



TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI

CLASS XII
HUMANITIES

PARENT SYLLABUS (2022-23)
MARCH - DECEMBER
ENGLISH

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
March	The Last Lesson by Alphonse Daudet	<p>Each student will be able to</p> <p>develop optimistic attitude towards life amidst many struggles.</p> <p>learn about Alphonse Daudet / history of France.</p> <p>make connections between similar situations in different storylines /life experience, such as Indians under British imperialism.</p> <p>speak about the importance of the mother tongue</p> <p>justify the title</p> <p>list down the ill effects of procrastination</p> <p>answer short and long answers</p> <p>write character sketches</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>1. Write a speech on: Political enslavement is a curse on any nation as it deprives it of its identity</p> <p>2. Notice writing: announcing the discontinuation of the French language and the introduction of German language in your school</p> <p>3. Art Integrated Activity: Create a poster announcing the teaching of German, which Franz may have seen on the bulletin board and compare with the one that was put up on the notice board that day.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>

March	My Mother at Sixty-six by Kamala Das	<p>Each student will be able to</p> <p>list down reasons as to why the youth today should take care of their elderly parents</p> <p>read the poem with proper tone and rhyme and develop an interest in poetry</p> <p>comment on the theme and bring out message in the poem.</p> <p>analyze the poem and identify the poetic devices</p> <p>strengthen their bond with their mother</p> <p>strengthen their vocabulary</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <ol style="list-style-type: none"> 1. Write a letter as the mother, telling the daughter why she must not dwell on her personal fears. 2. Construct an exchange of four dialogues between yourself and the poet where the latter confides in you about her fears and asks for your advice. What would your advice be, to face her fears, to ignore them or something else? 3. Art Integrated Activity: Compose a short poem celebrating Mothers Day/create a poem or a song on the thought of the loss of their dear one and compare it with My Mother at Sixty-six 	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
March	Short Writing Skill: Notice Writing	<p>Each student will be able to</p> <p>state situations when they would draft a notice</p> <p>give inputs on the format, style and tone of a notice</p> <p>draft a notice answering the questions what, when, where and how</p> <p>express their views through a notice using grammatically correct sentences.</p>	<p>Students will do the following:</p> <ol style="list-style-type: none"> 1. Draft a notice announcing the celebration of Earth Day on 22 April. 2. Draft a notice disseminating information about details of events to be held during the Book Week in the school. 3. Write a notice for your school notice board as the Cultural Secretary of your school, announcing the Investiture 	<p>Students will be assessed through:</p> <p>Class and home assignments</p>

		improve upon their writing skills	Ceremony of the newly appointed members of the Students' Council. to be organized in the school premises. Invent other details such as the Chief Guest, timings, date, schedule, etc.	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	Lost Spring by Anees Jung	<p>Each student will be able to</p> <p>sensitise themselves with the problem of child labour.</p> <p>identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution.</p> <p>enhance their analytical skills.</p> <p>uncover the motives of the poor.</p> <p>express themselves through writing tasks</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>1. Report Writing: Problem of Child Labour in India, for their school magazine. after viewing the e-project, Shape our Future Bright and the documentary on child labour.</p> <p>2. Notice Writing: informing students about the 'Anti-Child-Labour Day', to be observed in their school, as the Head Boy/Girl.</p> <p>3. Art Integrated Activity: Design a poster to create awareness about the upliftment of Seemapuri, a slum in the periphery of Delhi.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
April	Long Writing Skill: Report Writing	<p>Each student will be able to</p> <p>generate ideas and organize them in groups</p> <p>draft a report as per the format, with appropriate expressions and content.</p>	<p>Students will do the following:</p> <p>1. You are Shekhar/Tripta a student of A.P Public School. Principals of two schools from Pakistan visited your school as a part of cultural exchange programme. Students of the school put up a cultural show in their honour. Write a report about it for your school magazine in about 120-150 words..</p> <p>2. You are Ramesh / Reema, a staff reporter of The Times of India. You</p>	<p>Students will be assessed through:</p> <p>WEEKLY TEST 1 - 29.4.22</p> <p>Class and home assignments</p>

			witnessed a road accident involving a truck and a Maruti van in Karol Bagh. Write a report covering the incident in not more than 120-150 words.	
April	The Third Level by Jack Finney	<p>Each student will be able to</p> <p>list down their ideas on the concept of time travel</p> <p>analyze Jack Finney's word choices</p> <p>analyze the text structure of The Third Level</p> <p>determine the meaning of words and phrases as used in the lesson</p> <p>bring out the irony in the lesson</p> <p>express themselves through writing tasks</p> <p>write character sketches</p>	<p>Students will do the following:</p> <p>1. Imagine that you come across Louisa's diary. What might you find in it about the third level? Write an article based on any one of the events from the story, The Third Level.</p> <p>2. Art Integrated Activity: You have read about Charley's travels from the present to 1894 in, The Third Level. Now, you will create a project that includes narrative writing to describe the chain of events that happened to Charley, starting when he walked into Grand Central Station. You may create a video journal, a power point presentation, an investigating case file, etc</p>	<p>Students will be assessed through:</p> <p>Short revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
May	Long Writing Skill: Article Writing	<p>Each student will be able to</p> <p>generate ideas and organize them in groups</p> <p>write an article as per the format with appropriate expressions and content.</p>	<p>Students will do the following:</p> <p>1. Increase in the number of vehicles causes pollution and traffic jams. Write an article in 120-150 words for, 'The New Indian Express', Delhi, highlighting the urgent need to solve these man-made problems, giving suitable suggestions. You are Madhav/ Madhuri</p> <p>2. India is standing at the threshold of</p>	<p>Students will be assessed through:</p> <p>Class and home assignments</p>

			joining the developed nations but that is not possible till we achieve complete literacy in the country. The contribution of students may be very significant in achieving our goals. Write an article in 120-150 words on, The Role of the Students in Removing Illiteracy.	
May	Deep Water by William Douglas	<p>Each student will be able to</p> <p>interpret the title</p> <p>identify at least 4-5 character traits of William Douglas</p> <p>list down the values of hard work and determination</p> <p>create at least a set of three dialogues between Douglas and his instructor</p> <p>prepare oneself for crisis management</p> <p>strengthen one's decision making skills.</p> <p>enrich one's vocabulary</p> <p>write relevant answers to HOTS and value based questions from the lesson</p>	<p>Students will do the following:</p> <p>1. Art Integrated Activity: Create a set of dialogues with four exchanges between William Douglas and his instructor discussing Douglas' fear of water and the instructor's help in removing the fear from his life</p> <p>2. Write a paragraph of about 120 words recounting any fear you had in life. Try to recollect details of what caused the fear in you, your feelings, the encouragement you got from others, or the criticisms. You could begin with the last sentence of the essay, Deep Water. "At last I felt released, free to walk the trails and climb the peaks and to brush aside fear." .</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
May	Writing Skill: Letter to the Editor	<p>Each student will be able to</p> <p>state situations when they would write letters to the editor</p> <p>provide inputs on the format and style and tone of a letter to the editor</p>	<p>Students will do the following:</p> <p>1. You are Kavita/ Kailash staying at B-101, Yamuna Vihar, Delhi. You find it disturbing that despite a ban on the use of polythene bags its use is rampant in city. Write a letter to the editor of a</p>	<p>Students will be assessed through:</p> <p>Class and home assignments</p>

		<p>draft a formal letter to the editor of a local or national daily dealing with civic or social problems</p> <p>express their views through a letter using grammatically correct sentences.</p>	<p>national daily expressing your concern about apathy of people towards environmental degradation. Also suggest ways to mobilise city dwellers for the cause of safe environment with the help of school children.</p> <p>2. You attended a career rganized programme organized by Career India. You had the opportunity of listening to professionals from various fields like food, technology, fashion technology and media management. Write a letter to the editor of a local newspaper suggesting that such programmes should be arranged in Govt. Sr. Sec. Schools. You are Sakshi/Saksham, student of Class XII.</p>	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	A Thing of Beauty by John Keats	<p>Every student will be able to</p> <p>analyse the poem to make a critical appreciation</p> <p>identify the poetic devices and explain how they are used in the poem</p> <p>annotate the lines of the poem with reference to the context</p> <p>bring out beauty in every creation of God, whether big or small</p>	<p>Students will do the following:</p> <p>1. Art Integrated Activity:</p> <p>All Things Bright and Beautiful</p> <p>Beauty is a heavenly tonic/drink – an endless fountain of nectar. This beauty comes in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace. It removes sadness from our lives and gives an everlasting joy. Keeping te central idea of the poem in mind, specify an art form that soothes your spirit and refreshes</p>	<p>Students will be assessed through:</p> <p>WEEKLY TEST 2 - 8.7.22</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>

			<p>your mind. Create that art work and mention why it is a source of happiness to you.</p> <p>Examples: Composing a song, poem/singing a song/ playing a musical instrument/ painting/ sketching/reading/creating a shape poetry/dancing, etc.</p>	
July	The Tiger King by Kalki	<p>Every student will be able to</p> <p>acquire the knowledge of plot, events</p> <p>interpret the title</p> <p>bring out the theme of the lesson-destiny is all powerful and inevitable</p> <p>connect between crime and punishment.</p> <p>determine the importance of ecological balance.</p> <p>analyse the drawbacks of kingship and autocracy</p> <p>answer short and long answer questions based on the text.</p>	<p>Students will do the following:</p> <p>1.Design a poster to spread awareness about saving the tiger population</p> <p>2. Write a letter to the editor on the increasing cruelty towards animals. Appeal to the authorities to prohibit animal use and abuse in circus.</p>	<p>Students will be assessed through:</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
July	Keeping Quiet by Pablo Neruda	<p>Each student will be able to</p> <p>list down the different kinds of wars fought by humans</p> <p>comment on the need of the hour to maintain peace</p> <p>justify the title</p>	<p>Students will do the following:</p> <p>1. Imagine that the world has come to an end You and your friends have survived You decide to create a new society where only peace and brotherhood prevails. Create your society. You will draw/sketch/ paint/your society wherein you enlist the following</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>analyse the poetic devices</p> <p>list down a list of new words and look up for their meaning</p> <p>write answers to the questions from the lesson.</p>	<p>things: A map, the motto, rules to govern your society, a symbol of peace, etc.</p> <p>2. The last two years of school tend to be about planning for life after school. This can be motivating overwhelming or encouraging for some, and stressful for others. Write a diary entry recording your thoughts on the following: Neruda's ideas in 'Keeping Quiet' as a guide in this situation. Thinking differently about your decisions with reference to Neruda's Keeping Quiet.</p>	<p>Practice Worksheets</p> <p>Assignment Questions</p>
July	The Rattrap by Selma Lagerlof	<p>Each student will be able to</p> <p>effectively provide a synopsis of the story.</p> <p>analyze the values and thought process of the story.</p> <p>identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <p>appreciate the significance of developing personal fears yet rising above them to savor real liberty. enrich vocabulary</p> <p>justify the title</p> <p>attempt questions based on the lesson express themselves through the writing tasks</p>	<p>Students will do the following:</p> <p>Imagine that you overheard the interaction between the valet and the housekeeper at the ironmaster's mansion at the end of the story. Write your response in the form of an entry in your daily journal.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	Formal and Informal	Each student will be able to	Students will do the following:	Students will be assessed

	Invitations & Replies (Acceptance and Regret)	enhance their creative skills draft – formal & informal invitations, letters of acceptance & regret express themselves through writing tasks	draft invitations and give replies to them .	through: Class and home assignments
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
August	Journey to the end of the Earth by Tishani Joshi	Each student will be able to analyse the geological phenomenon that helps one to know about the history of humankind list down the indications for the future of humankind reason out why Antarctica is the place to go to, to understand the earth's present, past and future	Students will do the following: 1. Imagine an interview where Green is asked to explain more about his work and why he decided to initiate programs for students. Keeping both Green and the interviewer's perspectives in mind, pen down this interview. 2. Imagine you are the narrator writing to your parents back home telling them about your experience in Antarctica and how it is similar to that back home in some ways.	Students will be assessed through: Short Revision Test through Google forms Practice Worksheets Assignment Long Answer Questions
August	Indigo by Louis Fischer	Each student will be able to comment on the theme learn more about the Champaran Movement analyze Gandhi's role in helping peasants comment on the sharecropping agreement draft a character sketch of Rajkumar Shukla	Students will do the following: 1. Write a speech on: The text 'Indigo' expresses the value of freedom and Indians' fight for freedom. How would you define FREEDOM? Write your views in the form of a speech to be delivered in the morning assembly of your school. Don't exceed 150 words. 2. Let us assume it was Rajendra Prasad who informed Charles Freer Andrews of Gandhi's decision and the	Students will be assessed through: Short Revision test through Google forms Class participation Submission of work Practice Worksheets Assignment Long Answer

