



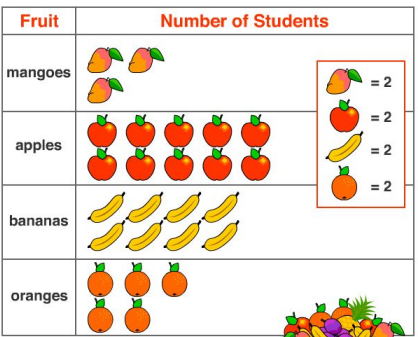
**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**PARENTS SYLLABUS (2020-21)**  
**CLASS VIII**  
**OCTOBER-MARCH**

Subject	Topics Covered / No. of Periods	Learning Outcomes	Activities	Assessments
<b>OCTOBER</b>				
<b>Math</b>	<p><b>Data handling</b> (4 classes)</p> <ul style="list-style-type: none"> <li>● Circle graph or pie chart</li> <li>● Chance and Probability ( 2 classes)</li> </ul> <p><b>Linear equations in one variable</b> (8 classes)</p> <ul style="list-style-type: none"> <li>•Simple linear equations</li> <li>•Equations of the form <math>(ax + b) / (cx + d) = k</math></li> <li>•Applications in daily life situations</li> </ul>	<p>EACH CHILD WILL BE ABLE TO</p> <ol style="list-style-type: none"> <li>1. Recap bar graphs</li> <li>2. Interpret the given circle graphs</li> <li>3. Draw circle or pie chart</li> <li>4. To find out the chance and the probability of occurrence of any event.</li> <li>5. Solve simple linear equations</li> <li>6. Solve equations of the form <math>(ax + b) / (cx + d) = k</math></li> <li>7. Solve questions on applications of daily life situations</li> </ol>	<p><b>ART INTEGRATION</b></p> <p>2 EXAMPLES OF REAL - LIFE DATA EXPRESSED AS PICTOGRAPHS AND PIE CHART</p>	<p>Educosoft Assignments</p> <p>MCQ - Google forms</p> <p>Google docs</p> <p>Entry &amp; Exit tickets from the class</p> <p>Worksheets</p> <p>Graphic Organisers</p> <p>Weekly Test</p>

**concrete graph, pictogram, pictograph**

Pictures may represent one or more items.

**Student Survey - Fruits Eaten**



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**EXPERIENTIAL LEARNING:**

<https://www.scholastic.com/teachers/activities/teaching-content/probability-5-studyjams-interactive-math-activities/>

**Interactive games on Probability**

**English**

Main Course Book-Unit 5 – The Palindrome

**Lifeskills- Good Communication**

Grammar – active and

- Each child will be able to:**
- Name some of the famous court jesters.
  - identify some palindromes
  - answer most of the questions
  - write answers to the textual questions ,based on the class discussion
  - use and convert from active to passive voice and vice versa
  - write a corrected version of the first letter

- Experiential Learning**
- Constructing palindromes
  - Poster advertising Afghanistan
  - Class discussion on how play of words brings in humour and how wit plays an important role when you want to make a point.)

- Google forms
- Google docs
- Exit tickets
- Worksheets
- Graphic Organisers

	<p>passive voice Synonyms and antonyms</p> <p>Writing skills – creative writing-letter to editor 2<sup>nd</sup> draft</p> <p>Listening skills Practice</p>	<p>- identify his/her mistakes -be able to present his/her views in an organised manner. -change sentences in active voice to passive. -use the checklist for writing - listen, comprehend and interpret information - be able to answer questions based on audio</p>	<p><b>Word Wall- (Pinterest)</b> Collect all the words associated with the theme of this unit. (The Magic of words)</p> <p>Discuss the character of Tenali Raman, his carefree attitude his pranks, witty answers, how his wit got him out of trouble etc</p> <p><b>Art Integration-</b> ‘The Palindrome Song’ Sing along to learn new palindromes.(MI- Musical)</p> <p><u>Assessment Activity</u> Speaking about the role of court jesters in a king’s court / society etc</p>	<p>Weekly Test</p> <p>Jamboard for vocabulary.</p>
<p><b>Hindi</b></p>	<p><b>मधुप</b> पाठ- अंतिम सीख नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p>कालांश ३ <b>व्याकरण</b> अनेक शब्दोंके लिए एक शब्द वाच्य पहचान व अंतर कि तथा की मेंअंतर <b>लेखन</b></p>	<p><b>प्रत्येक छात्र</b> औपचारिक -अनौपचारिक पत्र में अंतर जान पाएगा । ज्ञानी तथा विद्वानों के गुणों को जान पाएगा सत्य के प्रति सजग हो पाएगा। विनम्रता का सदुपयोग जान पाएगा। युद्ध की राजनीति को समझ पाएंगे। ज्ञान और कर्म में तालमेल बनाना सीखेगा।</p> <p>अमृत संचयन</p>	<p><b>रचनात्मक कार्य</b></p> <p>राम रावण के अंतिम दिन के युद्ध का वर्णन करते हुए कविता या पठन नाटक कीजिये और 2 मिनट का विडियो तैयार कीजिये।</p> <p>की और की का खेल।</p> <p><a href="https://drive.google.com/file/d/1_cs_WTyN1JzzYrB4eYO0lzuuxy3a8MFs/view?usp=drivesdk">https://drive.google.com/file/d/1_cs_WTyN1JzzYrB4eYO0lzuuxy3a8MFs/view?usp=drivesdk</a></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 जांच द्वारा।</p> <p>अभ्यास कार्यपत्र की</p>

