



**TAGORE INTERNATIONAL SCHOOL  
VASANT VIHAR, NEW DELHI  
PARENTS SYLLABUS (2020-21)  
CLASS XI B  
OCTOBER- MARCH**

Subject	Topics Covered / No. of Periods	Learning Outcomes	Activities	Assessments
<b>OCTOBER</b>				
<b>Math</b>	Linear Inequalities (5 classes)	Each child will be able to *recall the concept of linear equations. *define a linear inequality. *list the rules of solving a linear inequation in one variable. *recall the method of plotting lines on a graph sheet. *explain the method of graphical solution of linear inequalities in two variables. *define reference point, feasible solution and feasible region. *solve a system of linear inequalities using Graphical method	Explore about Real world Inequalities (EL)  To verify that the graph of a given inequality , say $5x+4y-40<0$ , of the form $ax+by+c<0$ , $a,b>0$ , $c<0$ represents only one of the two half planes. (ACTIVITY)	<ul style="list-style-type: none"> <li>• Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>• Oral Questions</li> <li>• Google Form</li> <li>• Short Test</li> </ul>
	Straight Lines (3 classes)	Each child will be able to *define inclination of a line. *define the slope of a line. *find the slope of a line using various formulas.	(AIL) Draw a Rangoli pattern using the Kolam art form of South.	

<b>History</b>	<p><b>Topic:</b> Changing Cultural Traditions Classes reqd.:10</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <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> <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><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1) elaborate on the effects of Humanism on art, architecture and books;</li> <li>2) highlight the influence of humanism on women;</li> <li>3) describe the debates between the Church &amp; Humanists in the Renaissance;</li> <li>4) reason out the revolutionizing trait of Copernican Theory;</li> <li>5) share the variations in the opinions on the 14<sup>th</sup> century being a period of European Renaissance.</li> </ol>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Think-square-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>	<p><b>Assessment activities:</b></p> <ul style="list-style-type: none"> <li>▪ Oral Assessment</li> <li>▪ Tell me why/how?</li> <li>▪ Tableau Set - up</li> <li>▪ Peer Assessment</li> <li>▪ Working on the given guided reading based questions</li> </ul>
<b>Economics</b>	<p>Theory of Equilibrium Markets</p> <p>Characterizing the different kinds of market</p>	<p>Define a market</p> <p>identify the different types of market on the basis of equilibrium and the quantity exchanged in the market</p> <p>discuss the derivation of the changes in the equilibrium price</p>	<p>Determine the market demand for kantha</p>	<p>Worksheet Assignment Sheet(A) Reasoning Questions Class Test using Google Forms</p>
<b>Psychology</b>	<p>Chapter 6 - Learning</p>	<p>Explain in brief diff. types of learning; Explain the determinants of learning</p>	<p>Class Discussions Topics based activities</p>	<p>Class Tests Google forms based assignments</p>

		Cognitive learning; Verbal Learning; Learning Disabilities		Worksheets for homework
<b>Geography</b>	Chapter - 15 Life On The Earth	Define and introduce new terms – ecology, habitat , ecosystem Outline biotic and abiotic factors Outline the two types of Ecosystems Describe structure and functions of ecosystems Evaluate the importance of food chain and food web Identify the major biomes of the world Highlight the importance of different cycles Define ecological balance List the measures needed to prevent ecological imbalances	You tube videos EXPERIENTIAL LEARNING Assessing – Locational skill 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?	<ul style="list-style-type: none"> <li>● worksheet</li> <li>● Oral testing</li> </ul> Google form for ch-15, and 16
	Chapter - 16 Biodiversity And Conservation	Define biodiversity Examine three levels of b.d Highlight their importance. Discuss –ecological , economic , and scientific roles of b.d Reason for the loss of b.d Explain classification Suggest the strategies for the conservation of biodiversity.	Map – Ecological hotspot in the world One minute round up	<ul style="list-style-type: none"> <li>● worksheet</li> <li>● Oral testing</li> </ul>
<b>English</b>	1. Landscape of the Soul	Students will be able to: -comprehend the lesson. -identify the theme of the lesson. -explain the necessity of art.	Students will watch videos on the different art forms- Chinese Art and Indian Art form. Differentiate between Oriental Art form and European Art Form. Discuss Cubism and its relevance.	Google Doc Worksheet Oral Quiz