		<p>comment on Gandhi's influence on the lawyers</p> <p>develop self - reliance, confidence, sense of sacrifice and sensibility</p> <p>make a list of new words and phrases learnt</p> <p>write answers to the questions from the lesson.</p>	<p>reasons for other leaders' support of him. Thinking creatively of how Andrews would have responded, pen down the discussion you think would have taken place between Rajendra Prasad and Andrews.</p>	<p>Questions</p>
August	A Roadside Stand by Robert Frost	<p>Each students will be able to</p> <p>bring out the callous attitude of the rich towards the poor</p> <p>bring out the poet's urge for sympathy for rural people and analyse the title</p> <p>comment on the theme- reality of class difference between the city rich and the rural poor</p> <p>comment on the rhyme scheme and the stanza division</p>	<p>Students will do the following:</p> <p>1. Your school is going to conduct a symposium on the issue, Rural Urban Divide, for the students of Class XII. Draft a notice for the school notice board.</p> <p>2. Imagine a child from the farmer's family migrates to the city for their education. As the child, write back to your family telling them whether you would or would not want to turn into a city-person. Use the context of the poem "A Roadside Stand" in mind to pen down this letter.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	Writing Skills Job Application	<p>Each student will be able to</p> <p>draft job applications and resume as per the format learnt</p> <p>write resumes/ bio-data/ curriculum vitae</p> <p>express themselves in grammatically correct language</p>	<p>Students will do the following:</p> <p>1. You are Anand/Arti of 14, Model Town, Delhi. You have seen an advertisement in The Hindu for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 120-150 words.</p> <p>2. You are Prem/Parul of 16, TT Nagar,</p>	<p>Students will be assessed through:</p> <p>Class and home assignments</p>

		improve upon their writing skills	Bhopal. You would like to apply for the post of Marketing Manager in a reputed firm in Mumbai. Write a letter to the Public Relations Officer, Chantac Enterprises, Mumbai, applying for the job. Write the letter in 120-150 words giving your biodata.	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
September	Poets and Pancakes by Asokamitran	<p>Each student will be able to</p> <p>analyze and justify the title</p> <p>comment on the humour used and the theme of the lesson</p> <p>bring out the struggle that Ashokmitran went through</p>	<p>Students will do the following:</p> <p>1. You must have met some interesting characters in your neighbourhood or among your relatives. Write a humorous account about their idiosyncracies</p> <p>2. Create a collage or a cartoon strip: Collect about twenty cartoon strips from newspaper and magazines in any language to discuss how important people or events have been satirized Comment on the use of words and pictures used. You may also create a comic strip on the same lines.</p>	<p>Students will be assessed through:</p> <p>MID - TERM EXAMINATION- 21.9.22 - 30.9.22</p> <p>Short revision test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	Aunt Jennifer's Tigers by Adrienne Rich	<p>Each student will be able to</p> <p>facilitate making connections between similar situations in different storylines/life experiences.</p> <p>comment on the title</p>	<p>Students will do the following:</p> <p>1. Art Integrated Activity: Add a stanza to the poem</p> <p>2. No two individuals will be similar and will think alike. Each has to accept the other with their differences. When one is</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p>

		<p>empathize with Aunt Jennifer's problems and seek resolution.</p> <p>think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>discern prevailing inequalities in various guises</p>	<p>unable to do so, the relationship itself becomes a burden. And, that is what happened to Aunt Jennifer. What changes do you advocate to promote marital harmony.</p>	<p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	The Enemy by Pearl S. Buck	<p>Each student will be able to</p> <p>familiarize themselves with specific background of political enmity.</p> <p>identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>Comment on the significance of professional ethics and social obligation in sensitive times.</p> <p>express themselves through writing tasks</p>	<p>Students will do the following:</p> <p>You recently watched an interview of one of the doctors who serves for the organisation named, 'Doctors without Borders'. This organisation serves people in remote corners of the world which are affected by civil strife, poverty and lack medical facilities. You were impressed with the dedication, compassion and professional ethics of this doctor. Write an article for an e-zine expressing the need for more such people in the world to serve selflessly.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	On the Face of It by Susan Hill	<p>Each student will be able to</p> <p>bring out the theme</p> <p>justify the title</p> <p>build up optimism and self-confidence.</p> <p>fight out their loneliness, depression and disappointment.</p>	<p>Students will do the following:</p> <p>Imagine that the encounter with Mr. Lamb marked a turning point in Derry's life. Many years later, Derry is invited to present a TED Talk on the challenges he faced and overcame. He thinks about the bitterness he carried earlier towards people and the world, and how his attitude changed. He decides to speak about the transformation in his relationship with himself, and</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p>

		<p>accept the physically challenged people positively in their life and expand their social interaction</p> <p>express themselves through an article writing</p>	<p>understanding what kindness towards oneself might actually means. He agrees to weave his speech on 'Not the face of a victim'. As Derry, create the speech draft for the TED Talk.</p>	<p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
October	The Interview by Christopher Silvester	<p>Each student will be able to</p> <p>learn about the technique of 'interview' as a new way of interrogating.</p> <p>list down the use of linkers and signallers while conducting an interview</p> <p>give reasons why Umberto Eco likes/does not like being interviewed</p> <p>analyse why the novel, The Name of the Rose is a great success</p>	<p>Students will do the following:</p> <p>1. Report Writing: produce a short report of the interview conducted by Mukund Padmanabhan using the salient points</p> <p>Review and revise sample interview questions. Brainstorm questions for an interview. Conduct and record an interview.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
October	Going Places by A.R. Barton	<p>Each student will be able to</p> <p>List down the differences between them that show up between Sophie and Jansie in the story</p> <p>describe the character and temperament of Sophie's father</p> <p>analyse why Sophie liked her brother Geoff more than any other person</p>	<p>Students will do the following:</p> <p>1. Imagine Sophie's father finds out about Sophie's going to the canal to meet Danny Casey which leads him to think that she has lied to everyone about the whole affair. He is infuriated and prohibits Sophie from going anywhere except to school. As Geoff, write a diary entry disapproving of your father's punishment by citing your</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

		draft character sketches	<p>reasons for being sympathetic to Sophie.</p> <p>2. I cannot get myself to stand with father in his tirade against Sophie. Sure, she is not the most... ii Imagine Sophie meets Danny Casey after several years. Write a dialogue exchange between them where Sophie explains what that meeting means to her.</p>	
October	Memories of Childhood By Zitkala-Sa and Bama	<p>Each student will be able to</p> <p>find out the commonality of theme found in the two distant cultures in the account</p> <p>analyse how injustice in any form cannot escape being noticed even by children</p> <p>comment on Bama's experience as a victim of the caste system.</p> <p>analyse the kind of discrimination that Zitkala-Sa experiences</p>	<p>Students will do the following:</p> <p>1. Imagine Zitkala- Sa and Bama meet each other. They both share their experience of being from marginalised communities. They reflect on instances of oppression they faced and how those instances proved to be the source of strength to fight against such oppression. Write down their discussion in a creative way, with reference to their experiences.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer</p>

November	Revision	<p>Each student will be able</p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p>Students will do the following:</p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p>Students will be assessed through:</p> <p>Revision Test - 21.11.22 - 30.11.22</p>
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December	Revision	<p>Each student will be able to</p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p>Students will do the following:</p> <p>Attempt questions from all sections of the question paper</p>	<p>Students will be assessed through:</p> <p>Pre -Board Examination - 28.12.22 - 18.1.23</p>
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Class : XII Mathematics

Month	No. of Periods/ topics covered	Learning outcome	Activities	Assessment
March- 9 Days	<p>Chapter 5 - Continuity and Differentiability</p> <p>*Chain Rule, product Rule and Quotient Rule – Recapitulations (1 day)</p> <p>*Implicit and Inverse trigonometric function Derivatives (3 days)</p> <p>*Logarithmic Differentiation(5 days)</p>	<p>Each child will be able to</p> <p>*apply the concept of continuity to check whether a function is continuous or not</p> <p>*recall the chain , quotient, product rule</p> <p>*find the derivative of inverse Trigo functions</p> <p>**perceive the concept of Logarithmic differentiation & parametric function</p>	<p>*Ex 5.3 and Ex 5.5 - Few Questions will be done in the class.</p> <p>*Students will read the given flowchart and create their own once the topic is done</p> <p>*Students will read the solved examples of NCERT</p> <p>*Assignment containing questions from exemplar and previous board paper will be given and Level 2 and level 3 questions will be done in the class</p> <p>Students will be asked to solve the questions from this link</p> <p>http://epathshala.nic.in/watch.php?id=606</p>	<p>Through small tests in fundamentals</p> <p>Class work</p> <p>Home work</p> <p>Class test- Logarithmic Differentiation</p> <p>Google Form</p> <p>Oral test</p> <p>Oral Questioning will be done to check the understanding of the concept</p>

April (18 Days)	<p>Chapter 5 - Continuity and Differentiability Continued</p> <p>*Parametric Differentiation(1 day)</p> <p>*Higher order Derivatives(2 days)</p> <p>*Continuity of a function(3 days)</p> <p>*Differentiability(1 day)</p> <p>Assignment (1 day)</p>	<p>Each child will be able to</p> <ul style="list-style-type: none"> *recall the properties of logarithms *differentiate the parametric form *find the higher order derivative of functions *recall the concept of limits *define a continuous function *apply the concept of continuity to check whether a function is continuous or not 	<p>Links of videos - shared with them to watch and understand the concept</p> <p>Interesting Assessment activities will be done in the class and few will be given as HW such as kahoot, quizizz, pose games to keep them involved with the content.</p> <p>5 marker short test will be given to the students during the class to check their understanding of the concept.</p> <p>*Students will read the given flowchart</p> <p>*Students will read the solved examples of NCERT</p> <p>*Quizzes</p> <p>* Assignment based on continuity and differentiability</p> <p>* NCERT Ex 5.6, 5.7 and Misc exercise will be done in the class.</p>	<p>*Classwork and Homework done on the regular basis</p> <p>*Small test in fundamentals</p> <p>*Quizizz</p> <p>* Oral Discussion</p> <p>*Oral Questioning will be done to check the understanding of the concept using AMP technique</p> <p>*10 Marker Google form will be given to evaluate the learning of concept</p> <p>*Assignment based on Continuity and Differentiability will be assigned to the students in class and Level 1 & 2 questions will be assessed through the work done in the worksheets</p> <p>Activity Art Integration Activity- Funnier side of exponential and logarithmic function</p>
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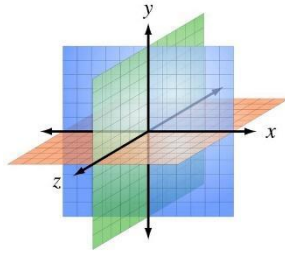
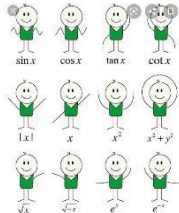
	<p>Chapter 6 - Application of Derivatives Increasing Decreasing Function(3 days)</p> <p>Tangents and Normal (3 days- Already done)</p> <p>Rate of Change(2 Days) Revision of Determinants</p>	<p>*recall the concept of rate of change of variable *identify the function to be \uparrow and \downarrow</p> <p>*find the intervals when the function is increasing or decreasing. * find the rate of change</p> <p>*recall the relation of derivative at a point with the slope of tangent *equation of tangent and normal</p>	<p>Analyse limit of a function $f(x)$ at $x=c$ and check the continuity at that point.</p> <p>Assignment and Formulae discussed.</p> <p>NCERT and Assignment discussed in class</p> <p>Ex 6.1 and 6.2 will be done in the class.</p> <p>5 marker short test will be given to the students during the class to check their understanding of the concept.</p> <p>*Students will read the given flowchart</p> <p>*Students will read the solved examples of NCERT</p> <p>*Quizzes</p> <p>* Assignment based on continuity and differentiability</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Google forms based on Application of Derivatives will be given for self evaluation</p> <p>Weekly test will be conducted to assess the learning of the concept</p>
May (18 days)	<p>Chapter 6 - Application of Derivatives</p> <p>Maxima Minima (8 days)</p> <p>Chapter 7- Integration</p> <p>Introduction- *Difference between integration and differentiation(1 day)</p> <p>*Integration by substitution (3 day)</p>	<p>Each child will be able to</p> <p>*calculate the point of max/min in a given interval *differentiate btw absolute max/min and local max/min *apply the theory of max/min to solve word problems *evaluate the approximate values using the concept of derivatives</p> <p>define the concept of anti derivative *learn the integral of basic functions by the method of inspection</p> <p>*learn the integral of basic functions by</p>	<p>Art Integration: Construction of an open box of maximum volume from a given rectangular sheet by cutting equal square pieces from each corner. NCERT Ex 6.5 ,7.1, 7.2, 7.3 and 7.4- Few questions will be done in the class and Assignment will be discussed in class through</p> <p>Links of videos - shared with them to watch at their own pace</p> <p>Interesting Assessment activities done in the class such as kahoot, quizizz, pose games to keep them involved with the content.</p>	<p>Oral Questioning will be done to check the understanding of the concept through an AMP box</p> <p>*10 Marker Google form will be given to evaluate the learning of concept</p> <p>* Worksheet</p> <p>*Formula Test</p> <p>Assessment through an activity based on Maxima</p>

	<p>*Integration of Trigonometric function (4 days)</p> <p>*Special Integrals (2 days)</p>	<p>the method of inspection</p> <p>*integrate by substitution</p> <p>*apply the method of substitution to solve problems of integration by using trigonometric identities</p>		<p>Minima</p> <p>Weekly Test 06.05.2022</p> <p>Syllabus: Determinants,</p> <p>Continuity and Differentiability</p> <p>AOD: Tangent and Normals</p>
July(20 days)	Chapter 7 - Integrals (13)	<p>Each child will be able to</p> <p>*define the concept of anti derivative</p> <p>*learn the integral of basic functions by the method of inspection</p> <p>*apply the method of substitution of substitution to solve problems of integration by using trigonometric identities</p> <p>*derive the solution of special integrals</p> <p>*apply the method of by parts and partial fractions to solve problems</p> <p>*perceive the concept of definite integral of a function</p> <p>*apply the properties of</p> <p>*definite integrals in solving problems</p>	<p>NCERT – Chapter 7</p> <p>Important Questions</p> <p>Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Solve assignment- Integration</p> <p>Students will watch the relevant video at home</p> <p>Formulae sheet will be shared with the students</p> <p>Activity- Evaluate the definite Integral as limit of sum and verify by actual Integration.</p>	<p>Through small tests in fundamentals</p> <p>Google Form</p> <p>Practice Paper</p> <p>Oral Questioning</p> <p>Weekly Test- 15.07.22</p> <p>Syllabus</p> <p>Chapter 6- Application of Derivatives</p> <p>Chapter 7- Integrals (Indefinite)</p>