	चित्र वर्णन अपठित गद्यांश कालांश २ <b>अमृत संचयन</b> <b>दहेज</b> कालांश	दहेज नामक कुप्रथा से परिचित हो पाएगा।  आज के दौर से जोड़ कर प्रस्तुति	<b>कला समावेशन</b>  रामायण के किसी भी प्रिय पात्र व संवाद की प्रस्तुति व्यक्तिगत या सामूहिक रूप से करवाई जाएगी।	चर्चा व निरीक्षण द्वारा  व्याख्यात्मक लेखन व वाचन द्वारा  लिखित प्रश्नों के उत्तर श्रवण माध्यम द्वारा।
<b>Science</b>	<b>Force, and Pressure</b>  Effects of force, Types of forces, units of forces, Mass and weight  Spring balance  Unit of pressure Examples of pressure in daily life  Simple calculation on pressure  Pressure in liquids  Pascal's Law  Atmospheric pressures and its  Uses	Define force  Explain the effect of force.  Describe the various types of forces.  List the various methods to reduce friction.  Explain the concept of weight and the unit used for the measurement of force.  Define Pressure.  Relate pressure with thrust.  List the factor on which pressure in liquids depends on.	Demonstrating change in speed of a moving object, its direction of motion  and shape by applying force.  Measuring the weight of an object, as a force by the earth using a spring balance.  Magnetic force using nails and a magnet.  Compare the pressure exerted by a pointed nail with a blunt nail.  Activities based on pressure exerted by liquids  1, Liquids exert pressure on the	Educsoft Assignments  MCQ - Google forms  Google docs  Liveworksheets Gamified quizzes  Entry & Exit tickets from the class  Worksheets  Graphic Organisers  Weekly Test

**Friction**

Origin of friction

Types of friction

Laws of friction

Ways to reduce friction

Explain the concept of frictional force.

Enlist the advantages of friction

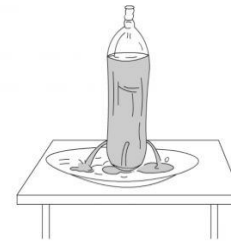
Analyse the disadvantages of friction.

Explain the different types of friction.

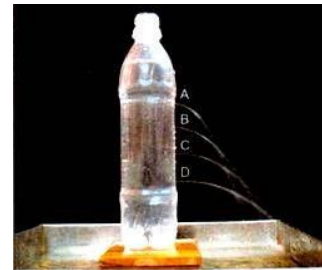
walls of container



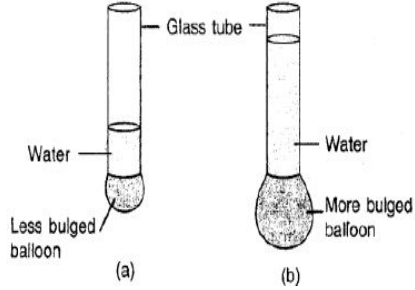
2. Liquids exert equal pressure t the same depth



3. Pressure in a liquid increases with depth




4. Pressure exerted by water t the bottom of the container depends on the height of the column.

			 <p>To observe frictional force using a comb on hair.</p> <p>Demonstrating friction between rough &amp; smooth surface; &amp; wear &amp; tear of objects using eraser on paper.</p> <p>Explore the methods of reducing &amp; increasing friction.</p> <p>How to make cycling easier?</p>	
<p><b>Soc. Sc.</b></p>	<p><u><b>Agriculture</b></u>  <b>( World wide pattern deleted due to lockdown)</b></p> <ul style="list-style-type: none"> <li>● <b>Meaning</b></li> <li>● <b>Factor s influencing Crop Cultivation</b></li> </ul>	<p><u>Each child will be able to:</u></p> <p>(i)state the meaning of the term ‘agriculture’.</p> <p>(ii)assess the factors influencing crop cultivation.</p> <p>(iii)explain the nature of agriculture in India</p>	<p><b>Flipped class</b></p> <p><b>Quiz</b> on major crops</p> <p>Class Discussion- <b>Farm Bills 2020</b></p> <p><u><b>Map work</b></u></p> <p>Mark the major crops on the political map of India</p>	<p>MCQ - Google forms</p> <p>Google docs- Assignment questions</p> <p>Worksheets</p> <p>Graphic Organisers</p>

