of composting and vermicomposting. ◆describe the process of making recycled paper. ◆list different ways to minimize over use of plastics. <p>Each student will be able to-</p> <ul style="list-style-type: none"> ◆ name different forms of transport. ◆define measurement. ◆name different types of conventional units of measurement. ◆explain need of standard units of measurement. ◆list precautions that should be taken while 	<p>decompose and garbage that do not decompose a home.</p> <ul style="list-style-type: none"> ◆ Students will make two dustbins in their notebook and paste biodegradable and non-biodegradable waste pictures. ◆ students will collect non-biodegradable wastes and find innovative ways to recycle these wastes. ◆ Find out effects of plastic pollution on water bodies and aquatic organisms. Make a detailed report representing the data collected graphically (using pie charts, bar or line graphs) <p>Art Integration</p> <ul style="list-style-type: none"> ◆ Make recycled paper using old papers. This recycled paper can be used for making greeting cards. Make a time lapse video of approximately 2 minutes of the entire process and upload on google classroom <ul style="list-style-type: none"> ◆Students will draw their hand span in note book and measure it and compare it with their partner. ◆Students will measure the length of their desk using handspan and compare it with their partner. ◆Students will measure length using a meter scale and measuring tape. ◆Students will measure the length of a curved line with thread. ◆Students will find out where in our country are standard metre and 	<p>WT-2 12.08.22</p> <p>1) Fibre to Fabric 2) Water</p> <p>◆Practice worksheet</p> <p>◆Assignment worksheet</p> <ul style="list-style-type: none"> ◆ Objective type worksheet ◆Class test
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	<ul style="list-style-type: none"> ◆ Moving things around us – <ul style="list-style-type: none"> ● Rest and motion ◆ Different types of motion <ol style="list-style-type: none"> 1. Rectilinear motion 2. Circular motion 3. Periodic motion 	<p>measuring length.</p> <ul style="list-style-type: none"> ◆ identify the correct measuring scale. ◆ make correct measurements of length. ◆ measure the length of a curved line. ◆ define motion and rest. ◆ identify different types of motion. ◆ define different types of motion. 	<p>standard kilogram kept.</p> <ul style="list-style-type: none"> ◆ Students will observe different things which are in motion and at rest and make a note. ◆ Students will observe and identify different types of motion and give examples of similar type of motion. ◆ Measure the height of your classmates with the help of a measuring tape. Also calculate the average height of students of your class. <p>◆ Art Integration PHOTOGRAPHY Students will click 4-5 pictures of motion around them and will present it in the class in the form of a collage.</p>	
September	<p>Topic: L-12 Electric Current and Circuits</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Electric cell ◆ Correct way of connecting a bulb to an electric cell ◆ An electric circuit ◆ Electric switch ◆ Electric conductors and insulators 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ◆ draw and describe an electric cell. ◆ identify closed and open circuits. ◆ construct a switch. ◆ describe the working of a torch. ◆ distinguish between conductors and insulator. 	<ul style="list-style-type: none"> ◆ Students will connect an electric bulb to an electric cell in different ways and see in which case the bulb glows. ◆ Students will make a switch and write its importance. ◆ Students will make a simple electric circuit. ◆ With the help of electric circuit, students will show that some objects allow current to flow and others do not. ◆ Students will make closed and open circuits using different conductors and insulators. 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet ◆ Objective type worksheet ◆ Class test <p>Mid – Term Examination L-2 Components of Food L-3 Fibre to Fabric L-10 Motion and Measurement of Distances L-12 Electricity and Circuits L-14 Water L-15 Air L-16 Garbage in Garbage Out</p>
October	<p>Topic: L- 6 Changes Around Us</p> <p>Sub-topics-</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ classify different type of 	<ul style="list-style-type: none"> ◆ Students will observe different types of changes around them. ◆ Students will differentiate between folding of paper and tearing of paper. 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet

			art to show importance of light and how it behaves when it falls on different types of objects.	
November	<p>Topic: Sorting Materials into Groups</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Objects around us ◆ Properties of Materials <ul style="list-style-type: none"> ● Appearance ● Texture ● Density ● Solubility <p>Topic: Separation of Substances</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Importance of separation ◆ Methods of Separation <ul style="list-style-type: none"> ● Handpicking ● Threshing ● Winnowing ● Sieving ● Sedimentation and decantation ● Filtration ● Evaporation ● Condensation 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ define classification. ◆ list important properties of matter. ◆ differentiate between various states of transparency. ◆ explain why some objects float and some sink. <p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ give reason why separation of substances is necessary. ◆ name different methods of separation. ◆ define handpicking, threshing, winnowing and sieving. ◆ identify the apparatus used for evaporation, filtration and 	<p>◆ Students will give examples where grouping of objects helps in bringing order at home.</p> <ul style="list-style-type: none"> ◆ To observe lustre on different materials. ◆ To study that some things are soluble in water. ◆ To study that some objects float and some sink. <p>Art Integration</p> <ul style="list-style-type: none"> ◆ Glow in the dark lava lamp. <p>Students will be able to think, analyze and contemplate as they watch bubbles bouncing and moving around in the lamp.</p> <p>They will be able to understand the concept of density.</p> <p>https://www.steampoweredfamily.com/activities/diy-lava-lamps/</p> <ul style="list-style-type: none"> ◆ To study separation of: <ol style="list-style-type: none"> a) sand and sawdust b) Husk from wheat c) Sand and water d) Salt and water ◆ Students will collect information on different types of filters used at home in various devices. <p>Art Integration</p> <ul style="list-style-type: none"> ◆ Harvest festivals celebrate prosperity by cooking delicacies, cleaning households, wearing new 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet <ul style="list-style-type: none"> ◆ Objective type worksheet ◆ Class test <ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet <ul style="list-style-type: none"> ◆ Objective type worksheet ◆ Class test

	<ul style="list-style-type: none"> ● Saturated solution <p>Topic: L-9 The Living Organisms and Their Surroundings</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Organisms and The Surroundings ◆ Components of environment ◆ Habitat and Adaptation ◆ A Journey Through Different Habitats <ul style="list-style-type: none"> 1. Desert 2. Mountain 3. Grassland 4. Aquatic 	<p>condensation.</p> <ul style="list-style-type: none"> ◆ differentiate between sedimentation and decantation. <p>Each student will be able to:</p> <ul style="list-style-type: none"> ◆ name the components of the environment. ◆ define habitat and adaptation. ◆ classify biotic and abiotic components. ◆ list adaptations of plants and animals found in mountain regions. ◆ list adaptations in aquatic plants and animals. ◆ list adaptations in desert plants and animals. 	<p>clothes, singing and dancing.</p> <ul style="list-style-type: none"> ◆ Explain to your younger brother or sister by performing the activities how the following scientific techniques are being used in our daily lives by giving one example of each. <ol style="list-style-type: none"> Filtration Evaporation Sedimentation Decantation Churning Condensation <ul style="list-style-type: none"> ◆ To study modifications in plants. ◆ To study modifications in animals. ◆ Group discussion on how man is responsible for destructing the habitats of animals. ◆ activity on similarities and differences between plants of different habitat and animals of different habitat. 	
December	<p>Topic: L-9 The Living Organisms and Their Surroundings (Contd...)</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> ◆ Characteristics of Living Things 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ◆ write the characteristics of living things. ◆ define electric cell. ◆ differentiate the growth in plants and animals. ◆ define stimulus and 	<ul style="list-style-type: none"> ◆ Students will observe a plant, an animal and a non- living thing and make comparisons on the basis of food, respiration, excretion and reproduction. ◆ To list diverse set of living organisms around us. 	<ul style="list-style-type: none"> ◆ Practice worksheet ◆ Assignment worksheet ◆ Objective type worksheet ◆ Class test

	<p>Topic: Getting To Know Plants</p> <p>Sub-topics- ◆ Flowering and non-flowering plants</p> <p>◆ Classification of plants on the basis of size:</p> <ul style="list-style-type: none"> • Herbs, Shrubs and Trees <p>◆ Different parts of a plant: their structure and functions</p> <ul style="list-style-type: none"> • Stem • Leaf • Root • Flower 	<p>response.</p> <ul style="list-style-type: none"> ◆ name the waste products excreted by plants and animals. ◆ define lifespan. <p>Each child will be able to:</p> <ul style="list-style-type: none"> ◆ identify herb shrubs and trees. ◆ name some herbs shrubs and trees. ◆ draw diagrams of herbs shrubs and trees. ◆ write the functions of stem, root and leaves. ◆ define venation. ◆ differentiate between reticulate and parallel venation. ◆ name the parts of a flower. ◆ write the importance of each part of a flower. ◆ draw a well labelled diagram of a flower. 	<ul style="list-style-type: none"> ◆ To show that the shoot system helps to transport water and minerals. ◆ Walk in the school compound/near home to identify plants. ◆ To identify some common herbs, shrubs and trees. ◆ To dissect a flower. <p>◆ Art Integration Leaf printing design Children will make any design using leaves and paints. Children will observe different patterns and will categorize leaves with parallel or reticulate venation. https://youtu.be/ro5L2OkLemw</p>	<p>WT-3 09.12.22</p> <ol style="list-style-type: none"> 1) Changes Around Us 2) Light Shadows and Reflection 3) Sorting Materials into Groups <p>◆ Practice worksheet</p> <p>◆ Assignment worksheet</p> <ul style="list-style-type: none"> ◆ Objective type worksheet ◆ Class test
<p>January</p>	<p>Topic: Body Movements</p> <p>Sub-topics- ◆ Human body and its Movements</p> <ul style="list-style-type: none"> • Skeleton • Parts of skeleton • Joints • Different types of joints 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ◆ define skeleton. ◆ name the different parts of the skeletal system. ◆ define joint. ◆ compare different types of 	<ul style="list-style-type: none"> ◆ Students will research and study about various movements by bird, fish, snakes, snail and earthworm. ◆ To show model of skeleton. ◆ Students will see the model of skeleton and study various parts and joints present in human body. <p>◆ Art Integration</p>	<p>◆ Practice worksheet</p> <p>◆ Assignment worksheet</p> <ul style="list-style-type: none"> ◆ Objective type worksheet <p>◆ Class test</p>

