



TAGORE INTERNATIONAL SCHOOL
VASANT VIHAR, NEW DELHI

PARENTS SYLLABUS (2021-22)

CLASS IX
April-May

Subject	Topics Covered / No. of Periods	Learning outcome	Activities	Assessments
Math (Apr.)	<p><u>Number system</u> <u>(9classes)</u></p> <p><u>Polynomials</u> <u>9 classes</u></p>	<p>Each child will be able to</p> <ul style="list-style-type: none"> • classify real numbers • distinguish between rational and irrational numbers • find rational numbers between two given rational numbers • represent irrational numbers on a number line • interpret the expansion of a rational number as terminating or non terminating • apply laws of exponents for real numbers • rationalize the denominator <p>Each student will be able to:-</p> <ul style="list-style-type: none"> • Recall the term polynomials • Identify polynomials • Classify the polynomial on the basis of terms and degrees. • Evaluate the values and the zeros of polynomials. 	<p>Experiential Activity: Video / objects on / having naturally occurring square root spirals collect pictures of naturally occurring square root spiral and paste them in their lab file</p> <p>HOOK ACTIVITY Create Venn diagram Determine the position of irrational numbers square root of 2, square root of 3, on the number line using square root spiral.</p> <p>Instructional Activity Representing decimal numbers by method of magnification. Worksheet Graphs and shapes of parabolas</p> <p>Lab Activity : To verify the algebraic identities $(a+b)^2 = a^2+b^2+2ab$ $(a-b)^2 = a^2+b^2-2ab$,</p>	<p>Demonstration Activity Represent irrational numbers square root of 2 and square root of 3, on a number line.</p> <p>LAB ACTIVITY Construction of square root spiral</p> <p>Mind Map Assignment Class work Homework And Objective type questions (MCI) MIND MAP</p> <p>Crossword : Vocabulary Words Used In the Chapter.</p> <p>Objective type questions</p>

English (Apr.)	BRIDGE COURSE Poetic Devices Reported Speech Writing skills- Formal Letter to Editor	<p>Each child will be able to-</p> <ul style="list-style-type: none"> ● Convert sentences from reported to direct speech ● Identify the different poetic devices ● Compose a letter using appropriate format and tone <p>Each child will be able to</p> <p>*List their views on what they like/ would like to change about school</p> <p>* Express their views on the discussion question, using apt phrases</p> <p>*read silently the assigned extract from the book individually</p> <p>Complete a web chart listing traits of the characters of Margie and Tommy</p> <p>*Justify the title of the story</p> <p>*answer reference to context questions</p> <p>*compare ancient learning with virtual learning</p> <p>* list traits of a good teacher in a web chart</p> <p>*list features of an ideal school</p> <p>-use the new words to make sentences</p> <p>- speak about any one value that we understood from this story</p> <p>Each child will be able to - relate to where one has to choose between two options.</p> <p>-Discuss dilemmas faced when we make choices</p> <p>Analyze, understand and infer the theme and its universal appeal</p>	<p>Collaborative learning- Google Jamboard for reported speech and poetic devices</p> <p>Interactive worksheets for grammar practice</p> <p>Google Form for assessment worksheet</p> <p>Direct and Indirect on DIKSHA https://diksha.gov.in/play/content/d_o_31266836403127910413442?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</p> <p>Flipped Classroom https://www.youtube.com/watch?v=g88BN00EIjs</p> <p>Isaac Asimov –Passion for Learning https://www.youtube.com/watch?v=RGdcmupG7aA</p> <p>Isaac Asimov - Master of Science</p> <p>Discussion question</p> <p>*Science Fiction stories - features and relevance</p> <p>*Technology in education can never substitute/replace the teacher.</p> <p>-Concept mapping for closure – Theme/ Message / Relevance/ Vocabulary learnt /Summary</p> <p>Art Integration: Create a Time Capsule: The characters in “The Fun They Had” are curious about what school is like for kids today. In small groups, write descriptions</p>	<p>Interactive worksheets for grammar practice</p> <p>Writing a formal letter in 100-120 words, using the correct format and proper tone and vocabulary(Creating) (120 w)</p> <p>Assignment in classroom (google docs)</p> <p>Class test on google forms</p> <p>Write a short biosketch about the poet, life and his contribution to literature, important works</p>
