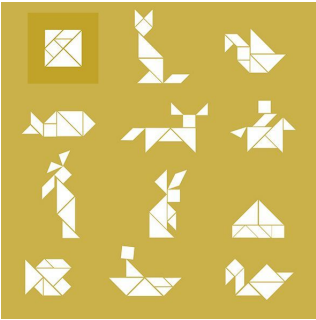
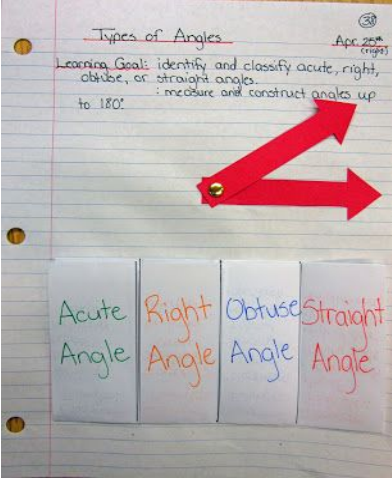






**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**PARENTS SYLLABUS (2020-21)**  
**CLASS VI**  
**OCTOBER-MARCH**


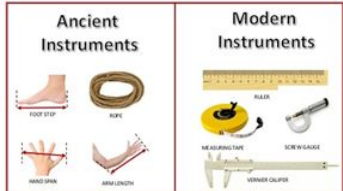
Subject	Topics Covered / No. of Periods	Learning Outcomes	Activities	Assessments
<b>OCTOBER</b>				
<b>Math</b>	<b>UNDERSTANDING ELEMENTARY SHAPES</b> <ul style="list-style-type: none"> <li>Measuring line segments</li> <li>Angles –right, straight, complete</li> <li>Angles –acute, obtuse, reflex</li> <li>Measuring angles</li> <li>Perpendicular lines</li> <li>Classification of triangles – sides, angles</li> <li>Quadrilateral</li> </ul>	<b>Each student will be able to: -</b> <ol style="list-style-type: none"> <li>Measure and construct line segments accurately</li> <li>Identify and Classify angles</li> <li>Reason if the given lines are perpendicular</li> <li>Classify triangles on the basis of sides and angles</li> <li>Name and characterize different types of quadrilaterals</li> <li>Types of polygons</li> <li>Types of 3 – D Shapes</li> </ol>	<b><u>INTER – DISCIPLINARY</u></b> Topic : Filtration Apparatus Identify different shapes in a given figure .  <b>ART -INTEGRATION</b> Tangram Art ( Fine art of America) Design your own tangram Art using various shapes. 	Assessment through : <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Quizziz</li> <li>Google Doc.</li> <li>Worksheets</li> <li>Jamboard</li> <li>Google form</li> <li>Educsoft Assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• Polygons – types</li> <li>• 3 – D Shapes – cube, cuboid, cylinder, cone, prism, pyramid, sphere – faces, edges, vertices</li> <li>• Nets of the above shapes</li> </ul>	<p>– identifying the faces, edges and vertices</p> <p>8. Drawing nets for the given 3 – D Shapes</p>		
English	<p>MCB</p> <p>UNIT 5 : FOOD FOR THOUGHT</p> <p>Section I: Learning to Cook</p> <p>Section II: Dal Delight (to be condt...)</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>· Simple present</li> <li>· Simple past</li> </ul> <p>Use of Punctuation</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- read the lesson loudly and clearly with correct pauses and mark new terminology</li> <li>- summarize a given portion in his or her words</li> </ul>	<p>-pre-class reading assigned</p> <p>- New terminology discussed (synonyms/antonyms)</p> <p>-framing of sentences using new words</p> <p>NEW VOCABULARY</p> <p><a href="https://www.youtube.com/watch?v=lySEUio42W8">https://www.youtube.com/watch?v=lySEUio42W8</a></p>  <p>TENSES</p>	<p>- Reading ,Listening,speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary )</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking</p>

	<p>marks</p> <p>WRITING SKILL</p> <p>Diary entry(continues ...)</p> <p>Short Paragraph writing</p> <p>SHORT PARAGRAPH WRITING-Draft writing(SECOND TERM)</p> <ul style="list-style-type: none"> <li>· Reading and comprehension skills to be developed</li> <li>· To be able to infer the writer's ideas from the reading of the text</li> <li>· Enhancing speaking and creative skills</li> <li>· Developing listening skills</li> </ul>	<p>-trace an elements of fun ,joy and learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the tenses in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem.</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>- develops a reading habit</p> <p>- write a diary entry in correct format</p>	<p><a href="https://www.youtube.com/watch?v=9NdSJ0Kc1iY">https://www.youtube.com/watch?v=9NdSJ0Kc1iY</a></p> <p>Examples</p> <p><a href="https://www.youtube.com/watch?v=xePbH2sN_ZI">https://www.youtube.com/watch?v=xePbH2sN_ZI</a></p> <p><a href="https://www.youtube.com/watch?v=xePbH2sN_ZI">https://www.youtube.com/watch?v=xePbH2sN_ZI</a></p> <p>How to write a diary?</p> <p>*SAMPLE SHARED</p> <p><a href="https://www.youtube.com/watch?v=n6_Gg_1riow">https://www.youtube.com/watch?v=n6_Gg_1riow</a></p> <p><a href="https://www.youtube.com/watch?v=G6B9k1W3i2w">https://www.youtube.com/watch?v=G6B9k1W3i2w</a></p> <p>Experiential learning:</p> <p>Deepening reflection of the concept of cooking by :Virtual Visit to a cafeteria</p> 	<p>Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>-Quizizz</p> <p>-Jamboard activities</p> <p>- crosswords and graphic organisers</p> <p>-word walls</p> <p>- explorer-a journal</p>
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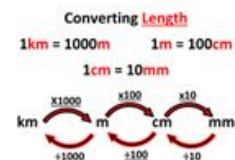
			<p>Activity</p> <p>List the spices used in our Indian cuisines</p> <p>- Extract from the Unit followed by questions:</p> <p>- Prepare points for the discussion, summarizing the main value points made in the text</p> <p>Integrated Learning:</p> <p>Speaking &amp; listening skill activity:</p> <p>Cooking is a life skill!</p> <p>(creative any way)</p> <p>Description of your favourite meal with appropriate vocabulary.</p> <p>(INTEGRATED LEARNING-HOME SCIENCE)</p> <p>Reverence for food:</p> <p>Activity</p> <p>Analyzing the poem(It's Fun to Cook) to understand the importance of cooking and eating healthy food.</p> <p>Experiential learning:</p> <p>Observe your mother while she is</p>	
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			<p>cooking food in the kitchen and extend help.(cook one dish under her or an elder's supervision without using fire)</p>  <p>-Update the word wall with vocabulary related to food</p>	
Hindi	<p><b>मधुप</b> पाठ- और वे फकीर बन गए नवीन शब्दावली वाक्य रचना प्रश्न उत्तर कालांश ४</p> <p><b>व्याकरण</b> क्रिया विशेषण भिन्नार्थक शब्द</p> <p><b>लेखन</b> अनुच्छेद विज्ञापन निर्माण।</p>	<p><b>प्रत्येक छात्र</b> पाठ के उद्देश्य को जान पाएगा।</p> <p>एक क्रांतिकारी के जीवन के बारे में समझ पाएगा।</p> <p>अंग्रेजी शासन में देश की जनता पर हुए अत्याचार और आजादी के संघर्ष को समझ पाएगा।</p> <p>स्वतंत्रता प्राप्ति में चरखे और खादी के महत्व उसकी उपयोगिता को पहचान पाएगा।</p>	<p><b>रचनात्मक कार्य :</b> चरखे का निर्माण गतिविधि मेरा स्वच्छ भारत गतिविधि क्रांतिकारियों के नाम संदेश गतिविधि</p> <p><b>अनुसंधान कार्य</b> गांधी जी द्वारा किए गए आंदोलनों के बारे में जानकारी एकत्रित करे। भारत के पड़ोसी राज्यों की जानकारी एकत्रित करे।</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व</p>

