



**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**PARENTS SYLLABUS (2020-21)**  
**CLASS XI B**  
**JULY-SEP.**

Subject	No. of Period/ Topics Covered	Learning outcome	Activities	Assessments
<b>JULY</b>				
<b>Math</b>	<b>Ch 2 : RELATIONS AND FUNCTIONS (12 classes)</b>	<b>Each child will be able to</b> *define the Cartesian product of sets. *find the number of elements in a Cartesian product. *define a relation. *describe a relation in roaster, set-builder, arrow diagram form. *find the domain and range of relation. *define a function. *find the domain/range of function. *list the various types of function. *draw the graphs of various functions.	Newspaper (Graphs)  Connect to the concept of relations to human relations in Covid-19 outbreak.  To verify that for two sets A and B, $n(A \times B) = pq$ and the total number of relations from A to B is $2^{pq}$ , where $n(A) = p$ and $n(B) = q$ (ACTIVITY)	<ul style="list-style-type: none"> <li>● Class work and Homework given from NCERT and Assignment (uploaded in Google Classroom).</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● KWL Chart</li> <li>● Quiz</li> </ul>

	<p align="center"><b>Ch 3 : TRIGONOMETRIC FUNCTIONS (7 classes)</b></p>	<p>*acquire knowledge of composition of functions. * solve questions based on the concept of composite functions.</p> <p><b>Each child will be able to</b> *recall the relation between degree and radian. *define a periodic function. * relate trigonometric functions as circular functions. *find the trigonometric ratio over the domain R *list the trigonometric formulae of sum and difference of two angles. *state the C/D and product formulae. *state the half angle formulae.</p>	<p>A video on the Indian Dance form Bharatnatyam depicting the graphs of various functions in different postures of this dance form. (AIL)</p> <p>To distinguish between a relation and function.(ACTIVITY)</p> <p>Students will find the condition for the existence of inverse of a function and hence find if the inverse of all trigonometric functions exist or not ?</p> <p>To plot graphs of <math>\sin x</math>, <math>\sin 2x</math>, <math>2\sin x</math> and <math>\sin x/2</math> (ACTIVITY)</p>	<ul style="list-style-type: none"> <li>● Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</li> <li>● Oral Questions.</li> <li>● Google Form</li> <li>● Short Test.</li> </ul>
<p><b>English</b></p>	<p>1. Poem-The Laburnum Top (Hornbill)</p>	<p>Each student will be able to:  grasp the theme, poetic devices, literal / connotative meanings.</p>	<p>Observe a tall tree and document your thoughts on it in the form of a diary entry.</p>	<p>Classwork and Homework given from NCERT and Assignment(uploaded in</p>

	<p>(Classes- 3)</p> <p>Writing Skills:</p> <p>Letter Writing</p> <p>i) Letter of enquiry</p> <p>ii) Order placement</p> <p>iii) Order cancellation</p> <p>iv) Letters to school authorities regarding:</p> <p>admission</p> <p>-courses</p> <p>-school issues</p> <p>v) Letters to Editor</p>	<p>read the poem with proper rhyme and tone.</p> <p>understand the symbiotic relationship between man and nature.</p> <p>Each student will be able to draft meaningful letters.</p>	<p>Art Integrated Activity-</p> <p>Make a sketch of a park.</p> <p>Revision of the format, discussion of the purpose and significance of writing letters.</p> <p>Discussion of the old and new means of communication.</p> <p>Students will go through</p>	<p>Google Classroom).</p> <p>Oral Questions</p> <p>Oral discussion</p> <p>Worksheet</p>
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	<p>vi) Job application with resume</p> <p>(v, vi- Part of the deleted syllabus. Will be taught in class, but not assessed.)</p> <p>(5 classes)</p> <p>ASL- Speaking Skills</p> <p>(2 classes)</p> <p>Notice</p> <p>Writing</p> <p>(1 class)</p>	<p>Each student will be able to freely express their views on given topics of discussion.</p> <p>Each student will be able to-</p> <p>-create social awareness.</p> <p>-retain information of events or incidents and describe the same.</p> <p>Each student will be able to-</p> <p>-convert long passages into concise notes and summary for enhanced</p>	<p>the following speeches-</p> <p>MLK Jr's <i>I Have A Dream</i></p> <p>Nehru's <i>Tryst with Destiny</i></p> <p>Malala Yusuf and Obama's speeches</p> <p>Practice Questions</p> <p>Discussion on the need to make notes.</p>	<p>HAM/JAM sessions</p> <p>Worksheet</p> <p>Oral Discussion</p>
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	<p>Advanced Reading Skills:Note making and summary writing (2 classes)</p> <p>Grammar- Determiners Jumbled words (2 classes)</p>	<p>reading comprehension.</p> <p>Each student will be able to make meaningful, grammatically correct sentences.</p>	<p>Practice exercises</p>	<p>Worksheet Oral Discussion</p> <p>Worksheet</p>
<p><b>Psychology</b></p>	<p>No. of periods: 5 <b>Unit 2</b> METHODS OF ENQUIRY IN PSYCHOLOGY (Remaining portion)</p> <p>No. of periods: 17 <b>Unit 3</b> THE BASES OF HUMAN BEHAVIOR</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Diff. btw and quantitative and qualitative method</li> </ul> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Relate the functions of nervous system and endocrine system to behavior</li> <li>• Explain the role of genetic factors in determining behavior</li> </ul>	<p><b>Experiential learning:</b></p> <ul style="list-style-type: none"> <li>• Do a case study on one of your parents. Get details from their life events and prepare a report.</li> <li>• Activity 3.1 from NCERT</li> <li>• Talk to students belonging to different States regarding their food, festivals, dress, customs, etc. Prepare</li> </ul>	<ul style="list-style-type: none"> <li>• Progressive worksheet after completion of each topic</li> <li>• Oral Testing</li> <li>• Assignment on google classroom</li> </ul>