July(20 days)	Chapter 8- Application of Integration (7 Days)	Each child will be able to: *draw the curve *find the point of intersection *identify the area to be calculated *calculate the area bounded by the curves such as lines, ellipse, parabola, circle.	Solve assignment- Integration Application of Integrals	Oral Questioning Submission of work Class participation 5 Marker Class test will be conducted evaluate the learning of concept
August (19 days)	Chapter 9- Differential Equations (8 Days)	Each child will be able to *define a differential equation. Its order and degree *form the differential equation whose general solution is given *solve the differential equation using the method of separating variables *define a homogenous differential equation *identify a linear differential equation *solve a linear differential equation ($dy/dx + Py=Q$)	Solve Exercises from chapter 9 (NCERT) Solve assignment- Differential Equations Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 9 (NCERT) Formulae sheet will be shared with the students NCERT – Students will watch the relevant video at home Board Paper Questions will be practiced in class	Through small tests in fundamentals Google Form Assessment through Google Forms, Oral Questioning, Work sent in the google classroom. Online Quiz: MCQs 10QsX1m=10m
August (19 days)	Chapter 2 - Inverse Trigonometric Functions(4)	Each child will be able to *evaluate the domain / range of inverse trigo functions	Links of videos - shared with them to watch at	Oral Questioning Assignments

		<p>*perceive the concept of principle branches</p> <p>*sketch the graphs of inverse trigo functions.</p>	their own pace	<p>Homework given and discussed in the class</p> <p>Google quiz - Inverse Trigonometry</p>
August (19 days)	Chapter- Linear Programming Problem (4 Days)	<p>Each child will be able to</p> <p>*define an L.P.P, objective function, constraints, feasible region, feasible solution</p> <p>*find the feasible region.</p> <p>*solve an L.P.P using Corner point method</p>	<p>NCERT –</p> <p>Students will watch the relevant video at home</p> <p>read Ncert examples at home</p> <p>Assignment</p> <ul style="list-style-type: none"> Linear Programming Board Questions <p>Experiential Learning-Formulate a linear programming problem to manufacture chocolates and attain maximum profit.</p>	<p>Oral Questions</p> <p>Google Form for diagnosing the learning gaps</p>
August (19 days)	Chapter- 13 Probability (3 days)	<p>Each child will be able to</p> <p>*define probability, random exp, event, sample space</p> <p>*recall the fundamental principle of addition and multiplication</p>	<p>Experiential Learning- *Identify the role of probability in Casino games</p> <p>* Probability of Patients recovering from Covid 19 in Delhi in August 2020</p>	<p>Oral Questioning</p> <p>Submission of work</p> <p>Class participation</p>
September (22 days)	Chapter 13 Probability (5 Days)	<p>Each child will be able to</p> <p>*list the various types of events</p> <p>*differentiate btw independent and mutually exclusive events</p> <p>*perceive the concept of reverse probability</p> <p>*learn the Baye's theorem</p> <p>*define a random variable</p> <p>**apply the concept of random variable in finding mean and variance</p>	<p>NCERT Questions based on Probability will be done in the class</p> <p>Students will watch the relevant video at home</p> <p>Assignment on Probability given to the students</p> <p>Experiential Learning- *Identify the role of probability in Casino games</p> <p>* Probability of Patients recovering from Covid 19 in Delhi in August 2020</p> <p>Activity- students will explain the computation of conditional Probability</p>	<p>Through small tests in fundamentals</p> <p>Venn – Diagrams</p>

September (22 days)	Revision for Mid term Examination (5) <u>Chap 2- Inverse Trigonometric Functions</u> <u>Chap-3 Matrices</u> <u>Chap-4 -Determinants</u> <u>Chap5-Continuity and Differentiation</u> <u>Chap6-App of Derivatives</u> <u>Chap7-Integrals</u> <u>Chap8-App of Integrals</u> <u>Chap 9-Differential Equations</u>	Each student will be able to: recall, revise, state and apply the properties, theorems and formulae from the mentioned topics and clarify their doubts, if any.	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<u>Mid Term Examination- (21.02.2022-30.09.2022)</u> <u>Syllabus</u> <u>Chap 2- Inverse Trigonometric Functions</u> <u>Chap-3 Matrices</u> <u>Chap-4 -Determinants</u> <u>Chap5-Continuity and Differentiation</u> <u>Chap6-App of Derivatives</u> <u>Chap7-Integrals</u> <u>Chap8-App of Integrals</u> <u>Chap 9-Differential equations</u>
October (13 days)	Concept- Vectors (5 Days)	Each child will be able to *define a vector differentiate btw *vector and scalar list the various types of vectors *differentiate btw direction cosines/ratios *define scalar product of vectors *apply the scalar product concept in solving questions *define vector product of vectors *apply the vector * product concept in solving problems *evaluate the projection of a vector on another vector *find scalar triple product of given vectors.	Read Ncert examples at home Assignment • Vectors Question from last year Board Exams Experiential Learning- Physical significance of cross and dot product. Solving Questions Activity- To verify that the angle in a semi circle is right angle.	Through Google Forms Practice Paper
October (13 days)	Chapter 11- Three Dimensional Geometry (4 Days)	<u>Three Dimensional Geometry</u> *recall the concept of 3-D *list the various forms of line *apply the various equations of line in solving problems *define skew lines *calculate the distance btw two lines-skew and parallel lines *list various equations of plane ***angle between two lines, two planes, line and	<u>Activity-</u> To verify that the angle in a semi circle is right angle. Students will watch Don't memorise videos and NROER videos Research about skew lines Lab activity- Distance between two points.	Through small tests in fundamentals Google Form Oral Questioning Assignments

		a plane	<p>visualization of Three Dimensional Geometry</p> 	<p>Board Year Paper Practice</p> <p>Practice Paper</p>
October (13 days)	Concept-Relation and Function (4 Days)	<p>each child will be able to</p> <ul style="list-style-type: none"> *recall the definition of a function and relation *list the various types of relations *prove a relation to be an equivalence relation *evaluate the domain / range of given functions *perceive the concept of composite functions *evaluate the inverse of a function 	<p>Experiential Learning- Students will demonstrate a function which is neither one one nor onto</p> <p>Art Integration: Various forms of functions</p> <p>Dancing Math:</p> 	<p>Assignment Relation Functions</p> <p>Questions from last year Board Paper</p> <p>Discussion</p> <p>Lab activity(5 Marks)</p>
November, December, January	<p>*Revision of the concepts,</p> <p>*Revision Exam,</p> <p>*Preboard Examination</p> <p>*Practical's (Complete Syllabus)- NCERT book 1 and book 2</p>	Each child will be solving the important questions from NCERT, Exemplar and the assignment	<p>Solving questions from previous years board question papers</p> <p>Sample Papers based on new pattern</p>	<p>Revision Test (21.11.2022- 30.11.2022)</p> <p>Preboard Exam (28.12.2022- 18.01.2023)</p> <p>Small tests in fundamentals</p> <p>Oral Questioning,</p> <p>Assignments,</p> <p>Board Year Paper Practice</p>

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Psychology

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

	<ul style="list-style-type: none"> • Self-regulation • Culture and Self • Concept of Personality 			
May	<p>Chapter: Self and Personality</p> <ul style="list-style-type: none"> • Major approaches to the study of personality • Type Approaches • Trait Approaches • Psychodynamic Approach • Behavioural Approach • Cultural Approach • Humanistic Approach 	<p>Each child will be able to:</p> <ul style="list-style-type: none"> • Explain the different trait and type theories • Differentiate between trait approach and type approach • Describe the psychodynamic approach to personality. • Explain the behavioural approach • Explain the cultural approach • Explain the humanistic approach • Describe the different methods to assess personality • State features of projective techniques • Explain techniques of behavioural analysis • Explain self report 	<ul style="list-style-type: none"> • Activity on “who am I? – understanding self”. • Finding out the personality traits of your friend as per Allport’s theory • Identifying the defence mechanisms used in one’s daily life • Sketching/Painting to reflect upon one’s personality 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ • Quiz
July	<p>Chapter: Self and Personality</p> <ul style="list-style-type: none"> • Assessment of Personality 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain self reports • Describe the different projective techniques 	<ul style="list-style-type: none"> • Administering a self report to assess the personality of their friend 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ

	<p>Chapter: Psychological disorders</p> <ul style="list-style-type: none"> • Introduction • Classification of disorders • Factors underlying abnormal behaviour • Anxiety disorders • Obsessive compulsive related disorders • Trauma and stressor related disorders • Somatic symptom and related disorders • Dissociative disorders • Depressive disorders • Bipolar and related disorders • Schizophrenia 	<ul style="list-style-type: none"> • Explain the types of behavioural analysis • Explain the concept of abnormality • Describe anxiety disorders • Explain OCD • Describe symptoms of PTSD • State the types of somatic symptom and related disorders • Describe dissociative disorders • Explain major depressive disorder • Explain bipolar disorder • Differentiate between positive and negative symptoms of schizophrenia 	<ul style="list-style-type: none"> • List characters from films and books who have suffered from any psychological disorder • Identify different types of delusions from a few given situations 	<ul style="list-style-type: none"> • Quiz
August	<p>Chapter: Psychological disorders</p> <ul style="list-style-type: none"> • Schizophrenia • Neurodevelopmental disorders • Disruptive, Impulse control and conduct disorders • Feeding and Eating disorders • Substance related and addictive disorders 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain symptoms of schizophrenia • Describe ADHD • Describe • Autism spectrum disorder • Explain substance related and addictive 	<ul style="list-style-type: none"> • Watch 'A beautiful mind' to understand Schizophrenia • Find out a case study for feeding and eating disorders 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ • Quiz

	<p>Chapter: Therapeutic Approaches</p> <ul style="list-style-type: none"> • Nature and Process of psychotherapy • Therapeutic relationship • Behaviour Therapy • Cognitive Therapy • Humanistic-existential Therapy 	<p>disorders</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain nature of psychotherapy • Explain therapeutic alliance • Describe the different behavioral techniques • Explain Rational Emotive Therapy and Beck's therapy • Describe different types of humanistic existential therapy 	<ul style="list-style-type: none"> • Watch 'Dear Zindagi' • Role Play of a client and therapist • List the different ways of reinforcing positive behaviour 	
September	<p>Chapter: Therapeutic Approaches</p> <ul style="list-style-type: none"> • Biomedical Therapy • Alternative Therapies • Rehabilitation of the Mentally Ill <p>Chapter 6: Attitude and Social Cognition</p> <ul style="list-style-type: none"> • Explaining social behavior • Nature and components of attitude • Attitude formation - factors 	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • Explain biomedical and alternative therapies. • Explain how people with mental disorders can be rehabilitated • Explain components of attitude • Describe processes and factors of attitude formation 	<ul style="list-style-type: none"> • Connecting the different therapeutic approaches to psychological disorders • Discussion on ethical considerations of psychotherapy. • Watch some powerful advertisements And find out what factor led to attitude change in consumers 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ • Quiz

	REVISION OF TERM 1 EXAMINATION SYLLABUS			
October:	Chapter 6: Attitude and Social Cognition <ul style="list-style-type: none"> • Attitude formation - theories • Attitude change • Prejudice and discrimination • Strategies for handling prejudice 	Each student will be able to: <ul style="list-style-type: none"> • Describe processes of attitude change • Explain factors of attitude change • State strategies for reducing prejudice 	<ul style="list-style-type: none"> • Analyzing an advertisement (video) for any product based on the factors affecting attitude change. • Showing application of balance theory in different situations 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ • Quiz
November	Chapter 7: Chapter: Social Influence and Group Processes <ul style="list-style-type: none"> • Introduction • Nature and Formation of Groups • Types of groups • Social Loafing • Social Facilitation 	Each student will be able to: <ul style="list-style-type: none"> • Explain nature of groups • Describe formation of groups • Describe how groups are formed • State the influence of group on individual behaviour • Explain why people join groups 	<ul style="list-style-type: none"> • Read the graphic novel on group processes • Students will identify the stages of group formation in any movie showing teamwork. • Students will identify and write the different primary/secondary groups they are a part of. 	<ul style="list-style-type: none"> • Assignments • Practice sheets • Google MCQ • Quiz
December	Revision of syllabus	Each child will be able to: <ul style="list-style-type: none"> • Describe the various mental disorder • Explain the various types of psychotherapy • Explain 	-----	<ul style="list-style-type: none"> • Practice tests • MCQ Board Papers

		components of attitude <ul style="list-style-type: none"> • Describe formation of attitudes 		
January	Revision of syllabus	Each child will be able to: <ul style="list-style-type: none"> • Describe the various mental disorder • Explain the various types of psychotherapy • Explain components of attitude • Describe formation of attitudes • Explain the different types of social influences and group processes 	-----	<ul style="list-style-type: none"> • Practice tests • MCQ • Board Papers