	2. Childhood	Students will be able to identify the theme of the poem.	Students will write about the difference in their outlook from when they were in class VII and how their perspective changed when they reached their teens.	
<b>Pol. Sc.</b>	1. Local Self government  2. Political Theory	Every student will 1. Define Local Self Govt 2. Analyze the need for Local Self Govt 3. Discuss 73rd And 74th amendment  Explain the need to study political theory. 2. Discuss the meaning of Politics 3. Suggest how political theory can be put into practice	ART INTEGRATION Students will research on Aristotle and Kautilya and prepare posters Group Collaboration. Mind mapping	Invented Dialogues: Memory Matrix Worksheet
<b>Fine Arts</b>	Theory: Temples and sculptures Indo Islamic Architecture  Practical: <ul style="list-style-type: none"> <li>● Painting</li> <li>● Composition</li> <li>● Still Life</li> <li>● Foliage</li> </ul>	<b>Theory:</b> Students will learn the artistic aspects of Indian Temples and their variety of style Relation of Temples and sculptures in Indian Tradition Elements and development of Indo Islamic Architecture Learn about TAJ MAHAL  <b>Practical:</b> Students will be able to apply principles of visual art in advanced compositions Students will be able to create compositions with colour theory Students will be able to study the foliage and man made objects in right proportion and naturalistic form Will be able to capture Light and Shade to create 3 Dimensionality.	<b>Theory:</b> Question and answer in specific Format and based on Boards Pattern. Students will create MCQ's on Quizzes and other apps  <b>Practical:</b> Students will Make at least 2 final artwork on each topic Students will compile their Art works and put them in a digital portfolio and present them	<ul style="list-style-type: none"> <li>● Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>

<b>Home Sc.</b>	Savings & Investment	Students will be able to- <ul style="list-style-type: none"> <li>● Define meaning of savings and investments</li> <li>● List the various bank schemes in which money can be investment</li> <li>● Compare the different schemes based on their pros and cons</li> <li>● Elaborate the principles of investment</li> </ul>	Activities- How to fill a cheque to withdraw money from bank account	Worksheet Assignment
	Childhood Survival, Growth & Development	Students will be able to- <ul style="list-style-type: none"> <li>● Explain survival, growth and development</li> <li>● Differentiate between growth and development</li> <li>● Elaborate on the characteristics of different domains of development at each stage of life till adolescence</li> <li>● Outline developmental milestones</li> </ul>	<b>ALL activity: Relive your childhood:</b> To develop a scrap book or video or presentation with pictures, anecdotes from parents, grandparents or siblings to trace your phase of infancy.	Worksheet Assignment

**NOVEMBER**

<b>Math</b>	Straight Lines (contd) (9 classes)	Each child will be able to *calculate the distance of a point from a line. *define concurrency of lines. *interpret the given data to form the equation of line. *perceive the concept of shifting of origin. *perceive the concept of family of lines		<ul style="list-style-type: none"> <li>● ·Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>
	Conic Section (6 classes)	Each child will be able to *analyze a conic section as a	Students will identify the various conic sections around them .(EL)	<ul style="list-style-type: none"> <li>● ·Classwork and</li> </ul>

		<p>section of double-napped cone.  *define a conic section.  *list the various types of conic sections.  *recognize the standard equation of various conic sections.  *define centre, vertex, latus rectum, vertex, focus for a parabola  *define major and minor axis, transverse and conjugate axis  *apply the knowledge gained in finding the vertex, foci, centre length of latus rectum, length of axis of ellipse and hyperbola</p>	<p>ACTIVITY  An alternative method of constructing a parabola</p>	<p>Homework given from NCERT (uploaded in Google Classroom)</p> <ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>
<p><b>History</b></p>	<p><b><u>Topic:</u></b>  Displacing Indigenous Peoples  <u>Classes reqd.:</u>17  <b><u>Concepts:</u></b>  ■ European Imperialism  ■ North America – The Native Peoples  ■ Encounters with Europeans  ■ Mutual Perceptions  ■ The Native Peoples Lose their Land  ■ The Gold Rush, and the Growth of Industries  ■ Constitutional Rights  ■ Australia</p>	<p><u>Each child will be able to:</u>  1) share the sources of information on the indigenous people of N.America &amp; Australia;  2) discuss the reasons behind and key features of the expansion of European rule in America, Asia &amp; Africa;  3) elaborate on the native American Culture and the European influence on them;  4) tell about the mutual perceptions of the Europeans &amp; the native Americans about the situations they found themselves in;  5) give details about the formation of the present day U.S.A &amp; Canada;  6) analyse the developments that led to the loss of land by the native Americans &amp; the effects of the same on them;  7) state the meaning of ‘Gold Rush’ &amp; list its effects;</p>	<p><b><u>Application activities:</u></b>  ■ Think-square-share  ■ Guided reading Questions</p> <p><b><u>Practice activities:</u></b>  ■ Worksheet  ■ ‘Act it out!’  ■ Question Framing</p>	<p><b><u>Assessment activities:</u></b>  ■ Question chain  ■ Reflections  ■ Random questioning (using AMP Box)  ■ Stating a “Did you know?” fact</p>