		<p>Describe the term mass wasting.          Discuss the slow and rapid movement          Highlight on landslide          Differentiate between          Erosion and deposition          Examine the importance of soil          Describe the soil forming factors &amp; processes.</p>	<p><a href="https://www.youtube.com/watch?v=CNUzTmPKxv8">h?v=CNUzTmPKxv8</a>  <a href="http://www.nationalgeographic.com/science/earth/the-dynamic-earth/weathering-erosion/">http://www.nationalgeographic.com/science/earth/the-dynamic-earth/weathering-erosion/</a>          Handout          Diagram          Concept building          Technical integration</p>	<p>Worksheet – 1          Assessment sheet - 1          Google form assessment</p>
	<p>Ch-8 Composition and structure of atmosphere           3 classes</p>	<p>Discuss the composition of Atmosphere.          Reason imp of gases ,water vapour and dust particles as imp variables of ATM          Describe the structure of Atmosphere          List elements of weather and climate</p>	<p><a href="https://www.youtube.com/watch?v=n_HIWovib3Y">https://www.youtube.com/watch?v=n_HIWovib3Y</a>  <a href="https://www.youtube.com/watch?v=SRCtjm6QBRQ">https://www.youtube.com/watch?v=SRCtjm6QBRQ</a>  <a href="http://study.com/academy/lesson/the-structure-of-the-atmosphere.html">http://study.com/academy/lesson/the-structure-of-the-atmosphere.html</a></p>	<p>Worksheet – 1          Assessment sheet - 1</p>
<b>Home Sc.</b>	<b>Health, nutrition and hygiene</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Define the various dimensions of health</li> <li>- List the various tiers of health care system</li> <li>- Inter-relate nutrition and health</li> <li>- List the different nutrients, their functions, food sources and</li> </ul>	<p>Discussion on videos shown           Activity: Prepare a chart on hygiene Do's and Don't's for personal hygiene or kitchen hygiene or hygiene during pandemic.</p>	<p>Oral questioning           Worksheet           Assignment</p>

	<p><b>Nutrition, health and well being</b></p>	<p>deficiency diseases</p> <ul style="list-style-type: none"> <li>- Explain the factors that affect nutritional well being</li> <li>- Justify the importance of sanitation in health</li> </ul> <p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Enumerate the nutritional requirement during infancy.</li> <li>- Validate the importance of breast feeding</li> <li>- List and explain the nutrition and health requirements during pre-school age</li> <li>- describe the nutritional needs of children at different stages of development.</li> <li>- make suggestions for planning balanced meals for children</li> <li>- discuss food habits of children.</li> <li>- identify important health and nutrition related problems of children.</li> <li>- describe the immunisation schedule.</li> </ul>	<p>Activity: Prepare a diet chart for school going children.</p> <p>Discussion on videos shown in class</p> <p>Concept mapping</p>	<p>Worksheet</p> <p>Assignment</p>
	<p><b>Health and wellness</b></p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- discuss the importance of health and fitness.</li> <li>- explain the health concerns and challenges of adults.</li> </ul>	<p>Discussion on various mental health issues that people are facing due to the lockdown</p> <p>Discussion on recent suicide</p>	<p>Worksheet</p> <p>Assignment</p> <p>Class test (on the 3 topics)</p>



		<ul style="list-style-type: none"> <li>- describe the concept of wellness.</li> <li>- describe the steps to promote and maintain good health and wellness in adults.</li> </ul>	<p>committed by 'actors in the industry'</p> <p>Concept map on stress management</p>	
<b>Pol. Sc.</b>	<b>Rights in the indian Constitution(contd)</b> <b>(No of classes:3)</b>	<ol style="list-style-type: none"> <li>1. Define DPSP</li> <li>2. Distinguish between DPSP and Fundamental Rights</li> <li>3. Significance of DPSP</li> <li>4. Explain Right to life and Constitutional Remedies</li> </ol>	<p>Research Activity on implementation of DPSP</p> <p>Class discussion on whether DPSP should be justiciable</p> <p>Concept map</p> <p>Think and Share</p>	<p>Assignment and worksheet on google classroom</p>
	<b>Constitution as a living document</b> <b>(No of classes:8)</b>	<ol style="list-style-type: none"> <li>1. Explain the need for Amendment</li> <li>2. Discuss the amending procedure of the Indian Constitution.</li> <li>3. Analyse the role of the Judiciary in the growth of the Constitution.</li> <li>4. Categorise the different kinds of amendments.</li> <li>5. Discuss why the Indian constitution is a living document</li> </ol> <p>Differentiate between a</p>	<p>Mind mapping.</p> <p>. Peer tutoring</p> <p>Students will solve HOTS questions</p> <p>They will discuss and review the answers</p> <p>Reflective discussion</p>	<p>Quiz</p> <p>Word Journal</p> <p>ABC summary</p> <p>Assignment in google classroom</p>
	Election and Representation  (No of classes:8)	<ol style="list-style-type: none"> <li>1. state the importance of Elections</li> <li>2. Discuss the various methods of election</li> <li>3. Analyse the role of the Election Commission</li> <li>4. Discuss the need for reserved Constituencies</li> <li>5. Suggest electoral reforms</li> </ol> <p>Highlight the success of elections in India</p>	<p>Students will watch the relevant videos</p> <p>Think and share</p> <p>Classroom discussion</p> <p>Students will discuss need for electoral reforms in India</p> <p>Group discussion on functions of ECI</p>	<p>Assignment In google classroom</p> <p>Word Journal</p> <p>Thumbs up and thumbs down</p> <p>Collective</p>