	<ul style="list-style-type: none"> -Ball and socket joints -Pivotal joint -Hinge joints -Fixed joints ◆Gait of Animals <ul style="list-style-type: none"> • Earthworm • Cockroach • Fish • Snake • Snail • Bird 	<p>joint in a human body.</p> <ul style="list-style-type: none"> ◆difference between vertebrates and invertebrates. ◆describe the movement of earthworm and snail. ◆name the organs of movement of fish and birds. 	<p>Build an artificial hand</p> <p>Children will make an artificial hand using cardboard, straws and thread/rubber band. They will observe the movement of joints and muscles of hand. https://youtu.be/2xqmlQiShxl</p>	<p>WT-4 16.01.23</p> <p>1) Separation of Substances 2) The Living Organisms and their Surroundings</p>
February	<p>Topic: Fun with Magnets</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> • Discovery of magnets • Magnetic and non-magnetic material • Poles of magnet • Finding directions • Make your own magnet • Attraction and repulsion between magnets. • Caring of magnets <p>Storing of magnets</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> ◆define a magnet. ◆classify magnetic and non-magnetic substances. ◆write the properties of a magnet. ◆identify the poles of a bar magnet. ◆analyse the behaviour of magnets when brought close to each other. 	<ul style="list-style-type: none"> ◆ To demonstrate how things are attracted by a magnet. ◆To classify objects as magnetic and non-magnetic. ◆To locate poles of a magnet. ◆To show that a magnet always aligns in a particular direction. ◆To show that like poles repel and unlike poles attract. ◆To find out devices where magnet is used. <p>◆Art Integration</p> <p>Magnetic spin and roll doll/magnetic truck</p> <p>Students will make a doll spin and roll/truck run by using magnets and will observe the concepts of attraction and repulsion.</p> <p>Truck-https://youtu.be/6Kmh3T8U12s Doll- https://youtu.be/rMIQu-ihQnI</p>	<ul style="list-style-type: none"> ◆Practice worksheet ◆Assignment worksheet ◆ Objective type worksheet ◆Class test <p>End term Examination</p> <p>L-4 Sorting Materials into Groups L-5 Separation of substances L-7 Getting to Know Plants L-8 Body Movements L-9 Living Organisms and their Surroundings L-11 Light shadows and Reflections L-12 Electricity and Circuits L-13 Fun with Magnets</p>

Class VI FRENCH

Book : Cours de langue et de Civilisation françaises –Part I by G Mauger

Month	Content	Learning Outcome	Assessment	Activities
April Les Salutations Les Alphabet	Les Salutations Introduction to France Premier contact avec la langue française Les Salutations Greeting words (1 class) Saluer et se presenter • Les Alphabets	Students will identify with the country whose language they will be learning. They will learn to greet one another and introduce themselves in French. They will learn the French alphabet		Sing the alphabet song and number song. (Speaking skill) Art Integration Bande dessinée- Les salutations
May Les noms Les Nombres Les Articles	Nouns • Les Nombres 1- 20 Les articles définis et indéfinis et les noms	They will learn the French words for various objects that they see daily in their surroundings. They will learn numbers from 1-20. They will learn definite and indefinite articles and their usage.	Se présenter en 5 lignes. (Speaking skill)	Qu'est-ce que c'est ? Written practice and speaking skill (Google Form)

<p>July</p> <p>Revision of</p> <p>Les noms Les Articles</p> <p>Verbs être and avoir</p> <p>Les prépositions</p>	<p>Identifier un objet.</p> <p>Les articles définis et indéfinis.</p> <ul style="list-style-type: none"> • Subject pronoms • Conjugation of Verb 'Etre' and 'avoir' in present tense 	<p>Students will make simple sentences to bring out the meanings of all the prepositions.</p>		<p>Art Integration</p> <p>Une bande-dessinée (Cartoon strip on les prépositions)</p> <p>Mots croisé (les noms) Unseen passage</p>
<p>August</p> <p>les couleurs et les adjectifs qualificatifs</p> <p>Le pluriel des noms</p>	<ul style="list-style-type: none"> • Les couleurs (adjectives) <p>And other qualificative adjectives</p> <p>Plural of nouns Eau=eaux</p>	<p>Students will make a list of colours and write their forms in the masculine and feminine forms.</p> <p>Students will Change simple sentences into their plural form.</p>	<p>Weekly Test-18/08/2022</p> <p>Syllabus- Salutations, counting 1-20, nouns, Question- Qu'est-ce que c'est ?, unseen passage, Q/A, prepositions articles.</p> <p>Worksheet on les adjectifs</p>	<p>(Listening skill)</p> <p>Activity- based Assessment : Jeu de mots A crossword puzzle based on prepositions, colours, greetings, etc.</p> <p>Art Integration Un film- Le ballon rouge</p> <p>Worksheet on le ballon rouge</p>
<p>September</p>	<p>Placement of adjectifs.</p>	<p>A list of adjectives will be given and the change in spellings according to the number and gender of the noun will be explained to the students</p>	<p>Term-I Exam</p> <p>Syllabus : Topics done Writing skill : Présentez votre ami(e). Grammar : Verbs être and avoir in present tense. Articles définis & indéfinis. Prépositions, Pluriel des noms, les</p>	

		Revision for Mid-term exams	couleurs, Adjectifs qualificatifs. Lessons-1-7	
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TERM-II

MONTH	CONTENT	LEARNING OUTCOME	ASSESSMENTS	ACTIVITIES
<u>October</u>	<p>Les parties du corps- parts of the body, verb avoir</p> <p>Le visage- face, adjective possessive</p>	<p>Students will learn Parts of the body and les adjectifs qualificatifs.</p> <p>Le verbe avoir aux trois forms</p> <p>Students will be able to use les adjectifs possessifs and décrire quelqu'un</p> <p>Students will be able to conjugate les verbes irregulaires- entendre, voir, sentir</p>	<p>Activity: Show & Tell (5 marks)</p> <p>Rubrics Pronunciation 2 Correct formation of sentence 2 Content. 1</p> <p>Les adjectifs possessifs (Google form)</p> <p>Worksheet on les adjectifs possessifs (5 Marks)</p>	<p>Mots croisé</p> <p>Partis du corps et le visage</p> <p>Worksheet</p> <p>Dessinez et enumerez (draw and label)</p> <p>Unseen passage</p>
<u>November</u>	<p>Les Verbes-Exprimer la possession- first group er verbs, adjective possessive</p>	<p>Students will be able to do conjugation of Verbs: ER group – parler, chanter, écouter, etc</p> <p>And learn les nombres ordinaux 1 - 20</p>	<p>Worksheet on les verbes</p>	<p>ACTIVITY : Listening comprehension (Listening intelligence)</p> <p>Unseen passage</p>
<u>December</u>	<p>L'heure- time , contracted articles</p> <p>Le temps- days, months, year, contracted article</p>	<p>Students will be able to answer to Quelle heure est-il ?</p> <p>And will be able to read clock</p> <p>Learn vocabulary for time.</p> <p>Students will be able to learn les jours de la semaine ,les mois dans une année.</p>	<p>Worksheet on l'heure</p>	<p>Quiz on time, days and months</p> <p>Song on l'heure</p>

		And will be able to use les articles contractés		Song by Alain du Lait on les jours et les mois
<u>January</u> <u>23</u>	Les saisons- seasons and second group verbs	Students will be able to answer to Quel temps fait-il ? Description of weather IR group verbs – finir, grosser, grandir, etc. Demonstrative adjectives	Weekly Test –Term II 20.01.23 Lessons- 8 , 9, 10 Worksheet on les adjectifs démonstratifs	Art Integration Décrivez l'image (seasons) Worksheet on les saisons
<u>February</u> <u>23</u>	Revision for Term-II Exam Lesson 8-14	Sample paper	Term-II Exam Lessons 8-14 Pen & paper test (50 marks)	

Class VI - German
Session 2022–23– April-February

TEXT BOOK : Hallo Deutsch 1 by Goyal Publishers.

MONTH / NO. OF CLASSES	TOPIC	LEARNING OUTCOMES	ASSESSMENT
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<p style="text-align: center;"><u>April</u> 8 Classes</p>	<p>Lektion 1 Modul 1</p> <ul style="list-style-type: none"> • Hallo • Begüßungen • Die Zahlen • Das Alphabet • Häufige Redemittel • Fragen und Antworten • Personal Pronomen -1st& 2nd Person • Die Artikel • Die Farben. • Vorstellung 	<p style="text-align: center;">Students will be able to - Greet one another, Learn about colours and form short sentences using verbs heißen and Sein.</p>	<p style="text-align: center;">Worksheets Arbeitsbuch : Frage 1-12</p>
<p style="text-align: center;"><u>May</u> 6 Classes</p>	<ul style="list-style-type: none"> • Lektion 2 Modul 1 • Meine Familie • Personal Pronomen -1st, 2nd Person and 3rd. • Preposition 'Von' • Berufe. • Heißen,haben und sein verb • Possessiv Artikel • Nominativ Artikel 	<p style="text-align: center;">Students will be able to – Form short sentences and Questions. and to introduce one's Family along with their own introduction</p>	<p style="text-align: center;">Worksheet Arbeitsbuch: Frage 1-12</p>
<p style="text-align: center;"><u>July</u> 8 Classes</p>	<p>Wiederholung zum Lektion 1 und 2</p> <p>Lektion 3 Modul 1</p> <ul style="list-style-type: none"> • Vokabular zum Familien Mitglieder. • Adjektiven • Akkusativ – Unbestimmter Artikel. UT- 1 Revision and 	<p style="text-align: center;">Students will be able to – Introduce a sibling using possession pronouns, adjectives and articles.</p>	<p style="text-align: center;">Worksheet MCQs Arbeitsbuch – Lektion 3: Frage 1-16</p>