		<p>8)specify the ways in which the changes post the 1920s in N.America affected the indigenous peoples;</p> <p>9)spell out the features and facts of the native Australians;</p> <p>10)share the ways in which the European settlers affected the lives of the Aborigines &amp; vice versa;</p> <p>11) reason out the changes that occurred in the white Australian settlers' perceptions of the native Australians.</p>		
<b>Economics</b>	<u>Measures Of Correlation</u> <u>Karl Pearson's Method</u>	Calculate correlation by karl pearson's method using different techniques	Graphical presentation	Worksheet Assignment Sheet(A) Reasoning Questions Class Test using Google Forms
<b>Psychology</b>	Chapter 7 - Memory	Distinguish between different types of memory; Explain the constructive and reconstructive processes in memory; State the causes of forgetting; Suggest the strategies for improving memory	Class Discussions Topics based activities Topic based Videos	Class Tests  Google forms based assignments  Worksheets for homework
<b>Geography</b>	Ch-1 Location And Space Relations	-Geographical and cultural India -Political India -Size and extension -India in the Eastern World	Map – India states and union territories Audio – visuals Video(s)(downloaded & saved Map – Location of India in the eastern world  Research on	Google Forms Worksheet

	Ch – 3 Drainage System	Drainage,patterns, class – drainage systems – himalayan and peninsular rivers,- Indus ,ganga and Brahmaputra system, River system of peninsular drainage, small rivers of east and west <b>River Regimes</b> Usability of Rivers Flood prone Areas	1.Periyar diversion scheme 2.Kurnool – cuddapah canal 3.Beas – satluj link canal 4.Ganga – kaveri link canal. List problems in using river water.  Audio – visuals and Video(s) (downloaded & saved )	Google Forms worksheet
	Ch – 5 Natural Vegetation	-Introduction. -Types -Forest policy and conservation of forests. -forest cover in India. -Wild life	Map – India – National parks and sanctuaries	Google Forms worksheet
<b>English</b>	1.The Browning Version  2. Silk Road	Students will be able to identify the theme of the lesson.  Students will be able to talk about the silk route.	Students will be able to- explain the relationship between teacher and student.  identify and explain the theme of the lesson through role play.  Students will watch videos to find out details about the silk route and kora.	Google Doc Worksheet Oral Quiz
<b>Pol. Sc.</b>	Equality  Freedom	1. Distinguish between various types of equality 2.Explain the idea of feminism and socialism 3. Suggest ways of promoting equality 4. Explain Affirmative action Highlight the ideal of freedom Identify the sources of Constraints Discuss the need for constraints	Interpretation of cartoons and Photographs Pee questioning Group Collaboration Slogan writing <u>Art Integration</u> Infographics on different aspects of	Worksheet Categorizing Grid Quiz Word Journal ABC summary Peer review



	Social Justice	<p>Explain the harm principle Distinguish between Negative and Positive liberty</p> <p>identify some of the principles of justice which have been put forward in different societies and at different periods of time.</p> <ul style="list-style-type: none"> <li>•Explain what is meant by distributive justice.</li> <li>•Discuss John Rawls' argument that a fair and just society would be in the interest of all members defended on rational grounds</li> </ul>	freedom	
<b>Fine Arts</b>	<p>THEORY: Temples and sculptures Chola Bronzes Natraj and Uma Murti-UTSAV MURTI</p> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Painting Composition</li> </ul>	<p><b>Theory:</b>Students will learn the artistic aspects of Indian Temples and their variety of style</p> <p>Relation of Temples and sculptures in Indian Tradition</p> <p><b>Practical:</b></p> <p>Students will be able to apply principles of visual art in advanced compositions</p> <p>Students will be able to create compositions with colour theory</p> <p>4 Different types of Space definition in composition.</p> <p>Analogous Colours</p> <p>Complimentary colours</p> <p>Warm &amp; Cool colours.</p>	<p><b>Theory:</b></p> <p><b>ACTIVITY:</b></p> <p>Study a Temple near their vicinity</p> <p>Architecture</p> <p>History</p> <p>Role of Temple in Society</p> <p>Role of Temple during Pandemic.</p> <p>Relation of Sculptures to the temple.</p> <p>Question and answer in specific Format and based on Boards Pattern.</p> <p>Students will create MCQ's on Quizzes and other apps</p>	<ul style="list-style-type: none"> <li>• Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>• Oral Questions</li> <li>• Google Form</li> <li>• Short Test</li> </ul>