			Peer questioning Followed by peer review.	
<b>History</b>	<p><b>Theme 4:</b>The Central Islamic Land</p> <p><b>Classes:</b>20</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>■ The Rise of Islam in Arabia</li> <li>■ The Caliphate</li> <li>■ The Umayyads &amp; the Centralisation of Polity</li> <li>■ The Abbasid Revolution</li> <li>■ Break - up of the Caliphate &amp; the Rise of Sultanates</li> <li>■ The Crusades</li> <li>■ Economy - Agriculture, Urbanisation &amp; Commerce</li> <li>■ Learning &amp; Culture</li> </ul>	<p><i>Each child will be able to:</i></p> <ol style="list-style-type: none"> <li>1)explain the journey of Prophet Muhammad from being a trader to becoming a religion preacher and a political leader;</li> <li>2)highlight the key factors that contributed to the rise in the popularity of Islam;</li> <li>3)give details about Caliphate and the contributions of the first 4 caliphates to Islam;</li> <li>4)describe the rise and features of the Umayyads;</li> <li>5)discuss the rise and features of the Abbasids;</li> <li>6)identify the causes for the rise of the Sultanates;</li> <li>7)write about the Crusades;</li> <li>8)elaborate on the various aspects of the economy of the Islamic State;</li> <li>9)share information on literary and cultural development in the Islamic tradition.</li> </ol>	<p><b><u>Application activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Reflective Discussion</li> <li>▪ Random Questioning</li> <li>▪ Think-n-Share</li> </ul> <p><b><u>Practice activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Concept Mapping</li> <li>▪ In-text Questions</li> </ul> <p><b><u>Art Integration + Experiential Learning:</u></b></p> <ul style="list-style-type: none"> <li>▪ Sufi music</li> </ul>	<p><b><u>Assessment Methods:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Peer Assessment</li> <li>• Summary Sessions</li> <li>• Assessment through Google Form</li> </ul>
<b>Painting</b>	<p><b>Art forms of Indus Valley Civilization</b></p> <p><b>Budshist , Jain and Hindu Art in Ancient India.</b></p> <p><b>(12 Classes)</b></p>	<p>Art forms of Indus Valley Civilization- Students will be able to recognize the purpose , materials, subject matter and approach to different utilitarian art in Indus Valley</p> <p>Students will be able to analyse the evolution of Buddhist , Jain and Hindu art</p>	<p><b><u>Application activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Reflective Discussion</li> <li>▪ Random Questioning</li> <li>▪ Think-n-Share</li> </ul> <p><b><u>Practice activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Mind Maps</li> <li>▪ Question and Answer</li> </ul>	<p>Oral questioning</p> <p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p>

	<p><b>Practical:</b></p> <p><b>Foliage Study</b></p> <p><b>Study of Leaves, flowers and foliage forms. (trees)</b></p>	<p>through 2nd BC to 5 C AD . through Materials, economics, political shifts.</p> <p>Appreciate ancient art and styles.</p> <p>Practical:</p> <p>Students will be able to draw and capture natural forms of Plant life, shapes and forms of leaves, flowers and trees,.</p> <p><b>Understand the application of medium of pencil and paint to capture natural texture.</b></p>	<p>▪ Appreciation of Art works</p> <p><b><u>Art Integration+ Experiential Learning:</u></b></p> <p>▪ Jatak Tales</p>	<p>Assignment</p> <p>Worksheet</p> <p>Assignment</p> <p>Class test (on the 3 topics)</p>
<b>Economics</b>	<p><b>Introduction to Statistics</b></p> <p><b>Collection of Data</b></p> <p><b>Diagrammatic and graphic presentation of Data</b></p>	<p>Differentiate between Economic and Non-Economic activities.</p> <ul style="list-style-type: none"> <li>● Each student will be able to</li> <li>● Discuss functions and importance of statistics. Draft a Questionnaire</li> <li>● Organize data in the form of individual series and Frequency series</li> <li>● Present the data in diagrammatic and Graphic presentation.</li> </ul>	<p>Collection of data given the present day scenario.</p> <p><b><u>Practice activities:</u></b></p> <p>Mind map, group discussion, Brainstorming activities,</p> <p>Application based case studies on data collection will be given and students will decide on the methods and type of data they will use.</p> <p>Data collection and classifying data with reference to covid and representing data through</p>	<p><b>Class test</b></p> <p><b>Worksheets</b></p> <p><b>Google form</b></p>