	<p>कालांश ३</p> <p><b>बाल रामायण</b> सोने का हिरण कालांश २</p>	<p>श्री राम के साथ घटी घटनाओं का वर्णन कर जाएगा।</p> <p>संवाद रचना स्वयं कर जाएगा।</p>		वाचन द्वारा
<b>Science</b>	<p>MOTION AND MEASUREMENT</p> <p>Story of transport</p> <p>Some old methods of measurement</p> <p>Standard units of measurement</p> <p>Correct measurement of length</p> <p>Measuring the length of a curved line</p> <p>Types of motion</p> <p>Vocabulary words rectilinear circular unit uniformity</p>	<p>Each child will be able to:</p> <p>Draw a five step flow chart to depict the story of transport.</p> <p>List any two ancient methods of measurements</p> <p>Explain the need for standard systems of measurement.</p> <p>Convert the given cm into m m into Km</p> <p>measure the length of a curved line using ruler and thread in cm</p> <p>Identify at least two types of motion shown in the playground by different swings</p> <p>Suggest two types of motion shown by earth</p>	<p>ART INTEGRATION ( CARPENTRY) Design your own transport</p>  <p>ACTIVITIES</p> <p>To measure width of a table with hand span (spatial)</p>  <p>To measure the length of your room using pace and with a standard unit of measurement.(spatial)</p> <p>To measure the height of a person using the measuring tape and by hand span (spatial)</p>	<p>Google form</p> <p>Educsoft assignment</p> <p>Written work</p> <p>Graphic Organisers</p> <p>Entry/ Exit Tickets</p>

ancient  
curved

Numericals on conversions  
(Subject Integration Math)



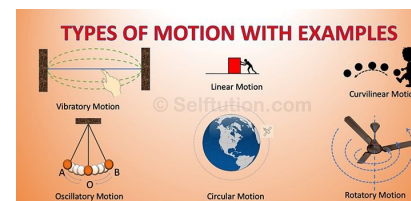
m----cm and

mm

m—km

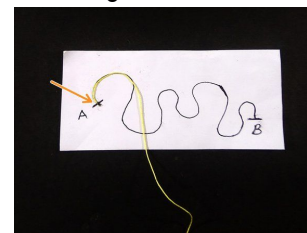
To take correct measurement  
with a metre scale.

To identify different types of  
motions



EXPERIENTIAL LEARNING

To measure length of a curved  
line using a thread



## Soc. Sc.

### HISTORY

#### The Early States In India

##### Rise of Janapadas and Mahajanapadas In India.

- Janapadas
- Republics and Monarchies

##### Sighting examples of Vajji and Magadha)

- Janapadas to Mahajanapadas (Conditions in Mahajanapadas)
- Rise of Magadha

(7-8 Classes)

### GEOGRAPHY

#### Motions of the Earth

- Inclination of the earth's axis
- Rotation and its

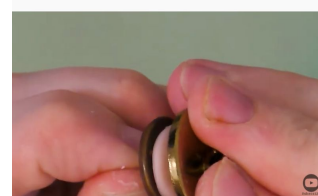
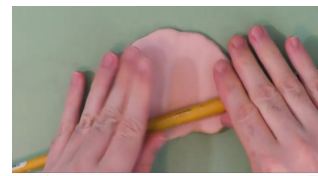
#### Each student will be able to:

- 
- Name two sources of information of Janapadas.
- Define and give examples of Janapadas & Mahajanapadas.
- Enlist the Mahajanapadas.
- Spell out the differences between republics and monarchies.
- Name the two major clans of Vajji.
- Describe the conditions in the Mahajanapadas.
- Explain the political and social life of the people of Magadha..

#### Each student will be able to:

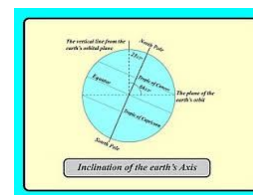
### Art Integration Learning

Hands-on-Learning : Create your own Punch-marked coin using clay/ play dough.



### ACTIVITY:

Draw neat & labeled diagrams to show: The inclination of the earth's axis and the angle formed.



#### Assessment through :

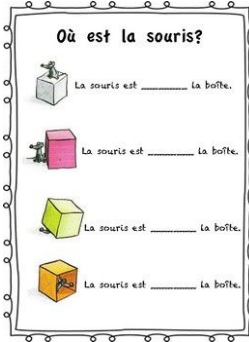
- Graphic Organizers
- Quizziz
- Google Doc.
- Worksheets
- Jamboard

#### Assessment through :

- Graphic Organizers
- Quizziz
- Google Doc.
- Worksheets
- Jamboard



	<p>effects</p> <p>- Revolution and its effects-</p> <p>a) Unequal days and nights</p> <p>b) Change in the amount of heat received. 6classes</p>	<ul style="list-style-type: none"> <li>● Assess the two kinds of motions of the earth.</li> <li>● Explain by drawing a diagram how rotation causes days &amp; nights.</li> <li>● Explain how different inclinations of sun's rays cause unequal days &amp; night.</li> <li>● Define : Revolution, Leap year, Equinox.</li> <li>● Give dates of equinox ,summer and winter solstice in Northern and Southern hemisphere</li> </ul>		
संस्कृतम्	<p>कारक-परिचयः</p> <p>कालांश-2</p> <p>कर्ता कारकः (प्रथमा विभक्तिः) - कालांश 1</p>	<p>* प्रत्येक छात्र कारक के संबंध में कम से कम एक दो वाक्य बोल सकेगा।</p> <p>*कारक का प्रयोग वाक्य में किसकारण किया जाता है, बता सकेगा।</p> <p>* कर्ता कारक का वाक्यों में प्रयोग कर सकेगा।</p> <p>* कथानक संबंधी वाक्यों का पठन कर सकेगा।</p>	<p>* <u>कला समन्वय</u> कार्य के अन्तर्गत हस्तमुक्त चित्रों द्वारा कारकावली बनाना।</p> <p>* प्रवाहसंचित्र के माध्यम से कारक चिह्नों का प्रयोग तथा मुख्य बिंदुओं को दर्शाना।</p> <p>* प्रथमा विभक्ति- कर्ता कारक से वाक्य बनाना।</p> <p>* प्रथमा विभक्ति में अकारान्त पुल्लिङ्ग स्त्रीलिङ्ग तथा नपुंसकलिङ्ग शब्दरूप लिखना।</p>	<p>* लिखिताभ्यास</p> <p>* मौखिकाभ्यास</p> <p>* गूगलफ़ॉर्म</p> <p>* कारकावली</p> <p>* प्रवाहसंचित्र द्वारा मूल्यांकन।</p>