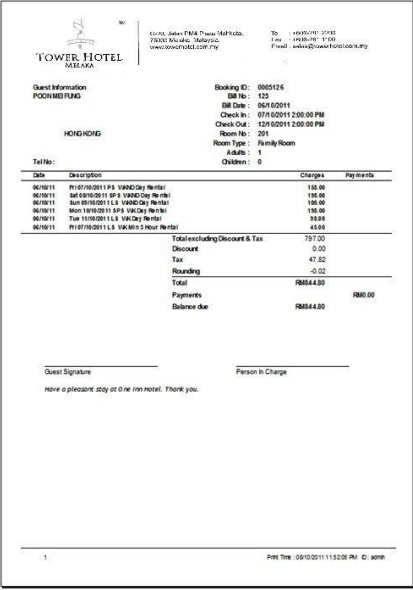
	<ul style="list-style-type: none"> <li>●Types of Agriculture</li> <li>●Agriculture in India</li> <li>●Types of Crops</li> <li>●Major Crops: Rice, wheat Cotton, jute Millets, maize Tea , coffee</li> <li>●Development of Agriculture: A comparative assessment of India and the U.S.A</li> </ul>	<p>(iv)spell out the main types of crops &amp; the major Indian crops.</p> <p>(v)compare the developmental status of agriculture in India and the U.S.A.</p>		
	<p><b><u>Subject Enrichment Activity- 5 Marks</u></b></p> <p><b><u>Crafts and Industries</u></b></p>	<p><b><u>Each child will be able to-</u></b></p> <p>Learn about different weaves in India</p>	<p>Prepare a e-fact-file on any one weave of India.</p>	<p>Assessment Research-2 Marks Presentation-2Marks Timely Sub. 1 Mark</p>
	<p><b><u>The Judiciary</u></b></p>	<p><b><u>Each child will be able to:</u></b></p> <p>(i)explain the importance of and the role played by judiciary in the country.</p>	<p><b><u>Art Integration- Drama</u></b></p> <p><u>Role play-</u></p> <p>Court scene- On court proceedings</p>	<p>OOTQ(Other objective type questions) - Google forms</p> <p>Google docs- Assignment questions</p>

	<ul style="list-style-type: none"> <li>●Structure and working of the judiciary</li> <li>●Supreme Court and High courts</li> <li>●Function and role of subordinate courts</li> <li>●PIL</li> <li>●How a case moves from lower to higher courts</li> <li>●Need for an independent judiciary</li> </ul>	<p>(ii)give meaning of :</p> <p>a)criminal cases &amp; civil cases</p> <p>b)jurisdiction(along with its types)</p> <p>c)PIL</p> <p>(iii)describe the structure of Indian judiciary.</p> <p>(iv)compare the Supreme Court and the High Courts.</p> <p>(v) give details about the Subordinate Courts.</p> <p>(vi)elaborate upon the movement of cases from lower to higher courts.</p>	<p>Newspaper Activity:</p> <p>Role of Judiciary</p> <p>Picture Study :</p> <p>Supreme Court of India</p>	<p>Worksheets</p>
<p><b>संस्कृतम्</b></p>	<p>भारतीयाः नार्यः ( स्वर-संधिः- वृद्धि, यण्, अयादि)  कालांश- 2  उपपद विभक्तिः-  द्वितीया- विना, परितः, गम्  तृतीयां- सह, अलम्</p>	<p>प्रत्येक छात्र</p> <p>* भारतीय नारियों की महानता पर दो-तीन वाक्य बोल पाएगा।</p> <p>* भारतीय नारियों की महानता की सूची बना पाएगा।</p> <p>* वाक्यों में आए वृद्धि, यण् तथा अयादि संधि के शब्दों को खोज कर संधिविच्छेद कर पाएगा।</p> <p>* तीनों संधियों के विषय में मुख्य बिन्दु लिख पाएगा।</p>	<p>* भारतीय महान् नारियों पर वाक्य वाचन।</p> <p>* <u>कला- समन्वय कार्य-</u> <u>कोलाज रचना।</u></p> <p><a href="#">12 women who've made India very proud over the years -</a></p>	<p>मौखिक, लिखित प्रश्नोत्तरी</p> <p>अभ्यासकार्य, क्विज़िज़ तथा गूगल प्रपत्र में कराए गए कार्यो द्वारा मूल्यांकित किया जाएगा।</p>