	<p>doubt clearing.</p> <ul style="list-style-type: none"> • Formal "Sie" • Ja/Nein Fragen. • Akkusativ 		
<p><u>August</u> <u>8 Classes</u></p>	<p>Lektion 4 Modul 1</p> <ul style="list-style-type: none"> • Wohnen, sein, heißen. • W Fragen. – wo, wie viele..? • Preposition – in, bei • Personal Pronomen – 1st and second person in plural. 	<p>Students will be able to – Use the formal personal pronouns. They shall be able to form short question.</p>	<p>Worksheet MCQs Arbeitsbuch – Lektion 4: Frage 1-17</p>
<p><u>September</u></p>	<p>Widerholung und Erklärungen von Lektion 1 bis 4.</p>	<p>Exam Revision</p>	<p>Worksheets</p>
<p><u>October</u> <u>4 Classes</u></p>	<p>Lektion 1 Modul 2</p> <ul style="list-style-type: none"> • Das Haus von Familie Weigel. • Vokabular – Das Haus und Hausmittel • Unbestimmter Artikel – Nominativ und Akkusativ • Bestimmter Artikel – Nominativ und Akkusativ • Negative Artikel • Frage ‚Was ist das?‘ , Wo hast du _____ ? • Adjektiven. 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Name the rooms in a house, • enquire about the rooms and describe the same • ask about objects in the house and answer the questions 	<p>Worksheets Arbeitsbuch Übungen</p>
<p><u>November</u> <u>8 Classes</u></p>	<p>Lektion 2 Modul 2 Ein besuch</p> <ul style="list-style-type: none"> • Modal Verb : möchten • Frage: Was möchten Sie?/Was 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Ask about the well being of a person • Offer drinks to a guest • Learn how to accept or refuse such an offer. 	<p>Worksheets Arbeitsbuch Übungen</p>

	<p>möchtest du?</p> <ul style="list-style-type: none"> • Vokabular: Getränke • Personalpronomen: mir, dir, Ihnen 		
<p><u>December</u> <u>8 Classes</u></p>	<p>Lektion 3 Modul 2 Mautzi, unsere Katze</p> <ul style="list-style-type: none"> • Modal Verb : mögen • Verb: haben • Akkusativ • Vokabular: Haustiere <p>Lektion 4 Modul 2 Die Nachbarn von Familie Weigel</p> <ul style="list-style-type: none"> • Fragewort: Wo? Woher? • Präposition: aus,in 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Question one's friends about their pets and respond to their questions • To describe about one's pet • To talk about the food preference of one's pet 	<p>Worksheets</p> <p>Arbeitsbuch Übungen</p>
<p><u>January</u> <u>4 Classes</u></p>	<p>Lektion 4 Modul 2 Die Nachbarn von Familie Weigel</p> <ul style="list-style-type: none"> • Impersonal pronomen: 'man' • Länder und Sprachen 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Ask about one's place of origin of a person. • To ask knowledge of a foreign language and answer about the same. • Have knowledge of which language is spoken in which country. 	<p>Worksheets</p> <p>Arbeitsbuch Übungen</p>
<p><u>February</u></p>	<p>Widerholung und Erklärungen von Lektion 1 bis 4.</p>	<p>Exam Revision</p>	<p>Worksheets</p>

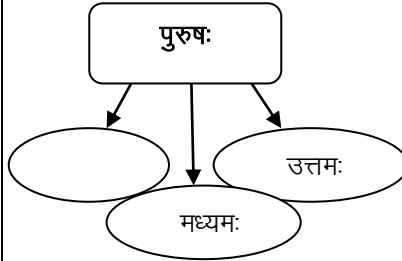

वार्षिक-पाठ्यक्रम (अप्रैल-फरवरी) 2022-2023

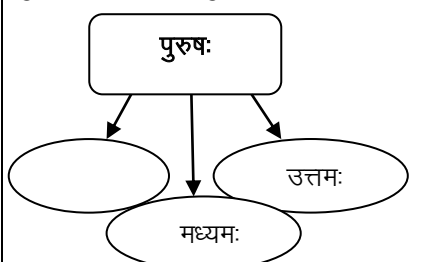


कक्षा - षष्ठी

विषय - संस्कृत

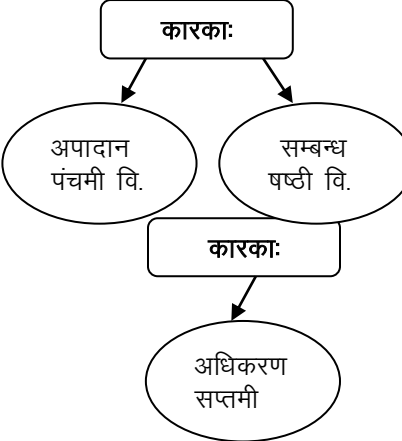
मास	कालांश / विषय / उपविषय	प्राप्त उपलब्धियाँ / अधिगम बोध	गतिविधियाँ / रचनात्मक-क्रियाकलाप	मूल्यांकन
अप्रैल	<p>दिव्यम् –(भाग-9)</p> <p>कालांश –2</p> <p><u>अधिगम सेतु-</u></p> <p>हिन्दी वर्णमाला को संस्कृतभाषा के लिए सेतु बनाकर आगे बढ़ना।</p> <p>हिन्दी वर्णमाला</p> <ul style="list-style-type: none"> •वर्णमाला के सभी वर्णों की जानकारी •वर्ण संयोजन व वर्ण विच्छेद कालांश –2 <p>संस्कृतभाषा परिचय:</p> <p>“संस्कृत वर्णमाला”</p> <ul style="list-style-type: none"> •वर्णमाला के सभी वर्णों की जानकारी •वर्ण संयोजन व वर्ण विच्छेद कालांश –3 <p>“शब्द-परिचय: (संज्ञा)”</p> <ul style="list-style-type: none"> •संस्कृतभाषा में तीनों लिंगों व तीनों वचनों में विभिन्न शब्द। 	<p>–प्रत्येक छात्र–</p> <p>–हिन्दी वर्णमाला को संस्कृतभाषा के लिए सेतु बनाकर संस्कृतवर्णमाला के वर्णों को जानकर लिख पाएगा।</p> <p>–वर्तनी-संशोधन, विषय को समझते हुए पठन, श्रवण व लेखन कौशल को विकसित कर पाएगा तथा “संस्कृत वर्णमाला”-स्वर व व्यंजन विषयों को नई कक्षा के साथ संबद्ध कर पाएगा।</p> <p>–स्वरों व व्यंजनों को अलग करते हुए लेखन कर पाएगा।</p> <p>–स्वरों व व्यंजनों के विषय पर चर्चा करते हुए कम से कम दो शब्दों का निर्माण कर पाएगा।</p> <p>–वर्णमाला के सभी वर्णों से स्वेच्छा एक-एक वर्ण लेकर लघुसंस्कृत-शब्दों का तीनों लिंगों में निर्माण करते हुए लेखन कर पाएगा।</p> <p>–वर्ण संयोजन व वर्ण विच्छेद करते हुए लेखन कर पाएगा।</p> <p>–कम से कम चार शब्दों का वर्णसंयोजन, वियोजन कर पाएगा।</p> <p>–प्रत्येक छात्र संस्कृत वर्णों तथा शब्दों को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–प्रत्येक छात्र संस्कृतशब्दों को लिंग व वचनानुसार जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–संस्कृतशब्दों को लिंग व वचनानुसार अलग करते हुए लेखन कर पाएगा।</p> <p>–प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)-पूर्व ज्ञान हेतु</p> <p>धारणा-मानचित्र(सी.एम.)</p> <p>–समापन-सार</p> <p>प्रवाह-चित्र (प.च.) – “संस्कृत वर्णमाला” पठन हेतु</p> <div style="text-align: center;"> </div> <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन “संस्कृत वर्णमाला” लेखन चित्रसहित</p> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</p> <p>प्रवाह-चित्र (प.च.) – “संस्कृत शब्द” पठन हेतु</p> <div style="text-align: center;"> </div> <p>कला-समेकित-शिक्षण-</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि द्वारा मूल्यांकन-कार्यपत्रों द्वारा मूल्यांकन- “संस्कृत वर्णमाला” “शब्द-परिचय: (संज्ञा)” आधारिता(कार्यपत्र)।</p> <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन “संस्कृत वर्णमाला” लेखन चित्रसहित</p> <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन “संस्कृतशब्द” लेखन चित्रसहित</p> <p>मूल्यांकन-बिन्दुः-</p> <ul style="list-style-type: none"> –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 <p>गतिविधि - भूमिका निर्वहन। चित्रपट्टिका</p> <p>रचनात्मक गतिविधि- मूल्यांकन- शब्द आधारित वर्गप्रहेलिका का निर्माण।</p> <p>मूल्यांकन-बिन्दुः-</p> <ul style="list-style-type: none"> –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1

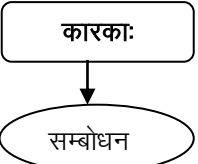
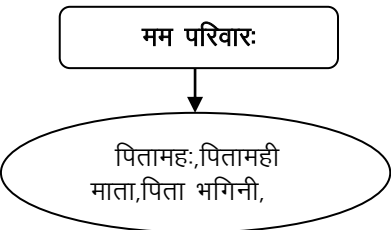
		<p>–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>विषयाधारित –बहुविध–मूल्यांकन “संस्कृतशब्द” लेखन चित्रसहित वर्गप्रहेलिका–शब्दाधारित फलों के नाम क्रीडनक–गतिविधि –आटे/मिट्टी से बने वर्णों द्वारा संस्कृत वर्णमाला का अधिगम। क्रीडनक–गतिविधि –आटे/मिट्टी से बने खिलौनों द्वारा व वस्तुओं द्वारा संस्कृत शब्दों के लिंगों व वचनों का अधिगम।</p>	
मई	<p>दिव्यम् –(भाग–१) कालांश –३ “धातु(क्रिया)–परिचयः” •धातुओं में अर्थात् क्रियावाचक शब्दों की संस्कृत व हिन्दी कालांश –१ व्याकरणम् •संस्कृत–गणना (१–१०) •फलानाम् संस्कृतनामानि</p>	<p>–प्रत्येक छात्र– –पूर्वपठित क्रियाओं की पुनरावृत्ति करते हुए उन्हें नए विषय के साथ संबद्ध कर पाएगा। –संस्कृत धातुओं को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –धातुओं व क्रियाओं के विषय में चर्चा करते हुए कम से कम दो धातुओं के अर्थ बता पाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –संस्कृत–गणना (१–१०) लेखन कर पाएगा। –फलों के नाम संस्कृत में लिख पाएगा। –अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा। –पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>धी–मानचित्र(एम.एम.)–पूर्व ज्ञान हेतु धारणा–मानचित्र(सी.एम.) –समापन–सार प्रवाह–चित्र (प.च.) –धातु के पठन हेतु</p> <div style="text-align: center;"> <pre> graph TD A[धातुः] --- B() A --- C(आत्मनेप) style B fill:none,stroke:none style C fill:none,stroke:none </pre> </div> <p>कला–समेकित–शिक्षण– विषयाधारित –बहुविध–मूल्यांकन “धातुरूप”लेखन चित्रसहित(तिस्त्रः) क्रीडनक–गतिविधि –आटे/मिट्टी से बने खिलौनों द्वारा धातु(क्रिया) अधिगम।</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन–कार्यपत्रों द्वारा मूल्यांकन– “धातु(क्रिया)–परिचयः”आधारित (कार्यपत्र)। कला–समेकित –शिक्षण– विषयाधारित –बहुविध–मूल्यांकन चार धातुओं व धातुरूप का लेखन चित्रसहित(चित्रपट्टिका) मूल्यांकन–बिन्दुः– –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला–समेकित–शिक्षण– विषयाधारित –बहुविध–मूल्यांकन –आटे/मिट्टी से बने खिलौनों द्वारा चार धातुरूप (क्रियारूप) का प्रदर्शन। मूल्यांकन–बिन्दुः– –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला–समेकित –शिक्षण– विषयाधारित –वर्गप्रहेलिका–शब्दाधारित</p>