			<p><b>Practical:</b></p> <p>Students will Make at least 2 final artwork on each topic</p> <p>Students will compile their Art works and put them in a digital portfolio and present them</p>	
<b>Home Sc.</b>	<p>Infancy Early Childhood Late Childhood</p> <p>Media And Communication Technology</p>	<p>Students will be able to- Milestones of development in each domain- physical, motor, social, emotional, cognitive, language</p> <ul style="list-style-type: none"> <li>Enumerate the various milestones that an infant, individual in early and late childhood should have achieved</li> <li>List and explain the various factors that influence development in different domains at each stage of life.</li> </ul> <p>Students will be able to-</p> <ul style="list-style-type: none"> <li>define the concept of communication</li> <li>discuss the significance of communication in everyday life</li> <li>enlist the different types of communication</li> <li>describe the process of communication</li> <li>explain the classification and functions of media</li> <li>analyse the various communication technologies.</li> </ul>	<p>ART INTEGRATION: “Fondest memory of your childhood”- express through any art form (music, lyrics, dance, painting etc.)</p>	<p>Worksheet Assignment Class test</p> <p>Worksheet Assignment</p>

## DECEMBER

<p><b>Math</b></p>	<p><b>Sequences &amp; Series (12 classes)</b></p> <p>Permutation and Combination (5 classes)</p>	<p><b>Each child will be able to</b></p> <p>*recall the definition of sequence &amp; series.</p> <p>*recall the definition of an A.P and the formula for its nth term.</p> <p>*state the formula for sum of n terms of A.P</p> <p>*define A.M between two numbers a &amp; b</p> <p>*define a G.P</p> <p>*find the nth term of a G.P</p> <p>*state the formula for sum of n terms of G.P</p> <p>*find the sum to infinity of a G.P</p> <p>*define G.M between two numbers a &amp; b</p> <p>*recognize the relationship between A.M and G.M</p> <p>* list the formulas for the sum of squares, sum of cubes of first n natural numbers.</p> <p><b>Each child will be able to</b></p> <p>*state the fundamental principle of Addition / Multiplication</p> <p>*define permutation.</p> <p>*find the number of permutations of n different objects with or without repetition.</p> <p>*find the number of permutations when all the objects are not distinct objects.</p> <p>*define combination.</p>	<p>ACTIVITY</p> <p>To demonstrate that the Arithmetic mean of two different positive numbers is always greater than the Geometric mean.</p> <p>Newspaper</p> <p>Data in form of numbers can be categorized as A.P or G.P</p>	<ul style="list-style-type: none"> <li>● ·Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li>   <li>● ·Classwork and Homework given from NCERT (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>
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		*differentiate btw Permutation and Combination		
<b>History</b>	<p><u>Topic of Class 12:</u></p> <p>Theme 13: MAHATMA GANDHI AND THE NATIONALIST MOVEMENT</p> <p><u>Classes reqd.:</u>15</p>	<ul style="list-style-type: none"> <li>Familiarize the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership.</li> <li>Discuss how Gandhi was perceived by different groups.</li> <li>Discuss how historians need to read and interpret newspapers diaries and letters as a historical source</li> </ul>	<ul style="list-style-type: none"> <li>Think-square-share</li> <li>Guided reading</li> <li>Questions</li> </ul>	<p><b><u>Assessment activities:</u></b></p> <ul style="list-style-type: none"> <li>Question chain</li> <li>Reflections</li> <li>Random questioning (using AMP Box)</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>Index Numbers</li> <li>Meaning</li> <li>Types</li> </ul>	Identify 3 reasons for the need to find indices for economic growth and compare	<p>Newspaper articles.</p> <p>What are index numbers?</p>	<p>Worksheet</p> <p>Assignment Sheet(A)</p> <p>Reasoning Questions</p> <p>Class Test using Google Forms</p>
<b>Psychology</b>	Chapter 5 - Sensory, Attentional & Perceptual Processes	Name diff. types of attention; Analyse the problems of form and space perception; Role of socio-cultural factors in perception; Principles of Perceptual Organisation; Diff. btw Monocular Cues and Binocular Cues; Define Illusion	<p>Class Discussions</p> <p>Topics based activities</p> <p>Topics based videos</p>	<p>Class Tests</p> <p>Google forms based assignments</p> <p>Worksheets for homework</p>
<b>Geography</b>	<p>Chapter - 6</p> <p>Soil</p> <p>BOOK – II (XII)</p> <p>CH –5 (CONT)</p> <p>Land resource and</p>	<ul style="list-style-type: none"> <li>Classification of soils</li> <li>Soil degradation</li> <li>Soil erosion</li> <li>Soil conservation</li> </ul>	<p>Picture identification ,</p> <p>Map</p> <p>Data</p> <p>Think and share</p>	<ul style="list-style-type: none"> <li>Written Assignments</li> <li>Oral questioning</li> <li>collectively summarizing</li> </ul>