ECONOMICS

Month	Topics covered	Learning	Activites	Assessments
March	Government Budget (8 days)	Each student will be able to: Identify the spending categories and major revenue sources in the Union budget State the various objectives of the Budget. Define fiscal policy, identifying the roles of tax rates and government spending Differentiate between the three types of budget. Identify the types of deficit Explain the various sources from which the budgetary deficits are financed	Differentiate between capital receipts and capital expenditure? Budget lesson starter worksheets for a lesson introducing budgeting will be given. It includes creating a personal budget for yourself, and earning money while prioritizing needs and wants.	Worksheet
April	Indian Economy 1950-1990 (7 days)	Each student will be able to: The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method. Identify the goals of five year plan Analyze the importance of planning in development and the achievements as well as the failures of planning	Explain the goals of planning. The progress of the Indian economy during the first five year plan was impressive. Justify. Critically evaluate the licensing system and import substitution closed under the industrial and trade policies	Worksheet
	New Economic policy 1991 (7 days)	Each student will be able to: Identify and discuss the causes for the adoption of the New Economic policy. 1. Critically understand the background of the reform policies. 2. Critically point out the mechanism through which reform policies were introduced. 3. Discuss the causes for the adoption of the New Economic policy. 4. Comprehend the process of globalization and its implications for India. 5. Be aware of the impact of the reform process in various sectors. 6. Identify and discuss the causes for the adoption of the New Economic policy.	Observe around you—you will find State Electricity Boards (SEBs), BSES and many public and private organizations supplying electricity in a city and states. Compare the differences. There are private buses on roads alongside the government bus services? Why has the private transport increased? Conduct a survey (Analysing) Names of banks- private, private foreign, nationalized banks. Loss making companies to be nationalized-discussion.	Worksheet
	Money and Banking (Contd. In May – 5 days)	Each student will be able to: Each student will be able to: Comprehend the meaning of money and its functions. Supply of money and its measures. Develop the understanding of money creation by commercial banks and functions of central banks. Explain the process of credit creation by commercial banks.	Identify different banks from logos. Able to identify a fake currency from genuine one. Cheque activity – Issue a cheque according to given information. Understand how important is RBI for the country and how it controls the supply of money in the economy.	Worksheet. Class test.
May	National Income	Each student will be able to: Define consumer good and capital good. Define final good and intermediate good.	An ambassador in US embassy in India stays in his job for a period exceeding one year. Would he be treated as a resident or a non-resident of	Worksheet Class test

	Accounting (Contd. In July – 15 days)	<p>Categorise different goods into consumer, capital, final or intermediate good.</p> <p>Draw the circular flow of income.</p> <p>Analyze the circular flow of income.</p> <p>Discover the flow of income in various sectors</p> <p>Categorise items for different methods for the measurement of national income</p> <p>Define income method</p> <p>Know expenditure method</p> <p>Classify factor income</p>	<p>India?</p> <p>Why is income earned by foreigners working in a branch of a foreign bank in India a part of the domestic factor income?</p> <p>In what sense can defence and security provided by the government be treated as intermediate service?</p>	
July	Human Capital Formation (6 days)	<p>Each student will be able to:</p> <p>Role of human capital formation</p> <p>Problems</p> <p>Factors affecting human capital</p> <p>Each student will be able to identify the importance of human capital formation.</p> <p>Identify the ways its done.</p> <p>Comprehend the difference between human development and capital formation.</p> <p>Critically appraise the current education scenario.</p> <p>The concepts of Human Resource, Human Capital Formation and Human Development The links between investment in human capital, economic growth and human development</p> <p>The need for government spending on education and health</p> <p>The state of India's educational attainment.</p>	<p>What are the two major sources of human capital formation in a country?</p> <p><u>What are the indicators of educational achievement in a country?</u></p> <p><u>Why do we observe regional differences in educational attainment in India?</u></p> <p>In your view, is it essential for the government to regulate the fee structure in education and health care institutions? If so ,why?</p> <p>EACH ONE TEACH ONE-Discussion on the initiative taken in the country.</p> <p>Discuss Skill Development programmes initiated by the government.</p> <p>'Education commission 1964-66 had recommended that at least 6 percent of GDP must be spent on education.</p> <p>How far has India been able to achieve the goal?</p> <p>What is human capital? Explain the role of human capital in economic development.</p>	Worksheet
August	Theory of income and employment (15 days)	<p>Each student will be able to:</p> <p>Explain the components of Aggregate Demand</p> <p>Explain Consumption Function</p> <p>Explain Savings Functions</p> <p>Determination of Equilibrium by AD AS approach and S I approach.</p> <p>Explain Multiplier</p> <p>Explain Excess Demand</p> <p>Explain Deficient demand</p> <p>Explain Monetary Policy</p> <p>Explain fiscal policy</p>	<p>There is minimum consumption even when income level is zero? Why?</p> <p>Higher savings induces greater investment. Comment.</p> <p>Why do we consider imports a leakage or negative component of AD?</p> <p>Can consumption exceed income? If yes, what is savings?</p> <p>Distinguish between average propensity to consume and marginal propensity to consume.</p> <p>The value of which of these two can be greater than one and when?</p>	Worksheet

			<p>In an economy planned spending is greater than planned output.</p> <p>Explain all the changes that will take place in the economy.</p> <p>How can the following be treated to correct excess demand-(i) Bank Rate (ii) Cash Reserve Ratio</p> <p>Develop the idea of propensity to consume by class activities i.e. role play giving them money of different amount and ask them to spend it according to their need or interest and after the activity tell them the key concepts.</p>	
	Rural Development (5 days)	<p>Each student will be able to:</p> <p>Analyze current economy scenario in India.</p> <p>Make students understand the initiatives of government in addressing it's Challenge.</p> <p>Familiarize student concept of current Challenges facing Indian economy, especially rural development</p> <p>Understand rural development and the major issues associated with it</p> <p>Appreciate how crucial the development of rural areas is for India's overall development</p> <p>Understand the critical role of credit and marketing systems in rural development</p> <p>Learn about the importance of diversification of productive activities to sustain livelihoods Understand the significance of organic farming in sustainable development.</p>	<p>Explain three non-farm areas of employment for rural population.</p> <p>Why is it important to develop proper storage facilities in rural areas?</p> <p>Why is agricultural diversification essential for sustainable livelihoods?</p> <p>Explain the importance of self help groups (SHGS) in rural areas.</p> <p>Quiz</p> <p>Role play</p>	Worksheet
September	Balance of Payments and Foreign Exchange (6 days)	<p>Each student will be able to</p> <p>Define foreign exchange</p> <p>Understand Balance of Payments</p> <p>Determine the rate of exchange</p> <p>Give reasons for the fluctuations in foreign exchange.</p> <p>Explain why a deficit in the current account of the balance of payments may result in downward pressure on the exchange rate of the currency.</p> <p>Explain why a surplus in the current account of the balance of payments may result in upward pressure on the exchange rate of the currency.</p>	<p>Is purchasing power of currency is stable or unstable. Role of Depreciation; Devaluation; Appreciation and Revaluation in Exports and Imports For balancing Balance of Payment Account.</p>	Worksheet
October	Employment (5 days)	<p>Each student will be able to :</p> <p>Understand a few basic concepts relating to employment such as economic activity, worker, workforce and unemployment.</p> <p>Understand the nature of participation of men and women in various economic</p>	<p>Provision of employment opportunities is the only stable solution to the problem of poverty. Do you agree to this statement? Comment</p> <p>Skill Development programmes initiated by the</p>	Worksheet

		<p>activities.</p> <p>Know the nature and extent of unemployment.</p> <p>Students will understand the various types of unemployment: frictional, structural, and cyclical.</p> <p>Assess the initiatives taken by the government.</p>	<p>government</p> <p>How will you know whether a worker is working in the informal sector?</p> <p>Is it necessary to generate employment in the formal sector rather than in the informal sector? Why?</p> <p>Why are regular salaried employees more in urban areas than in rural areas?</p> <p>Why are less women found in regular salaried. Discuss Current news- labour migration.</p>	
	Environment (5 days)	<p>Each student will be able to:</p> <p>Discuss Current Scenario of pollution and its effect on Indian farmers.</p> <p>Discuss Pollution in India</p> <p>Find solutions to the problems.</p> <p>Importance and Functions of environment</p> <p>Functions</p> <p>Problems, Causes and State of degradation of environment.</p> <p>Sustainable development</p>	<p>Song or Lyrics.</p> <p>Allow students to showcase talent and simultaneously learn. Content is through preparing songs and lyrics.</p> <p>India has abundant natural resources- substantiate the statement Distinguish between economic development and sustainable development.</p> <p>Poster designing.</p>	Worksheet
	Comparative study (6 days)	<p>Each student will be able to :</p> <p>Analyse India's relation with neighbouring countries, its development vis a vis development experience of neighbours.</p>	<p>Some value-based questions and PISA based questions related to lesson.</p> <p><u>DEBATE AND DISCUSSION</u></p> <p>News paper articles. Relate present relations between the 3 countries</p>	Worksheet
November	Revision			
December	Pre board Exam			
January 2023	Revision and Pre board			
February	Revision			

PHYSICAL EDUCATION

Month	Topics Covered	Learning Outcomes	Activities	Assessment
APRIL MAY 2022	<u>Unit I - Management of Sporting Events</u> Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) Various Committees & their Responsibilities (pre; during & post) Fixtures and its Procedures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic)	Each student will be able to: Explain types of tournaments and draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) Know the different types of committees for organizing tournaments (pre; during & post)	Drawing of fixtures i.e., Knock-Out & League (Staircase & Cyclic) Discussion on organizing P.E. Volleyball tournament Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment
JULY 2022	<u>Unit II - Children & Women in Sports</u> Common Postural Deformities - Knock Knee; Bow Legs; Flat Foot; Round Shoulders; Lordosis, Kyphosis, and Scoliosis and their corrective measures Special consideration (Menarche & Menstrual Dysfunction) Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)	Each student will be able to: Describe different postural deformities and their cause and remedy Know the signs and symptoms of female athletes' triad	Discussion on types of Deformities Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment
	<u>Unit III - Yoga as Preventive Measure for Lifestyle Disease</u> Obesity: Procedure, Benefits & Contraindications for <i>Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama</i> Diabetes: Procedure, Benefits & Contraindications for <i>Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati</i> Asthma: Procedure, Benefits & Contraindications for <i>Tadasana, Urdhwahastottansana, UttanMandukasana, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana</i>	Each student will be able to: Know Lifestyle Diseases Describe the procedure, benefits & contraindications of the asanas	Students are to perform the various types of asanas Discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment

	<p><i>Matsyaasana, Anuloma-Viloma</i></p> <p>Hypertension: Procedure, Benefits & Contraindications for <i>Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadishodhanapranayam, Sitlipranayam</i></p>			
AUGUST 2022	<p><u>Unit IV - Physical Education & Sports for CWSN (Children with Special Needs - Divyang)</u></p> <p>Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)</p> <p>Advantages of Physical Activities for children with special needs</p> <p>Strategies to make Physical Activities assessable for children with special needs</p>	<p>Each student will be able to:</p> <p>Differentiate between Special Olympics; Paralympics, and Deaflympics</p> <p>Describe the activities & strategies for children with special needs</p>	<p>Discussion on Children with special needs</p> <p>Discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>
AUGUST 2022	<p><u>Unit V - Sports & Nutrition</u></p> <p>Balanced Diet & Nutrition: Macro & Micro Nutrients</p> <p>Nutritive & Non-Nutritive Components of Diet</p> <p>Eating for Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths</p>	<p>Each student will be able to:</p> <p>Describe the concept of balanced diet and nutrition. Differentiate between Macro and Micro Nutrients. Explain Nutritive & Non-Nutritive Components of Diet & Food Myths</p>	<p>Discussion on Healthy Weight, Pitfalls of Dieting, & Food Intolerance</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>
AUGUST 2022	<p><u>Unit VI Test & Measurement in Sports</u></p> <p>Fitness Test – SAI Khelo India Fitness Test in school:</p> <ul style="list-style-type: none"> Age group 5-8 yrs/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls) <p>Computing Basal Metabolic Rate (BMR)</p> <p>Rikli & Jones - Senior Citizen Fitness Test</p> <ol style="list-style-type: none"> Chair Stand Test for lower body strength Arm Curl Test for upper body strength Chair Sit & Reach Test for lower body flexibility 	<p>Each student will be able to:</p> <p>Understand the importance of flexibility, explosive strength and balance</p> <p>Understand the ideal BMI</p> <p>Know the six Rikli & Jones – Senior Citizen Fitness Test</p>	<p>Collect data from at least 2 family members for upper body strength and flexibility</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>

	IV. Back Scratch Test for upper body flexibility V. Eight Foot Up & Go Test for agility VI. Six Minute Walk Test for Aerobic Endurance			
SEPTEMBER 2022	<u>Unit VII Physiology & Injuries in Sports</u> Physiological factors determining components of physical fitness Effect of exercise on Muscular System Effect of exercise on Cardio-Respiratory System Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)	Each student will be able to: Explain the Physiological Determinants of Strength, Speed, Endurance & Flexibility Students will know the Immediate and Long-term effects of Cardio Respiratory system	Discussion on various sports injuries (Soft Tissue Injuries, Bone & Joint Injuries) and on Effect of exercise on Muscular System Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment
SEPTEMBER 2022	<u>Unit VIII Biomechanics & Sports</u> Newton's Law of Motion & its application in sports Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports Friction & Sports Projectile in Sports	Each student will be able to: Explain Newton's three Laws of Motion, Equilibrium, & Projectile with their application in sports Understand Friction & Sports	Discussion on Newton's Law of Motion, gravity and throwing angles Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment
OCTOBER 2022	<u>Unit IX Psychology & Sports</u> Personality; its definition & types (Jung Classification & Big Five Theory) Meaning, Concept & Types of Aggressions in Sports Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self-Talk, Goal Setting	Each student will be able to: Explain Personality; its definition & types Know the Meaning, Concept & Types of aggression in sports Understand psychological attributes in sports	Discussion on Personality, Aggression and Psychological Attributes in Sports Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment
OCTOBER 2022	<u>Unit X Training in Sports</u> Concept of Talent Identification and Talent Development in Sports Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle Types & Method to Develop – Strength, Endurance and Speed Types & Method to Develop – Flexibility and Coordinative Ability	Each student will be able to: Understand the concept of talent identification & development in sports Know Sports Training Cycle Explain the definition, types & methods of improving – Strength, Endurance, Speed and Flexibility Know about Coordinative abilities	Discussion on concept of Talent Identification and Talent Development in Sports, Micro, Meso, Macro Cycle and Strength, Endurance, Speed and Flexibility Students to discuss the textual based questions	Questions will be discussed in class MCQ'S Questions for home assignment