	<p><b>Law of demand</b></p> <p><b>Movements and shifts in demand curve.</b></p> <p><b>Elasticity of Demand</b></p>	<ul style="list-style-type: none"> <li>● Identify the concept of Demand</li> <li>● Analyze the factors affecting Demand.</li> <li>● Represent the movements and Shifts in demand curve diagrammatically</li> <li>● Analyze the factors affecting demand</li> <li>● Interpret the theory related to the calculations of demand to practice by doing the numericals.</li> </ul>	<p>graphs.</p> <p><u>Art Integration:</u> pie charts showing heads on which expenditure was incurred for a certain topic</p> <p><u>Experiential Learning:</u> <a href="https://mrstoxqui-economics.weebly.com/classworkhomework2.html">https://mrstoxqui-economics.weebly.com/classworkhomework2.html</a></p> <p>activity worksheet to state the law.</p> <p>Differentiate between movement and shift.</p> <p><u>Application activities:</u></p> <p>Survey about the shift in demand of certain products keeping in mind the COVID situation.</p> <p><u>Art Integration:</u> <a href="#">CP Econ Chapter 3 Demand Worksheet Flashcards/ Quizlet</a></p> <p>Demand for Warli art or</p>	<p><b>Class test</b></p> <p><b>Worksheets</b></p> <p><b>Google form</b></p>
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			<p>Madhubani art in urban centers has led to the art form evolving newer, more diverse styles and varieties</p> <p><i>Experiential Learning:</i>  <a href="https://www.youtube.com/watch?v=mvQze0vJgAg">https://www.youtube.com/watch?v=mvQze0vJgAg</a></p>	
<b>AUGUST</b>				
<b>Math</b>	<p><b>Ch 3 : TRIGONOMETRIC FUNCTIONS (contd) (10 Classes)</b></p> <p><b>*Trigonometric Equations (Will not be assessed)</b></p>	<p><b>Each child will be able to</b></p> <p>*apply the various formulae in solving questions.  *recall the graphs of various trigonometric functions.  *define a trigonometric equation.  *define principle &amp; general solutions of a trigonometric equation.  *differentiate between the general and principle solutions.  *solve the given trigonometric equations.</p>	<p>A PPT on Jantar Mantar and the use of Trigonometry in the working of its instruments.(AIL)</p>	
	<p><b>Ch 13 : LIMITS AND DERIVATIVES (6 classes)</b></p>	<p><b>Each child will be able to</b></p> <p>* explain the approaching concept on</p>	<p>Relate the concept of derivatives to other branches of science and Economics.</p>	<ul style="list-style-type: none"> <li>• Class work and Homework given from</li> </ul>

		<p>the number line.</p> <p>*define limit of a function at a point.</p> <p>*perceive the geometrical interpretation of limits.</p> <p>*list the various formulae of limits.</p> <p>*evaluate the limit of algebraic functions using substitution and rationalization methods.</p> <p>* evaluate trigonometric limits using various formulae.</p> <p>.</p>		<p>NCERT and Assignment(uploaded in Google Classroom).</p> <ul style="list-style-type: none"> <li>● Oral Questions.</li> <li>● Google Form</li> <li>● Short Test.</li> </ul>
<b>English</b>	<p>Prose – Albert Einstein at School</p> <p>(SNAPSHOTS)</p> <p>(5 classes)</p> <p>Writing Skills- Report Writing (Part of the deleted syllabus. Will be taught in class, but not assessed.)</p>	<p>Each child will be able to receive and process the different models of instruction</p> <p>Each student will be able to -</p>	<p>Present speeches on</p> <ul style="list-style-type: none"> <li>- the ideal student</li> <li>- the ideal teacher</li> <li>- the ideal education system</li> </ul> <p>Collate and document information focusing on the changes undergone by the education system over the years by interviewing your elderlies. (group work)</p>	<p>Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</p> <p>Oral Questions.</p>

	<p>Prose – The Address</p> <p>SNAPSHOTS</p> <p>(5 classes)</p>	<p>imbibe values like courage, empathy, critical thinking and maintaining relationships</p> <p>learn about the holocaust</p> <p>identify links with Anne Frank’s autobiography</p> <p>read and analyze the lesson, identify its relevance to modern life.</p> <p>Each student will be able to-</p> <p>comprehend the theme of the poem and identify the poetic devices employed.</p> <p>understand the significance of rain water.</p>	<p>Movie watching-The Boy in the Striped Pyjamas</p> <p>Extended reading -The Diary of a Young Girl – Anne Frank</p> <p>ART INTEGRATION ACTIVITY</p> <p>Compose a poem on the futility of war.</p> <p>Describe water cycle.</p> <p>List out similarities between rain and music.</p>	<p>Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</p> <p>Oral Questions.</p> <p>Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom)</p> <p>Oral Questions</p>
	<p>The Voice of the Rain</p> <p>Hornbill (3 classes)</p>			

<b>Psychology</b>	No. of periods: 15 periods <b>Unit 4</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the meaning and process of development</li> <li>• Explain the influence of heredity, environment and context on human development</li> <li>• Identify the stages of development and describe the major characteristics of infancy, childhood, adolescence, adulthood and old age</li> </ul>	<ul style="list-style-type: none"> <li>• Interview people from three different stages of life (within your family) for example, 20-35, 35-60 and over 60 years of age. Talk to them about: a. Major transitions that have taken place in their lives. b. How do they feel these transitions have affected them? Compare the events considered important in different groups.</li> <li>• Develop a script from a preoperational (4-7 years old) child's point of view for playing with friends. Develop the same script for an adolescent. How do these scenarios differ? How are roles played by your friends different?</li> </ul>	<ul style="list-style-type: none"> <li>• Progressive worksheet after completion of each topic</li> <li>• Oral testing</li> <li>• Assignment on google classroom</li> <li>• Quiz</li> </ul>
	No. of periods: 5 periods <b>Unit 5</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the nature of sensory processes</li> </ul>	<p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Make toys from material available at</li> </ul>	<ul style="list-style-type: none"> <li>• Oral testing</li> <li>• Worksheet</li> </ul>