	<p><b>agriculture</b></p> <p><b>CH – 6</b></p> <p>Water Resource</p> <p><b>Ch - 9</b></p>	<p>-Importance</p> <ul style="list-style-type: none"> <li>- Agricultural land use categories in India</li> <li>-differentiate between geographical area and reporting area</li> <li>-land use changes</li> <li>-changes in the share of land use categories</li> <li>-common property resources</li> <li>-Importance of land resources for the people dependent on agriculture.</li> <li>-cropping Intensity</li> <li>- Cropping seasons in India</li> <li>-types of farming based on moisture and irrigation</li> <li>- Cropping Pattern-Cereals, Pulses, oil seeds, Fibre crops, other crops.</li> <li>- Agricultural development in + + India.</li> <li>- Growth of Agricultural output</li> </ul> <p>-Water – cyclic resource</p> <ul style="list-style-type: none"> <li>-water resource of India -surface and underground water</li> <li>-water demand and utilization</li> <li>-demand of water for irrigation</li> <li>-emerging water problems</li> <li>-deterioration of water quality</li> <li>-water conservation and management</li> <li>--prevention of water pollution</li> <li>-- recycle and reuse</li> <li>- watershed management rainwater harvesting</li> <li>-Indian national water policy</li> <li>- Ralegaon siddhi (Ahmadnagar Maharashtra)</li> </ul> <p>- Overview planning perspective</p>	<p>Datas</p> <p>Pie diagram</p> <p>videos</p> <p>Map</p> <p>Diagram</p> <p>Group Collaboration</p> <p>Locational map</p> <p>Think Pair and Share</p> <p>Audio – visual Video(s) (downloaded &amp; saved Diagrams</p> <p>Mind mapping.</p>	<p>Google form</p> <ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral questioning</li> <li>• collectively summarizing</li> </ul> <p>Worksheet</p> <p>Google form</p>
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	Planning and sustainable development in India context	Regional and sectoral planning - Target area planning - Hill area development programme - drought prone area programme. - case study - ITDP - sustainable development - Indira Gandhi canal command area - measures for promotion of sustainable development.		
<b>English</b>	Birth         Mother's Day	Students will be able to comprehend the theme of the story.        Students will be able to identify the theme of the story and how they can relate to it.	Students will discuss the true calling of a doctor and what the profession entails.  Students will analyse the dialogues of the doctor to map the way his profession glorified his existence.  Students will understand how he disassociated himself from the world while serving his patient.  Students will be able to discuss the role of the mother in their life.  Students will be able to discuss the importance of harmonious relations amongst family members.	Oral Quiz  Google Doc  Worksheet
<b>Pol. Sc.</b>	Rights	Define Rights Trace the history of rights Identify sources of Rights Establish relationship between legal rights and state Highlight the link between rights and responsibilities	Activity based on photographs Think and share Group presentations  Art Integration Cartoon drawing Peer questioning	Quiz ABC summary  Word Journal