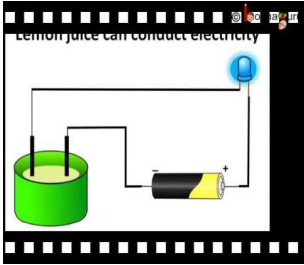
	<p>चतुर्थी - नमः, दा कालांश- 2</p>	<p>* उपपद विभक्ति को पूर्वज्ञानाधारित वाक्यों में प्रयोग कर पाएगा।</p> <p>* नवीन शब्दों का वाक्यप्रयोग कर पाएगा।</p>	 <p>* संबंधित प्रश्नादि अभ्यासकार्य।</p> <p>* क्विज़िज़ द्वारा उत्तर देना।</p> <p>* गद्यांश में आए स्वरसंधि युक्त शब्दों का संधिविच्छेद करना।</p> <p>* उपपदविभक्ति आधारित वाक्य पूर्ति करना।</p>	
<p><b>French</b></p>	<p><b>La chambre de l'hôtel.</b> (2 classes)</p> <p><b>Les Articles partitifs</b> (2 classes)</p>	<p>Students will be able to - Describe a room in a hotel in 120-150 words. Learn vocabulary words for furniture. Write the correct form of the qualitative adjective based on the gender and number of the noun they qualify. Use the correct partitive article before every food item.</p>	<p><b>Writing Skill based Activity :</b> Décrivez votre chambre en 100-120 words.</p> <p><b>Learning based Activity :</b> Jeu de mots – Adjectifs qualificatifs.</p>	<p>Assessment through- Class Test - Adjectifs qualificatifs Quizziz - Articles Partitifs</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 23</li> <li>· <b>Vocabulary of transportations</b></li> <li>· <b>想 "want to, think, miss"; 做 "to be/come, to do"</b></li> </ul>	<p>Students will be able to -</p> <p>Know the story and culture of Mid-Autumn Festival</p> <p>Students can make a conversation about travel</p>	<b>Video</b>  <b>PPT</b>	<b>Quizizz</b>  <b>Notebook-Sentences writinhg</b>
<b>NOVEMBER</b>				
<b>Math</b>	<b>COMPARING QUANTITIES (Sales Tax, Compound Interest)</b> (7 Classes)  <ul style="list-style-type: none"> <li>• Calculate the sales tax</li> <li>• Recall Simple Interest</li> </ul>	<b>EACH CHILD WILL BE ABLE TO</b> <ol style="list-style-type: none"> <li>1. Calculate Sales Tax on the given product</li> <li>2. Calculate Simple Interest</li> <li>3. Deduce the formula for the Compound Interest.</li> <li>4. Calculate compound interest</li> </ol>	<b>ART INTEGRATION:</b>  <b>Role - Play</b>	Educosoft Assignments  MCQ - Google forms  Google docs  Entry & Exit tickets from the class

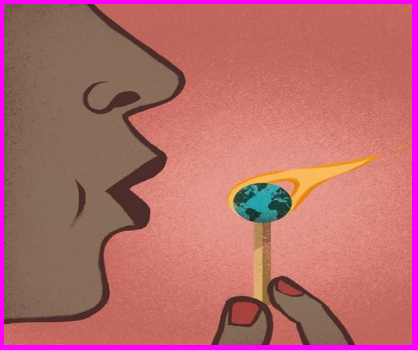
	<ul style="list-style-type: none"> <li>•What is compound interest?</li> <li>•Formulae for compound interest</li> <li>•Time period and rate for interest compounded half yearly or quarterly</li> <li>•Applications of compound interest formula</li> </ul> <p><b>DIRECT &amp; INVERSE PROPORTIONS</b> (5 classes) Skills Decision making, Problem Solving Computational skills</p> <ul style="list-style-type: none"> <li>•Direct Proportion</li> <li>•Inverse Proportion</li> </ul>	<ol style="list-style-type: none"> <li>5. Calculate compound interest when Time period and rate for interest compounded half yearly or quarterly</li> <li>6. Application based questions on Compound Interest.</li> <li>7. Identify whether the given question is of direct variation or indirect variation.</li> <li>8. Solve questions based on direct variation and Indirect variation.</li> </ol>	<p><b>EXPERIENTIAL LEARNING:</b></p> <p>Study the real bills of the items purchased to identify the sales tax and other parameters.</p> 	<p>Worksheets</p> <p>Graphic Organisers</p>
<p><b>English</b></p>	<p><b>Main course Book-Unit 6-Heal the Earth</b> Section 1- Interview with Arun Krishnamurthy</p> <p>An Island of Trees as a reading activity</p> <p><b>Values- Caring for the environment</b></p>	<p><b>Each child of the class will be able to –</b></p> <ul style="list-style-type: none"> <li>-contribute at least one valid point to the class discussion</li> <li>-answer most of the basic textual questions independently</li> <li>- assess what steps we can each take in helping the environment</li> <li>-write an article based on the brainstorming session.</li> <li>-read, understand and infer the meaning of the simple story.</li> </ul>	<p><b>Experiential Learning-</b></p> <p>Interview two generations- What are they doing as individuals for the environment? Submit Questionnaire and data sheets</p> <p><b>Learning by Doing-</b></p> <p>Take a virtual tour of a rainwater harvesting farm.Understand the</p>	<p>Google forms</p> <p>Google docs</p> <p>Exit tickets</p> <p>Worksheets</p> <p>Graphic Organisers</p> <p>Weekly Test</p>