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	<p>BEEHIVE- The Road Not Taken-Robert Frost</p> <p>MOMENTS: The Lost Child -Mulk Raj Anand</p> <p>PROSE The Sound of Music</p> <p>BEEHIVE</p>	<p>-Study the poetic devices(deduce the rhyme scheme) and figurative language used therein.</p> <p>Each child will be able to-</p> <ul style="list-style-type: none"> -listen to a story and extract key information • practise colour, clothing and hair vocabulary • listen and write descriptions of people describe a fair scene <p>*answer questions based on the chapter</p> <p>Identify descriptive writing (2 examples) in the story</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -get inspiration from the real life experiences of a differently abled person. -express themselves -to feel the struggle of Evelyn for her success. -learn new words: xylophone, percussionist, impaired -introduce a Music Maestro among them. - acquaint each other with various musicians and instruments of Indian classical music. - pinpoint the importance of simplicity and hard work in one's life. <p>Every child of the class will be able to –</p> <ul style="list-style-type: none"> *State the meaning of the word 'symbol' in your own words *explore symbolism by comparisons. 	<p>that present accurate pictures of a day in the life of your classroom for a time capsule designed to be opened in 10 years. Ask group members to suggest materials for the time capsule, such as books, homework assignments, or photos of your teacher and classmates</p> <p>Flipped Classroom with discussion and collaborative learning</p> <p>Class Discussion</p> <p>Important decisions they will take in the near future – factors to keep in mind</p> <ul style="list-style-type: none"> - Choices that are acceptable & less risky <p>Class discussion about art and its role in our lives</p> <p>Discussion on the important themes of the chapter: a child's dilemma</p> <ul style="list-style-type: none"> -parent-child relationship <p>Art Integration- Make a sketch or a painting depicting a village fair</p> <p>ACTIVITY</p> <p>Factual Description of a fair scene</p> <p><u>https://www.youtube.com/watch?v=kHaEkkOhMB4</u></p> <p>Ustad Bismillah khan Live in London</p>	<p>Assignment in classroom (google docs)</p> <p>Class test on google forms</p> <p>Assignment in classroom (google docs)</p> <p>Class test on google forms</p> <p>Google Form for assessment worksheet</p> <ul style="list-style-type: none"> -worksheet <p>Group activity –Questions on Smart board to track down</p>
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	<p>GRAMMAR MODALS</p>	<p>-frame any one question after reading the story</p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> * Identify modals in a given text * Classify modals on the basis of the concept they convey * frame a definition of their own on the basis of their understanding of modals * explain the purpose *use the correct modal in each situation given by the teacher * Fill in the correct modal in the given blank by dragging and dropping modals on the tree 	<p>elements in a familiar short story from the literature text book. *Create a story map for any one of the given prompts</p> <p>Discussion *give three reasons why they would have the animal as a pet. *How would the others at home react to their pet? *would the reaction of the family members change their choice? Give at least one reason. *Watch after reading the story The Adventures of Toto By Ruskin Bond Question and Answers</p> <p>Art integration activity- Illustrate any one scene from the story using Gond art form.</p> <p>Framing a definition</p> <p>Use the correct modal</p> <p>BOARD GAME- *ONLINE game created on google slides - Groups of four *Fill in the correct modal from the tree in the blank space in each of the given sentences.</p>	<p>Assignment Class test -quiz on google forms</p> <p>Assessment – Online Board Game</p> <p>Worksheet – Modals</p>