	SENSORY ATTENTIONAL AND PERCEPTUAL PROCESSES	<ul style="list-style-type: none"> <li>Name diff. types of attention</li> </ul>	home, for infants, keeping in mind their sensory motor development	
<b>Geography</b>	<p>Ch-9 Solar radiation, heat balance and temperature 7 classes</p> <p>* Ch-10 Atmospheric circulation and weather system</p> <p>Ch – 11 Water in the Atmosphere</p>	<p>Describe Insolation and its variability at the surface of earth. Understand the impact of heating and cooling of Atmosphere Conduction , convection , radiation And advection. Differentiate between terrestrial radiation and Insolation Describe Heat budget Examine Temperature and factors affecting it. Discuss the distribution of temperature. Describe Inversion of Temperature ----- Define Pressure. Define Air masses, fronts, cyclones, and tornadoes. And differentiate it from each other</p> <p>Define humidity and its types, Differentiate between evaporation and condensation, Describe the types of condensation Classify the types of clouds. Define the term precipitation and classify .</p>	<p><a href="http://study.com/academy/lesson/what-is-solar-radiation-definition-effects.html">http://study.com/academy/lesson/what-is-solar-radiation-definition-effects.html</a></p> <p><a href="https://www.britannica.com/science/atmosphere/Stratosphere-and-mesosphere#ref952912">https://www.britannica.com/science/atmosphere/Stratosphere-and-mesosphere#ref952912</a></p> <p><a href="http://www.wisegeek.com/what-is-heat-budget.htm">http://www.wisegeek.com/what-is-heat-budget.htm</a></p> 	<p>Fig 9.1.,9.2,9.3,9.4,9.5</p> <p>EXP LEARNING Tabulate the temperature data for at least 15 days. Calculate mean monthly temperature Inquiry based learning Worksheet – 1 Assessment sheet - 1 Google form assessment ( 8,9,)</p> <ul style="list-style-type: none"> <li>worksheet</li> <li>Quiz</li> <li>Oral testing</li> </ul> <p>Learning through diagrams and Map.</p>



	<p><b>Family income and income management</b></p> <p><b>Savings and investments</b></p>	<ul style="list-style-type: none"> <li>- discuss tools in time management.</li> <li>- explain the principles of planning space</li> </ul> <p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Define family income</li> <li>- Categorize and explain the types of family income</li> <li>- Enumerate the factors which govern the income and expenses of a family</li> <li>- Define 'family budget'</li> <li>- Suggest steps to formulate family budget</li> </ul> <p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Define 'savings' and 'investments'</li> <li>- Suggest and explain the different saving avenues in banks and post office</li> <li>- Explain insurance and provident fund as a saving option</li> <li>- Elaborate on the 4Cs of credit-character, capacity, capital, collateral</li> </ul>	<p>management principles</p> <p>To prepare a time plan for self.</p> <p>Listing of key words Discussion on the need for budgeting Practical- to prepare a budget for surprise anniversary party for parents</p> <p>Debate- "Earn today and spend tomorrow or spend and enjoy what you earn today".</p> <p>Key terms naming Concept mapping</p>	<p>Worksheet Assignment Oral questions</p> <p>Worksheet Assignment</p>
<b>Pol. Sc.</b>	<p>The Legislature</p> <p>(No of classes -8)</p>	<ol style="list-style-type: none"> <li>1. Define bicameralism</li> <li>2. Explain merits and demerits of bicameralism</li> <li>3. Discuss the role of legislatures</li> <li>4. Compare the role of Rajya Sabha with</li> </ol>	<p>individual presentations Guided reading .Identification of key phrases Think and share</p>	<p>Directed Paraphrasing Background Knowledge Probe</p>

		<p>Lok Sabha</p> <p>5. Debate the declining role of legislatures.</p> <p>6. Identify the instruments of Parliamentary control</p> <p>7. Trace the passage of a Bill</p> <p>8. Assess the role of the speaker</p>	<p>. Experiential Learning</p> <p>Write a dialogue with the PM of India</p> <p>Think and share</p> <p>Students will discuss HOTS questions</p> <p>Identification of keyphrases</p> <p>Flow Charts</p> <p>Class discussion - Is the role of Parliament declining in India</p> <p><u>Experiential Learning</u></p> <p>Virtual tour of Indian Parliament</p>	<p>Empty Outlines</p> <p>Worksheet(google classroom)</p> <p>Worksheet (Objective) (Google Classroom)</p> <p>Quiz</p> <p>Word Journal</p> <p>ABC summary</p>
<b>History</b>	<p><b>Theme 6:</b>The Three Orders</p> <p><b>Classes.:</b>13</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>■ Introduction: To Feudalism</li> <li>■ France and England</li> <li>■ The Three Orders</li> <li>■ The Second Order: The Nobility</li> <li>■ The Manorial Estate</li> <li>■ The Knights</li> </ul>	<p><u>Each child will be able to:</u></p> <p>1)specify the meaning of 'feudalism';</p> <p>2)elaborate on the Three Orders under the feudal system;</p> <p>3)describe and compare the socio-economic conditions and relations of the Three Orders;</p> <p>4)differentiate between the clerics and monks;</p>	<p><b><u>Application activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Guided Reading Questions</li> <li>▪ Graphic Organiser Designing</li> </ul> <p><b><u>Practice activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Web Charts</li> <li>▪ Think-n-share</li> </ul> <p><b><u>Art Integration+ Experiential Learning:</u></b></p> <p>Mosaic art</p>	<p><b><u>Assessment Methods:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Listing the key learning</li> <li>• Question Framing Exercise</li> <li>• Building Connections</li> </ul>