	<p>Development</p> <p>Cold War Era</p>	<ol style="list-style-type: none"> <li>1. Discuss alternative conceptions of Development</li> <li>2. Assess the social cost of development</li> <li>3. Discuss how democratic participation can aid development</li> <li>4. Explain how lifestyle modifications can protect environment</li> <li>5. Analyze the various models of development – Welfare State Model, Market</li> </ol> <p>.Define Cold War</p> <ol style="list-style-type: none"> <li>2. Explain the period of cold war</li> <li>3. Distinguish between arms race and arms control</li> <li>4. Define Deterrence</li> <li>5. Analyse the reasons behind Alliance building.</li> <li>6. Distinguish between Non Alignment and isolation.</li> </ol> <p>.Analyze the impact of Non Alignment</p> <ol style="list-style-type: none"> <li>8. Guess messages from the cartoons</li> </ol>	<p>Assessment Activities</p>	
<p><b>Fine Arts</b></p>	<p>Theory: Temples and sculptures Indo Islamic Architecture</p> <p>Practical:</p> <ul style="list-style-type: none"> <li>● Still Life</li> </ul>	<p>Theory:</p> <p>Elements and development of Indo Islamic Architecture</p> <p>Learn about TAJ MAHAL</p> <p>Practical:</p> <p>Students will be able to study the foliage and man made objects in right proportion and naturalistic form</p> <p>Will be able to capture Light and Shade to</p>	<p>Theory:</p> <p>ACTIVITY:</p> <p>Using Indo Islamic Architectural Elements students will design Seasons Greeting Cards.</p> <p>Question and answer in specific Format and based on Boards Pattern.</p>	<ul style="list-style-type: none"> <li>● Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>

		create 3 Dimensionality.	<p>Students will create MCQ's on Quizzes and other apps</p> <p>Practical:</p> <p>Students will Make at least 2 final artwork on each topic</p> <p>Students will compile their Art works and put them in a digital portfolio and present them</p>	
<b>Home Sc.</b>	<p><u>Fabrics Around Us</u> (Also Includes Yarn &amp; Fabric Construction And Textile Finishing)</p> <p>Our Apparel</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>● Classify fibres</li> <li>● Enumerate the various properties of fibres and correlate with uses and functions</li> <li>● Explain the types of yarn construction</li> <li>● Elaborate on the different types of weaves used on fabric construction</li> <li>● Differentiate between weaving, knitting, braids and laces</li> <li>● Elaborate on the use of dyeing and printing in fabric finishing</li> </ul> <p>Students will be able to-</p> <ul style="list-style-type: none"> <li>● Enumerate the functions of clothing</li> <li>● Outline criteria for selection of clothing for children across different age groups</li> </ul>	<p>Project- To research on the traditional fabrics, weaves and clothing of an assigned state of India.</p> <p>AI activity- Making a small sample using tie and dye method.</p> <p>Think and share</p> <p>Mind maps</p> <p>Collaborative learning</p>	<p>Peardeck</p> <p>Assignment</p> <p>Worksheets</p> <p>Assignment</p> <p>Worksheet</p>



	Care, Maintenance And Storage Of Fabrics	<ul style="list-style-type: none"> <li>Elaborate on the clothing needs of CWSN</li> </ul> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>Enumerate the various aspects of care and maintenance</li> <li>Outline the procedure for removal of different types of stains</li> <li>Describe the role of soaps and detergent</li> <li>Describe the correct process of care of different types of fabrics</li> <li>Enumerate the correct storage methods</li> </ul>	<p>Making care labels</p> <p>Think and share</p> <p>Collaborative learning</p>	<p>Assignment</p> <p>Worksheet</p>
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## JANUARY-FEBRUARY

<b>Math</b>	Permutation and Combination (4 classes)	Each child will be able to *apply the various formulas of P and C in solving statement questions.	Students will research about who was the first Indian Mathematician to deal with the concept of P&C	<ul style="list-style-type: none"> <li>Classwork and Homework given from NCERT (uploaded in Google Classroom)</li> <li>Oral Questions</li> <li>Google Form</li> <li>Short Test</li> </ul>
	Probability (9 classes)	Each child will be able to *recall the concept of probability *recall the definition of random experiment, sample space *write the sample space of a Random experiment *list the various kinds events :mutually exclusive, exhaustive	<p>To write the sample space, when a coin is tossed once, two times, three times and four times. (ACTIVITY)</p> <p>Students will investigate about how probability plays a major role in Gambling</p>	