<b>French</b>	<p>Verbs - être et avoir - Usage in sentences (2 classes)</p> <p>Prépositions (2 classes)</p>	<p>Students will be able to make simple sentences in affirmative and negative using the verbs être (to be) and avoir (to have).</p> <p>Students will be able to give the opposites of basic prepositions and use them in simple sentences.</p>	<p><b>Art Integration- Rap Song-</b> Students will make an audio clip of singing a rap song of the conjugation of both verbs in present tense.</p> <p><b>Origami -</b> Make paper models depicting any two prepositions.</p> 	<p>Assessments through- Worksheets on Google Docs Jamboard Quizziz Class tests</p>
<b>Mandarin</b>	<ul style="list-style-type: none"> <li>• Mid-Autumn Festival (1 class)</li> <li>• The concept of 圆 Yuán (1 class)</li> <li>• Lesson 4 My Family (2 class)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may know the story of the Mid-Autumn Festival and learn the related words</li> <li>• Students may know the salutation for each family member</li> <li>• Students will be able to make simple sentences about family</li> </ul>	<p><b>Family tree</b></p> <p><b>Video</b></p>	<p><b>Quizziz</b></p> <p><b>Notebook-character writing</b></p>

## NOVEMBER

### Math

#### MENSURATION

- Perimeter of square, rectangle and regular shapes
- Area of square, rectangle and regular shapes
- Application based questions

#### ALGEBRA

- Matchstick patterns
- Idea of a variable
- Use of variables in common rules

#### Each child will be able to :

- Calculate the perimeter of squares, rectangles and irregular shapes.
- Calculate the perimeter of squares, rectangles and irregular shapes.
- Solve application based questions.

- Identifying variables.
- Converting expressions to variables and vice versa.
- Using expressions practically

#### EXPERIENTIAL LEARNING

**Measuring area and perimeter of objects in the surroundings – Hands – on eg. Study Room**



#### Class Activity

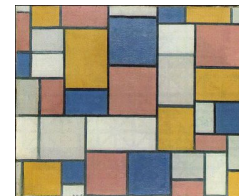
Measure and write the lengths of the four sides of a page of your notebook . ? What is the perimeter of the page?

#### **Art Integration Activity**

**Pure Abstract Painting By**


**Piet Mondrian**


Using squares and rectangles





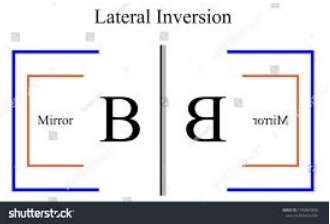
#### Assessment through :


- Graphic Organizers
- Quizziz
- Google Doc.
- Worksheets
- Jamboard
- Google form
- Educsoft Assignments

	<ul style="list-style-type: none"> <li>• Expressions with variables</li> <li>• Conversion of statements to expressions and vice versa</li> <li>• Using expressions practically</li> </ul>		<p><b><u>INTER – DISCIPLINARY</u></b>  Topic : Growth of plants</p> <p>Create a question on plant growth using an algebraic equation.</p>  <p><small>shutterstock.com • 1035386548</small></p>	
English	<p>MCB</p> <p>UNIT 5 : FOOD FOR THOUGHT</p> <p>ACTIVITY:</p> <p>SPEAKING SKILL ENHANCEMENT</p> <p>Section III: It's Fun to Cook!(oral comprehension)</p> <p>UNIT 6: ALL</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- read the lesson loudly and clearly with correct pauses and</li> </ul>	<ul style="list-style-type: none"> <li>-pre-class reading assigned</li> <li>- New terminology discussed (synonyms/antonyms)</li> <li>-framing of sentences using new words</li> </ul> <p>NEW VOCABULARY</p> <p><a href="https://www.youtube.com/watch?v=lySEUio42W8">https://www.youtube.com/watch?v=lySEUio42W8</a></p> <p>New terminology highlighted and look for meanings in the dictionary.</p>	<ul style="list-style-type: none"> <li>- Reading ,Listening,speaking and writing activities assigned</li> <li>-Worksheets and questions-on the content covered, comprehension</li> <li>,Grammar and Vocabulary )</li> <li>-Short paragraph writing Handout-guidelines and checklist</li> </ul>

	<p>CREATURES GREAT AND SMALL</p> <p>Section II:</p> <p>Where Is My Mother?</p> <p>WRITING SKILL</p> <p>Diary entry(continued)</p> <p>Short paragraph writing</p> <p>Use of Punctuation marks</p> <p>Grammar</p> <p>Verbs</p> <p>Adverbs</p>	<p>mark new terminology</p> <ul style="list-style-type: none"> <li>- summarize a given portion in his or her words</li> <li>-trace an elements of fun ,joy and learning in the lesson/poem</li> <li>- answer probing questions</li> <li>-identify the verbs and adverbs in the given content</li> <li>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem.</li> <li>- identify the value point in the plot/text</li> <li>-punctuate the given content</li> <li>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</li> <li>- develops a reading habit</li> </ul>	<p>-Extract from the Unit followed by questions:</p> <p>Creative Learning Activity:</p> <p>Imagine that you are a forest guard. Describe an imaginary incident that happened when you were on vigilance.</p>  <p>Integrated Teaching :A debate</p> <p>Why save the endangered species ?</p> <p>Class discussion t:</p> <p>Any Nature walk/Safari visit</p>	<p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>-Quizizz</p> <p>-Jamboard activities</p> <p>- crosswords and graphic organisers</p> <p>-word walls</p> <p>- explorer-a journal</p>
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<b>Hindi</b>	<p><b>मधुप</b></p> <p>पाठ- बारहमासा (कविता) कालांश 3</p> <p><b>व्याकरण</b> कारक (तालिका बोध ) अनेकार्थी शब्द उपसर्ग, प्रत्यय</p> <p><b>लेखन</b> पत्र अनुच्छेद लेखन कालांश ४</p> <p><b>बाल रामायण</b></p> <p>सीता की खोज कालांश १</p>	<p><b>प्रत्येक छात्र</b></p> <p>पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा । स्वरचित कविता लेखन का प्रयास कर पाएगा । पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा । बड़ों द्वारा दी गई सीख का महत्व जान पाएगा ।</p> <p><b>बाल रामायण</b></p> <p>१ प्रत्येक छात्र समर्पण व त्याग की भावना को समझ सकेगा २-सच्चाई अच्छाई बुराई के अंतर को समझ सकेगा । ३- सच की जीत बुराई पर अच्छाई की जीत के संबंध को समझ सकेगा ।</p>	<p><b>अनुसंधान कार्य :</b> हिन्दी भाषा में ऋतुओं के नाम एवं महीनों के नामों की खोज</p> <p>कला समावेशन मौसम पर आधारित एक गीत का निर्माण</p> <p>रचनात्मक कार्य : कैलेंडर निर्माण गतिविधि</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा ।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से ।</p> <p>लिखित प्रश्नों के माध्यम से । मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा ।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
<b>Science</b>	<p>LIGHT, SHADOW, REFLECTION Classification of various materials in terms of amount of light pass through them</p> <p>Conditions required for shadow formation</p>	<p>Each child will be able to:</p> <p>Categorize the given objects into transparent, translucent and opaque</p> <p>List the three conditions required to form a shadow</p>	<p>ACTIVITIES PINTEREST Make an anchor chart of transparent, translucent and opaque objects. (spatial)</p>	<p>Google form</p> <p>Educrosoft assignment</p> <p>Written work</p> <p>Graphic Organisers</p> <p>Entry/ Exit Tickets</p>