	<ul style="list-style-type: none"> <li>■ The First Order: The Clergy</li> <li>■ Monks</li> <li>■ The Church &amp; Society</li> <li>■ The Manorial Estate</li> <li>■ The Third Order: Peasants, Free &amp; Unfree</li> <li>■ England</li> <li>■ Factors affecting Social &amp; Economic Relations</li> <li>■ The Fourth Order? New Towns &amp; Townspeople</li> </ul> <p><b>Theme 7:</b> Changing Cultural Traditions Classes.:10 <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>■ The Revival of Italian Cities</li> <li>■ Universities &amp; Humanism</li> <li>■ The Humanist View of History</li> <li>■ Science &amp; Philosophy: The Arab's Contribution</li> <li>■ Artists &amp; Realism</li> <li>■ Architecture</li> <li>■ The First Printed Books</li> <li>■ A New Concept of Human Beings</li> <li>■ The Aspirations of Women</li> </ul>	<p>5)analyse the role and influence of the Church on medieval European society; 6)compare the lives of the peasants and serfs; 7)explain the development of feudalism in England; 8)describe the changes and their resultant effects in the field of agriculture during the time period under study; 9)specify the key features of the cathedrals that came up in medieval Europe; 10)give details about the factors that caused the European crisis of the 14<sup>th</sup> c.</p> <p><u>Each child will be able to:</u></p> <ol style="list-style-type: none"> <li>1) state the causes for the revival of the Italian cities;</li> <li>2) explain the meaning of Humanism and how it spread in Europe;</li> <li>3) elaborate on the effects of Humanism on art, architecture and books;</li> <li>4) highlight the influence of humanism on women</li> </ol>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Think-n-share</li> <li>▪ Concept mapping</li> <li>▪ Brainstorming</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪ Guided Reading Questions</li> <li>▪ Working around a given question</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment through Google Form</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Oral Assessment</li> <li>• Tell me why/how?</li> <li>• Tableau Set - up</li> <li>• Peer Assessment</li> <li>• Assessment through Google Form</li> </ul>
<b>Painting</b>	<b>Ajanta Cave Art</b>	Ajanta Cave Art- Students will be	<b>Application activities:</b>	Oral questioning
			<ul style="list-style-type: none"> <li>▪ Reflective Discussion</li> </ul>	

	<p><b>Fresco and Mural</b></p> <p><b>Stucco Sculptures</b></p> <p><b>(12 Classes)</b></p> <p><b>Practical:</b></p> <p><b>Composition</b></p> <p><b>Collage Making</b></p> <p><b>Non Representational Art</b></p>	<p>Students will be able to analyse the evolution of Buddhist , Jain and Hindu art through 2nd BC to 5 C AD . through Materials, economics, political shifts.</p> <p>Appreciate ancient art and styles.</p> <p>Practical:</p> <p>Students will be able to paint and focus on principles of art.</p> <p>Understand the medium of collage making and create meaningful paintings.</p>	<p>▪Random Questioning</p> <p>▪Think-n-Share</p> <p><b><u>Practice activities:</u></b></p> <p>▪ Mind Maps</p> <p>▪ Question and Answer</p> <p>▪ Appreciation of Art works</p> <p><b><u>Art Integration+ Experiential Learning:</u></b></p> <p>▪ Jatak Tales</p>	<p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Assignment</p> <p>Class test</p>
<p><b>Economics</b></p>	<p><b><u>Measures</u> of Dispersion</b></p> <p><b>Standard Deviation</b></p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Calculate dispersion methods of dispersion.</li> <li>● Understand and be able to calculate the deviation of specific data point.</li> <li>● Understand how to calculate the variance of variable</li> </ul>	<p><b><u>Application activities:</u></b></p> <p>Students will be asked to do an activity online using playing cards.</p> <p>To identify the steps involved in calculating the measures of dispersion..</p> <p>To identify the different kinds of series.</p> <p><b><u>Practice activities:</u></b></p>	<p><b>Class test</b></p> <p><b>Worksheets</b></p> <p><b>Google form</b></p> <p><b>Periodic Test</b></p>