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<p style="text-align: center;">Hindi (Apr.-May)</p>	<p>लेखन 1-नारा लेखन 2-अनौपचारिक पत्र 3-सन्देश लेखन</p> <p>स्पर्श - 1-कहानी -दुःख का अधिकार 2-पद-रैदास</p> <p>संचयन- 1-गिल्लू 2-स्मृति</p> <p>व्याकरण - 1-शब्द और पद, 2-शब्द-विचार (पर्यायवाची शब्द श्रुतिसम्भिन्नार्थक शब्द विलोम शब्द)</p> <p>पठन कौशल अपठित गद्यांश</p>	<p>नारा लेखन- नारा-लेखन का प्रारूप समाज में नारों की आवश्यकता नारों के प्रकार 50-60 शब्दों में एक नारा। अनौपचारिक पत्र - अनौपचारिक पत्र की आवश्यकता प्रारूप मुख्य बिंदु शब्द-सीमा। 80-100 शब्दों में अनौपचारिक पत्र।</p> <p>सन्देश लेखन- प्रारूप मुख्य बिंदु शब्द-सीमा। 50-60 शब्दों में विभिन्न विषयों पर सन्देश लेखन।</p> <p>दुःख का अधिकार - समाज में पोशाक का महत्व जान पाएगा कि कैसे एक पोशाक तरक्की के मार्ग खोलती भी है तथा अडचन भी बन जाती है।</p> <p>रैदास - दोहों से मिलने वाले नैतिक तथा जीवन मूल्यों में से कम से कम 1.2 मूल्य बता पाएगा। गिल्लू-पशु-पक्षियों के प्रति प्रेम, उनके संरक्षण की भावना, सद व्यवहार करना जैसी बातें जान पाएगा। स्मृति- समस्या समाधान।</p>	<p>लिंग संवेदनशीलता - 1-कहानी में बुढ़िया तथा संभ्रांत महिला के दुःख की बात की गयी है। यदि इस कठिन समय से बुढ़िया का पति या संभ्रांत महिला का पति गुज़रता तो क्या उनका दुःख भी समान होता ? इस विषय पर अपने विचार व्यक्त कीजिए 2-आशु भाषण -व्यक्ति की पहचान उसकी पोशाक से होती है। -गतिविधि -सन्देश लेखन 1-जीवों के प्रति करुणा के भाव का संचार करने हेतु सन्देश लेखन। गतिविधि -समस्या समाधान (स्मृति) छात्रों को एक स्थिति/समस्या देकर उससे बाहर निकलने के उपाय पूछना।</p>	<p>वाचन एवं श्रवण कौशल का मूल्यांकन। आशुभाषण- व्यक्ति की पहचान उसकी पोशाक से होती है। कौशल अभ्यास-प्रकरण संबंधी लिखित कार्य। व्याकरण-व्याकरण के विभिन्न प्रकरणों का मौखिक लिखित तथा कार्यपत्रों द्वारा अभ्यास। गूगल फॉर्मस सामयिक परीक्षा</p>
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Science	<p>BIOLOGY (Bridge course) Pollution of air and water Air pollution Water pollution</p>	<p>1.explain the terms air pollutants, water pollutants, greenhouse effect and global warming; 2.list the pollutants of air and water 3.discuss the sources of pollutants 4.explain the harmful effects of air pollution and water pollution; 5.analyse the reasons of pollution and its harmful effects; 7.suggest the measures to reduce pollution of air .</p> <p>Each child will be able to Differentiate between prokaryotic and eukaryotic cells Explain the movement of molecules across the plasma membrane. Label the important parts of the cell. Compare a plant cell and an animal cell. Relate the structure of organelle to the functions.</p> <p>Each child will be able to:</p> <p>Explain the utility of tissues in multi-cellular organisms. Differentiate between meristematic and permanent tissues. Classify tissues based on the complexity. Explain the Structure and function of plant tissues such as parenchyma, collenchyma, and sclerenchyma. complex tissue such as xylem and phloem. Relate the structure of tissue with its functions.</p>	<p>How is pollution under control certificate issued-Role play</p> <p>To study the structure of a compound microscope.(OLABS) To prepare a slide of onion peel (OLABS) To prepare a slide of cheek cells. (OLABS) Demonstration of diffusion & osmosis</p> <p>To observe the growth of roots in onion bulbs Virtual lab activities- To study permanent slides of plant tissues To observe lateral and surface view of guard and epidermal cells To observe the permanent slides of xylem and phloem. To make a concept map on plant</p>	<p>Google forms Google doc Kahoot</p> <p>Padlet Google slides Google forms Jam board</p> <p>Google forms Nearpod Edpuzzle</p>
	<p>CELL- The fundamental unit of life</p>			
	<p>Tissues</p>			