	REVISION WORK (FEB)	<p>events.</p> <p>*prove events to be mutually Exclusive Or exhaustive.</p> <p>*express the formulae for Probability of an event.</p> <p>*state the Addition formulae of Probability</p> <p>*apply the concepts learnt in solving problems.</p>		
<b>History</b>	<p><u>Topic of Class 12:</u> <u>Theme 14: Partition</u> through Oral Sources Broad overview: a. The history of the 1940s b. Nationalism, Communalism and Partition.</p> <p><u>Classes reqd.:15</u></p> <p>Revision of Class 11 Syllabus</p>	<p>Discuss the last decade of the national movement, the growth of communalism and the story of partition.</p> <ul style="list-style-type: none"> <li>• Understand the events through the experience of those who lived through these years of communal violence.</li> <li>• Show the possibilities and limits of oral sources.</li> </ul>	<p><u>Excerpts:</u> Oral testimonies of those who experienced partition. <u>Discussion:</u> Ways in which these have been analyzed to reconstruct the history of the event.</p>	Assignment
<b>Economics</b>	Revision Class XII syllabus	Doubt clearing and Test unit wise	Revision assignment	Worksheet Assignment Sheet(A) Reasoning Questions Class Test using Google Forms

<b>Psychology</b>				
<b>Geography</b>	CH – 12  Geographical perspective on selective issues and problems	<ul style="list-style-type: none"> <li>- Environmental pollution</li> <li>-pollution and pollutant</li> <li>- water pollution</li> <li>- air pollution</li> <li>- Noise pollution</li> <li>- Effects of air pollution</li> <li>- Water pollution.</li> <li>- Land pollution.</li> <li>- Urban waste disposal problems.</li> <li>-case study - Daurala</li> <li>- rural – urban migration</li> <li>- case study –Ramesh migration</li> <li>- problems of slum</li> <li>- land degradation</li> <li>- case study – Dharavi</li> <li>- Land degradation</li> <li>-case study - Jhabua</li> </ul>	<p>Think Pair and Share</p> <p>EXP</p> <p>WATCH A</p> <p>Movie based on Dharavi</p> <p>Mind mapping.</p> <p>Videos</p> <p>Group Collaboration</p>	<p>Short test</p> <p>Google form</p> <p>Worksheet</p>
<b>English</b>	Revision	Students will be able to attempt Writing Skills and Grammar topics along with Literature and Reading Skills practice questions.	Students will be able to solve sample papers.	<p>Google Doc</p> <p>Quiz</p> <p>Worksheet</p>
<b>Pol. Sc.</b>	End of Bi polarity	<ol style="list-style-type: none"> <li>1. Compare soviet and American system</li> <li>2. Assess Gorbachev's role</li> <li>3. Analyse causes of disintegration of Soviet Union</li> <li>4. Define Shock Therapy</li> <li>5. Analyse the effects of Shock Therapy..</li> </ol>	<ol style="list-style-type: none"> <li>1. Three step Interview</li> <li>3. Think Pair and Share</li> <li>4. Mind mapping.</li> <li>2. Peer tutoring</li> </ol>	<p>Word Journal</p> <p>ABC summary</p> <p>Peer review</p>

		6. Discuss the Afghan crisis 7. Review the Arab Spring		
<b>Fine Arts</b>	<p>THEORY: Temples and sculptures Indo Islamic Architecture</p> <p>Practical:</p> <ul style="list-style-type: none"> <li>● Still Life</li> <li>● Foliage Study</li> </ul>	<p><b>Theory:</b> Artistic Aspects of TAJ MAHAL</p> <p>Why Taj Mahal is connected to the word 'Perfection'</p> <p>Design and Plan of Taj Mahal</p> <p><b>Practical:</b> Students will be able to study the foliage and man made objects in right proportion and naturalistic form</p> <p>Will be able to capture Light and Shade to create 3 Dimensionality.</p>	<p><b>Theory:</b> <b>ACTIVITY:</b> Question and answer in specific Format and based on Boards Pattern.</p> <p>Students will create MCQ's on Quizzes and other apps</p> <p><b>Practical:</b> Students will Make at least 2 final artwork on each topic</p> <p>Students will compile their Art works and put them in a digital portfolio and present them</p>	<ul style="list-style-type: none"> <li>● Classwork and Homework given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Short Test</li> </ul>
<b>Home Sc.</b>	<p>Revision Class 12 (one chapter)</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>● Raise queries and doubts</li> <li>● Attempt application and HOTS questions</li> </ul>	<p>Practice questions</p>	<p>Class tests Oral questioning</p>