				<p>फलों के नाम भूमिका-निर्वहन अभिनय माध्यमेन कर्ता-क्रिया परिचय: मूल्यांकन-बिन्दु:- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1</p>
जुलाई	<p>दिव्यम् –(भाग-9) कालांश –9 “सर्वनाम-परिचयः” •भाषा का सौन्दर्य सर्वनाम शब्दों का लिंगानुसार लेखन “धातु(क्रिया)-परिचयः”(पुनरावृत्ति) कालांश –9 “अव्ययपदानि” व्याकरणं •धातुरूप-लेखनं- पठ्,लिख्,चल्,अस्, कृ(लट् लकार) कालांश –३ “प्रथमः पुरुषः(तीनों लिंगों में)” •तीनों लिंगों की तीनों वचनों में जानकारी कालांश –३ “मध्यमः पुरुषः(उभय लिंगं)” •दोनों लिंगों की तीनों वचनों में जानकारी •वर्णानाम्(रंगों के) संस्कृतनामानि</p>	<p>–प्रत्येक छात्र संस्कृत सर्वनाम शब्दों को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। –प्रत्येक छात्र संस्कृत प्रथमः व मध्यमः पुरुषवाचक शब्दों को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। –प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। –प्रत्येक छात्र अव्यय-पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा। –धातुरूपों का लट् लकार में लेखन का अभ्यास कर पाएगा। –पुरुषवाचक शब्दों को धातु-रूपों के साथ जोड़कर लघुसंस्कृत वाक्यों का निर्माण कर पाएगा। –सर्वनाम-शब्दरूपों द्वारा वाक्यपूर्ति अभ्यास कार्य कर पाएगा। –धातुरूपों का लट् लकार में लेखन का अभ्यास कर पाएगा। –अभिव्यक्ति-प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर</p>	<p>धी-मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु धारणा-मानचित्र(सी.एम.)—धातुरूप व पुरुष-तालिका हेतु तथा समापन-सार हेतु प्रवाह-चित्र (प.च.)—पुरुषों के पठन हेतु</p>  <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन पुरुष-धातु-तालिका निर्माण मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि •वर्णानाम् संस्कृतनाम-रंगोलिका</p> 	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि द्वारा मूल्यांकन-कार्यपत्रों मूल्यांकन- “सर्वनाम-परिचयः” “प्रथमः पुरुषः(तीनों लिंगों में)” “मध्यमः पुरुषः(उभय लिंगं)” “अव्ययपदानि” आधारित। रचनात्मक गतिविधि-मूल्यांकन- पुरुष आधारित वर्गप्रहेलिका का निर्माण। मूल्यांकन-बिन्दु:- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन पुरुष-धातु-तालिका निर्माण (भित्तिचित्र) मूल्यांकन-बिन्दु:- –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 वर्णानाम् संस्कृतनाम-रंगोलिका मूल्यांकन-बिन्दु:- –विषयवस्तु 1</p>

		<p>पाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>		<p>–मौलिकता 1</p> <p>–रचनात्मकता 1</p> <p>–नियतसमयानुसार 1</p> <p>–प्रस्तुतीकरण 1</p>
अगस्त	<p>दिव्यम् –(भाग-9)</p> <p>कालांश –३</p> <p>“उत्तमः पुरुषः(उभय लिंगं)”</p> <p>•दोनों लिंगों की तीनों वचनों में जानकारी</p> <p>कालांश –३</p> <p>“कारक-परिचयः”</p> <p>•कारकों के स्थान पर शब्दरूपों की विभक्ति का प्रयोग</p> <p>कालांश –२</p> <p>भाषासंवर्धनाय</p> <p>•पक्षिणाम् संस्कृतनामानि</p>	<p>–प्रत्येक छात्र संस्कृत उत्तम पुरुषवाचक शब्दों को जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–उत्तम पुरुषवाचक शब्दों को धातु-रूपों के साथ जोड़कर लघुसंस्कृत वाक्यों का निर्माण कर पाएगा।</p> <p>–प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>–प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–पक्षियों के नाम संस्कृत में लिख पाएगा।</p> <p>–अभिव्यक्ति-प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>धी-मानचित्र(एम.एम.)—पूर्व ज्ञान हेतु</p> <p>धारणा-मानचित्र(सी.एम.)—धातुरूप व पुरुष-तालिका तथा समापन-सार हेतु</p> <p>प्रवाह-चित्र (प.च.)—पुरुषों के पठन हेतु</p>  <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन</p> <p>पुरुष-धातु-तालिका निर्माण</p> <p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता) गतिविधि</p> 	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन-कार्यपत्रों मूल्यांकन-</p> <p>“उत्तमः पुरुषः(उभय लिंगं)”</p> <p>“कारक-परिचयः”आधारित।</p> <p>रचनात्मक गतिविधि-मूल्यांकन-</p> <p>पुरुष आधारित वर्गप्रहेलिका का निर्माण।</p> <p>मूल्यांकन-बिन्दुः-</p> <p>–विषयवस्तु 1</p> <p>–मौलिकता 1</p> <p>–रचनात्मकता 1</p> <p>–नियतसमयानुसार 1</p> <p>–प्रस्तुतीकरण 1</p> <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन</p> <p>पुरुष-धातु-तालिका निर्माण (भित्तिचित्र)</p> <p>मूल्यांकन-बिन्दुः-</p> <p>–विषयवस्तु 1</p> <p>–मौलिकता 1</p> <p>–रचनात्मकता 1</p> <p>–नियतसमयानुसार 1</p> <p>–प्रस्तुतीकरण 1</p> <p>साप्ताहिक-परीक्षा-9 (१८.०८.२०२२)</p>
सितम्बर	<p>दिव्यम् –(भाग-9)</p> <p>कालांश-४ पुनरावृत्ति:</p>	<p>–पुनरावृत्ति द्वारा विषय का अभ्यास कर पाएगा।</p>	<p>–गतिविधियों/रचनात्मक-क्रियाकलापों द्वारा विषय की पुनरावृत्ति कर पाएगा।</p>	<p>कार्यपत्रों द्वारा मूल्यांकन।</p> <p>मध्यावधि-परीक्षा</p>
अक्टूबर	<p>दिव्यम् –(भाग-9)</p> <p>कालांश –४</p> <p>“कर्ता-कारकः(प्रथमा-विभक्तिः)”</p> <p>व्याकरण</p> <p>•शब्दरूप-लेखनं—(बालक,बालिका, फल,— प्रथमा विभक्तिपर्यन्त)</p> <p>•सर्वनाम-शब्दरूपलेखनं— अस्मद् व</p>	<p>–प्रत्येक छात्र कर्ता-कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–प्रत्येक छात्र कर्ता-पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।</p> <p>–प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त</p>	<p>प्रवाह-चित्र (प.च.) –</p> <p>कर्ता व कर्मकारक को विभक्ति व चिह्नों सहित पठन हेतु</p> 	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन-कार्यपत्रों द्वारा मूल्यांकन-</p> <p>“कर्ता-कारकः(प्रथमा-विभक्तिः)” आधारिता(कार्यपत्र)।</p> <p>कला-समेकित-शिक्षण- विषयाधारित –बहुविध-मूल्यांकन-</p>