	<p>PHYSICS</p> <p>Introduction to Physics Motion</p> <ul style="list-style-type: none"> Distance and displacement Speed and velocity Acceleration S-t graph V-t graph Equation of motion <ul style="list-style-type: none"> Uniform circular motion Numericals with every sub-top 	<p>Each child will be able to-</p> <ul style="list-style-type: none"> Understand the importance of study of physics and its role in everyday life. Differentiate between distance and displacement Calculate distance and displacement for various situations Define uniform and non uniform motion and state the examples from daily life <ul style="list-style-type: none"> Distinguish between speed and velocity State the units of distance, displacement, speed and velocity <ul style="list-style-type: none"> State the formula for speed and velocity State and define types of speed and velocity Define acceleration State types of acceleration and give examples for the same Solve numericals based on speed ,velocity and acceleration Draw s-t and v-t graph using given data Analyse the graphs Draw the nature of graphs based on the given conditions. Derive the three equations of motion i) $v = u + at$ ii) $s = ut + \frac{1}{2} at^2$ iii) $v^2 - u^2 = 2as$ Solve numericals based on the three equations of motion Define uniform circular motion Give examples of uniform circular motion from daily life Solve numericals based on the concept <p>-Compare at least 3 physical and chemical properties of metals and non metals - List the physical nature of matter and also explain it with the help of activity and</p>	<p>tissues</p> <p>Experiential learning+Art integration- Rangoli making on plant tissues</p> <p>Discussion on 'Physics in everyday life'</p> <p>Flipped class</p> <p>Intra class discussion on 'Speed thrills but kills'</p> <p>Cooperative learning</p> <p>Reflective discussion- 'Are women better drivers'</p> <p>Application activity- Problem solving</p> <p>Practical- Experiment 1 (simulated)-To find the velocity of pulse generated in a slinky</p>	<p>Assignment on google doc</p> <p>Self assessment MCQ quiz google forms</p> <p>Padlet</p> <p>Jam board</p> <p>Google forms</p> <p>Pen and paper class tests</p> <p>Edpuzzle</p>
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	<p>CHEMISTRY</p> <p>(Bridge course)</p> <p>Matter in our surroundings (12 classes)</p> <p>Is matter around us Pure?</p>	<p>diagram.</p> <ul style="list-style-type: none"> - Describe the characteristics of particles of matter. - Compare solids, liquids, and gases in terms of physical properties. -Analyse the effect of change of temperature and pressure on the states of matter - Draw a flowchart for the inter-conversion of states of matter. . - Explain fusion, vaporisation, condensation, freezing, sublimation. - Compare latent heat of fusion and latent heat of vapourisation. - Convert 0C to K and K to 0C <p>Differentiate between evaporation and boiling.</p> <ul style="list-style-type: none"> - List the factors affecting evaporation <p>Explain how evaporation causes cooling with examples.</p> <p>Identify a pure substance and a mixture based on the properties. ● Differentiate between pure substance and a mixture</p>	<p>Experiential activity and discussion- on particle theory</p> <p>Home investigative activity related to diffusion in gases and liquids</p> <p>Show and tell- Take any object and describe it based on its physical properties</p> <p>Brain dump- recap quiz on various change of states</p> <p>Temperature conversion numericals .</p> <p>Practical- Experiment 1 (simulated)-To determine the melting point and boiling point of water.</p> <p>Experiential activity- condensation,melting</p> <p>Demo and experiential activity- Effect of pressure on gases -syringe</p> <p>Teaching aids used-aluminium and steel vessel Class discussion</p>	<p>Assignment on google doc</p> <p>Self assessment MCQ quiz google forms</p> <p>Jam board</p> <p>Google forms</p> <p>Pen and paper class tests</p> <p>Edpuzzle</p>