	<p><b>Lifeskills- Taking initiative</b></p> <p>Analyse the Threats to the environment Areas that need to be healed Causes-Human activities and Ways to reduce the threats Creating a Brochure and presenting it in class</p> <p><b>Grammar-</b> Punctuation Conjunctions Phrasal verbs</p>	<ul style="list-style-type: none"> <li>-frame interesting and thought provoking questions.</li> <li>-participate in the class discussion.</li> <li>-focus on the inner meaning of the story</li> <li>- answer the basic textual questions</li> <li>-research and identify the information required.</li> <li>-make an interesting and eye catching brochure on the specific topic given</li> <li>-present the information to the class clearly and with confidence.</li> <li>–recall the punctuation basics taught earlier</li> <li>-use conjunctions to join sentences</li> <li>-locate phrasal verbs</li> <li>-learn the use of compound words</li> </ul>	<p>relevance of the location of rainwater harvesting pits/ solar panels; also observe the green initiatives taken up in the farmland. Discuss- How much difference do you think these initiatives make? How do they directly / indirectly affect the people around? Connect with Arun K's initiatives.</p> <p><b><u>Word Wall- (Pinterest)</u></b> Collect all the words associated with the theme of this unit. (Heal the Earth)</p> <p><b><u>Learning Activity</u></b> Research and reflect –</p> <ul style="list-style-type: none"> <li>-the importance of trees and plants in our lives</li> <li>-how animal and plant kingdom are interdependent</li> <li>-do plants share a special relationship with people who nurture</li> </ul> <p>Think of the many ways you can make a difference to the environment- brainstorm and mind mapping on the board</p> <p><b><u>Art Integration -</u></b> Creating a brochure on any one species of trees. (MI-Visual-Spatial) Assessment of the brochure and the speaking skills</p>	<p>Jamboard for vocabulary.</p>
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			Based on- -presentation of the information and level of research -visual appeal and layout -confidence and clarity in speaking -any original ideas and special touches	
<b>Hindi</b>	<p><b>मधुप</b> <b>जाएका ए पुरानी दिल्ली</b></p> <p>नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p>कालांश 4 <b>व्याकरण</b> समास श्रुतिसम भिन्नाथक शब्द सार लेखन वाक्य शुद्धि</p> <p><b>लेखन</b> अनुच्छेद कालांश 5</p>	<p><b>प्रत्येक छात्र</b> पुरानी दिल्ली के पारंपरिक व्यंजनों के विषय में जानेगे। फास्ट फूड के दौर में सदियों पहले के सवाद के अस्तित्व को पहचान सकेंगे। पारंपरिक व्यंजनों के पीछे की कहानी</p> <p><a href="https://youtu.be/Y">https://youtu.be/Y</a></p>	<p>पाठ में लिखे व्यंजनों की दुकानों की सूची तैयार कीजिये।</p> <p>कला समेकित क्रिया आप कोई भी एक पारंपरिक डिश बना कर अपने माता पिता को खिला कर उनके विचारों को कैमरे में कैद कर सांझा कीजिये।</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</p> <p>व्याख्यात्मक लेखन व वाचन द्वारा</p> <p>लिखित प्रश्नों के उत्तर श्रवण माध्यम द्वारा।</p>
<b>Science</b>	<b>SOME NATURAL PHENOMENA</b>	Describe the methods of charging a body.	Activity	<p>Educsoft Assignments</p> <p>MCQ - Google forms</p>


	<p>Static electricity</p> <p>Kinds of electric</p> <p>Charges-positive</p> <p>and negative electroscopes</p> <p>Transfer of charges through induction</p> <p>Flow of charges</p> <p>Atmospheric electricity</p> <p><b>Chemical effect of current</b></p> <p>Electrolytes</p> <p>Chemical effect</p> <p>Of current</p>	<p>Explain the working and uses of an electroscopes.</p> <p>Explain the effects of electric charges in the atmosphere.</p> <p>Differentiate between conductors and insulators</p> <p>Test various liquids for their conductivity</p> <p>Name the various methods of charging a body.</p>	<p>1.Charging by rubbing</p> <p>2.To observe the behaviour of two charged bodies when they are brought closer.</p> <p>3. To make a simple electroscopes.</p> <p>1. To make a tester to check the conductivity of different liquids</p> 	<p>Google docs</p> <p>Liveworksheets</p> <p>Gamified quizzes</p> <p>Entry &amp; Exit tickets from the class</p> <p>Worksheets</p> <p>Graphic Organisers</p> <p>Weekly Test</p>
<p><b>Soc. Sc.</b></p>	<p><b><u>Rise of Indian Nationalism</u></b></p> <p>•Rise of nationalist</p>	<p><b><u>Each child will be able to:</u></b></p> <p>(i)examine the birth of I.N.C;</p>	<p><b><u>Newspaper Activity:</u></b></p> <p>Paste printout of excerpts from</p>	<p>OOTQ(Other objective type questions) - Google forms</p>

	<p>feelings among Indians</p> <ul style="list-style-type: none"> <li>● Birth of the Indian National Congress(I.N.C)</li> <li>● Moderates, Extremists and the revolutionaries</li> <li>● Constitutional reforms proposed by the British govt</li> <li>● British policy of divide and rule</li> </ul>	<p>(ii)explain the Moderate and Extremist phases;</p> <p>(iii)trace the revolutionary activities;</p> <p>(vi)elaborate the British policy of divide and rule;</p> <p>(v)describe the progress of the national movement during World War I.</p>	<p>newspapers of 19<sup>th</sup> century.</p> <p>Make a list of common topics they wrote about.</p> <p><b>Movie time:</b> Gandhi- to be followed by slogan writing activity</p> <p><b>Art Integration- Creative Writing</b></p> <p>Slogan writing- slogans used during Early national movement</p>	<p>Google docs- Assignment questions</p> <p>Worksheet</p> <p>Performance in both activities</p> <p>Weekly test</p>
	<p><b><u>INDUSTRY</u></b></p> <p><b>(INDUSTRIES OF PITTSBURGH, OSAKA &amp; SILICON VALLEY DELETED DUE TO LOCKDOWN)</b></p> <ul style="list-style-type: none"> <li>● Meaning</li> <li>● Classification based on ways of production</li> <li>● location of Industries</li> <li>● Industrial regions</li> <li>● Types of industries</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <p>(i)state the meaning of the term 'industry'</p> <p>(ii)classify the industries on the basis of the ways products are produced;</p> <p>(iii)mention the factors that influence the location of different industries;</p> <p>(iv)list the different types of industries on the basis of different classifications;</p> <p>(v) draw a comparison between India and other nations..</p>	<p>Graphic organiser-On classification of industries</p> <p>Mapwork- On location of major industries in India</p> <p>Live worksheet.com for online worksheet- match the following</p>	<p>MCQ - Google forms</p> <p>Google docs- Assignment questions</p> <p>Live Worksheet</p> <p>Weekly test</p>