	<p>युष्मद् (उभयलिंगं प्रथमा – विभक्तिपर्यन्तम्)</p> <p>•धातुरूप–लेखनं– गम्,पा(पिब),दृश(पश्य),दा(यच्छ)– लट्लकारे</p> <p>•संस्कृत–गणना –(११–२०)</p>	<p>कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>–हिन्दी भाषा के वाक्यों को संस्कृतभाषा में लिख पाएगा।</p> <p>–धातुरूपों का लट् लकार में लेखन का अभ्यास कर पाएगा।</p> <p>–शब्दरूपों–(बालक,बालिका, फल,–प्रथमा विभक्तिपर्यन्त)व सर्वनाम–शब्दरूपों (तत् व किम् त्रिषु लिंगेषु प्रथमा –विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं प्रथमा–विभक्ति पर्यन्तम्) के लेखन का अभ्यास कर पाएगा।</p> <p>–संस्कृत–गणना (११–२०) लेखन कर पाएगा।</p> <p>–अभिव्यक्ति– प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>–पूछे गए कठिन शब्दों में से न्यूनतम दो–तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p><u>विषयाधारित –बहुविध–मूल्यांकन–</u> कर्ताकारक–शब्दसूची निर्माण कर्मकारक–शब्दसूची निर्माण <u>कला–समेकित–शिक्षण–</u> <u>विषयाधारित–बहुविध–मूल्यांकन–</u> अभिनय माध्यमेन कर्ता–कारकः क्रिया” (प्रथमा–विभक्तिः) परिचयः</p>	<p>कारक–तालिका निर्माणम् ”कर्ता–कारकः(प्रथमा–विभक्तिः)” <u>मूल्यांकन–बिन्दुः–</u> –विषयवस्तु 1 –मौलिकता 1 –रचनात्मकता 1 –नियतसमयानुसार 1 –प्रस्तुतीकरण 1 <u>कला–समेकित–शिक्षण–</u> <u>विषयाधारित –बहुविध–मूल्यांकन–</u> अभिनय माध्यमेन कर्ता–कारकः क्रिया” (प्रथमा–विभक्तिः)परिचयः <u>मूल्यांकन–बिन्दुः–</u> –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>
<p>नवम्बर</p>	<p>दिव्यम् –(भाग–१) कालांश –२ ”कर्म–कारकः(द्वितीया–विभक्तिः)” कालांश –२ ”करण–कारकः(तृतीया–विभक्तिः)” कालांश –२ ”सम्प्रदान–कारकः(चतुर्थी–विभक्तिः)” <u>व्याकरण</u> कालांश –१ •शब्दरूप–लेखनं–(बालक,बालिका, फल,–चतुर्थी विभक्तिपर्यन्त) •सर्वनाम–शब्दरूप लेखनं– (तत् व किम् त्रिषु लिंगेषु चतुर्थी –विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं चतुर्थी–विभक्तिपर्यन्तम्)</p>	<p>–प्रत्येक छात्र कर्म–करण–सम्प्रदान–कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–प्रत्येक छात्र कर्म–करण–सम्प्रदान–कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>–प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>–विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>–प्रत्येक छात्र कर्म–करण–सम्प्रदान–पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।</p> <p>–शब्दरूपों–(बालक,बालिका, फल,–चतुर्थी</p>	<p>प्रवाह–चित्र (प.च.) – करण व सम्प्रदान कारक को विभक्ति व चिह्नों सहित पठन हेतु</p> <div data-bbox="1176 974 1575 1299"> <pre> graph TD A[कारकाः] --> B[करण तृतीया] A --> C[सम्प्रदान चतुर्थी वि.] D[कर्म द्वितीया] </pre> </div> <p><u>कला–समेकित–शिक्षण–</u> <u>विषयाधारित –बहुविध–मूल्यांकन–</u> कर्म,करण व सम्प्रदान–कारक–शब्दसूची निर्माणं <u>कला–समेकित–शिक्षण–</u></p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन– कार्यपत्रों मूल्यांकन– ”कर्म–कारकः(द्वितीया–विभक्तिः)” ”करण–कारकः(तृतीया–विभक्तिः)” ”सम्प्रदान–कारकः(चतुर्थी–विभक्तिः)” <u>कला–समेकित–शिक्षण–</u> <u>विषयाधारित –बहुविध–मूल्यांकन–</u> अभिनय व चित्र माध्यमेन कर्ता–क्रिया कर्म, करण व सम्प्रदान कारकः (द्वितीया–तृतीया –चतुर्थी विभक्तिः)” परिचयः <u>मूल्यांकन–बिन्दुः–</u> –भावाभिव्यक्ति 1 –उच्चाणशुद्धता 1 –कण्ठस्थीकरण 1 –आत्मविश्वास 1 –प्रस्तुतीकरण 1</p>

		<p>विभक्तिपर्यन्त)व सर्वनाम-शब्दरूपों (तत् व किम् त्रिषु लिंगेषु चतुर्थी -विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं चतुर्थी-विभक्तिपर्यन्तम्)के लेखन का अभ्यास कर पाएगा।</p> <p>-अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर पाएगा।</p>	<p>विषयाधारित -बहुविध-मूल्यांकन- अभिनय व चित्र माध्यमेन कर्ता-क्रिया कर्म, करण व सम्प्रदान कारक: (द्वितीया, तृतीया -चतुर्थी विभक्ति:)" परिचय:</p>	
<p>दिसम्बर</p>	<p>दिव्यम् -(भाग-9) कालांश -२ "अपादान-कारक:(पंचमी-विभक्ति:)" कालांश -२ "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" कालांश -२ "अधिकरण-कारक:(सप्तमी-विभक्ति:)" कालांश -१ व्याकरणं •शब्दरूप-लेखन-(बालक,बालिका, फल,-सप्तमी विभक्तिपर्यन्त) •सर्वनाम-शब्दरूपलेखन- (तत् व किम् त्रिषु लिंगेषु सप्तमी -विभक्तिपर्यन्तम्) अस्मद् व युष्मद्(उभयलिंगं सप्तमी -विभक्तिपर्यन्तम्) •पशूनाम् संस्कृतनामानि</p>	<p>-प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>-प्रत्येक छात्र अपादान ,सम्बन्ध व अधिकरण -कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा।</p> <p>-प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा।</p> <p>-विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा।</p> <p>-प्रत्येक छात्र अपादान ,सम्बन्ध व अधिकरण -पदों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।</p> <p>-शब्दरूपों-(बालक,बालिका, फल,- सप्तमी विभक्तिपर्यन्त) व सर्वनाम-शब्दरूपों (तत् व किम् त्रिषु लिंगेषु सप्तमी -विभक्तिपर्यन्तम्) अस्मद् व युष्मद् (उभयलिंगं सप्तमी -विभक्तिपर्यन्तम्) के लेखन का अभ्यास कर पाएगा।</p> <p>-पशुओं के नाम संस्कृत में लिख पाएगा।</p> <p>-अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर पाएगा।</p> <p>-पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का</p>	<p>प्रवाह-चित्र (प.च.) - अपादान ,सम्बन्ध व अधिकरण कारक को विभक्ति व चिह्नों सहित पठन हेतु</p>  <p>कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन "अपादान-कारक:(पंचमी-विभक्ति:)" "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" "अधिकरण-कारक:(सप्तमी-विभक्ति:)" शब्दसूची निर्माण कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन अभिनय अथवा चित्र माध्यमेन कर्ता-क्रिया "अपादान-कारक:(पंचमी-विभक्ति:)" "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" "अधिकरण-कारक:(सप्तमी-विभक्ति:)"</p>	<p>मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन- कार्यपत्रों द्वारा मूल्यांकन- "अपादान-कारक:(पंचमी-विभक्ति:)" "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" "अधिकरण-कारक:(सप्तमी-विभक्ति:)" कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन "अपादान-कारक:(पंचमी-विभक्ति:)" "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" "अधिकरण-कारक:(सप्तमी-विभक्ति:)" -शब्दसूची निर्माण मूल्यांकन-बिन्दु:- -विषयवस्तु 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1 कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन अभिनय अथवा चित्र माध्यमेन कर्ता-क्रिया- "अपादान-कारक:(पंचमी-विभक्ति:)" "सम्बन्ध-कारक:(षष्ठी-विभक्ति:)" "अधिकरण-कारक:(सप्तमी-विभक्ति:)" मूल्यांकन-बिन्दु:- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1</p>

		विस्तार कर पाएगा।	"अधिकरण-कारक:(सप्तमी-विभक्ति): -परिचय:	-कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1
जनवरी	दिव्यम् -(भाग-9) कालांश -9 "सम्बोधन" कालांश -2 "मम परिवार:" कालांश -9 <u>व्याकरण</u> •धातुरूप-लेखन-पठ्,चल्,अस्,भू,कृ (लृट् लकारे) •शब्दरूप-लेखन-(बालक,बालिका, -प्रथमा विभक्ति व सम्बोधन) श्लोक-वाचन-गतिविधि	-प्रत्येक छात्र कारकशब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। -प्रत्येक छात्र "सम्बोधन"-शब्दों को विभक्ति व चिह्नों सहित जान कर शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। -प्रत्येक छात्र अपने परिवार के सदस्यों के विषय में दो-तीन पंक्तियों का शुद्ध व स्पष्ट उच्चारण करते हुए लेखन कर पाएगा। -प्रश्नों के उत्तरों पर चर्चा करते हुए समस्त कक्षा के साथ मुख्य बिंदुओं को साझा करके लिख पाएगा। -विषय संबंधी पृष्ठ प्रश्नों में से कम से कम दो के सही उत्तर बताकर लिखने का अभ्यास कर पाएगा। -धातुरूपों व शब्दरूपों द्वारा वाक्यपूर्ति अथवा वाक्यनिर्माण का अभ्यास कार्य कर पाएगा।	प्रवाह-चित्र (प.च.) - सम्बोधन कारक को विभक्ति व चिह्नों सहित पठन हेतु  कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन सम्बोधन-शब्दसूची निर्माण प्रवाह-चित्र (प.च.) - परिवार वृक्ष के पठन हेतु  कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन परिवार वृक्ष का नाम/सम्बोधन शब्द सहित निर्माण कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन अभिनय अथवा चित्र माध्यमेन परिवारस्य सदस्यानाम् परिचय:	मत्स्यपात्र (सक्रिय मानसिक सहभागिता)गतिविधि द्वारा मूल्यांकन- कार्यपत्रों द्वारा मूल्यांकन- "सम्बोधन" "मम परिवार:" कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन परिवार वृक्ष का नाम/सम्बोधन शब्द सहित निर्माण मूल्यांकन-बिन्दु:- -विषयवस्तु 1 -मौलिकता 1 -रचनात्मकता 1 -नियतसमयानुसार 1 -प्रस्तुतीकरण 1 कला-समेकित-शिक्षण- विषयाधारित -बहुविध-मूल्यांकन अभिनय अथवा चित्र माध्यमेन परिवारस्य सदस्यानाम् परिचय: मूल्यांकन-बिन्दु:- -भावाभिव्यक्ति 1 -उच्चाणशुद्धता 1 -कण्ठस्थीकरण 1 -आत्मविश्वास 1 -प्रस्तुतीकरण 1 साप्ताहिक-परीक्षा २०.०१.२०२३
फरवरी	दिव्यम् -(भाग-9) पुनरावृत्ति: कालांश-2 परीक्षा के लिए निर्धारित सभी पाठ। पुनरावृत्ति द्वारा निर्धारित विषय का अभ्यास। कालांश -2 रचनात्मक-कार्यम्	-हिन्दी भाषा के वाक्यों को संस्कृतभाषा में लिख पाएगा। -प्रदत्त चित्र का वर्णन लघु वाक्य-निर्माण कर पाएगा। -अपठित-गद्यांश पर आधारित प्रश्नों के सही उत्तर बता पाएगा। -सब्जियों के नाम संस्कृत में लिख पाएगा। -अभ्यास कार्यपत्रों में दिए गए कार्य को पूर्ण	-गतिविधियों/रचनात्मक-क्रियाकलापों द्वारा विषय की पुनरावृत्ति कर पाएगा।	कार्यपत्रों द्वारा मूल्यांकन। अंतावधि-परीक्षा