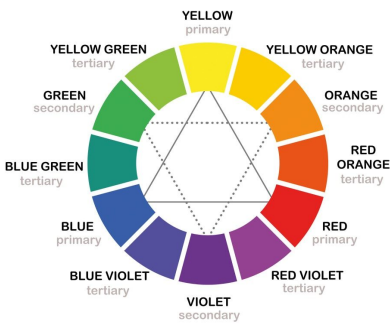
	<p>Light travels in a straight line</p> <p>Reflection by mirror</p>	<p>State any two characteristics of shadows</p> <p>Suggest two important properties of light</p> <p>Draw and illustrate the reflection of light by mirror</p>	 <p>Create a pinhole camera (spatial/Kinesthetic)</p>  <p>Subject integration- Math/art</p> <p>Lateral inversion</p>  <p>Demonstrations</p> <ul style="list-style-type: none"> <li>- Shadow formation</li> <li>- Properties of light</li> <li>- Reflection by mirror</li> </ul>	
<b>Soc. Sc.</b>	<p><b>GEOGRAPHY</b></p> <p>Motions of the Earth (Cont.)</p> <p>Seasons</p>	<p>Each student will be able to :</p> <ul style="list-style-type: none"> <li>● Define : Revolution Leap year Equinox</li> </ul>	<p>Art Integration Learning</p> <p>Craft Making: Sundial</p>	<p>Assessment through :</p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Quizizz</li> <li>● Google Doc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Summer solstice</li> <li>• Winter solstice</li> <li>• Equinox</li> </ul> <p>(2 classes)</p>	<ul style="list-style-type: none"> <li>• Give dates of equinox ,summer and winter solstice in the Northern and Southern hemisphere.</li> </ul>	 <p>Create a paper plate Sundial to observe the effects of the Earth's rotation.</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Jamboard</li> <li>• Entry &amp; Exit tickets</li> </ul>
	<p><b>HISTORY</b> Development of the First Empire</p> <ul style="list-style-type: none"> <li>• Alexander's Invasion</li> <li>• The Mauryan Empire</li> <li>• Ashoka</li> <li>• Mauryan Administration and society</li> <li>• Decline of the Mauryas</li> </ul> <p>(7 classes)</p>	<p>Each student will be able to :</p> <ul style="list-style-type: none"> <li>• Explain the establishment of the first ever 'empire' of India by the Mauryas.</li> <li>• Describe the establishment and expansion of the Mauryan empire under its various rulers.</li> <li>• Explain the impact of the Kalinga war on Ashoka.</li> <li>• List the main principles of Ashoka's 'Dhamma'.</li> <li>• Enlist the steps taken by Ashoka to spread the message of Dhamma</li> <li>• Write about the</li> </ul>	<p><b><u>ACTIVITY/ PROJECT/ MAP:</u></b></p> <p>The students would be made to:</p> <ul style="list-style-type: none"> <li>▪collect one picture(along with some information about it) related to the Mauryan Empire and paste it in their notebook.</li> <li>▪mark the sites of Asoka's Rock and Pillar edicts on an outline map of India:</li> </ul> <p><b><u>Research Work</u></b></p> <p>Q. Ashoka sent his son Mahendra and daughter Sanghamitra to Srilanka to spread the teachings of Buddha. Find out if they were successful or not?</p>	




		<p>society and administration under the Mauryas.</p> <ul style="list-style-type: none"> <li>State the reason(s) for the decline of the Mauryan empire.</li> </ul>		
संस्कृतम्	<p>कालांश- 3</p> <p>कर्मकारक (द्वितीया विभक्तिः)</p> <p>करणकारक (तृतीया विभक्तिः)</p> <p>चलचित्रावली आधारित प्रश्नों के उत्तर श्रवण मूल्यांकन ।</p>	<p>प्रत्येक छात्र</p> <p>Ø संस्कृत कर्म व करण कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा ।</p> <p>Ø विषय को समझ कर विषय पर आधारित प्रश्नों के उत्तर लिख पाएगा ।</p> <p>Ø कम से कम आठ-दस हिन्दी कारकशब्दों को संस्कृत में लिख पाएगा ।</p>	<p>* पश्य लिख वाक्यं रचय गतिविधि के माध्यम से कारकाधारित वाक्य रचना करना ।</p> <p>* तत्पश्चात् किन्ही १० कारक शब्दों की संस्कृत बताकर उच्चरित करवाएँ जाएँगे।</p> <p>* अधिगमात्मक- कारक शब्द-चित्रवर्णनम् - शृणु श्रावय चित्रं रचय गतिविधि</p> <p>अनुभवात्मक-</p> <p>* छात्र कर्म व करण कारक के वाक्य लिखेंगे।</p>	<p>विषय से संबंधित मौखिक व लिखित प्रश्नोत्तर व अभ्यासकार्य के माध्यम से तथा व्याकरण में प्रायोगिक अभ्यास द्वारा मूल्यांकित किया जाएगा ।</p> <p>गूगललेख, प्रपत्र अभ्यासकार्यपत्रेण च मूल्यांकनं भविष्यति।</p>