	<u>REVISION FOR PREBOARD EXAMINATION</u>			

HISTORY

Month	No of Classes	Topics covered	Learning outcome	Activities	Assessment
March	9	Kinship, Caste and Class Kinship and marriage Social Differences Beyond birth-Resources and States Handling Texts A Dynamic Text	Each student would be able to- -Trace the development of class and caste societies in early India in at least 8 points. -Justify the need for gender empowerment from a historical perspective in at least 8 points -Write at least 3 points on the duties laid down in the Dharmashastra for the four varnas. -Analyze in 3 points why the Mahabharata is a dynamic text	Images- sculptural depictions of the period Reading- Amar Chitra Katha – Mahabharata Viewing- B.R Chopra's Series Mahabharata	Worksheet Question and Answers Case Study

April	10	Thinkers, Beliefs and Buildings A Glimpse of Sanchi Beyond Worldly Pleasures- The Message of Mahavira The Buddha and The Quest for Enlightenment Stupas Sculpture	Each student would be able to- List the causes for the rise of Jainism and Buddhism in at least 3 points Explain in at least 4 points the role of the Begums of Bhopal in preserving the Stupa at Sanchi -Describe the teachings of Jainism & Buddhism in at least 8 points each. Discuss why the Sanchi stupa survived while Amravati did not in at least 3 points. -Explain the structure of a Stupa in atleast 8 points. -Write at least 8 points on the architectural styles that emerged with Buddhism	Videos on the architectural importance Sanchi and Amravati Stupas Images of the Bodhisattas, and Buddhist architecture Map skills	Worksheet Questions and Answers
April	8	Bhakti- Sufi Traditions A Mosaic of Religious Beliefs and Practices Poems of Prayer	Each student would be able to- Trace the different branches of the bhakti movement in at least 3 points	Images of the Jagannath temple, sculptures of the devotees of the bhakti movement.	Worksheets Case Study Q/A in the notebook

		<p>The Virashaiva Tradition</p> <p>Religious Ferment in North India</p> <p>New Strands in the Fabric Islamic Traditions</p> <p>The Growth of Sufism</p> <p>The Chistis in the Subcontinent</p> <p>New devotional paths Dialogue and Dissent in Northern India</p> <p>Reconstructing Histories of Religious Traditions</p>	<p>-Analyze the development of Sufism in the country in at least 8 points</p> <p>-Explain the life in the Chisti Khanqah in at least 8 points</p> <p>-Compare the teachings of Kabir, Guru Nank and Mirabai in at least 8 points</p> <p>-Trace the growth of the Virashaiva tradition in Karnataka in at least 8 points</p>	<p>Images of a page from the Quran and a Khojaki manuscript, Salim Chisti's dargah.</p> <p>Listen to Sufi Music/ Qawwali</p>	
May	9	<p>The Imperial Capital Vijayanagara</p> <p>The Discovery of Hampi</p> <p>Rayas, Nayakas and Sultans</p> <p>Vijayanagara: The Capital and its Environs</p> <p>The Royal Centre</p> <p>The Sacred Centre</p> <p>Plotting Palaces, Temples and Bazaars</p>	<p>Each student would be able to-</p> <p>Trace the developments that led to the formation of the Vijayanagara empire in at least 3 points.</p> <p>-List the achievements of Krishnadeva Raya in at least 8 points</p> <p>- Analyze the architectural significance of Vijayanagara in at least 8 points.</p>	<p>Video on the capital Hampi.</p> <p>Video on the Virupaksha and the Vitthala temples</p> <p>Images of Gopurams and Mandapas.</p> <p>Map work</p>	<p>Worksheet</p> <p>Case study</p>

			-Write at least 8 points on the perceptions of the foreign travelers		
May	9	<p>Peasants, Zamindars and the State: Agrarian Society and the Mughal Empire (16th – 17th centuries)</p> <p>Peasants and Agricultural Production</p> <p>The Village Community</p> <p>Women in Agrarian Society</p> <p>Forests and Tribes</p> <p>The Zamindars</p> <p>Land Revenue System</p> <p>The Flow of Silver</p> <p>The Ain-i-Akbari of Abu'l Fazl Allami</p>	<p>Each student would be able to-</p> <p>-Write at least 8 points about the agrarian system of Mughal Empire</p> <p>-Analyze the socio-economic conditions of Mughal India in at least 8 points</p> <p>-Trace the developments of the medieval period and compare the agricultural conditions of the medieval period with that of contemporary India.</p> <p>-Assess the Ain as an important source on Agrarian history of the Mughal Empire in at least 8 points.</p>	<p>Art integration Activity- Problem solving technique – Students will be given situations to simulate as Panchayat of a rural area in 16th century. They will be making decisions on the basis of norms present in the textbook.</p>	<p>Worksheets</p> <p>Case Study</p> <p>Q/A in the notebook</p> <p>Weekly Test 1 27/5/22-</p> <p>1. Bricks, Beads and Bones</p> <p>2. Kings, Farmers and Towns</p>
July	8	Through The Eyes of Travellers	Each student would be able to-	Power point presentation on the 3 travellers.	Worksheets Q/A in notebook

		<p>Perceptions of society (10th – 17th century)</p> <p>Al- Biruni</p> <p>Ibn-Battuta</p> <p>Francois Bernier</p>	<p>-Discuss the ideas of these travelers regarding the Indian Sub-continent at least 3 points each.</p> <p>-Explain how these accounts are useful in understanding life in contemporary urban centres in at least 8 points</p> <p>-Compare and contrast the perspectives of Ibn Battuta and Bernier in at least 8 points</p> <p>-Discuss in 8 points how crown ownership of land led to deterioration of the society- (according to Bernier)</p>	Trace the path of the Travellers on the map of the world.	
July	12	<p>Colonialism and the countryside Exploring Archival Records</p> <p>-Bengal and the zamindars</p> <p>-The hoe and the plough</p> <p>-A revolt in the countryside in Bombay Deccan</p>	<p>Each student would be able to-</p> <p>-Discuss about the conditions of the zamindars and sale of their zamindari's in at least 8 points.</p> <p>-They will be able to discuss the reasons for the pre 1857 revolts in 8 points.</p>	<p>On the political map of India identify the areas of Paharia and Santhal settlement.</p> <p>Videos on British colonial policies in the Indian countryside</p>	<p>Worksheets</p> <p>Case Study</p> <p>Q/A in the notebook</p>

		-The Deccan Riots Commission	<p>-Analyze the role of agriculturalists and small industrialists in the early modern period</p> <p>-Write in 3 points the feeling of injustice of the peasants on refusal to get loans.</p>		
August	12	<p>Rebels And The Raj</p> <p>The Revolt of 1857 and it's Representations</p> <p>Pattern of the Rebellion</p> <p>Awadh in Revolt</p> <p>What the Rebels Wanted</p> <p>Repression</p> <p>Images of the Revolt</p>	<p>Each student would be able to-</p> <p>-List the causes of the revolt in at least 8 points.</p> <p>- Trace the spread of the revolt in at least 3 points</p> <p>-Discuss the reasons and effects of the annexation of Awadh in at least 8 points</p> <p>-List the provisions of the Subsidiary alliance</p> <p>-Assess the role of rumours in the spread of the revolt in at least 3 points</p> <p>-Explain the nationalist images of revolt in at least 8 points.</p> <p>-Analyze how the revolt was brutally suppressed by the British in at least 8 points</p>	<p>1. Locate and label the centers of the revolt, on the outline political map of India.</p> <p>.2.Analyze any one painting on the revolt of 1857 and write an account. (It should not be from your textbook)</p> <p>3. Watch the movie Shatranj Ke Khiladi – by Satyajit Ray</p>	<p>Worksheets</p> <p>Case Study</p> <p>Q/A in the notebook</p> <p>Class Test (15 marks)</p> <p>1. Kinship, Caste and Class</p> <p>Weekly Test 2 05/08/22-</p> <p>1. Thinkers, Beliefs and Buildings.</p> <p>2. Bhakti-Sufi Traditions</p>

August/ September	8 + 4	Mahatma Gandhi and the Nationalist Movement Civil Disobedience and Beyond A Leader Announces Himself The Making and Unmaking of Non-cooperation The Salt Satyagraha- A Case Study Quit India The Last Heroic Days Knowing Gandhi	Each student would be able to- -Explain the contribution of Gandhi in the national movement in at least 8 points. -Analyze the significance of Gandhiji's speech at the opening of the BHU in at least 3 points -Explain the concept of Satyagraha in at least 3 points. -List the reasons for Gandhi's mass appeal in at least 8 points -Compare the Non - Cooperation and Civil Disobedience movements -Give a detailed account of the mass movements of Gandhi. -Discuss the sources on Gandhi in at least 3 points.	1) Draw a timeline on the life and achievements of Mahatma Gandhi. 2) Watch the movie Gandhi- Richard Attenborough	Worksheet Q/A in notebook
September		Revision- Mid Term Exams			Mid Term Exam 80 marks (21/09/22) to (30/09/22)

					<ol style="list-style-type: none"> 1. Kings, Farmers and Towns 2. Kinship, caste and Class 3. Thinkers, Beliefs and Buildings 4. Bhakti-Sufi Traditions 5. An Imperial capital Vijayanagara 6. Peasants, Zamindars and the State
October	10	Framing the Constitution The beginning of a New Era A Tumultuous Time The Vision of the Constitution Defining Rights The Powers of the State The Language of the Nation	Each student would be able to- -Analyze the process through which the constitution was framed in at least 8 points. -Write at least 8 points on the policy of reservation in the constitution. -Examine the debates in the constituent assembly on- The powers of the State in at least 8 points. The language policy in at least 8 points The need for a strong centre in at least 8 points -Explain the debate on the depressed classes of the nation in at least 8 points.	Read the Preamble of the Constitution of India. If you were asked to write a new Preamble, What would you write?	Worksheet Q/A in notebook

November	14	REVISION			Revision Tests 21/11/22 to 30/11/22 1.Kinship, Caste and Class Cultural Development 2.Thinkers, Beliefs and Buildings: Cultural Developments 3. Through the Eyes of Travellers 4. Bhakti-Sufi Traditions 5. An Imperial Capital Vijayanagara 6. Peasants, zamindars and the State 7. Colonialism and the Countryside. 8.Rebels and the Raj: The Revolt of 1857 and it's Representations 9. Mahatma Gandhi and the National Movement 10. Framing of The Indian Constitution.
December/January		Revision			<u>Pre-Board Examination</u> <u>(28-12-22 to 30-12-22)</u> <u>and (12-01-23) to (18-01-23)</u> 1.Bricks, Beads and Bones. The Harappan Civilization 2.Kings, Farmers and Towns Early State and

					<p>Economies</p> <p>3.Kinship, Caste and Class</p> <p>4.Thinkers, Beliefs and Buildings: Cultural Developments</p> <p>5. Through the Eyes of Travellers</p> <p>6. Bhakti-Sufi Traditions</p> <p>7. An Imperial Capital Vijayanagara</p> <p>8. Peasants, zamindars and the State</p> <p>9. Colonialism and the Countryside.</p> <p>10.Rebels and the Raj: The Revolt of 1857 and it's Representations</p> <p>11. Mahatma Gandhi and the National Movement</p> <p>12. Framing of The Indian Constitution</p>
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POLITICAL SCIENCE

Month	Topics covered	Learning Outcome	Activities	Assessment
March	9/11 Gulf wars American intervention in Afghanistan No of classes-8	Each student would be able to- List the cause and consequences of the Gulf wars Discuss 9/11 Analyze the repercussion of American intervention in Afghanistan	Cornell note taking on topics Video watch- 9/11 documentary	
April	New centers of power EU ASEAN China India BRICS 10 classes	Each student would be able to- Explain the inception, growth of the EU Explain the cooperation and growth of ASEAN Discuss the transition of China from a command economy to an economic giant Analyze India's relations with US, Russia, China, Israel, ASEAN, BRICS	Create a timeline of events. Watch the video on the fall of Hosni Mubarak Cornell note taking Timelines Graphic organizers	Quiz