	<ul style="list-style-type: none"> <li>●Industrial development in India</li> <li>●Comparison of India with other nations</li> <li>●Industrial disasters</li> </ul>			
<p><b>संस्कृतम्</b></p>	<p>पर्यावरणरक्षकाः ( वाच्य परिवर्तनम्) कालांश- 2</p> <p>उपपदविभक्तिः - पञ्चमी- बहिः, अनन्तरम् षष्ठी - उपरि, पुरतः, पृष्ठतः सप्तमी - निर्धारणे, स्निह कुशल(प्रवीण/दक्ष/निपुण) कालांश- 2</p>	<p>प्रत्येक छात्र-</p> <ul style="list-style-type: none"> <li>* कथानक का सरलार्थ करते हुए वाच्यपरिवर्तन कर सकेगा।</li> <li>* कथानक संबंधी प्रश्नों के उत्तर दे सकेगा।</li> <li>* उपपद विभक्ति का प्रयोग कर सकेगा।</li> </ul>	<p>* कला-समन्वय - भित्तिपत्र रचना(पोस्टर) पर्यावरण सुरक्षा के विषय में विचार करते हुए सुन्दर भित्तिपत्र बनाना ।</p>  <p><a href="#">113 Best Climate Change Posters and Banners images</a></p> <p>...</p> <ul style="list-style-type: none"> <li>* शब्दभण्डार गतिविधि – पञ्चपर्यायप्रदानम्</li> <li>* प्रश्नोत्तरादि अभ्यास</li> <li>* उपपदविभक्ति से वाक्यपूर्ति करना।</li> <li>* उपपदों के अर्थ लिखना।</li> </ul>	<p>लिखित-मौखिक- क्विज़िज़ कार्य द्वारा मूल्यांकन किया जाएगा ।</p>



<b>Mandarin</b>	Lesson 24 Direction Map reading (3 classes)	Student will be able to -  Read the chinese map  Comprehend of the story given	Story - reading comprehension  Map making	worksheet
<b>French</b>	<b>Le petit déjeuner</b> (2 classes)  <b>Une Promenade</b> (2 classes)	The students will be able to- Describe what the french eat for breakfast in 120-150 words. Enumerate the various monuments in Paris.	<b>Activity based on Understanding-</b> Compréhension Écrite  <b>Google Earth-</b> The city of Paris  <b>Writing Skill based Activity :</b>  Décrivez la ville de Paris en 120-150 mots  Décrivez le petit-déjeuner en France.	Assessments through-  Jamboard Quizziz Google Form
<b>DECEMBER</b>				
<b>Math</b>	<b>FACTORISATION</b>  <b>(12 Classes)</b>  <b>Factorisation by</b>  Common factors  Grouping  <b>Factorisation using</b> <b>identities</b>  <b>Factorise By middle term</b>	<b>EACH CHILD WILL BE ABLE TO</b>  1. Factorise the given expression by the method of common factors. 2. Factorise the given expression by the method of grouping. 3. Factorise the given expression by the method of splitting the middle term. 4. Factorise the given expression by using identities. 5. Divide algebraic expressions.	<b>ART INTEGRATION:</b>  FACTORING PUZZLE ( Group Activity- Pair and Square)	Educosoft Assignments  MCQ - Google forms  Google docs  Entry & Exit tickets from the class  Worksheets  Graphic Organisers