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Social Science	<p><u>HISTORY</u> <u>Topic 1:</u>The French Revolution <u>Classes:</u>10 <u>Concepts:</u></p> <ul style="list-style-type: none"> ● Storming of the Bastille ● Causes: French Society during the late 18th century ● The outbreak of the Revolution <ul style="list-style-type: none"> ● France becomes a Constitutional Monarchy ● France becomes a Republic ● Women's role in the revolution ● Slave Trade ● The Revolution and everyday life ● Rise of Napoleon Bonaparte <p><u>GEOGRAPHY</u> <u>Topic 1 & 2 :</u>India: Size & Location</p>	<p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> ● Recall the main pol., social & economic causes of the revolution ● Tell views of philosophers and the middle class; ● List names of philosophers eg. Voltaire, Montesquieu; ● Explain the outbreak of the French Revolution ● Relate the main events of the France, as it became a republic from being an absolute monarchy; ● Elaborate on the role of women in the revolution; ● Discuss the effects of the rev. on the social and political aspects of France <p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> ● Locate India on the world map; ● Comment on the size of the Indian 	<p><u>Application activities:</u></p> <ul style="list-style-type: none"> ● Concept Mapping ● Collaborative learning through jamboard, Padlet ● Cooperative learning: Jamboard Activities ● Audio-visual and reading based flipped classroom activities ● Art Integration <p><u>Application activities:</u> Learning by doing experiment to understand the</p>	<p>Assessment through Google Forms Assignments Questions based on Bloom's Taxonomy Oral questioning using AMP technique Map Assessment</p> <p><u>Assessment Strategies:</u></p> <ul style="list-style-type: none"> ● Objective Type questions: Assessment through Google Form ● Oral Quiz ● Assignment Questions (based on Bloom's taxonomy) <p><u>Assessment Strategies:</u></p> <ul style="list-style-type: none"> ● Objective Type questions: Assessment through Google Form ● Oral Assessment (AMP based) ● Assignment Questions (based on Bloom's taxonomy) ● Analysis of shared Case Studies <p><u>Assessment Strategies:</u></p>
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	<p>AND Physical Features of India Classes.:08</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> ●Location ●Size ●The Standard Meridian ●India's neighbours ●The formation of physical features ●Major physiographic divisions <p><u>Political Science</u> <u>Topic 1:</u>What is Democracy? Why Democracy? Classes.:07</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> ●Simple meaning of democracy ●Features of democracy ●Summary definition of democracy ●Need for democracy: Merits & demerits of democracy 	<p>subcontinent;</p> <ul style="list-style-type: none"> ● Name the neighbours of India; ● State the standard meridian of India and its relevance; ● Depict the latitudinal and longitudinal extent of India; ● Tell about the formation of the major physical features of India ● Share information on the chief physiographic divisions of India. <p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> ● define & know the concept of democracy ● explain the prime features of democracy; ● share the merits and demerits associated with democracy; ● identify the broader meanings of democracy. <p><u>Each child will be able to:</u></p> <ul style="list-style-type: none"> ● explain the aim and factors of production; ● describe the way farming is done in villages of India through the example of Palampur; ● elaborate on the non – farm 	<p>formation of the Terai feature of the Northern Plain of india</p> <p><u>Practice activities:</u></p> <ul style="list-style-type: none"> ▪ Tabulation of information • Map work <p><u>Application activities:</u></p> <ul style="list-style-type: none"> ▪Reflective Discussion ▪ Brainstorming based on the research done by students on how different forms of government have responded to/handled the Covid situation/crisis ▪ Intra - Class Debate <p><u>Application activities:</u></p> <ul style="list-style-type: none"> ▪Newspaper - based activity ▪Cooperative Learning: Think & Share your solutions the given problem situations 	<ul style="list-style-type: none"> •Oral Assessment (AMP based) •Assignment Questions (based on Bloom's taxonomy) •Practice assessment Test