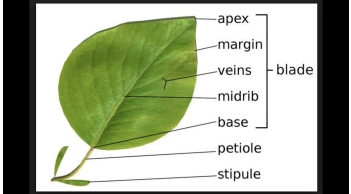
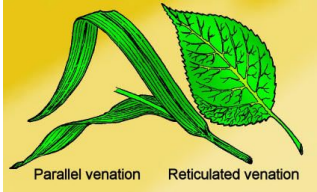
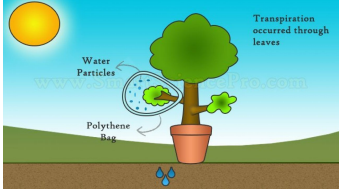
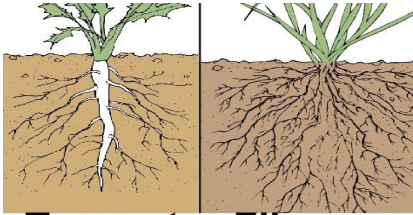
<b>Mandarin</b>	<p>Learn indicative words 这 [zhe], 那 [na] (1 class)</p> <p>Revise Lesson 1-4 (1 class)</p> <p>Lesson 5 My cat (3 Lesson)</p>	<ul style="list-style-type: none"> <li>The students will be able to make sentences by using indicative words</li> <li>Students can know the measure words in Chinese</li> <li>Students can know the names for animals</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> <li>Memory game</li> <li>Flash cards</li> </ul>	<p>Notebook- character writing</p> <p>Quizziz</p> <p>Google form</p>
<b>French</b>	<p><b>Les couleurs</b> (2 classes)</p> <p><b>Les Adjectifs Qualificatifs</b> (2 classes)</p>	<p>The students will be able to- Write the spellings of each colour with the changes according to number and gender of the noun they qualify.</p> <p>Write the spellings of qualitative adjectives which change according to the gender and number of the noun they qualify.</p>	<p><b>Art Integration:</b> Draw a rangoli using different colours and label the various colours used.</p> <p><b>Activity- based Assessment :</b></p> <p><b>Jeu de mots</b> A jigsaw puzzle based on prepositions, colours, adjectives, etc. <b>(5 marks)</b></p> 	<p>Assessments through- Quizziz Google Forms</p>
<b>DECEMBER</b>				
<b>Math</b>	<p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>What is a ratio?</li> <li>Equivalent ratios</li> </ul>	<p><u><b>Each child will be able to :</b></u></p> <ul style="list-style-type: none"> <li>Explain the concept of ratios and find out equivalent ratios.</li> <li>Apply the unitary method to solve</li> </ul>	<p><b>Experiential Learning</b> <b>Class Activity</b></p> <p><b>Combining primary colours in different ratios to form new colour.</b></p>	<p>Assessment through :</p> <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Quizziz</li> <li>Google Doc.</li> <li>Worksheets</li> </ul>

	<ul style="list-style-type: none"> <li>• Proportion</li> <li>• Unitary method</li> <li>• Application based questions</li> </ul>	<p>questions.</p> <ul style="list-style-type: none"> <li>• Students discuss mathematical concepts seen in daily experience and artwork.</li> <li>• Students recognize and practice visual arts elements, especially composition.</li> </ul>		<ul style="list-style-type: none"> <li>• Jamboard</li> <li>• Google form</li> <li>• Educosoft Assignments</li> </ul>
<b>English</b>	<p>MCB</p> <p>UNIT 6:</p> <p>ALL CREATURES GREAT AND SMALL</p> <p>Section III:</p> <p>Birds of Paradise</p> <p>(Poem)</p> <p>WRITING SKILL</p> <p>Diary entry(continued)</p> <p>Short paragraph writing</p> <p>Use of Punctuation marks</p> <p>Grammar</p> <p>(continued)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- pronounce the new words correctly</li> <li>-look for one synonym and one antonym for the words(new terminology) using the dictionary</li> <li>-construct meaningful sentences with new terminology</li> <li>- read the lesson loudly and clearly with correct pauses and mark new terminology</li> <li>- summarize a given portion in his or her words</li> <li>-trace an elements of fun ,joy and learning in the lesson/poem</li> </ul>	<p>-pre-class reading assigned</p> <p>- New terminology discussed (synonyms/antonyms)</p> <p>-framing of sentences using new words</p> <p>NEW VOCABULARY</p> <p><a href="https://www.youtube.com/watch?v=lySEUio42W8">https://www.youtube.com/watch?v=lySEUio42W8</a></p> <p>Research Activity:</p> <p>Factfile :Deepening reflection- the concept of emotions/affection for animals</p> <p>Collect information and share on famous personality-Maneka Gandhi and her role as an NGO (value points)</p> <p>-Watching a video on wildlife/herds</p>	<p>- Reading ,Listening,speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension ,Grammar and Vocabulary )</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p> <p>-Google forms/docs will be assigned</p> <p>--Quizizz</p>

	<p>Verbs</p> <p>Adverbs</p>	<ul style="list-style-type: none"> <li>- answer probing questions</li> <li>-identify the verbs and adverbs in the given content</li> <li>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem.</li> <li>- identify the value point in the plot/text</li> <li>-punctuate the given content</li> <li>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</li> <li>- develops a reading habit</li> </ul>	<p>Art Integration:</p> <p>Slogan writing</p> <p>'Save Wildlife'</p>  <p>-Extract from the Unit followed by questions:</p> <p>Integrated Learning:</p> <p>Collage making:</p>  <p>Paste pictures of extinct creatures and NGO concerned and make a</p>	<p>-Jamboard activities</p> <ul style="list-style-type: none"> <li>- crosswords and graphic organisers</li> <li>--word walls</li> <li>- explorer-a journal</li> </ul>
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			<p>collage.</p> <p>(Integrated –Social Science)</p> <p>- Prepare points for the discussion, summarizing the main value points made in the text</p> <p>Life Skill- List of Dos and Don'ts of safety related to pets</p> <p>Experiential Learning:</p>  <p>Newspaper Report analysis followed by poster making on 'Campaign against killing for fashion'</p>	
Hindi	<p><b>मधुप</b> पाठ - खाने की इच्छा कालांश 3 पाठ -होशियार (कहानी) कालांश 3</p>	<p><b>प्रत्येक छात्र</b> स्वस्थ रहने के उपाय जान पाएगा। खानपान संबंधी शब्दावली से परिचित हो पाएगा। अपने खानपान की आदतों की जांच परख कर पाएगा।</p>	<p>रचनात्मक कार्य: मेरा डिब्बा गतिविधि। भारतीय व्यंजनों की चित्रात्मक प्रस्तुति एवं सूची निर्माण गतिविधि</p> <p>अनुसंधान कार्य :भारत के कुछ अनजाने व्यंजनों की खोज</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम</p>