	<p><b>splitting.</b></p> <p><b>Division of algebraic expressions</b></p> <p>of a monomial by a monomial</p> <p>of a binomial by a monomial</p> <p>by taking out common term</p> <p>by factor method</p> <p>by middle term splitting and then cancelling</p>		<p>Name _____ Date _____</p> <p><b>Factoring Puzzle 1</b> </p> <p>Directions: Cut out each puzzle piece and match the factors with the correct trinomial.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 8x + 7</math>  <math>(x + 6)</math>   <math>(x + 7)</math> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 10x + 16</math>  <math>(x + 9)</math>   <math>(x + 4)</math> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 10x + 24</math>  <math>(x + 1)</math>   <math>(x + 5)</math> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 8x + 15</math>  <math>(x + 3)</math>   <math>(x + 7)</math> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 18x + 81</math>  <math>(x + 2)</math>   <math>(x + 9)</math> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>x^2 + 10x + 21</math>  <math>(x + 3)</math>   <math>(x + 8)</math> </div> </div> <p style="text-align: right; font-size: small;">© 2015 Insight Learning Center</p>	<p>Weekly Test</p>
<p><b>English</b></p>	<p>Main Course Book Unit 7 Ashoka ,the messenger of Peace-</p> <p>Value- Peace</p> <p><b>Value- peace</b> Grammar – Phrasal verbs contd Prepositions</p> <p>Dramatization of a prose passage- role play</p>	<p><b>Each child of the class will be able to-</b></p> <ul style="list-style-type: none"> <li>-sketch at least one peace motif</li> <li>-share any one fact about Ashoka’s edicts</li> <li>Confirm that the message is relevant even today and explain why</li> <li>-answer the textual questions</li> <li>-re-write the message in today’s language and vocabulary</li> <li>-identify the parts of speech or structures taught</li> <li>-use them in their writing</li> <li>-locate more examples from the textbook or newspaper</li> <li>-complete the given exercises</li> </ul> <p>Read independently</p>	<p><b>Art Integration-</b> Sketching symbols of peace and an original peace-logo</p> <p>Finding out more about the Ashoka’s edicts and discuss the message in the edicts and whether they are relevant even today</p> <p><b>Word Wall- (Pinterest)</b> Collect all the words associated with the theme of this unit. (Peace)</p> <p>Find out where some of Ashoka’s edicts are today.</p>	<p>Google forms</p> <p>Google docs</p> <p>Exit tickets</p> <p>Worksheets</p> <p>Graphic Organisers</p> <p>Weekly Test</p> <p>Jamboard for vocabulary.</p>

	<p>Writing skills – Essay – final draft</p>	<p>–contribute to the group work -perform whatever role is allotted -be able to speak with confidence Rewrite a much improved version of the earlier draft -Spot some of his/her own errors</p>	<p><b>Experiential Learning</b> Creating a Peace song. Presenting it with music accompanied by instruments.</p> <p>Rewriting the message in simple modern language</p> <p><u>Learning Activity</u> Children will bring out the meaning of each story though their role play</p>	
<b>Hindi</b>	<p><b>मधुप</b> पाठ बस्तर जनजाती में तुंबा पाठ- उडनपरी हिमा दास कालांश ६ नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p><b>व्याकरण</b> पत्र मुहावरे लोकोक्तिया <b>लेखन</b> अपठित कालांश १ अमृत संचयन धन की भेंट</p>	<p><b>प्रत्येक छात्र</b> लौकी के विभिन्न उपयोग एवं औषधीय गुणों को पहचान पाएगा .</p> <p>प्रत्येक छात्र बस्तर के आदिवासी समाज कला संगीत खानपान को जानेगे।</p> <p>बस्तर के इतिहास से परिचित हो पाएगा ।</p> <p>बस्तर के आर्थिक समाजिक महत्व को समझ पाएगा। उडनपरी हिमा दास मेहनत लगन और निष्ठा का पाठ पढ़ेंगे। गुरु शिष्य के संबंध को समझेंगे। देश प्रेम त्याग समर्पण का विकास होगा।</p>	<p><b>अनुभवजन्य शिक्षण</b> भारत में कृषि के बाद सबसे ज्यादा आय कला जगत से प्राप्त होती है। भारत में लगभग ८६ लाख गांव हैं, जिसके हर गांव में कोई-ना-कोई शिल्प प्रेक्टिस की जाती है, इनमें से तुम्बा शिल्प छत्तीसगढ़ राज्य के बस्तर जिले के कई गांवों में आदिवासी लोगों द्वारा प्रेक्टिस की जाती है, जो उनकी आम जिन्दगी में अहम भूमिका निभाती है। बस्तर की वनवासी संस्कृति में तुम्बा उनकी जीवन यात्रा का हमसफर है। ऐसा माना जाता है कि तुम्बा (लौकी) जो एक प्रकार की सब्जी या फल होता है, का जन्म अफ्रीका में हुआ था। पहले लौकी का इस्तेमाल खाने से ज्यादा बर्तन के रूप में किया जाता था। यह लंबे आकार के</p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन मौखिक चर्चा द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से। लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जाँच द्वारा। अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा व्याख्यात्मक लेखन व वाचन द्वारा</p>