<p>April</p>	<p>South Asia and the Contemporary World Conflicts and efforts for peace and democratization in SouthAsia Pakistan, Sri Lanka, Bangladesh, Nepal, Maldives</p> <p>8 classes</p>	<p>Each student will be able to-</p> <p>Analyze the constant change between Military and democracy in Pakistan.</p> <p>Explain the hard- won democracy in Bangladesh.</p> <p>Evaluate the struggle between monarchy and democracy in Nepal.</p> <p>Discuss in the ethnic conflictin Sri Lanka.</p> <p>Analyze India's relation with her neighbors. (Pakistan, Bangladesh, Nepal, Sri Lanka, Maldives and Bhutan)</p> <p>Analyze whether India has hegemonic ambitions in South Asia.</p> <p>Evaluate the success and failure of SAARC</p>	<p>Brain storming on the changing relations between India and Pakistan.</p> <p>Thaw and conflict. Surgical strikes</p> <p>Documentary on Surgical strikes</p> <p>Images, caricatures etc</p> <p>Cornell Note taking</p>	<p>Worksheet</p> <p>Listing each nation and writing its internal problems</p>
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July	<p>Security in the contemporary world</p> <p>Terrorism 3 classes</p> <p>Environment and natural resources Environmental concerns in global politics Global commons Environmental movements Indigenous peoples</p> <p>6 classes</p>	<p>Each student will be able to-</p> <p>Analyze the issues governing security today with special emphasis on terrorism</p> <p>Discuss the Environmental concerns in global politics</p> <p>Analyze the importance of global commons</p> <p>Explain the various environmental movements</p> <p>List the concerns of Indigenous peoples</p>	<p>Documentary on terrorist strikes</p> <p>Documentary on climate change Greta Thunberg</p> <p>Poster on terrorism</p> <p>Class board on environmental conservation</p>	Worksheet
July	<p>Globalization</p> <p>What is globalization? Causes of globalization</p> <p>Consequences of globalization Political Economic Cultural</p> <p>India and globalization Resistance to globalization</p> <p>5 classes</p>	<p>Each student would be able to-</p> <p>Identify causes of globalization</p> <p>Analyse the consequences of globalization in 6 points each under the following: Political, Economic, Cultural</p> <p>Discuss the resistance to globalization</p> <p>Explain how India's affected by globalization and vice versa</p>	<p>News articles on globalization</p> <p>Images of the effects of globalization in parts of the world.</p> <p>Graphic organizer on the economic, political and cultural effect of globalization</p> <p>Concept map Text book for cartoons, pictures</p>	<p>Weekly Test 2</p> <p>1. International Organizations 2. Security</p>

July	Challenges to nation building Nation and nation building Sardar Patel and the integration of India Nehru's approach to nation building Legacy of partition Challenge of refugee resettlement Kashmir Problem Political contestation over language Linguistic organization of states. 5 classes	Each student will be able to- Identify the challenges that India faced on Independence Discuss the consequences of the partition of India Explain the integration of Princely states and the role of Sardar Patel Explain the issue of the division of Indian states based on linguistic lines	Documentary - Partition Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	
August	Politics of planned development Changing nature of India's economic development 5 Year plans NDC & NITI Aayog 4 classes	Each student will be able to- Trace the changing face of development in India Analyze the success of the five year plans Explain the role and function of the NDC and the NITI Aayog		
August	India's foreign policy Principles of foreign policy Changing relations with other nations US, Russia, China, Israel, S Asian nations, Myanmar India's nuclear policy 8 classes	Each student will be able to- List in 4 points the contribution of Nehru to Indian Foreign policy Discuss India's relations with US, Russia, China, Israel, BRICS and S Asian nations Explain in 6 points the changing relations between India and China	Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	

		List in 4 points India's nuclear policy		
August	Parties and party systems One party dominance Bi party dominance Multi party coalition systems 10 classes	Each student will be able to- Explain the challenges faced on building democracy Discuss the Congress dominance in the first 3 general elections Compare the nature of congress dominance with PRI Discuss how the Congress managed fractions Explain the rise of a principled opposition	Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	

September	Democratic resurgence Jaya Prakash Narayan, Ram Manohar Lohia, Deen Dayal Upadhaya Emergency Democratic upsurge 8 classes	Each student will be able to- Explain JP Narayans idea of total revolution, RM Lohias idea of socialism, DD Upadhaya ideas on integral humanism Evaluate National Emergency- its causes and effect Analyze the three democratic upsurges	Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	Mid Term Exam 1.The End of Bipolarity 2.Gulf War 3.Arab Spring 4.New centers of power 5.Contemporary South Asia 6.International Organizations 7.Security in the Contemporary world 8.Environment and natural resources 9.Globalization 10.Challenges to nation building
October	Regional aspirations Rise of regional parties Punjab crisis Kashmir issue Demand for autonomy in states 8 classes	Each student will be able to- Discuss the rise of regional parties List the time line of the Punjab crisis and the Kashmir problem Explain the demand for autonomy in various states	Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	

November	Indian Politics – Recent trends and development Era of coalitions National Front United Front UPA NDA I-IV Issues of development and governance 8 classes	Each student will be able to- Discuss the context of the 1990s in politics List the coalition governments Explain the issues of governance	Documentary watching- Series Pradhanmantri Worksheet Cornell notetaking	Revision Test 1.Contemporary South Asia 2.International Organizations 3.Security in the Contemporary world 4.Environment and natural resources 5.Globalization 6.Challenges to nation building 7. Party and party system 8.Democratic resurgence 9. Politics of Planned Development 10.Indian Foreign policy 11. Regional Aspirations 12. Recent Trends -Indian Politics
December & January	Revision for Board Exams	Synopsis, graphic organizers, mind maps	Written and oral revision	Pre- Board Exam Full syllabus to be tested

HOME SCIENCE

<u>S.NO.</u>	<u>MONTH</u>	<u>TOPICS COVERED</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>ASSESSMENTS</u>
1.	March	Work, livelihood and Career -work, meaningful work and work, rest and recreation & Standard of living, shramdan, social responsibility, kar seva -traditional occupation in India & work, age, gender, gender related issues -Child labor and children's work -work and elderly -attitudes and Approaches to Work -quality of work life and life skills for livelihood -work and environment and entrepreneurship	Each child will be able to: <ul style="list-style-type: none"> - explain the terms meaningful work, livelihood, careers and entrepreneurship - elaborate on the concepts of standard of living and quality of life. - State the importance of social responsibility and volunteerism. - analyze the attitudes and approaches that contribute to quality of work life and successful careers. - describe the concepts of standard of living and quality of life. - outline the importance of social responsibility and volunteerism. 	Each student will prepare a digital or handmade flowchart/ graphic organizer/ poster/ pamphlet/ broucher on traditional occupations of India.	1) class test on googles mcq 2) worksheet 3) assignment questions
2.	APRIL	Clinical Nutrition and Dietetics <ul style="list-style-type: none"> • Significance • Basic concepts • Diet therapy • Types of diets and feeding routes • Preparing for a career and scope 	Each child will be able to: <ol style="list-style-type: none"> 1) describe the significance and scope of clinical nutrition and dietetics. 2) list the role and function of a clinical nutritionist/medical nutrition therapist. 3) Analyze the knowledge and skills required for a career in clinical nutrition and 	1) Modification of a normal diet to soft diet for elderly person. 2) Record of 24-hour dietary intake.	1) Class test MCQ 2) Assignment questions 3) worksheet

			dietetics.		
3.		Public nutrition and health <ul style="list-style-type: none"> • What is Public Health Nutrition? • Nutritional problems in India • Strategies/intervention to tackle Nutritional Problems • Different Interventions for Tackling Malnutrition • Role of Public Nutritionist 	Each child will be able to: <ol style="list-style-type: none"> 1) list the significance of public nutrition 2) outline the problems of public health 3) analyses the factors that are linked to nutritional problems 4) describe strategies that can be used to tackle nutritional problems 5) state the programmes that are in operation to tackle important nutritional problems. 	Development and Preparation of Supplementary Foods for Nutrition Programmes	<ol style="list-style-type: none"> 1) Class test MCQ 2) Assignment questions 3) worksheet
4.		Early Childhood Care and Education <ul style="list-style-type: none"> • Significance • Basic concepts • Preparing for a career • scope 	Each child will be able to: <ol style="list-style-type: none"> 1) list the importance of various issues related to food safety and quality 2) analyze how food-borne illnesses occur 3) Differentiate between national and international food standards and their role in ensuring food quality and safety 4) List the importance of food safety management systems 5) Analyze the various career avenues / options in this area. 	Remembering of a childhood story which had a moral and an impact on the students and narrating it in front of the whole class	<ol style="list-style-type: none"> 1) Class test MCQ 2) Assignment questions 3) worksheet

5.	MAY	Management of Support Services, Institutions and Programme for Children, Youth and Elderly <ol style="list-style-type: none"> 1)Significance 2)Basic concepts 3)Why are children vulnerable? 4)Why are youth vulnerable? 5)Youth programme in India. 6)Why are elderly vulnerable? 7)Some programme for elderly 8) Career and Scope 	Each child will be able to: <ol style="list-style-type: none"> 1) explain why services, institutions and programmes are needed for children, youth and elderly 2) describe the aspects involved in management of institutions and programmes 3) discuss the knowledge base and skills set required to manage and run institutions and programmes 4) become aware of the career opportunities available in this field. 	Test of Food Adulteration Qualitative Tests for Food Adulteration Foods that will be tested are: Black pepper, tea, coffee, milk, etc.	<ol style="list-style-type: none"> 1) Class test 2) Assignment questions 3) Worksheet 4) 16th July weekly test
6.	JULY	Food Quality and Food Safety <ul style="list-style-type: none"> • Significance • Food safety • Food quality and adulteration • Food standard regulation in India • Differences between codex and ISO • HACCP • Career avenues 	Each child will be able to: <ol style="list-style-type: none"> 1) list the importance of various issues related to food safety and quality 2) analyze how food-borne illnesses occur 3) Differentiate between national and international food standards and their role in ensuring food quality and safety 4) List the importance of food safety management systems 5) describe the various career avenues / options in this area. 	INDIVIDUAL ACTIVITY: Each student will plan a menu for school canteen or mid-day meal in school for a week	<ol style="list-style-type: none"> 1) Class test 2) Assignment questions 3) worksheet
7.		Food processing and technology <ul style="list-style-type: none"> • introduction • basic concepts • development and importance of food 	Each child will be able to: <ol style="list-style-type: none"> 1) understand what is food processing and technology, its history, development and present status 2) explain the significance and basic concepts of the subject 	INDIVIDUAL ACTIVITY: Design, Prepare and Evaluate a Processed Food Product	<ol style="list-style-type: none"> 1) Class test MCQ 2) Assignment questions 3) worksheet

		processing and technology <ul style="list-style-type: none"> • preparing for career • scope 	3) be aware of the skills required to be a professional food technologist 4) be aware of the career opportunities available and educational qualifications required for specific careers in the industry know the scope for self-employment as small, medium or large scale entrepreneurs.		
8.		Design for fabric and apparel <ul style="list-style-type: none"> • Basic concepts • Elements of design • Principles of design • Preparing for a career • scope 	Each child will be able to: <ol style="list-style-type: none"> 1) discuss the concepts of design 2) recognize the elements that constitute design 3) explain the application of design principles for fabric and apparel 4) discuss how a student can prepare for a career in the field 	Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.	<ol style="list-style-type: none"> 1) Worksheet 2) Assignment questions 3) Class test
9.	AUGUST	Fashion design and Merchandising <ul style="list-style-type: none"> • Significance • Basic concepts • Fashion development • Fashion merchandising • Preparing for a career • scope 	Each child will be able to: <ol style="list-style-type: none"> 1) explain the significance of fashion design and merchandising in garment industry 2) describe the fundamentals of fashion 3) explain the knowledge and skills required to be in fashion business 4) discuss how a student can prepare for a career in fashion industry 	Application of quality control techniques in garment industry (any one readymade garment)- a) Fabric inspection b) Quality of seams and fasteners/notions c) Size labels	<ol style="list-style-type: none"> 1) assignment questions 2) worksheet 3) class test
10.		Care and Maintenance of Fabrics in institutions <ul style="list-style-type: none"> • introduction • basic concepts 	Each child will be able to: <ol style="list-style-type: none"> 1) discuss the significance of care and maintenance of fabrics and textile products 	To remove different types of stains like ball pen, blood, coffee, tea, lipstick, curry, grease, ink.	<ol style="list-style-type: none"> 1) Assignment questions 2) Worksheets

		<ul style="list-style-type: none"> institutions preparing for a career scope 	<ol style="list-style-type: none"> describe the concept of care and maintenance of fabrics in hospitals and hotels explain the process and various equipment required and their usage discuss how a student can prepare for a career in this field. 		3) Class test
11.	SEPTEMBER	Hospitality Management <ul style="list-style-type: none"> introduction significance Departments/Sectors in Hospitality Industry Stages of the “Guest Cycle” Organization of The Front Office Department General Organizational Chart of a Housekeeping Department scope 	Each child will be able to: <ol style="list-style-type: none"> explain the importance of hospitality management explain the functioning of food and beverage departments of the hospitality industry describe the functioning of housekeeping department discuss the functioning of front office in hospitality industry know the various career opportunities available in this field. 	Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- a) Consumer Protection Act (CPA) b) Consumer responsibilities c) Consumer organization d) Consumer Problems	<ol style="list-style-type: none"> assignment questions worksheet class test
12.		MID TERM EXAMINATIONS AND PRACTICAL EXAMINATIONS			
13.	OCTOBER	Consumer Education and Protection <ul style="list-style-type: none"> Significance Basic concepts Consumer rights Standardized marks Consumer responsibilities scope 	Each child will be able to: <ol style="list-style-type: none"> List the importance and role of Consumer Education and Protection explain the basic concepts related to Consumer Education and Protection analyse the knowledge and skills needed for a 	Collect labels/packages of any ten commodities of daily use (like spices, biscuits, bulbs, sugar, sauce, jam, etc.) and see which standardization marks are found on them.	<ol style="list-style-type: none"> Class test MCQ Assignment questions worksheet

			career in this field 4) understand the scope and career options.		
14.		development communication and Journalism <ul style="list-style-type: none"> • introduction • basic concepts • significance • Red Ribbon Express (RRE) • Knowledge and skills required for career in this field • Scope and career avenues 	Each child will be able to: <ol style="list-style-type: none"> 1) understand the importance of development communication and journalism for social change and development 2) identify the skills required for a career in communication and journalism 3) comprehend the scope of this discipline and the career options available. 	Analysis and discussion of any one print/radio/electronic media with reference to focus, presentation, technology and cost.	<ol style="list-style-type: none"> 1) Assignment questions 2) Class test 3) worksheet