	<p><b>व्याकरण</b> विराम चिन्ह (निर्देशक हंस पद कोष्ठक) मुहावरे</p> <p><b>लेखन</b> अपठित कालांश ३</p> <p><b>बाल रामायण</b> राम और सुग्रीव लंका में हनुमान कालांश ३</p>	<p>उचित खाद्य पदार्थों का चयन कर पाएगा। फास्ट फूड जंक फूड आदि के दुष्परिणाम से परिचित हो पाएगा। पाँच नवीन शब्दों का प्रयोग कर वाक्य रचना कर पाएगा। पाठ पर आधारित मौखिक प्रश्नावली के उत्तर बता पाएगा।</p> <p><b>बाल रामायण</b> श्री राम के साहस, बल से परिचित हो पाएगा। श्रीराम व सुग्रीव के आपसी संबंधों पर अपने विचार बता पाएगा। हनुमान के बल व बुद्धि को समझ पाएगा</p>	<p>कला समावेशन: कौमिक द्वारा खाने के विभिन्न प्रकारों की जानकारी।</p> <p>भारतीय भोजन .....भारत की शान (प्रस्तुतीकरण)<b>रचनात्मक कार्य:</b> आपातकालीन परिस्थिति से बचने के लिए एक विज्ञापन का निर्माण</p> <p>विद्यालय हेतु आपातकालीन समय में निकास हेतु मानचित्र का निर्माण</p> <p>आपातकालीन समय में जागरूक करने हेतु नारे का निर्माण</p>	<p>से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
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<p><b>Science</b></p>	<p>Getting to Know Plants</p> <p>Structure and function of root, stem and leaves.</p> <p>Types of root system</p> <p>Types of Venation</p> <p>Differences between Herb ,shrub and trees.</p> <p>Structure of flower</p>	<p>Differentiate between Herbs, Shrubs and Trees with examples.</p> <p>Explain conduction in stems</p> <p>Comprehend the parts of a leaf</p> <p>Draw the diagram of a leaf</p> <p>Define venation and explain its types with examples</p> <p>Define and explain transpiration.</p> <p>State functions of the root.</p> <p>Differentiate between tap and fibrous roots with example.</p> <p>State the function of the stem.</p> <p>Explain the term that stem is a two way street.</p> <p>Describe the parts of a flower and draw well labeled diagrams of the parts.</p>	<p><b>DEMONSTRATIONS</b></p> <p>To study the parts of a leaf.</p>  <p>To differentiate between reticulate and parallel venation in the collected samples of leaves.</p>  <p>To show transpiration in plants.</p>  <p>Type of roots</p>  <p><b>Taproot      Fibrous</b></p>	<p>Google form</p> <p>Written assignment</p> <p>Activity sheet</p>
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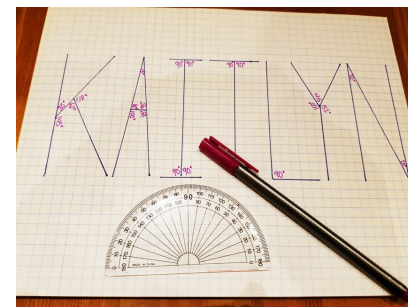
	<ul style="list-style-type: none"> <li>● Meaning of the term 'Climate'</li> <li>● Factors determining climate</li> <li>● Climatic diversity in India</li> <li>● Indian Seasons</li> <li>● Different types of Natural Vegetation in India</li> <li>● Importance of natural vegetation and wildlife and their conservation</li> </ul>	<p>climate , weather</p> <ul style="list-style-type: none"> <li>● List the factors affecting the climate of India.</li> <li>● Explain the cycle of seasons and mention the main features of each season.</li> <li>● Differentiate between advancing and retreating monsoon.</li> <li>● Give details about the distribution of rainfall in India.</li> <li>● Write the meaning of natural vegetation.</li> <li>● Enlist the main types of Natural Vegetation.</li> <li>● Enumerate the importance of forests and the need to conserve them</li> </ul>	<p>show the Wildlife Sanctuaries and National Parks of India.</p> <p><b>Poster Making:</b></p> <p><b>Topic - Save National Wildlife</b></p> <p><b>Students will be asked to make a poster on Save National Wildlife.</b></p> 	
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		<ul style="list-style-type: none"> <li>Suggest the ways in which the forests and wildlife can be conserved.</li> </ul>		
<b>संस्कृतम्</b>	<p>कालांश- 4</p> <p>सम्प्रदानकारक (चतुर्थी विभक्तिः)</p> <p>अपादानकारक (पञ्चमी विभक्तिः)</p> <p>संस्कृतगणना – १- २०</p>	<p>प्रत्येक छात्र</p> <p>* संस्कृत सम्प्रदान व अपादान कारक का शुद्ध व स्पष्ट उच्चारण तथा लेखन कर पाएगा।</p> <p>* कम से कम आठ-दस हिन्दी कारकशब्दों को संस्कृत में लिख पाएगा।</p> <p>* संस्कृत शब्दरूप लिखकर वाक्यप्रयोग कर सकेगा।</p>	<p>सम्प्रदान तथा अपादान कारक के शब्दरूपों का वाचन व लेखनकार्य।</p> <p>दिव्यम् पुस्तक से दोनों विभक्तियों का पठन व अभ्यासकार्य।</p> <p>श्रुतलेख गतिविधि:</p>	<p>गूगलालेख,</p> <p>गूगल प्रपत्र</p> <p>अभ्यासकार्यपत्रेण,</p> <p>वाचनेन,</p> <p>कर्ता-क्रिया मेलनेन,</p> <p>चित्र-वाक्य रचनया,</p> <p>संस्कृतानुवादेन,</p> <p>रिक्तस्थान पूर्ति तथा वाक्य प्रयोग द्वारा।</p>
<b>Mandarin</b>	<ul style="list-style-type: none"> <li><b>Lesson 6 (2 classes)</b></li> <li>Formation of negative sentences: 不 and 没有</li> <li>(1 class)</li> <li>小, 大 (opposite)</li> </ul>	<p>Students will be able to make sentence with 不 and 没有</p> <p>Students will be able to make sentence with opposite words</p> <p>Students will be able to speak 5 sentences to</p>	<p>Video</p> <p>Flash cards</p> <p>poem</p>	<p>Assessments through- Google form</p> <p>Class quiz</p>


	words) (1 class)	introduce 我的家		
<b>French</b>	<b>Les Parties du corps (4 classes)</b>  <b>Le verbe “aller” au présent</b>	Students will be able to-  Describe a person and identify the various parts of the body.  Conjugate the verb “Aller” in the present tense.	<b>Learning Based Activities-</b> Faites des phrases.  Décrivez une person.	Assessments through- Google Docs Class Test




## JANUARY-FEBRUARY


<b>Math</b>	Practical Geometry Construction of <ul style="list-style-type: none"> <li>Circle</li> <li>Line segment</li> <li>Perpendicular to line through point on it</li> <li>Perpendicular to a line through a point not on it</li> <li>Perpendicular bisector to a line segment</li> <li>Angles measuring –</li> </ul>	<u>Each child will be able to construct :</u>  Circles with the given radius . line segments . Perpendicular , perpendicular bisector . Different angles and angle bisectors.	<b>Class Activity</b> <b>What's in a Name?</b>  	Assessment through : <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Quizziz</li> <li>Google Doc.</li> <li>Worksheets</li> <li>Jamboard</li> <li>Google form</li> <li>Educsoft Assignments</li> </ul>
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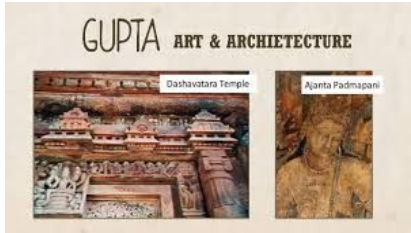
**Fun art project to practice measuring and drawing angles**