			<p>Numericals on measures of dispersion.</p> <p><u>Experiential Learning:</u></p> <p>Collection of Data and calculation through the measures of dispersion</p>	
<b>SEPTEMBER</b>				
<b>Math</b>	<p><b>Ch 13 : LIMITS AND DERIVATIVES (contd) (11 classes)</b></p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>*define derivative of a function at a point.</li> <li>*relate to the geometrical interpretation of derivatives.</li> <li>*evaluate derivatives using the method of first principle.</li> <li>*list the formulae of derivatives of some standard functions.</li> <li>*explain the concept of chain rule, quotient rule and product Rule.</li> <li>*apply the above learnt concepts in differentiating various functions</li> </ul>	<p>To verify the geometrical interpretation of Derivatives. (ACTIVITY)</p>	
	<p><b>Ch 6: LINEAR INEQUALITIES (7 Classes)</b></p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>*recall the concept of linear equations</li> <li>*define a linear inequality.</li> <li>*list the rules of solving a linear inequation in one variable.</li> </ul>	<p>Explore about Real world Inequalities.</p> <p>To verify that the graph of a given inequality ,say <math>5x+4y-40&lt;0</math>, of the form</p>	<ul style="list-style-type: none"> <li>● Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</li> <li>● Oral Questions</li> <li>● Google Form</li> </ul>

		<p>*recall the method of plotting lines on a graph sheet.</p> <p>*explain the method of graphical solution of linear inequations in two variables.</p> <p>*define reference point, feasible solution and feasible region.</p> <p>*solve a system of linear inequalities using Graphical method.</p>	<p><math>ax+by+c&lt;0</math>, <math>a,b&gt;0</math>, <math>c&lt;0</math> represents only one of the two half planes.(ACTIVITY)</p>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>
<b>English</b>	<p>Prose – The Ailing Planet</p> <p>HORNBILL</p> <p>(5 classes)</p> <p>Writing Skills-</p> <p>Poster</p> <p>(1 class)</p> <p>ASL- LISTENING SKILLS</p> <p>(2 CLASSES)</p>	<p>Each student will be able to-comprehend the issues faced by Mother Earth.</p> <p>use resources effectively.</p> <p>develop the idea of sharing and caring.</p> <p>learn to assess and analyse situations.</p> <p>Each student will be able to-link ideas to illustration.</p> <p>express effectively and precisely.</p> <p>Each student will be able to-understand the significance of paying</p>	<p>Best out of waste activity</p> <p>Art Integration Activity-</p> <p>Slogan writing on « Go Green »</p> <p>Art Integration Activity-</p> <p>Draft a poster on “Prevent Female Foeticide”.</p> <p>Listening skills worksheets</p>	<p>Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</p> <p>Oral Questions</p> <p>Worksheet</p> <p>Worksheet</p> <p>Class work and Homework</p>



	<p>Discovering Tut... Hornbill (4 classes)</p> <p>Ranga's Marriage Snapshots (3 classes)</p> <p>Grammar- Voice <b>((Part of the deleted syllabus. Will be taught in class, but not assessed.))</b></p>	<p>attention to details while listening to a speaker.</p> <p>Each student will be able to talk about the details of the boyish Pharaoh- Tutankhamen, his mysterious death and forensic reconstruction.</p> <p>Each student will be able to strike a balance between traditional and Western ideas and that traditions are deep-rooted in our culture.</p> <p>Each student will be able to- link ideas to illustration. express effectively and precisely.</p> <p>Each student will be able to- understand the significance of paying attention to details while listening to a speaker.</p> <p>Each student will be able to talk about the details of the boyish Pharaoh- Tutankhamen, his mysterious death and</p>	<p>Draw a flowchart of King Tut's family line.</p> <p>Discussion about the significance of Indian traditions and one's mother tongue.</p>	<p>given from NCERT and Assignment(uploaded in Google Classroom).</p> <p>Oral Questions</p> <p>Class work and Homework given from NCERT and Assignment(uploaded in Google Classroom).</p> <p>Oral Questions</p>
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		<p>forensic reconstruction. Each student will be able to form grammatically sound sentences.</p> <p>Each student will be able to strike a balance between traditional and Western ideas and that traditions are deep-rooted in our culture.</p>		
<b>Psychology</b>	<p>No. of periods: 15 periods</p> <p><b>Unit 5 (contiued...)</b></p> <p>SENSORY ATTENTIONAL AND PERCEPTUAL PROCESSES</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Analyse the problems of form and space perception</li> <li>● Discuss the role of socio-cultural factors in perception</li> <li>● Define Illusion</li> </ul>	<ul style="list-style-type: none"> <li>● Collect ten advertisements from magazines. Analyse the content and message being conveyed in each advertisement. Comment on the use of various attentional and perceptual factors to promote the given product</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>● <b>Magic show :</b> Conduct a magic show to demonstrate illusion</li> </ul>	<ul style="list-style-type: none"> <li>● worksheet</li> <li>● Quiz</li> <li>● Oral testing</li> <li>● Assignment</li> </ul>



	<p>CHAPTER - 16 BIODIVERSITY AND CONSERVATION</p>	<p>food web</p> <p>Identify the major biomes of the world</p> <p>Highlight the importance of different cycles</p> <p>Define ecological balance</p> <p>List the measures needed to prevent ecological imbalances</p> <p>Define biodiversity</p> <p>Examine three levels of b.d</p> <p>Highlight their importance.</p> <p>Discuss –ecological , economic , and scientific roles of b.d</p> <p>Reason for the loss of b.d</p> <p>Explain classification</p> <p>Suggest the strategies for the conservation of biodiversity.</p>	<p>EXPERIENTIAL LEARNING</p> <p>Assessing – Locational skill</p> <p>Collect the names of national parks , sanctuaries and biosphere reserves of the state and show their location on the map of India?Also find out which animals are found?</p> <p>Map – Ecological hotspot in the world</p> <p>One minute round up</p>	<ul style="list-style-type: none"> <li>● worksheet</li> <li>● Oral testing</li> </ul>
<b>Home Sc.</b>	<b>Fabrics around us</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Define 'fibre'</li> <li>- Classify fibre - on the basis of</li> </ul>	<p>Activity: Record the different types of fabrics used in a day and categorize them according</p>	<p>Worksheet Assignment</p>