PAINTING

MONTH	TOPICS	LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
March	Theory: Topic – The Manuscript miniature painting tradition Sub Topic- Jain school Pala school Sultanate school Practical- Topic-Elements of art Sub topic-Organic shapes and geometric shapes (Realism & cubism)	Each student will be able to: Paraphrase the history of Manuscript miniature paintings in India and different sub schools under it. Familiar with the process of making miniature paintings and its importance Incorporate the elements of art in the artwork	PPT Videos Experiment of making natural colours(will share a video on same) Google forms Worksheets Assignments questions Mind map Sketching	Assessment will be done on the basis of: Oral questioning Assignment question &ans. Worksheets Incorporate elements of art in composition making
April	Theory: Indian Miniature paintings and Rajasthan school of miniature painting	Each child will be able to:	PPT https://docs.google.com/presentation/d/1zCi5pKWmluU2Njy8	Assessment will be done on the basis of :

	<p>Practical : Composition 1: visit to the museum</p>	<p>Paraphrase the history of Rajasthan sch. Of miniature paintings in India and different sub schools under it. Identify Miniature paintings, artists, techniques and features Practical Having fun with Colours. Incorporate elements of visual art to express. Experiment and familiarize with mediums to use</p>	<p>M1slzBMG4Cyon-DjGrH86ojvIUc/edit?usp=sharing Oral Questioning Assignment Q&A, Worksheets, quizzes etc. Draw a flow chart Visual observation of paintings to analyze and identify the features Individual practice of composition and sketching</p>	<p>*Assignments through Google class room *Oral questioning *Questions and answers & worksheet, Practical- *Incorporation of elements of art in foliage study. sketching and application of colours</p>
May	<p>Theory- Topic: Rajasthan school of miniature paintings Pahari school of art</p> <p>Practical: Composition 2: Kalighat folk art</p>	<p>Each child will be able to: Theory: Summarize the history of Rajasthan and Pahari sch. of miniature paintings in India</p> <p>Identify Pahari Miniature paintings, artists, techniques and features Practical: interpret and logical selection to represent good memories in the form of composition</p> <p>incorporate elements of art in a composition</p>	<p>Text from the book PPT https://docs.google.com/presentation/d/1DKFwZi0G_W1XBSVggit-KIGPEU_VHLEE7kzaX4RcA/edit?usp=sharing Oral Questioning Assignment on Google classroom- Q&A, Worksheets, quizzes etc. Visual observation of paintings to analyze and identify the features Individual practice of making composition based on individual memories.</p>	<p>Assessment will be done on the basis of :</p> <p>Assignments Oral questioning Questions and answers worksheets Practical- Incorporation of elements of art in composition making sketching and colour application.</p> <p>Weekly test-1</p>

July	<p>Topic: Theory: Mughal and Deccan school of Miniature painting</p> <p>Practical: Still life 1-Still life composition with –two objects with one drapery</p>	<p>Each child will be able to: Summarize the history of miniature art in India and different schools under it.</p> <p>Origin and development of Mughal school of Miniature painting</p> <p>Identify Mughal miniature paintings, artists, techniques and features</p> <p>Enhance observation skills</p> <p>Articulate cross hatching technique to understand light and dark tonal effect.</p> <p>Incorporate elements of art the art work</p>	<p>Text from the book watch the given video https://docs.google.com/presentation/d/17wDCmnL8RDefOsDrHBp2MLHYrhDc6yZ_3JPgUDYLhMg/edit?usp=sharing</p> <p>https://docs.google.com/presentation/d/1Lu5fMi1oZiqvsdztLlrE0tdB9xCg087Hf8AMHb_MGL8/edit?usp=sharing</p> <p>Graphic book and activities https://drive.google.com/file/d/1VoWG84nR12LrmRD9Ah5oKvdWlx75U1xS/view?usp=sharing</p> <p>Oral Questioning</p> <p>Online classes through meet Assignment in Google classroom- Q&A, Worksheets, quizzes etc. Visual observation of paintings to analyze and identify the features of Mughal and Deccan school of miniature Paintings Individual practice of still life</p>	<p>Assessment will be done on the basis of: Assignments Oral questioning Questions and answers worksheets Weekly test-2</p> <p>Practical- incorporation of elements of art in the art work Application of water colour/poster color technique</p>
August	<p>Theory: Art during British Raj , company paintings and introduction of modernism The pioneers of new trends in India. Nationalism Artists and painting of Bengal school of art</p> <p>Practical: Composition 3- Any Sports</p>	<p>Each child will be able to: paraphrase the history of Bengal school of art in India</p> <p>restate features and characteristics of Bengal school of art</p> <p>describe Important paintings and painters</p> <p>compile all elements of Sports and</p>	<p>Watch given videos https://youtu.be/zKV4ZZdqO4k</p> <p>https://youtu.be/DTTpwJGVsqU https://youtu.be/PnuVyHO02hM https://youtu.be/T1UTLm9Ac3k https://youtu.be/UjM2tjxcFp8</p> <p>Oral Questioning, Assignment - Q&A, Worksheets Visual observation of paintings to</p>	<p>Assessment will be done on the basis of: Assignments Oral questioning Questions and answers worksheets</p> <p>Practical- Incorporation of elements of art in the art work</p>

		collaborate with elements of art to create composition	<p>analyze and identify the features</p> <p>Individual practice of making composition on the theme sports</p> <p>Art integration activity: create a doodle art, incorporating symbols of national flag and words related to the artist who participated in freedom struggle</p>	
September	<p>Sub – Topic: modern trends in Indian art – contemporary artists and their paintings</p> <p>Practical :</p> <p>Stilllife-2</p> <p>Still life with three objects and two draperies</p>	<p>Each child will be able to:</p> <p>Theory: Summarize the modern trends in Indian art – contemporary artists and their paintings Identify paintings, artists, techniques and features</p> <p>Practical: Draw & apply colours neatly & adequately in a Still life composition incorporate elements of art appropriately in art work</p>	<p>Watch video: https://youtu.be/vOgVUogHMBk https://youtu.be/C0RPml_Juys https://youtu.be/OsVQKR918RQ https://youtu.be/lgDQLoe6RIQ https://youtu.be/gHvQgy_mCc0 </p> <p>Oral Questioning Assignment Q&A, Worksheets, quizzes etc.</p> <p>Visual observation of paintings to analyze and identify the features</p> <p>Individual practice of composition making</p>	<p>Assessment will be done on the basis of: Assignments Oral questioning Questions and answers worksheets</p> <p>Practical- incorporation of elements of art in the art work</p>
October	<p>Theory: Modern trends in Indian art</p> <p>*Graphic prints and artists</p> <p>*Sculptures and sculptors</p> <p>Practical:</p> <p>Still life-3</p> <p>still life study 4 objects and 2 colour drapery</p>	<p>Each student will be able to:</p> <p>Identify paintings, artists, techniques and features</p> <p>Practice objects with naturalism Apply water colours/poster colours</p>	<p>Watch videos: https://youtu.be/0jzVjjRudfo https://youtu.be/vdohMaWg514 </p> <p>Oral questioning Assignment Q&A, Worksheets, quizzes etc.</p> <p>Visual observation of paintings to analyze and identify the features Individual practice of foliage study and artwork.</p>	<p>Assessment will be done on the basis of: Assignments Oral questioning Questions and answers worksheets</p> <p>Practical- incorporation of elements of art in the art work</p>

			Draw flow chart	
November	Theory: Revision Practical: Composition 4-Any Festival	Each child will be able to: Learn to recap the notes Learn to assess own notes Enhance observation skills Articulate cross hatching technique to understand light and dark tonal effect. Incorporate elements of art the art work	Practice worksheets, Q&A, quizzes etc. Visual observation of paintings/artwork to analyze and identify the features Individual practice of still life study and sketching	Assessment will be done on the basis of: Assignments Oral questioning Questions and answers worksheets Practical- Incorporate elements of art in the art work
December	Theory: Revision Practical: Still life-4 Three objects and two draperies	Each child will be able to: Learn to recap the notes Learn to assess own notes Enhance observation skills Articulate tonal effect and understand light and dark tones. Incorporate elements of art the art work	Oral questioning, Practice worksheets, Q&A, quizzes etc. Individual practice of still life study and sketching	Assessment will be done on the basis of: Oral questioning Practice worksheets Practical- Incorporation of elements of art in the art work
January	Revision Practical: Portfolio covering/designing	Each child will be able to: Revise appropriately and perform well Design the portfolio according to CBSE guideline	Oral questioning, Practice worksheets, Q&A, quizzes etc. sketching	Oral questioning Practice worksheets

GEOGRAPHY

Month / No. of Working Days	Topics/ Teaching Point/ No. of classes	Learning Outcome	Activities (including Art integration)	Assessment
March 2022 (13 WD) (10 Classes)	<p>INTRODUCTION TO THE SYLLABUS and pattern of the question paper</p> <p>BOOK-1 Fundamentals of Human Geography</p> <p>BOOK-2 India- People and Economy (2 classes)</p> <p>Book 1 L-1 Human Geography: Nature and Scope (6 classes)</p> <p>Nature of human geography: the naturalization of humans (environmental determinism), humanization of nature (possibilism), and neo-determinism. History of human geography, its fields, and sub-fields. Broad stages and thrust of Human geography.</p> <p>Book-1 L-2 The World Population: Distribution, Density, and Growth (2 classes)</p>	<p>Each student will be aware of the topics in the syllabus and the pattern of the paper</p> <p>Each student will be able to:</p> <p>Explain environmental determinism, possibilism, and neo-determinism.</p> <p>List various schools of thought.</p> <p>Distinguish between fields and sub-fields of human geography.</p> <p>Introduction to the chapter content</p>	<ul style="list-style-type: none"> • Brainstorming on sustainable development techniques • Read, Write, on environmental determinism and possibilism • Concept Mapping • Group discussion fields and sub-fields of human geography • Newspaper cuttings 	<p align="center">-----</p> <p>MCQs</p> <p>Source-based questions</p> <p>Picture based questions</p> <p>Flow diagram</p> <p>Concept map</p> <p>Map work</p>

		Facts about population, Time-lapse- population increasing trend	Search the latest data about the population distribution, density of population, Sex Ratio	
APRIL (18 WORKING DAYS) (25 TP)	Book-1 L-2 The World Population: Distribution, Density, and Growth (Continue the lesson) (7 Classes)- Patters of population distribution, density of population, factors affecting the distribution of population. Population growth, components of population change, migration. Trends in population growth. Doubling time of World population. Spatial pattern and impact of population change. Demographic transition theory and population control measures. Book-1 L-3 Population Composition (6 Classes) Sex composition: Age structure (age-sex pyramid). Rural-urban composition: Literacy, occupational structure.	Each child will be able to: Define density of population. List factors that influence distribution of population. Explain the concept of migration and its factors. Analyse the trends in population change. Elaborate on the spatial pattern and impact of population change. Explain demographic transition theory. Suggest population control measures	<ul style="list-style-type: none"> Analytic views on statement given by George B Cressey Brain Storming on factors affecting distribution of population Buzz Activity on impact of population change Discussion on impact of distribution of population in different regions Map activity on density of populations. Independent learning- Graphic novel- https://diksha.gov.in/play/collection/do_31321952149309849612945 <ul style="list-style-type: none"> Link for flipped classroom- https://www.youtube.com/watch?v=rkWKwHXKQdY Demographic transition theory- https://www.youtube.com/watch?v=HQLpdtUXeiU Wakelet link https://wke.it/w/s/GYl6c6 Google Earth	Google form Source based questions Picture based questions Map work

		<p>Indicators of social empowerment and healthy life.</p> <p>Indian rank in human development.</p> <p>Sustainable development</p> <p>Students will discuss why a few states do better in the GDP sector but not health and still, they have high rankings in HDI.</p>	<p>Map of HDI values of various countries (locating)</p> <p>Wakelet Link for the flipped and independent learning https://wke.it/w/s/G2lY4s</p> <ul style="list-style-type: none"> • Explanation and discussion of the concept of human development • Buzz Activity on social indicators of human development • Map Activity state with a highest and lowest HDI value <p>IMPORTANT LINK ABOUT POPULATION OF INDIA</p> <p>https://worldpopulationreview.com/countries/india-population/</p> <p>https://youtu.be/U7lCel-Vi5g</p> <p>https://youtu.be/b54qFGzfwM</p> <p>Wakelet Link for the flipped and independent learning https://wke.it/w/s/6SBlp9</p>	<p>worksheets</p> <p>Google form</p> <p>Source-based questions</p> <p>Picture based questions</p>
<p>MAY</p> <p>(WD-18)</p> <p>(25 TP)</p>	<p>Book 2</p> <p>L- 1 Population: Distribution, Density, Growth, and Composition</p> <p>(8 Classes)</p> <p>Causes of uneven distribution of population.</p>	<p>Each child will be able to:</p> <p>Identify the densely populated states of India.</p>	<ul style="list-style-type: none"> • Group Discussion on factors leading to uneven distribution of population • Concept Mapping on population composition 	<p>WEEKLY TEST- 6/5/2022</p> <p>Assignment, worksheets</p> <p>Google form</p>