	30° , 60° , 90° , 180° , 15° , 45° , 135°			
<b>English</b>	<p>MCB</p> <p>UNIT 7:</p> <p>OTHER WORLDS, OTHER TIMES</p> <p>Section II: The Fun They Had</p> <p>GRAMMAR</p> <p>Revision of concepts covered</p> <p>Introduction and Discussion and guidance( IF TIME PERMITS)</p> <p>· prepositions</p>	<p><b>Each student will be able to:</b></p> <p>pronounce the new words correctly</p> <p>-look for one synonym and one antonym for the words(new terminology) using the dictionary</p> <p>-construct meaningful sentences with new terminology</p> <p>- read the lesson loudly and clearly with correct pauses and mark new terminology</p> <p>- summarize a given portion in his or her words</p> <p>-trace an elements of fun ,joy and</p>	<p>-pre-class reading assigned - New terminology discussed (synonyms/antonyms) -framing of sentences using new words</p> <p>NEW VOCABULARY</p> <p><a href="https://www.youtube.com/watch?v=lySEUio42W8">https://www.youtube.com/watch?v=lySEUio42W8</a></p> <p>Class activity:</p> <p>Students prepare a flow chart of the sequence of events.</p> <p>Experiential learning and Integrated Learning:</p> <p>Deepening reflection of the concept of creativity :</p> <p>Design a Spacecraft and share</p>	<p>- Reading</p> <p>,Listening,speaking and writing activities assigned</p> <p>-Worksheets and questions-on the content covered, comprehension</p> <p>,Grammar and Vocabulary )</p> <p>-Short paragraph writing Handout-guidelines and checklist</p> <p>-Assessment of Speaking Skill through oral reading and discussion</p>

	<p>· conjunctions</p> <p>ACTIVITY BOOK</p> <p>UNIT VII</p> <p>WRITING SKILL</p> <p>Short composition writing</p> <p>Introduction-Formal letter writing</p>	<p>learning in the lesson/poem</p> <p>- answer probing questions</p> <p>-identify the prepositions and conjunctions in the given content</p> <p>-justify the theme of the unit using words/phrases/interpretations from the chapter summarize a given portion in his or her words /poem.</p> <p>- identify the value point in the plot/text</p> <p>-punctuate the given content</p> <p>-write a short paragraph within the specified word limit following the outline/framework. (refer to the guidelines and checklist given)</p> <p>- develops a reading habit</p>	<p>one unique feature or component</p>  <p>Life S-List interesting activities performed by a robot.</p> <p>(Integrated with technology)</p>	<p>-Google forms/docs will be assigned</p> <p>--Quizizz</p> <p>-Jamboard activities</p> <p>- crosswords and graphic organisers</p>
Hindi	<p><b>मधुप</b> पाठ-शहीदों के पत्र</p> <p>नवीन शब्दावली वाक्य रचना</p>	<p><b>प्रत्येक छात्र</b> स्वतंत्रता संग्राम में शहीदों के योगदान को जान पाएगा मातृ भक्ति व देशभक्ति को समझ पाएगा संप्रदायिक एकता</p>	<p><b>कला समावेशन :</b> सूती कपड़े पर चित्रकारी गतिविधि भारतीय तिरंगे का निर्माण गतिविधि</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p> <p>व्याख्यात्मक अभ्यास</p>

	<p>प्रश्न उत्तर कालांश ४</p> <p>पाठ- दुनिया से परे दुनिया</p> <p><b>व्याकरण</b> शब्द ज्ञान काल संधि केवल स्वर संधि (आधी) समास द्वंद, द्विगु परिचय <b>लेखन</b> औपचारिक अनौपचारिक पत्र अपठित गद्यांश विज्ञापन निर्माण</p> <p><b>बाल रामायण</b> लंका विजय राम का राज्य अभिषेक</p>	<p>पर अपने विचार व्यक्त कर पाएगा।</p> <p>पृथ्वी से परे अन्य ग्रह के बारे में ज्ञान पाएगा। विज्ञान की तकनीकी व विकास से परिचित हो पाएगा।</p> <p><b>बाल रामायण</b></p> <p>बुराई की अच्छाई पर जीत को समझ पाएगा। राम के चरित्र को समझ पाएगा।</p>	<p>पृथ्वी की आत्मकथा पर सृजनात्मक लेखन कार्य।</p> <p>रचनात्मक कार्य : वसुधैव कुटुम्बकम् (बिना सरहदों के मानचित्र का निर्माण)</p> <p>अनुसंधान कार्य: भारत के सैनिकों के पास मौजूद आधुनिक तकनीकों की सूची बनाइए।</p>	<p>पत्र के माध्यम से।</p> <p>लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा।</p> <p>अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>
<b>Science</b>	<p>Body Movements</p> <p>Structure ,functions of human body, Human skeletal system, some other animals e.g. Fish,bird,cockroach,sna</p>	<p>Each child will be able to:</p> <p>To locate the position of joints in human body and state its advantages.</p> <p>To construct ball and socket, hinge, pivot joint.</p>	<p>ART INTEGRATION</p> <p>To construct the ball and socket, hinge, fixed, pivot joint using readily available material.</p>	<p>Google doc Google form Written assignments</p> <p>Quiz</p>

	il	<p>Compare different types of joints in the human body and the movement demonstrated by them.</p> <p>Name the different parts of the skeletal system.</p> <p>State advantages of skeleton.</p> <p>State the differences between bones and cartilage.</p> <p>Describe the rib cage and state its advantages.</p> <p>Illustrate the role of muscles in moving of bones.</p> <p>Differentiate between vertebrates and invertebrates.</p> <p>Name and explain the mechanism of movement and the organs of locomotion of fish, birds, snakes, cockroach, snail, etc</p>		
	<p>Fun with Magnets</p> <p>Poles of magnet</p> <p>A freely suspended magnet always aligns in a particular direction</p>	<p>Explain the discovery of natural magnets.</p> <p>Differentiate between natural and artificial magnets and their types.</p>	<p>DEMONSTRATIONS</p> <p>To demonstrate how some things are attracted by a magnet while others are not.</p> <p>To classify things into magnetic and nonmagnetic substances.</p>	<p>Hands on activities</p> <p>Activity sheet</p> <p>Quiz</p> <p>Written assignment</p>