	<p>संस्कृत-अनुवाद चित्र-वर्णन कालांश -१ अपठित-गद्यांश कालांश -१ •संधि: -(स्वर-संधि:-दीर्घः) •शाकानाम् संस्कृतनामानि</p>	<p>कर पुनरावृत्ति कर जाएगा। -संधि व उसके भेदों को नियमों सहित समझ कर कम से कम चार शब्दों का संधि/संधिच्छेद बताते हुए अभ्यास कार्य कर जाएगा। -अभिव्यक्ति- प्रत्येक छात्र विषय से संबंधित अपने विचारों की मौखिक अभिव्यक्ति कर जाएगा। -पूछे गए कठिन शब्दों में से न्यूनतम दो-तीन शब्दों के अर्थ बताकर शब्दावली का विस्तार कर जाएगा। -पुनरावृत्ति द्वारा विषय का अभ्यास कर जाएगा।</p>		
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हिंदी—(कक्षा—छठी)
(जुलाई से फरवरी)

मास / शिक्षण— दिवस	विषय / उपविषय	प्राप्त उपलब्धियाँ	कलात्मक शिक्षण / गतिविधियाँ	मूल्यांकन
अप्रैल—	<p>ब्रिज कोर्स —विभिन्न भाषा कौशल विकास एवं सुधार</p> <p>मधुप पाठमाला पाठ १.— जीवन (कविता)</p> <p>“मात्र एक मिनट” वाचन कौशल— विषय “प्रकृति से मिलने वाले लाभ”</p> <p>पाठ २.— तीर्थ तिलोनिया (कहानी)</p>	<p>प्रत्येक विद्यार्थी— विभिन्न भाषा कौशल की पुनरावृत्ति एवं सुधार कर पाएगा।</p> <p>अशुद्ध शब्दों एवं वाक्यों को समझकर अपनी भाषा अभिव्यक्ति को स्पष्ट और उन्नत कर पाएगा।</p> <p>अपनी लेखन एवं वर्तनी सम्बन्धी कमियों को समझकर सुधार कर पाएगा।</p> <p>प्रत्येक विद्यार्थी— ग्राह्यता— — कविता का प्रतीकात्मक अर्थ जान पाएगा।</p> <p>— प्रकृति के विभिन्न उपादानों की अपने लिए उपयोगिता एवं महत्त्व को समझकर प्रकृति प्रदत्त चीजों के संरक्षण के लिए तार्किक एवं सामाजिक संवाद में हिस्सा ले पाएगा।</p> <p>— कम से कम दो प्रश्नों की रचना स्वयं कर पाएगा एवं तीन प्रश्नों के उचित उत्तर की अभिव्यक्ति कर पाएगा।</p> <p>प्रासंगिकता— परम्परागत जानकारी और नई तकनीकी के मेल से होने वाले विकास की प्रासंगिकता को समझकर विकास की प्रक्रिया में तकनीकी के महत्त्व पर विचार उचित शब्दों के प्रयोग से व्यक्त कर पाएगा।</p> <p>शब्दावली ज्ञान—नई तकनीकी शब्दों की जानकारी प्राप्त करेंगे। एवं उसका समाचार पत्र पढ़कर समझने में उपयोग करेंगे।</p>	<p>खिलौना गतिविधि द्वारा कहानी वाचन</p> <p>क्रियात्मक गतिविधि आशु भाषण— विषय—‘प्रकृति से मिलने वाले लाभ’</p> <p>—संज्ञा पर आधारित वर्ग पहेली बनाना।</p> <p>‘एक भारत श्रेष्ठ भारत राजस्थानी भाषा में कुछ वाक्यों को छोटे-छोटे समूहों में प्रस्तुत करेंगे।</p>	<p>—विषय आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>—पाठ पर आधारित—अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—पाठ पर आधारित—अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p>

<p>मई</p>	<p>पाठ—४. मैत्री—गान (कहानी)</p> <p>व्याकरण — —भाषा, बोली, लिपि, एवं व्याकरण तथा अपठित गद्यांश —अनुस्वार, अनुनासिक, नुक्ता —पर्यायवाची शब्द —संज्ञा —सर्वनाम</p> <p>—अनुच्छेद लेखन बाल रामकथा— अवधपुरी में राम जंगल और जनकपुर</p>	<p>स्वस्थ प्रतियोगिता की भावना— इस प्रतिस्पर्धा के युग में स्वस्थ प्रतियोगिता की भावना को सीखकर अपने प्रतिद्वंद्वी की प्रतिभा के प्रति प्रशंसा एवं सम्मान को व्यक्त कर पाएगा।</p> <p>शब्द कोश विस्तार — कम से कम दो नए शब्दों के अर्थ बताकर उनका वाक्य में प्रयोग कर पाएगा।</p> <p>अभिव्यक्ति— संज्ञा, सर्वनाम का उचित प्रयोग कर अपने भावों की अभिव्यक्ति मौखिक व लिखित रूप में कर पाएगा।</p> <p>समझ— पाठ में संज्ञा व सर्वनाम शब्द समझकर रेखांकित कर पाएगा।</p> <p>व्यावहारिक ज्ञान— भाषा के कौशल को जानकर मौखिक और लिखित रूप में भावनाओं की अभिव्यक्ति व्यवहारिक जीवन में कर पाएगा।</p> <p>—अनुस्वार, अनुनासिक एवं नुक्ता को समझकर उनका उचित उपयोग बोलचाल, लेखन व पठन में कर पाएगा।</p> <p>—अपठित गद्यांश को पढ़कर व समझकर प्रश्नोत्तर लिख पाएगा।</p> <p>—दिए गए विषय पर पचास शब्दों में अनुच्छेद लिख पाएगा।</p> <p>अभिव्यक्ति— पर्यायवाची शब्दों को सीखकर प्रभावी भावाभिव्यक्ति कर पाएगा।</p> <p>हिन्दी साहित्य के मर्म तथा उसमें छिपे गूढ़ अर्थ को समझ पाएगा।</p>	<p>रचनात्मक कार्य— भारत के मानचित्र में विभिन्न राज्यों की भाषाओं को लिखकर दर्शाना</p> <p>कला एकीकरण— —पर्यायवाची शब्दों की आकर्षक एवं रचनात्मक प्रस्तुति</p> <p>मूल्यांकन बिंदु— रचनात्मकता / प्रस्तुति वर्तनी विषय वस्तु</p> <p>बाल रामकथा— पाठ को समझकर नाटक के रूप में या कहानी के रूप में प्रस्तुत करेंगे।</p>	<p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>—संज्ञा व सर्वनाम आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>—सामूहिक क्रियाकलाप द्वारा कहानी में से संज्ञा व सर्वनाम की पहचान करवाकर</p> <p>— कहानी में उचित पर्यायवाची द्वारा रिक्त स्थान पूर्ति करवाकर</p> <p>—अपठित गद्यांश आधारित कार्यपत्र द्वारा</p> <p>प्रथम साप्ताहिक परीक्षा— 04 / 07 / 2022</p>
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मास / शिक्षण- दिवस	विषय / उपविषय	प्राप्त उपलब्धियाँ	कलात्मक शिक्षण / गतिविधियाँ	मूल्यांकन
जुलाई	<p>मधुप पाठमाला</p> <p>—कृष्ण की चेतावनी (कविता) —दुनिया से परे दुनिया (लेख)</p> <p>व्याकरण— लिंग, चित्र—वर्णन, अपठित गद्यांश</p> <p>लेखन—</p> <p>अनौपचारिक पत्र बाल रामकथा — दो वरदान</p>	<p>प्रत्येक छात्र ग्राह्यता— — कविता का प्रतीकात्मक अर्थ जान पाएगा। & ;qn~/k ds nq'ifj.kkeksa o fouk”k dks tkudj Hkfo’; esa “kkafr ds iFk ij pyuk pkfg,A bl fo’k; ij vius fopkj O;Dr dj ik,xkA प्रत्यास्मरण —कविता से कम से कम एक पद्यांश प्रत्यास्मरण कर पाएगा। ग्राह्यता—अद्भुत ब्रह्मांड की असीम विशालता के बारे में जानकर संबंधित बातचीत में हिस्सा ले पाएगा। —अंतरिक्ष संबंधी नवीन शब्दावली से परिचित हो पाएगा। अभिव्यक्ति एवं प्रयोग— लिंग के अनुसार बोलचाल में सही क्रिया का प्रयोग कर पाएगा। पत्र—लेखन—दिए गए विषय पर सही प्रारूप के अनुसार अनौपचारिक पत्र लिख पाएगा। चित्र—वर्णन— दिए गए चित्र को देखकर उस पर पंक्तियाँ लिख पाएगा। —गद्यांश को पढ़कर स्वयं प्रश्नों के उत्तर लिख पाएगा। नाट्य प्रस्तुतिकरण— दो वरदान प्रसंग को लघु कहानी के रूप में प्रस्तुत कर पाएगा।</p>	<p>कलात्मक शिक्षण— क्रियात्मक गतिविधि स्त्रीलिंग व पुल्लिंग तालिका रचना— रसोई से संबंधित वस्तुओं को स्त्रीलिंग व पुल्लिंग तालिका में लिखना। भाषीय कौशल (लिखित, वाचन, तार्किक, रचनात्मक कौशल)</p> <p>अनुभवात्मक गतिविधि— पत्र लिखकर माता—पिता को डाक द्वारा भेजना अंतःवैयक्तिक, पारस्परिक एवं भाषीय कौशल</p> <p>कलात्मक शिक्षण— बाल रामकथा से पाठ को पढ़ने के पश्चात लघु कहानी के रूप में लेखन एवं प्रस्तुतिकरण। (वाचन, श्रवण, लेखन, रचनात्मक एवं पठन कौशल)</p>	<p>—पाठ पर आधारित —अभ्यास कार्य एवं कार्यपत्र द्वारा —सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर — गूगल फार्म प्रश्नोत्तर द्वारा —वचन, आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन — वाचन कौशल द्वारा लघु कहानी कथन 04 / 07 / 2021 साप्ताहिक परीक्षा पाठ 9.— जीवन (कविता) पाठ—8. मैत्री—गान (कहानी) व्याकरण— अनुस्वार, अनुनासिक, नुक्ता, पर्यायवाची शब्द, संज्ञा, सर्वनाम, अनुच्छेद, अपठित गद्यांश</p>