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	<ul style="list-style-type: none"> ● Broader meanings of democracy <p><u>Economics</u></p> <p><u>Topic 1:</u> Story of Village Palampur</p> <p><u>Classes:</u> 07</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> Viewing the village life through an imaginary village (Palampur) ● Organisation of Production ● Farming in Palampur: <ul style="list-style-type: none"> a) land is fixed b) ways to increase production c) land sustainability d) land distribution e) labour providers f) capital sources g) sale of surplus production Non Farm activities in Palampur 	activities performed in villages with the help of the example of village Palampur		
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<p>Sanskrit</p>	<p>अप्रैल सेतु-पठन- समास – विभक्ति तत्पुरुषः समस्तपद अवबोधन समासविग्रहज्ञान (४ कक्षाएँ)</p> <hr/> <p>नवीनकक्षागत नियमादि चर्चा भारतीवसन्तगीतिः (केवलपठन व श्रवणकौशलार्थम्) (कक्षाएँ 2)</p> <p>कथापठन – स्वर्णकाकः (कक्षाएँ – ६) अवधारणा त्याग भावना अनुभव, सच्चा सुख ईमानदारी, सच्चाई व विश्वसनीयता नवीन धातुरूप- त्यज्,स्था, शक्, क्षाल्, ज्ञा, श्रु, दा, सूच्, रक्ष्, हस्, घृ, स्मृ, मिल्, कुप् लट्, लृट्, लङ्, लोट्, विधिलिङ् लकारेषु, आत्मनेपदिनः- सेव्, लभ्, वन्द्, रुच् (लट्-लृट्, लङ् लकारेषु) (कक्षा १)</p>	<p>प्रत्येक छात्र –</p> <ul style="list-style-type: none"> * समासप्रकरण बता पाएगा। * समास को पहचान पाएगा, * सामसिक शब्दों का प्रयोग काव्य अथवा लेख इत्यादि कला में कर पाएगा। * समास विग्रह कर पाएगा। * समास को संकल्पनीय चित्र द्वारा प्रस्तुत कर पाएगा। * समास को कला के माध्यम से दर्शा सकेगा। (योग्यता आधारित अधिगम) * समास का प्रयोग काव्य, लेख इत्यादि में कर पाएगा। <hr/> <ul style="list-style-type: none"> * प्रत्येक छात्र काव्य के माध्यम से स्वाधीनता के महत्व को बता पाएगा, * श्लोकोच्चारण कौशल वर्धन कर सकेगा। * श्रवण कौशल पुनरीक्षण कर सकेगा। <hr/> <ul style="list-style-type: none"> * कथा को घटनाक्रमानुसार सुना सकेगा, व * रेखाचित्र के माध्यम से समझा सकेगा, * पृष्ठ प्रश्नों के उत्तर दे सकेगा। * नवीन शब्दों का परिचय दे सकेगा। * तकनीकी ज्ञान का अनुभव प्राप्त कर सकेगा। * कथानक का रूपांतरण परिवर्तित कर सकेगा। * धातुरूपों का वाक्यप्रयोग कर सकेगा। <hr/> <ul style="list-style-type: none"> * प्रत्येक छात्र स्वरसंकेतों के भेद दीर्घ, गुण, तथा वृद्धि को बताएगा, * शब्दों में सविच्छेद कर सकेगा। * तकनीकी साधनों द्वारा संधिकार्य का प्रस्तुतीकरण कर सकेगा। * संधियुक्त शब्दों को अन्तर्जालीय स्थलों पर खोज सकेगा। <p>प्रत्येक छात्र संस्कृत विभक्ति के अर्थ के अनुसार शब्द का वाक्य प्रयोग कर सकेगा। शब्दों व शब्दरूपों में समानता व असमानता बता सकेगा। शब्दरूपों का वाक्यप्रयोग कर सकेगा।</p>	<ul style="list-style-type: none"> * सामूहिकगतिविधि- माइम व समास/दलीयगतिविधि – दमश्रास द्वारा प्रश्नकरण व दूसरे दल से उत्तर जानना। * युगल-पाठन-शिक्षण – ऑनलाइन नोटिस बोर्ड उपकरण- पैडलेट पर समाससंबंधी वाचन व प्रश्नों के उत्तर लिखना। * ब्लॉगस्पॉट.कॉम – काव्यकोशमंथन की कविताओं से सामसिक शब्द खोज, संस्कृतानुवाद व लेखन गतिविधि। * संकल्पनीयमानचित्र- समास संबंधी समस्तजानकारी लेखन अथवा चित्रण। <hr/> <ul style="list-style-type: none"> * संलग्नता (एनोज) गतिविधि व वास्तविकता संयोजन – आधुनिक आपदा के कारण घरों में बंद होने पर संक्षिप्त चर्चा, * कविता के मूलभाव स्वाधीनता के लिए पुकारती पंक्तियों पर चर्चा करते हुए छात्रों द्वारा स्वाधीनता की विशेषताएं बताना। * काव्य प्रस्तुतीकरण – छात्रों द्वारा काव्य का वाचन करना। * कविता श्रवणोपरान्त पृष्ठ प्रश्नों के उत्तर लिखना। * श्रवण-वाचन-पठन-लेखन गतिविधि, * युग्मसहभागिता (Think, pair and share) सामूहिक रूप से कहानी का अर्थ चिन्तन , कथा के अनुसार पॉपलेट पर रेखाचित्र बनाना। * “अहं पृच्छामि” प्रश्नकरण गतिविधि (questioning) कथा के वाक्यों में से प्रश्न बनाना। * कलासमन्वयानुभव- योग्यताधारिताधिगम कथानक को कठपुतली, कथावाचन, कॉमिक स्ट्राइप इत्यादि ऐच्छिक प्रस्तुतीकरण द्वारा दर्शाना। <p>https://app.popplet.com/#/p/6460689</p>	<p>छात्रों द्वारा वाचन कौशल अभिव्यक्ति- योग्यता आधारित अधिगम के प्रस्तुतीकरण द्वारा, समास के संकल्पनीयचित्र, सामसिक शब्दों की खोज व संस्कृतानुवाद, गूगल प्रपत्र पूर्ति, तथा प्रहेलिका के माध्यम से मूल्यांकन।</p> <hr/> <p>वाचन व श्रवण कौशल संबंधी कार्य द्वारा, चर्चा के अन्तर्गत विचारों द्वारा मूल्यांकन।</p> <p>अनुभवात्मक शिक्षण-वाचनाभ्यास कथा के पठन , भावार्थ व रेखाचित्र के आधार पर, उत्तरपुस्तिका, गूगलालेख इत्यादि कार्य के आधार पर, प्रस्तुतीकरण के आधार पर मूल्यांकन। कौशल परीक्षण मूल्यांकन बिन्दु 1. प्रस्तुतीकरण ज्ञान – ४ अंक 2. उच्चारण- ३ अंक 3. विषयवस्तु- २ अंक 4. आत्मविश्वास- १ अंक कुल १० अंक कक्षा परीक्षा</p> <p>व्यावहारिक ज्ञान सामूहिक गतिविधि- गूगल स्लाइड्स, कैनवा, थिंगलिक आदि द्वारा प्रस्तुतीकरण, Group activity-सहपाठी अवलोकन (Peer evaluations)- सति तथा सविच्छेद किए गए शब्दों को समूह में जांचना तथा गलती बता कर शुद्ध करने के द्वारा मूल्यांकन।</p> <hr/> <p>तुलनात्मक चार्ट के निर्माण , जिगसॉ गतिविधि इत्यादि।</p>