	Pol theory- An Introduction (6 classes)	<p>2. Analyse the need for Local Self Gov (Will not be tested)t 3.. Discuss 73rd And 74th amendment 4..Identify the defects of Local Self Govt</p> <p>At the end of the lesson students will be able to 1.Explain the need to study political theory. 2.Discuss the meaning of Politics 3.Suggest how political theory can be put into practice.</p>	<p>2.1 Group Discussion 3. Cooperative review 4.. Think , and share 5.Buzz group Activity. Students will watch film at home and in class they will visualise an ideal village They will brainstorm on need for Local Self Govt ASSESSMENT They will identify key phrases and then summarise defects and success of Local Self Govt EXPERIENTIAL They will watch a video on Panchayati Raj</p> <p>1. Three step Interview 3. Think Pair and Share 4. Mind mapping. 2. Peer tutoring</p> <p>Students in pairs will solve HOTS questions</p> <p>They will discuss and review the answers</p>	<p>RSQC2 Punctuated Lectures:  Student-Generated Test Questions</p> <p>Invented Dialogues:  Memory Matrix  Worksheet</p>
<b>History</b>	<p><b><u>Theme 7:</u></b>Changing Cultural Traditions (Contd.) <b><u>Classes:</u></b>.:05 <b><u>Concepts:</u></b></p>	<p><b><u>Each child will be able to:</u></b> 1) describe the debates between the Church &amp; Humanists in the Renaissance;</p>	<p><b><u>Application activities:</u></b> ▪Think-n-share ▪Concept mapping ▪ Brainstorming</p>	<ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>▪ Did you know?</li> </ul>

	<ul style="list-style-type: none"> <li>■ Debates within Christianity</li> <li>■ The Copernican Revolution</li> <li>■ Was there a European 'Renaissance' in the 14<sup>th</sup> C?</li> </ul>	<p>2) reason out the revolutionizing trait of Copernican Theory;</p> <p>3) share the variations in the opinions on the 14<sup>th</sup> century being a period of European Renaissance.</p>	<p><b><u>Practice activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Guided Reading Questions</li> <li>▪ Working around a given question</li> </ul> <p><b><u>Art Integration:</u></b> Sculpture making in India</p>	<ul style="list-style-type: none"> <li>▪ Quiz</li> <li>▪ Peer Assessment</li> <li>• Assessment through Google Form</li> </ul>
<b>Painting</b>	<p><b>Indian Temples and Relation of Sculptures</b></p> <p><b>Chola Bronzes</b></p> <p><b>(12 Classes)</b></p> <p><b>Practical:</b></p> <p><b>Still Life study</b></p> <p><b>Study of different materials</b></p>	<p>Indian Temples and Relation of Sculptures</p> <p>Will be able to analyse the evolution of Indian Temple structure in different regions</p> <p>Students will be able to examine and collate the idea of relation between the sculptures and Temples.</p> <p>Appreciate ancient art and styles.</p> <p><b>Practical:</b></p> <p>Students will be able to study the natural forms of man made objects and create the natural textures of different materials with pencil shading and colours.</p>	<p><b><u>Application activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Reflective Discussion</li> <li>▪ Random Questioning</li> <li>▪ Think-n-Share</li> </ul> <p><b><u>Practice activities:</u></b></p> <ul style="list-style-type: none"> <li>▪ Mind Maps</li> <li>▪ Question and Answer</li> <li>▪ Appreciation of Art works</li> </ul> <p><b><u>Art Integration+ Experiential Learning:</u></b></p> <ul style="list-style-type: none"> <li>▪ Different festivals in India and relation of Idols - Iconography of Indian Gods.</li> </ul>	<p>Oral questioning</p> <p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Assignment</p> <p>Class test</p>
<b>Economics</b>	<b>Production function</b>	<b>Each student will be able to</b>	<b><u>Application activities:</u></b>	

	<p><b>Cost and Revenue</b></p>	<ul style="list-style-type: none"> <li>● Define cost and revenue.</li> <li>● Discuss the different types of costs and revenues.</li> <li>● Calculate the different costs and revenue applying the formulae.</li> <li>● Numericals</li> </ul>	<p><b>Individual research</b></p> <p><b>Group discussion based on topics related to cost and revenue.. For example, Reliance Fresh has announced the slashed prices.</b></p> <p><b><u>Practice activities:</u></b></p> <p><b>Discussion on its impact on the cost and revenue.</b></p> <p><b>Survey to be conducted by students to assess the cost and revenue.</b></p> <p><b>Web Charts</b></p> <p><b><u>Art Integration:</u></b>  <b><u>Art Integration:</u></b>  Take an old tshirt/jeans/skirt and create something new by using cuttings of any traditional art based clothing(madhubani/kalamkari/kantha stitch etc.)</p> <p><b>Work out the Cost and revenue in the art form that you have used.</b></p> <p><b><u>Experiential Learning:</u></b></p>	<p>Class test</p> <p>Worksheets</p> <p>Google form</p>
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