<p>अगस्त</p>	<p>मधुप पाठमाला – वह देश कौन-सा है (कविता) लाल जूता (कहानी)</p> <p>व्याकरण–</p> <p>– क्रिया, विशेषण, –अनेक शब्दों के लिए एक शब्द,</p> <p>बाल-रामकथा– चित्रकूट में भरत राम का वन गमन</p>	<p>प्रत्येक छात्र ग्राह्यता– देश के प्राकृतिक सौंदर्य और उत्कृष्ट वैभव को, अपनी संस्कृति, गौरव व इतिहास को जानकर उससे लोगों को अवगत कर पाएगा। – भारत की दशा की विभिन्न दृष्टियों से तुलना उचित शब्दों में लेखन एवं बोलचाल में कर पाएगा। प्रत्यास्मरण– कविता की कम से कम छह पंक्तियों प्रत्यास्मरण कर पाएगा। – परोपकार, करुणा, दया, कर्मठता और परिश्रम के महत्त्व को जानकर दैनिक जीवन में उपयुक्त व्यवहार कर पाएगा। – बोलचाल एवं लेखन में मुहावरे युक्त भाषा का प्रयोग कर पाएगा। – कम से कम दो प्रश्नों की रचना स्वयं कर उनके उत्तर बता एवं लिख पाएगा। अभिव्यक्ति– दैनिक जीवन में बोलचाल में क्रिया शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा। – अनेक शब्दों के लिए एक शब्द सीखकर अपनी बात को संक्षिप्त रूप में प्रस्तुत कर पाएगा। प्रयोग– दी गई कहानी में अनेक शब्दों के लिए एक शब्द का प्रयोग कर पाएगा। अभिव्यक्ति– दैनिक जीवन में बोलचाल में विशेषण शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा। –बाल रामकथा द्वारा भाइयों के आपसी प्रेम की गहराई को समझ पाएगा।</p>	<p>कलात्मक शिक्षण– उचित हाव-भाव से कविता प्रस्तुतिकरण भाषीय, संगीतमय कौशल</p> <p>अभिनय क्रियाकलाप द्वारा क्रिया की पहचान एवं उसके साथ विशेषण लगाना। अंतःवैयक्तिक, पारस्परिक, शारीरिक गतिविधि कौशल एवं भाषीय कौशल</p> <p>मूल्यांकनात्मक गतिविधि– जैसा कर्ता वैसी क्रिया खेल – शब्द चरखी से छात्रों के नाम निकाले जाएंगे। छात्र एक संज्ञा शब्द बोलेंगे फिर शिक्षिका उससे संबंधित एक क्रिया बोलेंगी और दूसरा छात्र इन क्रिया एवं संज्ञा शब्दों को मिलाकर एक वाक्य बनाएगा।</p> <p>अपने कमरे का विवरण– गुणवाचक एवं संख्यावाचक विशेषण शब्दों के प्रयोग से। तार्किक, पारस्परिक एवं भाषीय कौशल कलात्मक शिक्षण– &cky jkedFkk ls fn, x, izlax dk Nk=ksa n~okjk vius ”kCnksa esa ukVd ds :i esa izLrqrdj.kA (वाचन, श्रवण, लेखन, पठन, शारीरिक गतिविधि एवं स्थानिक कौशल)</p>	<p>पाठ पर आधारित –अभ्यास कार्य एवं कार्यपत्र द्वारा –गूगल फार्म द्वारा –सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर – व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन –अपठित गद्यांश आधारित कार्यपत्र द्वारा –गूगल फार्म से रामकथा के प्रश्नोत्तर साप्ताहिक परीक्षा ०५/०८/२०२२ पाठ–२. तीर्थ तिलोनिया (कहानी) पाठ १.८– कृष्ण की चेतावनी (कविता) व्याकरण– –भाषा, बोली, लिपि, एवं व्याकरण, लिंग, चित्र–वर्णन, अपठित गद्यांश</p>
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<p>सितम्बर</p>	<p>मधुप पाठमाला —मुकदमा हवा—पानी का (एकांकी) वचन, विलोम, काल</p> <p>बाल—रामकथा— दंडक वन में दस वर्ष</p> <p>पुनरावृत्ति—</p>	<p>प्रत्येक छात्र ग्राह्यता— निरन्तर बढ़ते हुए जल एवं वायु प्रदूषण के खतरे में मनुष्य की भूमिका को समझकर पर्यावरण की रक्षा हेतु एवं वृक्षारोपण तथा स्वच्छता जैसी आदतों को अपनाने के लिए समाज में संवाद कर पाएगा। —ग्लोबल वार्मिंग को समझकर वृत्त अध्ययन के तहत शोधपरक जानकारी हासिल कर पाएगा। —शब्द कोश विस्तार — पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बताकर उनका वाक्यों में प्रयोग कर पाएगा। — पाठ से कम से कम दो प्रश्नों की रचना स्वयं कर उनके उत्तर लिख पाएगा। — एकांकी का अपने शब्दों में नाट्य रूपान्तरण कर प्रस्तुतिकरण कर पाएगा। — एकवचन एवं बहुवचन के शब्दों का मौखिक व लिखित रूप में उचित प्रयोग कर पाएगा। — एकवचन के वाक्यों को बहुवचन में परिवर्तित करने में सक्षम होगा। — विलोम शब्दों का प्रयोग कर वाक्य लिखने में सक्षम होगा। — काल के विभिन्न प्रकारों को जानकर काल के अनुसार क्रिया का प्रयोग कर पाएगा। —बाल रामकथा द्वारा वनवास की कठिनाइयों को जान पाएगा। जीवन की वास्तविकताओं को समझ पाएगा।</p>	<p>कलात्मक शिक्षण— एकांकी का नाट्य प्रस्तुतिकरण स्थानिक, अंतःवैयक्तिक, पारस्परिक, रचनात्मक एवं भाषीय कौशल</p> <p>मूल्यांकनात्मक गतिविधि भूतकाल की कहानी को भविष्यत् काल में परिवर्तित कर सुनाना। वाचन एवं भाषीय कौशल, तार्किक कौशल</p> <p>क्रियात्मक गतिविधि — विलोम शब्दों का तम्बोला खेल</p>	<p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>—पाठ पर आधारित—अभ्यास कार्य एवं कार्यपत्र द्वारा —गूगल फार्म द्वारा</p> <p>— लिंग एवं विलोम आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन — वाक्यों में उचित विलोम शब्दों द्वारा रिक्त स्थान पूर्ति करवाकर —पुनरावृत्ति गूगल फार्म द्वारा मध्यावधि परीक्षा.... (२१/०६/२०२२ — ३०/०६/२०२२)</p>
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<p>अक्तूबर</p>	<p>मधुप पाठमाला – और वे फकीर बन गए (संस्मरण) अक्लमंद बिल्ली (पठन-पाठन)</p> <p>व्याकरण- श्रुतिसमभिन्नार्थक शब्द, क्रिया-विशेषण</p> <p>बाल-रामकथा – सोने का हिरण</p>	<p>प्रत्येक छात्र ग्राह्यता- अंग्रेजी शासन में देश की जनता पर हुए अत्याचार और आज़ादी के लिए की गई क्रांति तथा संघर्ष को समझ पाएगा। -सत्य के रास्ते पर चलने की प्रासंगिकता समझकर अपने विचार विषय पर अभिव्यक्त कर पाएगा। - स्वतंत्रता संग्राम में गांधी जी के योगदान को जानकर गांधी जी के बारे में अपने विचार व्यक्त कर पाएगा। शब्द कोश विस्तार – पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएगा। - पाठ से कम से कम दो प्रश्नों की रचना स्वयं कर उनके उत्तर लिख पाएगा। प्रयोग- दैनिक जीवन में बोलचाल में क्रिया-विशेषण शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा। -वाक्यों में से क्रिया-विशेषण शब्द छाँटकर उसका प्रकार बता पाएगा। प्रयोग- श्रुतिसमभिन्नार्थक शब्दों के अर्थ समझकर उसका बोलचाल में उचित रूप से प्रयोग कर पाएगा। समझ- रामकथा द्वारा समझ पाएंगे कि लालच बुरी बला है। - पाठ से कम से कम दो प्रश्नों की रचना कर पाएंगे। पूछे गए प्रश्नों के उत्तर लिख व बता पाएगा।</p>	<p>मूल्यांकनात्मक गतिविधि</p> <p>वाचन कौशल कला समेकित गतिविधि-“मात्र एक मिनट” क्या सत्य के रास्ते पर चलना आज भी प्रासंगिक है ? (वाचन,श्रवण,पठन,अभिव्यक्ति एवं रचनात्मक कौशल) मूल्यांकन बिंदु- अभिव्यक्ति-१,उच्चारण-२,विषय वस्तु-२ निरन्तरता-१</p>	<p>-पाठ पर आधारित -अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>-गूगल फार्म द्वारा</p> <p>-सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>-अभिनय क्रियाकलाप द्वारा - व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>-गूगल फार्म से रामकथा के प्रश्नोत्तर</p>