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<p>मई – व्याकरणम् सि-स्वर (आ. कालांश – ३) स्वरसि-दीर्घ, गुण, वृद्धि, यण्, अयादि शब्दों में संधि व संधिविच्छेद कौशल चिन्तनशीलता कार्य-कारण संबंध</p> <hr/> <p>नवीन शब्दरूप प्रयोग (कालांश – २) पुल्लिङ्गः – साधुवत्- गुरु, भानु आदि। इकारान्तः – मुनिवत् हलन्तः – राजन्, भवत्, गुणिन्, विद्वस् स्त्रीलिङ्गः – इकारान्तः – मतिवत् उकारान्तः – धेनुवत्</p> <p>नपुंसकलिङ्गशब्दाः – इकारान्तः – वारिवत् उकारान्तः – मधुवत् हलन्तः – जगत् सर्वनाम शब्द शब्दरूपों का वाक्यों में प्रयोग, उपपद विभक्ति के साथ प्रयोग समानता, असमानता।</p> <hr/> <p>गोदोहनम् – कथा पठन कालांश – ६ बुद्धि बलवान्</p>	<p>प्रत्येक छात्र</p> <ul style="list-style-type: none"> · कथानक आधारित प्रश्नों के उत्तर दे सकेगा, · कथा का केन्द्रियबिन्दु लिख सकेगा, · कथा को घटनाक्रमानुसार लिख सकेगा। · कथानकसंबंधी पात्रों का चरित्रवर्णन कर सकेगा। 	<p>पॉपलेट – सामूहिक गतिविधि</p> <ul style="list-style-type: none"> · परापरावर्तिता कक्षा (फ्लिपड क्लास) · प्रस्तुतीकरण पद्धति- https://www.youtube.com/watch?v=b70bdtf5Hzc · Creately.com https://app.creately.com/diagram/LcWWjpX8Py9/edit · दैनिकजीवन में अधिकांशतः प्रयुक्त होने वाले संधियुक्त शब्दों का त्वरित लेखन व संधि विच्छेद गतिविधि क्रीडा <hr/> <ul style="list-style-type: none"> · पहेलियाँ · गूगल स्लाइड्स पर शब्दरूपों का वर्गीकरण करने की गतिविधि · वैन डायग्राम – संकल्पनीय चित्र (concept map) के माध्यम से प्रत्येक शब्द की समानता व असमानता के विषय में लिखवाना। · विभक्ति चिह्नों के प्रयोग द्वारा कथा रचना कराना। <p>कलासमन्वितकार्य – शब्दरूपों से बोर्ड क्रीडा अथवा नोटिसबोर्ड बनाना। https://padlet.com/usha11/Bookmark5 शब्दरूप लिंक</p> <hr/> <p>कौशलाभ्यास गतिविधि –</p> <ul style="list-style-type: none"> · पठन, सरलार्थ व कथा का अन्त परिवर्तन करते हुए लेखन करना, · प्रश्ननिर्माण करना , 	<p>गूगल स्लाइड्स, गूगल प्रपत्र, संकल्पनीय चित्र वर्गीकरण, कथा रचना सामूहिक गतिविधि कथा का परिवर्तित रूपांतरण प्रस्तुत करना, वैन डायग्राम – जज़ा (के डब्ल्यू एल चार्ट) के माध्यम से व गूगललेख द्वारा मूल्यांकन किया जाएगा। कक्षा परीक्षा</p>
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	लोभ हैवान मस्तिष्कीय कार्य समस्या समाधान कौशल लक्ष्यभेदी बुद्धि का प्रयोग सही दिशा में करना।		·सामूहिक गतिविधि कथा का सार श्रावण व घटनाक्रम लेखन, ·प्रश्न अभ्यास- विभिन्नप्रकारीयप्रश्नकौशल · पात्रों का चरित्रवर्णन (Character sketch) करना।	
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French	<p>Introduction (1 class)</p> <p>La Famille (6 classes)</p> <ul style="list-style-type: none"> · Se présenter · Family tree · La Carte d'Identité · Les Articles · Les verbes au présent · La carte de la France <p>Au Lycée. (4 classes)</p> <ul style="list-style-type: none"> · Les objets dans le sac de Denis. · Qui est-ce ? · Les pays et les Nationalités · Décrire une personne · Les Adjectifs Qualificatifs · Les Adjectifs possessifs · Les adjectifs démonstratifs · Les Prépositions · L'Interrogation <p>Une journée de Pauline (6 classes)</p>	<p>Students will be able to – Describe each member of their family using the newly learnt vocabulary.</p> <p>Write the correct articles before the nouns based on their gender and number.</p> <p>Conjugate all regular and irregular verbs in the present tense using the rules of conjugation.</p> <p>Identify and name the various physical and political features on a map of France and compare them to those in India.</p> <p>Design their Identity card in french. Name the various stationary items in french. Identify and describe various famous personalities. Enumerate the nationalities and names of countries in french. Describe a person using adjectives, characteristics, etc. Use the correct adjectif qualificatif, possessif & démonstratifs before the nouns in sentences. Correlate various nouns using the correct prepositions in a sentence. Frame questions for the sentences given using the appropriate question words. Describe a day in their life using pronominal verbs.