	<p>North and South poles Like poles repel and unlike poles attract each other</p>	<p>Classify magnetic and non magnetic substances.</p> <p>Identify the poles of a magnet and state some properties</p> <p>Describe the construction and working of a magnetic compass.</p> <p>To make their own magnet Analyse the behaviour of magnets when they are brought near each other.</p> <p>How are temporary magnets different from permanent magnets</p>	<p>To locate poles of a magnet. ( LAB)</p> <p>To show that magnets always align in a particular direction.(LAB)</p> <p>To show that like poles repel and unlike poles attract.</p>	<p>Google Form</p>
<b>Soc. Sc.</b>	<p><b><u>HISTORY</u></b></p> <p><b><u>Political Development</u></b></p> <p><b><u>(AD300-700AD)</u></b></p> <p>The Gupta Empire</p> <ul style="list-style-type: none"> <li>● Chandragupta 1</li> <li>● Samudragupta</li> <li>● Chandragupta</li> <li>● Vikramaditya</li> </ul> <p>Achievements</p>	<p>Each student will be able to :</p> <p>List the main archaeological and literary sources of this period.</p> <p>Write about the contribution made by:</p> <ul style="list-style-type: none"> <li>▪Chandragupta I</li> <li>▪Samudragupta</li> <li>▪Chandragupta II</li> </ul> <p>Describe the Gupta</p>	<p>Art Integration Learning</p> <p>Factfile Topic - Art and Architecture of Gupta Empire</p>  <p>Students will be asked to research and make a factfile on the art and architecture of the Gupta Empire.</p>	<p>Assessment through :</p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Quizizz</li> <li>● Google Doc.</li> <li>● Worksheets</li> <li>● Jamboard</li> <li>● Entry &amp; Exit tickets</li> </ul>



	<p>Harshavardhana</p> <p>Life of the people</p> <p>Bhakti – an important Religious development.</p>	<p>administration:</p> <ul style="list-style-type: none"> <li>- the society and religion under the Guptas.</li> </ul> <p>List the contributions made by Harsha in the field of art, religion &amp; education.</p> <p>Enumerate the achievements of the Guptas in the fields of</p> <ul style="list-style-type: none"> <li>▪art and architecture</li> <li>▪science and literature</li> </ul> <p>Explain the rivalry between Chalukyas and Pallavas.</p> <p>Rise and features of Bhakti Movement.</p> <p>Each student will be able to :</p> <p>Define: Civic Amenities, Local Self Government, Panchayat.</p> <p>Enlist the advantages of local self-government</p> <p>Explain the structure of Panchayati Raj</p>		
	<p><b><u>CIVICS</u></b></p> <p><b><u>How we govern our communities</u></b></p> <ul style="list-style-type: none"> <li>●Introducing the terms like: civic amenities, local self government</li> <li>●Advantages of local</li> </ul>		<p>Activities/ Project/ Research work:</p> <ul style="list-style-type: none"> <li>● Find out: about the municipal councilor chosen from your ward and your ward number.</li> <li>● Case study- Your native state, State----is divided into -Districts----are</li> </ul>	

	<p>self-government</p> <ul style="list-style-type: none"> <li>●Panchayati Raj System:</li> </ul> <p>a) Functions and sources of income of the panchayats</p> <p>b)Composition of the village panchayat</p> <p>Municipalities:</p> <p>Municipal Corporation-</p> <ul style="list-style-type: none"> <li>●District Administration:Functions</li> <li>●Judicial administration in districts</li> </ul>	<p>Assess the main constituents of the Panchayat at village level.</p> <p>Explain the composition of Block Samiti and Zila Parishad.</p> <p>Enlist the functions of Municipal Corporation.</p> <p>Enumerate the functions of district administration.</p> <p>List the types of courts are there in a district.</p> <p>Write about the judicial administration in districts.</p>	<p>divided into Blocks-----are divided into Villages.</p> <ul style="list-style-type: none"> <li>● Read the Story Panch Parmeshwar by Prem Chand.</li> </ul>	
<b>Sanskrit</b>	<p>जनवरी- कालांश-3</p> <p>सम्बंधकारक (षष्ठी विभक्तिः)</p> <p>अधिकरणकारक ( सप्तमी विभक्तिः)</p> <p>फ़रवरी -कालांश – 3</p> <p>बालक, लता व फल</p> <p>सम्बोधनम्</p>	<p>प्रत्येक छात्र</p> <p>* स्वसंबंधित वस्तुओं से युक्त वाक्यप्रयोग कर सकेगा।</p> <p>* षष्ठी व सप्तमी विभक्ति के साथ- साथ सभी विभक्तियों में शब्दरूप लेखन कर सकेगा।</p> <p>* कारकों का प्रयोग वाक्यों में कर सकेगा।</p> <p>* संबोधन का वाक्यप्रयोग कर</p>	<p><u>कलासमन्वय-</u> स्वपरिचय वाचन</p> <p>गतिविधि – विशेषण शब्दों का प्रयोग करते हुए अपना परिचय संस्कृतभाषा में बोलना।</p> <p>* स्वसंबंधित वस्तुओं से युक्त वाक्यप्रयोग करना।</p> <p>*षष्ठी व सप्तमी विभक्ति में शब्दरूप लेखन करना तथा उनके साथ प्रश्ननिर्माण करना यथा - रामस्य विद्यालयः विशालः</p>	<p>विषय से संबंधित मौखिक व लिखित प्रश्नोत्तर व अभ्यासकार्य के माध्यम से तथा व्याकरण में प्रायोगिक अभ्यास द्वारा मूल्यांकित किया जाएगा।</p>

	<p>रचनात्मक कार्यम् अपठित गद्यांश चित्रवर्णनम्</p> <p>दश पशु व सब्जियों के संस्कृत नाम</p>	<p>सकेगा।</p> <p>* सरल अपठित गद्यांश के प्रश्नों के उत्तर लिख सकेगा।</p> <p>* लघु वाक्यों में चित्र वर्णन कर सकेगा।</p>	<p>अस्ति।</p> <p>प्रश्न – कस्य विद्यालयः विशालः अस्ति?</p> <p>* संबंधकारक षष्ठी विभक्ति में संबंधियों का परिचय अथवा जानकारी देना यथा मेरे भाई का नाम अनुज है।</p> <p>मेरे पिताजी का दफ्तर दूर है।</p> <p>* कथानकीय कारकों का पठन प्रश्नोत्तर व अभ्यासकार्य करना।</p> <p>* अपठित गद्यांश का पठन सरलार्थ तथा प्रश्नोत्तर करना।</p> <p>* चित्राधारित लघु हिन्दी वाक्य रचना करके संस्कृत अनुवाद करना।</p>	<p>गूगललेख, प्रपत्र अभ्यासकार्यपत्रेण च मूल्यांकनं भविष्यति।</p>
<b>Mandarin</b>	<p>Revise for weekly test (2 classes)</p> <p>Lesson 7 (2 classes)</p> <p>Lesson 8 (2 classes)</p>	<p>Students may know the following words and concept</p> <p>喜欢 也</p> <p>Students may know the Common food vocabulary(薯条, 汉堡, 可乐)</p>	<p>Song</p> <p>Making food menu</p>	<p>Assessment through- Worksheet</p> <p>Quizizz</p> <p>Notebook- character writing</p>
<b>French</b>	<p><b>Les Adjectifs Possessifs</b> (3 classes)</p>	<p>Students will be able to- use the correct adjective based</p>	<p><b>Rap Song-</b> Students will compose their own Rap song with adjective possessive.</p>	<p>Assessment through- Worksheet - Les verbes Class Test - Verbs</p>

	<b>Les Verbes au present (3 classes)</b>	on the gender and number of the nouns in the sentence.  Conjugate verbs of the 1 <sup>st</sup> group – ER in the present tense.		
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