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<p>नवम्बर</p>	<p>मधुप पाठमाला – बारहमासा (कविता) – बातूनी (व्यंग्य)</p> <p>व्याकरण— कारक तालिका बोध, उपसर्ग, प्रत्यय अनेकार्थक शब्द</p> <p>लेखन कौशल— औपचारिक पत्र</p> <p>बाल—रामकथा –सीता की खोज</p>	<p>प्रत्येक छात्र ग्राह्यता— भारतीय महीनों के नाम और उनकी विशेषताएँ जान पाएंगे। – हिन्दू पर्वों पर किए जाने वाले विशेष आयोजनों को जान पाएगा। – मिलजुलकर रहना आपसी सौहार्द और प्रेम सीख पाएंगे। – ऋतु चक्र जान पाएगा। – व्यंग्य लेखन शैली से परिचित होकर आवश्यकता अनुसार बोलचाल व लेखन में व्यंगात्मक शैली का प्रयोग कर पाएगा। —शब्द कोश विस्तार – पूछे गए नवीन शब्दों से कम से कम दो शब्दों के अर्थ बता पाएगा। प्रत्यास्मरण— कविता की कम से कम आठ पंक्तियों प्रत्यास्मरण कर पाएगा। अभिव्यक्ति— दैनिक जीवन में बोलचाल में उपसर्ग एवं प्रत्यय युक्त शब्दों का उचित प्रयोग कर अपने विचारों की अभिव्यक्ति स्पष्ट रूप से कर पाएगा। प्रयोग— एक शब्द के अनेक अर्थ सीखकर वाक्य में उचित रूप से प्रयोग कर पाएगा। समझ—कारक तालिका को समझकर बोलचाल एवं लेखन में कारक का उचित प्रयोग कर पाएगा। पत्र—लेखन—दिए गए विषय पर सही प्रारूप के अनुसार औपचारिक पत्र लिख पाएगा। समझ—श्री रामकथा द्वारा—किस प्रकार छोटे से छोटे प्राणी भी हमारे जीवन में महत्त्वपूर्ण स्थान रखते हैं, यह सीख पाएगा। अतः समझ पाएगा कि “जहाँ काम आवे सुई कहाँ करे तरवारि”</p>	<p>कला समेकित गतिविधि— “ऋतुओं के रंग स्वाद के संग” –विभिन्न ऋतुओं से संबंधित फल—फूल, पकवान, त्योहार आदि बताते हुए आकर्षक ऋतु चक्र बनवाया जाएगा। (चित्रकला, रचनात्मक, चिंतन, तार्किक, लिखित कौशल)</p> <p>वाचन कौशल— ‘मुख से निकले शब्द और कमान से निकला तीर कभी वापस नहीं आते’ विषय पर विचार अभिव्यक्ति</p>	<p>—पाठ पर आधारित —अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>—गूगल फार्म द्वारा</p> <p>—सक्रिय मानसिक सहभागिता द्वारा मौखिक प्रश्नोत्तर</p> <p>— व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>—गूगल फार्म से रामकथा के प्रश्नोत्तर</p>
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<p>दिसम्बर</p>	<p>मधुप पाठमाला खाने की इच्छा (लेख) होशियार (पठन-पाठन)</p> <p>व्याकरण- मुहावरे, विराम-चिह्न (कोष्ठक, निर्देशक, हंसपद, योजक, पूर्ण विराम, प्रश्नसूचक चिह्न) अपठित गद्यांश</p> <p>बाल-रामकथा- राम और सुग्रीव, लंका में हनुमान</p>	<p>प्रत्येक छात्र: ग्राह्यता- विविध पदार्थों के खाने की प्रबल इच्छा का कारण जानने एवं निवारण करने में सक्षम हो जाएगा। - अपनी खान-पान की आदतों को जाँच-परखकर उनमें बदलाव, संशोधन तथा परिष्कार कर जाएगा। - खान-पान सम्बंधी शब्दावली से परिचित हो पाएंगे। शब्द कोश विस्तार - पूछे गए कठिन शब्दों से कम से कम दो शब्दों के अर्थ बता कर वाक्य बना जाएगा। - कम से कम दो ज्ञान एवं एक समझ के प्रश्नों की रचना स्वयं कर पाएंगे एवं ज्ञान आधारित तथा समझ के सामान्य प्रश्नों के उत्तर बता जाएगा। - वाक्यों में सही विराम चिह्न लगा जाएगा। - मुहावरों के अर्थ समझकर वाक्य बना जाएगा। - मुहावरों के प्रयोग से कहानी लेखन कर जाएगा। समझ-अपठित गद्यांश को पढ़कर कम से कम तीन सामान्य प्रश्नों के उत्तर बता एवं लिख जाएगा। अवलोकन- हनुमान जी के अपरिमित बल एवं स्वामीभक्ति को पहचान जाएगा। - आत्मविश्वास एवं बुद्धिमता से काम किस प्रकार बनते चले जाते हैं, यह जान जाएगा।</p>	<p>क्रियात्मक गतिविधि- छात्र अपने पसंदीदा खाने के बारे में लिखकर उसमें प्रयोग होने वाली सामग्री की सूची बनाएंगे और उसके पाए जाने वाले स्रोत के बारे में लिखेंगे। कला समेकित गतिविधि- कनउड़ बीतंकमे मूक अभिनय द्वारा - मुहावरों की पहचान करवाई जाएगी एवं वाक्य बनवाया जाएगा। (शारीरिक गतिविधि, चिंतन, तार्किक, भाषीय कौशल)</p>	<p>-पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा</p> <p>-व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन -गूगल फार्म से रामकथा के प्रश्नोत्तर साप्ताहिक परीक्षा- 02/12/2022 पाठ 94- बारहमासा (कविता) पाठ-95. और वे फकीर बन गए (कहानी) व्याकरण- -श्रुतिसमभिन्नार्थक शब्द, क्रिया-विशेषण, उपसर्ग, प्रत्यय, अनुच्छेद, अपठित गद्यांश</p>
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<p>जनवरी</p>	<p>मधुप पाठमाला – शहीदों के पत्र (पत्र) गिरिधर की कुंडलियाँ व्याकरण– समास (द्वंद, द्विगु), विज्ञापन लेखन</p> <p>बाल–रामकथा– लंका विजय</p>	<p>ग्राह्यता– विरासत में मिली स्वतंत्रता, उसके लिए किए गए निरन्तर प्रयासों और दी गई आत्मआहुतियों से परिचित हो जाएगा।</p> <p>–तत्कालीन विदेशी राज में भारतवासियों के साथ होते भेदभावपूर्ण व्यवहार को समझकर सम्बंधित बात–चीत में हिस्सा ले जाएगा।</p> <p>–सांप्रदायिक एकता व उसके महत्त्व के विषय में अपने विचार व्यक्त कर जाएगा।</p> <p>शब्द कोश विस्तार – ब्रज, अवधी, खड़ी बोली के शब्दों को समझकर बोल–चाल में प्रयोग कर जाएगा।</p> <p>समझ–समास और संधि का अर्थ एवं अंतर जान जाएगा।</p> <p>अवलोकन– द्वंद्व और द्विगु समास की पहचान कर जाएगा।</p> <p>– आत्म विश्वास, सफलता की कुंजी है, इसको समझ जाएगा।</p> <p>बाल रामकथा द्वारा– युद्ध की वीभत्स विभीषिका को समझ, शांति स्थापित करने में युद्ध को अंतिम विकल्प के रूप में ही स्वीकार करने के औचित्य को समझकर संबंधित सामाजिक बात–चीत में हिस्सा ले जाएगा।</p>	<p>क्रियात्मक गतिविधि– खोजबीन– भारतीय संविधान की प्रस्तावना से भारतीय गणराज्य के लिए प्रयोग किए गए विशेषण खोजकर लिखेंगे। (लेखन, चिंतन कौशल) अधिगम आधारित गतिविधि</p> <p>कला समेकित गतिविधि– काकोरी कांड एवं जलियांवाला बाग कांड के विषय में जानकारी एकत्र कर परियोजना कार्य करेंगे।</p>	<p>–गूगल फार्म द्वारा – मौखिक प्रश्नोत्तर – व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन</p> <p>साप्ताहिक परीक्षा– २३/०९/२०२३ पाठ ६–बातूनी (व्यंग्य) पाठ १६– खाने की इच्छा (लेख) व्याकरण– – कारक तालिका बोध, अनेकार्थक शब्द, मुहावरे, विराम चिह्न, औपचारिक पत्र, अपठित गद्यांश</p>
<p>फरवरी</p>	<p>मधुप पाठमाला – राजा (संस्मरण) दर्यानूर (ऐतिहासिक कहानी)</p> <p>व्याकरण– वर्ण–विच्छेद स्वर संधि (अ,इ) बाल–रामकथा– राम का राज्याभिषेक पुनरावृत्ति –</p>	<p>प्रत्येक छात्र– विनम्रता, विनय शीलता के महत्त्व को जानेंगे, असहायों के प्रति संवेदनशील बनेगा।</p> <p>ग्राह्यता– आत्मकथात्मक शैली को समझ जाएगा।</p> <p>–छोटे–छोटे सहज एवं मुहावरेदार भाषा का प्रयोग बोलचाल में कर जाएगा।</p> <p>– कर्तव्यनिष्ठा तथा समर्पण के भाव को समझ जाएगा।</p> <p>–सरल,सहज उर्दू भाषा की मिठास को जान जाएगा एवं दैनिक जीवन में प्रयोग होने वाले उर्दू शब्दों के अर्थ को समझ जाएगा।</p> <p>– शब्दों में स्वर संधि की पहचान कर जाएगा।</p> <p>– विभिन्न वर्णों के संयोग से बने शब्दों को समझ जाएगा।</p> <p>– राज्य एवं प्रजा से संबंधित नई शब्दावली सीखकर</p>	<p>कला समेकित गतिविधि–</p> <p>छात्र महाराजा रणजीत सिंह पर पावर प्वाइंट प्रेजेंटेशन तैयार करेंगे और कक्षा में प्रस्तुत करेंगे।</p> <p>कम से कम दो समास का प्रयोग करते हुए संवाद लेखन एवं वाचन करवाया जाएगा।</p> <p>(रचनात्मक, लेखन, वाचन, अभिव्यक्ति कौशल)</p>	<p>–पाठ पर आधारित अभ्यास कार्य एवं कार्यपत्र द्वारा –गूगल फार्म द्वारा –मौखिक प्रश्नोत्तर – व्याकरण आधारित अभ्यास प्रश्न द्वारा लिखित एवं मौखिक मूल्यांकन –गूगल फार्म से रामकथा के प्रश्नोत्तर सत्रांत परीक्षा:– मार्च प्रथम सप्ताह से प्रारम्भ–</p>

		लिखने व बोलने में प्रयोग कर जाएगा। पुनरावृत्ति में पूछे गए प्रश्नों के उत्तर बताकर लिख जाएगा।		
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