</p> <p>Identify the various food items eaten for each meal.</p>	<p>Experiential Learning based Activity : Students will bring a photo of family or friends and describe each member using adjectives, nationalities, characteristics, etc.</p> <p>Learning-based Activity :</p> <ul style="list-style-type: none"> · Carte d'Identité : They will design an identity card with all relevant details. · Compréhension passage <p>Life skills / Value Activity - Family Appreciating Family and friends. Web of Relationships – Web chart</p> <p>Inter-Disciplinary Activity – Physical and Political features of France and India.</p> <p>Experiential Learning based Activity : Name the things found in the classroom and inside a schoolbag.</p> <p>Newspaper Activity.</p> <p>Game : Category Game – Students will list the first ten things that they can think of relating to a school.</p> <p>Learning based Activity- Make Flashcards on prepositions.</p>	<p>Assessment of Speaking Skill) Décrivez votre famille / camarade Comprehension passage – A poem on famille (Assessment of Understanding Skill)</p> <p>Se Presenter (Assessment of Speaking Skill)</p> <p>Assessment : Class Tests - Lessons & Grammar Répondez aux questions. (Assessment of learning)</p> <p>Periodic Test - 15/05/2021- 40 marks - Lessons 1 & 2.</p>
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	<ul style="list-style-type: none"> · Pronominal verbs · Des activités quotidiennes. · Les repas français · Le Pyramide Alimentaire · Message writing · L'Heure 	<p>Write messages in french.</p> <p>Tell time in french.</p>	<p>Art Integration- Make a clock and paint any art form on it – Warli / Madhubani/ Mandala, etc.</p> <p>Learning Based Activity : Dessinez une Pyramide Alimentaire.</p> <p>Écrivez un message à votre mère/ votre ami(e).</p> <p>Compréhension passage.</p> <p>Story- building.</p> <p><u>Gender Sensitivity</u> Talk about boys and girls helping in the kitchen and equally distributing housework.</p> <p>Game : Crossword Puzzle- https://www.proprofsgames.com/crossword/ma-journee-quotidienne-my-daily-routine/</p>	
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Comp. App.	<p>Chapter 1 Computer as a system</p> <ul style="list-style-type: none"> • Definition of computer • Components of Computer • IPO Cycle • Difference between Hardware & Software • Strengths & weaknesses of a computer <p>Chapter 2 Computer Hardware</p> <ul style="list-style-type: none"> • CPU and its parts(ALU & CU) • Input and Output devices • Storage & memory <ul style="list-style-type: none"> ○ Primary and secondary memory ○ RAM v/s ROM ○ Units of memory 	<p>Every Student Will Be Able To :</p> <ul style="list-style-type: none"> • Define Computer • Name its parts • List two of its strengths and weaknesses . • Differentiate input devices from output devices. • Give full forms of ROM and RAM • Name the unit of memory • Explain the meaning of “Machine Language” • Name at least 2 OS • Differentiated a compiler from interpreter • Name 2 antivirus softwares • Distinguish between specific purpose and customised software • Launch MS Word and identify it as general purpose s/w. • Add/ edit/format text in the same. • Insert images • Change the layout of the page to landscape. • Identify spellings and grammar mistakes in document • Save and open the document 	<p>Worksheets Assignments (1 each per chapter)</p> <p>Google form for self assessment on learning so far.</p>	<ul style="list-style-type: none"> • Recognise components of the computer. • Distinguish them as input and output devices. • List 2 strengths and 2 weaknesses of the computer. • Define CPU as the brain of a computer. • Convert between memory units . • Identify different memory storage types. • Identify the known softwares and categorize them appropriately. • Distinguish between various language processors . • Name 2 high level languages .
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