	<p>collective farming. Mining: factors and methods.</p> <p>Book 1 lesson-6 Secondary Activities (7 classes)</p> <p>Characteristics of the modern large-scale manufacturing industry.</p> <p>Uneven geographic distribution of industries. Classification of manufacturing industries on the basis of size, ownership, capital, and raw material. Traditional large-scale industrial regions: coalfield, high tech, iron and steel, and cotton industry.</p>	<p>List types of pastoralism activities.</p> <p>Elaborate on different types of agriculture in the world.</p> <p>Explain factors affecting mining activities.</p> <p>Each child will be able to:</p> <p>Explain the meaning of the importance of manufacturing (5 importance)</p> <p>List and explain 5 factors affecting the location of an industry.</p> <p>Elaborate on the classification of industries on a different basis. Explain small scale, large scale, and household industries.</p> <p>Define the footloose industry. Give examples of public, private, and joint sector industries.</p>	<p>Concept Mapping on types of primary activities</p> <p>Analyzing the characteristics of agriculture</p> <p>Map Activity on agricultural regions of the world</p> <p>Buzz Activity on factors determining mining method</p> <p>Maps of regions where hunting, gathering, and pastoralism are practiced.</p> <p>Link of flipped class: https://www.youtube.com/watch?v=Vv9NAHnJoBo</p> <p>https://youtu.be/SbwXE3pgm-Y</p> <p>https://www.youtube.com/watch?v=Vv9NAHnJoBo</p> <p>Wakelet Link for flipped classes and Independent learning https://wke.it/w/s/V2D2W</p> <p>Through presentation, diagrams, maps, pictures importance, factors, and location of industries will be explained.</p> <p>Cooperative Learning- Why there is an uneven distribution of industries?</p>	<p>Assignments</p> <p>Database question</p> <p>Picture based questions</p> <p>MCQS,</p> <p>Question and answers,</p> <p>Assignments</p> <p>Picture and database question</p>
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			<p>Concept Mapping- Design a mind map for problems and solutions for the manufacturing sector.</p> <p>Group discussion Map work: Locate large scale industries and cotton textile industries of the world on the world map</p> <p>Wakelet Link for the flipped and independent learning https://wke.it/w/s/kem3BF</p>	
<p>JULY (20 WD) (32 CLASSES)</p>	<p>Book 1 Ch-7 Tertiary and Quaternary Activities (7 classes) Types of tertiary activities.</p> <p>Trade and Commerce. Retail trading services. Wholesale trading services.</p> <p>Transport and communication. Communication services. Services. People engaged in tertiary activities: Tourism. Quaternary activities and quinary activities.</p> <p>The digital divide</p> <p>Book 1 L-8. Transportation and Communication (9 Days)</p> <p>Meaning and modes of transport. Land: Roads, railways. Water: ocean routes, sea routes and inland waterways. Air transport. Pipelines. Communications: Satellite and</p>	<p>Each child will be able to:</p> <p>Explain the meaning of tertiary activities.</p> <p>Distinguish between types of trading services.</p> <p>Understand transport and communication services.</p> <p>Write about people engaged in tertiary activities.</p> <p>Distinguish between quaternary and quinary activities.</p> <p>List major factors which affect the growth of tourism.</p> <p>Each child will be able to:</p>	<p>Co-operative learning</p> <p>Flow chart</p> <p>Images of types of trading and analysing</p> <p>Link for flipped classroom- https://www.youtube.com/watch?v=Hn18X4-PSPc https://youtu.be/1Q4DFLVXi-0</p> <p>Wakelet Link for the flipped and independent learning https://wke.it/w/s/SPQp_i</p>	<p>WEEKLY TEST -II (15.7.22)</p> <p>MCQS,</p> <p>Question and answers,</p> <p>Assignments</p> <p>Picture and database question</p> <p>Assignments</p>

<p>internet</p> <p>Book 2 10. Transportation and Communication</p> <p>(9 Classes) Means of transport: land, water and air. Pipeline transport, communication network: personal and mass.</p> <p>Book 2 L- 10 Human Settlement (4 Classes)</p> <p>Factors determining the type of rural settlement, type, and subtype of rural settlement. Urban settlement and its type. Functional classification of towns and cities.</p>	<p>List the modes of transportation.</p> <p>Locate and identify various trans-continental railway routes.</p> <p>Understand the importance of airways and waterways.</p> <p>Elaborate on how communication has converted the world into a global village.</p> <p>Each child will be able to:</p> <p>Explain the advantages of roadways.</p> <p>Classify types of roads and railways.</p> <p>Explain the importance of railways.</p> <p>Understand the inland waterways.</p> <p>Explain the merits and demerits of pipeline transport.</p> <p>Each child will be able to: Distinguish between rural and urban settlements. Compare compact and</p>	<p>Through presentation, the topic will be discussed and explained</p> <ul style="list-style-type: none"> Students will share the importance of railways over roadways Students will do a 'map activity of Trans-continent roads with the terminal station. <p>Students will have a brainstorming session on sea routes and trade.</p> <p>Locate and label the terminal stations of trans-Canadian railways, Trans-Siberian railway, Trans- Australian railway</p> <p>https://youtu.be/Tcgb_Ez-GB8 https://youtu.be/HC_RAhz6duA</p> <p>https://youtu.be/qb5pkVadvqA https://youtu.be/1NI88rfMrE4 https://youtu.be/hoQ7RHgG-EA</p> <p>Wakelet Link for the flipped and independent learning https://wke.it/w/s/y10ULg</p> <p>Concept mapping</p> <p>Importance Of different roads,</p> <p>Map Activity</p>	<p>world map:</p> <p>MCQS</p> <p>Hot questions,</p> <p>Questions based on data</p> <p>Assignments</p> <p>Quiz - https://online.seterra.com/en/vqp/3114?c=DGNVF</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p> <p>Map work</p>
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		<p>dispersed settlements. List functions of rural settlements. Divide towns according to their functions. Classify the towns and cities on the basis of their function</p> <p>Draw different patterns of settlement found in India</p>	<p>Map of national highways, waterways, and airports of India.</p> <p>Newspaper clippings</p> <p>Images of means of transportation</p> <p>Audio-visual of communication network</p> <p>https://youtu.be/b0-5sM-C96M</p> <p>https://youtu.be/v8NkFnfbh4</p> <p>Quiz Concept Mapping Map Activity Audio visual on types of settlements in India. https://youtu.be/rmzaulbBB2M https://youtu.be/ZXRvUICftFU</p> <p>Graphic Novel https://diksha.gov.in/play/collection/do_3132247024243998721589 Wakelet Link for the flipped and independent learning https://wke.lt/w/s/3hmWI1</p> <p>BHUVAN portal, Google Earth 1. Settlement pattern land use pattern in India 2. Megacities in India Images of rural settlement</p>	<p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p> <p>Map work</p>
AUGUST (19 WD) (28 CLASSES)	<p>Book 2 International Trade (6 classes)</p> <p>Trade and its types. Domestic trade. Favorable and unfavorable balance of trade. Changes in Indian foreign trade.</p>	<p>Each child will be able to explain: Meaning of international trade, the balance of trade</p> <p>Assess major changes in India's export</p>	<ul style="list-style-type: none"> Group Discussion on the role of seaports Concept mapping on types of trade Square share on components of 	<p>MCQS</p> <p>Hot questions,</p> <p>Picture-based</p>

	<p>India's major trading partners. Seaports as gateways of international trade, major seaports of India.</p> <p>Book 1 International Trade (6 classes)</p> <p>Introduction and definition of Barter system. Basis of international trade. Important aspect of international trade.</p> <p>Balance of Trade. World Trade Organisation</p> <p>Book 2 Chapter-5 Land Resources and Agriculture (8 Days)</p> <p>Land use categories in India. Various land use changes over time. Common property resources. Agricultural land use in India: Cropping season, types of farming. Cropping pattern: various food grains, oilseeds, fiber crops, other crops. Agricultural development in India: strategy, growth and technology. Problems of Indian agriculture</p> <p>Book 2 Ch-6 Water Resources (8 classes)</p> <p>Different types of water resources of India: surface, groundwater, lagoons and backwaters. Demand and utilization of water. Deterioration of water quality. Water conservation and management: watershed management and rainwater harvesting. National water policy, 2002.</p>	<p>trade since independence.</p> <p>Explain the role of seaports in foreign trade.</p> <p>Discuss India's major trading partners.</p> <p>Locate and label the major seaport of India on a map</p> <p>Each child will be able to:</p> <p>Explain international trade, need for balance of trade.</p> <p>List types of international trade.</p> <p>Elaborate on origin and functions of WTO</p> <p>• Each child will be able to: Define land use categories as maintained inland revenue records.</p> <p>List land-use changes in India over time.</p> <p>Explain common property resources.</p> <p>Elaborate on agricultural land use in India.</p> <p>Distinguish between different types of farming</p>	<p>trade</p> <ul style="list-style-type: none"> • Buzz Activity on India's trading partners • Map Activity on major seaports of India • Graphs of international trade • Newspaper clippings • Map of seaports of India. • Audiovisual of changes in Indian foreign trade. <ul style="list-style-type: none"> • Square Share on the history of trade • Peer Tutoring on basis of international trade • Newspaper clippings • Audiovisual on the barter system. • Graphs of the balance of trade. • Brain Storming on advantages of regional blocs <p>Flow map on land use categories</p> <p>PowerPoint Presentation on types of crops grown in India.</p> <p>Maps of various crops grown in India.</p> <p>Locate states with the highest producing</p>	<p>Questions.</p> <p>Assignments</p> <p>Map work</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p> <p>Map work</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p>
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		<ul style="list-style-type: none"> Each child will be able to: Explain the different types of water resources of India. Elaborate on demand and utilization of water. Explain the reasons behind the deterioration of water quality. Suggest measures for water conservation and management. List the key features of national water policy, 2002 	<p>crops. Explain agricultural development in India. Analyse the problems of Indian agriculture.</p> <p>Brain Storming</p> <p>Group discussion</p> <p>mind map</p> <p>Images of various water resources Flow chart</p> <p>Link for flipped classroom- https://www.youtube.com/watch?v=f63pwrMXkV4</p> <p>Link for Flipped classroom- https://www.youtube.com/watch?v=UTBQ50YDz7k</p> <p>ART INTEGRATION- Make a PPT on water conservation projects in India</p>	<p>Map work</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p> <p>Map work</p>
SEPTEMBER	Planning and Sustainable Development in the Indian context	Each child will be able to:	<ul style="list-style-type: none"> Brain Storming on the need for regional balance 	MID-TERM EXAMINATIONS

<p>(22 WD)</p> <p>(8 classes)</p>	<p>(8 Classes)</p> <p>Planning perspective in India. Target area planning: HADP, DPAP. Case study of Bharmaur. Sustainable development, case study: Indira Gandhi canal</p> <p>Revision for the midterm exams</p>	<p>Describe the meaning and importance of five-year plans.</p> <p>Distinguish between sectoral and regional planning.</p> <p>Explain sustainable development with the case study</p>	<ul style="list-style-type: none"> Group Discussion on the pros and cons of the Indira Gandhi canal Link https://youtu.be/DMpHyLdLXZ0 https://youtu.be/eeU6P5QsfGE <p>GOOGLE EARTH</p>	<p>Wednesday, 21 September 2022 to Friday, 30 September 2022</p>
<p>OCTOBER (13 WD)</p> <p>(18 classes)</p>	<p>Mineral and Energy Resources (9 Classes)</p> <p>Mineral and its types- Metallic and non metallic. Distribution of minerals (iron, copper, mica, bauxite). Energy resources: conventional and nonconventional. Conservation of mineral.</p> <p>BOOK-2 L-12. Geographical Perspective on Selected Issues and Problems (9 Days)</p> <p>Environment degradation. Pollution: types and effects. Urbanisation, problems of slums. Prevention and controlling measures of types of pollution.</p>	<p>Each child will be able to: Distinguish between ferrous and nonferrous minerals. Major producers of iron, copper, and bauxite. Merits of solar, wind, bio, and tidal energy. Compare conventional and nonconventional sources of energy. Steps to conserve minerals</p> <p>Each child will be able to: Explain the meaning of environmental degradation, and its causes. List types of pollution with its causes and effects. Explain the factors responsible for the problems of the slum. Suggest measures for reduction and prevention of pollution.</p>	<ul style="list-style-type: none"> Pair and share on mineral surveying agencies Concept mapping on types of minerals and energy sources Map Activity on minerals Brainstorming on sustainable energy sources Through presentation, the topic will be discussed and explained Students will do concept mapping of causes and effects of types of pollution. Students will discuss the case study of Dharavi as Asia's largest slum. Students will discuss the controlling measures of various pollution. 	<p>MCQS</p> <p>Hot questions,</p> <p>Picture based Questions.</p> <p>Assignments</p> <p>MCQS</p> <p>Hot questions,</p> <p>Picture-based Questions.</p> <p>Assignments</p>

			Audiovisual links https://youtu.be/s-3J0m9wsP0 https://youtu.be/vaGP_Lk3B6Y https://youtu.be/STnKAl5kWQ0	
November	Revision and Revision tests			Revision tests Mon 21 Nov'22 TO Wed 30 Nov'22
December	Revision Pre-Board Examination			Pre-Board Examination Wed 28 Dec'22 TO Wed 18 Jan'23
January 2023	Pre-Board Examination			Pre-Board Examination