		<p><a href="https://youtu.be/tGnJJJeN0gGM">https://youtu.be/tGnJJJeN0gGM</a></p> <p><b>अमृत संचयन धन की भेंट</b></p> <p><b>प्रत्येक छात्र</b> अच्छाई और बुराई की पहचान कर</p>	<p>साथ ही कदू की तरह गोल आकार का भी होता है। बड़ी साइज की लौकी को पेड़ पर लगभग एक साल तक पक्कने अथवा सुखाने के लिए छोड़ दिया जाता है. इस दौरान लौकी को छेडा नहीं जाता, अतः बाद में उसे तोड़कर उसकी धूमिल उपरी परत को लोहे के चाकु की सहायता से छील दिया जाता है और अन्दर की मलायम सामग्री को मूडे हुए चाकु की सहायता से बाहर निकाल दिया जाता है, क्योंकि यह बहुत पतली होती है जो हटाने की प्रक्रिया के दौरान नष्ट हो सकती है। इसके बाद इसे धूप में सुखने के लिए रख दिया जाता है, सुखने पर विभिन्न प्रकार की पारम्परिक आकृतियां और पैटर्न लौकी की सतह पर गर्म लोहे के चाकु की सहायता से तैयार किये जाते हैं। ये लोग कभी भी लौकी के प्राकृतिक आकार को नहीं बदलते हैं। परन्तु ये लोग लौकी पर गर्म लोहे के चाकु से पारंपरिक चित्रांकन कर उसे एक अदभुत कलाकृति में बदल देते हैं। लौकी की सतह पर डिजाइन का काम पूरा हो जाने के बाद लौकी को नरम साबुन एवं पानी से धो कर धूप में सुखा दिया जाता है. सुखने के बाद वैक्स पॉलिश की जाती है जिससे कलाकृति चमक उठती है।</p> <p>उक्त जानकारी के आधार पर एक तुंबा आर्ट करेंगे।</p>	<p>लिखित प्रश्नों के उत्तर श्रवण माध्यम द्वारा</p>
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<b>Science</b>	<b>Chemical effect of current</b> (contd)	<b>Define electrolysis</b> <b>Explain the process of electroplating</b> <b>State the uses of electroplating</b>	<b>To show the decomposition of electrolytic solution when electricity is passed through it.</b>  <b>Electroplating process</b>  <b>How to prolong the life of your cell phone rechargeable battery.</b>  <b>To show that like charges repel each other.</b>	Educosoft Assignments MCQ - Google forms Google docs Liveworksheets Quizzes Entry & Exit tickets from the class Worksheets Graphic Organisers Weekly Test
	<b>Electrolysis</b> <b>Electroplating</b>			
	<b>Light</b>			
	<b>Reflection of lights laws of reflection</b>	<b>Define reflection of light Explain the laws of reflection.</b>	<b>To verify the laws of reflection</b> <b>Image of a point object and larger object formed by a plane mirror</b>	Educosoft Assignments
	<b>Lateral inversion</b> <b>Periscope</b>	<b>Differentiate between real and virtual image, regular and irregular reflection</b>	<b>Lateral inversion in a plane mirror. Dispersion of light through a prism.</b>	MCQ - Google forms Google docs Liveworksheets Quizzes
	<b>Kaleidoscope</b>	<b>List the characteristics of the image formed by a plane mirror .Appreciate the applications of plane mirror</b>	<b>To study the parts of the human eye.</b>	Entry & Exit tickets from the class
	<b>Uses of plane mirror</b>			
	<b>Dispersion of light human eye. Refraction of</b>	<b>Define dispersion. Recognize the essential parts of the human eye</b>	<b>Ordinary light is a mixture of waves of different wavelengths travelling independently of each other.</b>	Worksheets Graphic Organisers Weekly Test
	<b>Spherical mirrors(12)</b>			
	<b>Reasoning skill, observation</b>			

<p><b>Soc. Sc.</b></p>	<p><b><u>Role of Police and Courts</u></b></p> <ul style="list-style-type: none"> <li>● Role the police</li> <li>● Filing an FIR → Duty of police accept an FIR and investigate</li> <li>● Role of courts</li> <li>→ Trial</li> <li>→ Role of public prosecutor</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <p>(i) state the role of the police.</p> <p>(ii) give details about the FIR and the Supreme Court's instructions w.r.t. the same.</p> <p>(iii) enumerate the role of the courts and the public prosecutor.</p>	<p><b><u>Experiential Learning Activity- Writing an FIR-</u></b> Assume that you have lost your cellphone. Take a printout an online FIR form fill it up and paste it in your notebook</p>	<p>Long Ans. Test - Google forms</p> <p>Google docs- Assignment Question</p> <p>Worksheet</p> <p>Weekly Test</p>
	<p><b><u>History: National Movement</u></b></p> <ul style="list-style-type: none"> <li>● Emergence of Gandhiji</li> <li>● Unpopular British actions</li> <li>--Rowlatt Act</li> <li>--Jallianwala Bagh</li> <li>● Anti-British Movt</li> <li>--Khilafat--Non-Cooperation Movt.</li> <li>● Swaraj Party</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <p>(i) trace the rise of Gandhiji in the Indian freedom movt.</p> <p>(ii) list the unpopular British actions taken in 1919.</p> <p>(iii) examine the anti-British movts.</p> <p>iv) state the importance of the Swaraj Party.</p> <p>(v) write abt. The revolutionary trends during the national movt.</p> <p>(vi) analyze the aims of the communist party, the Simon Commission and the Two nation theory.</p> <p>(vii) give details abt. The Civil Disobedience</p>	<p><b><u>Write a speech</u></b></p> <p>Read the historic speech of Pandit Nehru. If you were Nehru how would you begin your address to the nation on the midnight of independence?(first five lines)</p> <p>Map work- Important centers</p>	<p>MCQ - Google forms</p> <p>Quiz on Quizzes</p> <p>Google docs- Assignment Question</p> <p>Worksheet</p> <p>Weekly Test</p>


	<ul style="list-style-type: none"> <li>● Revolutionaries</li> <li>● Communist party</li> <li>● Simon Commission</li> <li>● British Repression</li> <li>● Poorna Swaraj</li> <li>● Civil Disobedience.</li> <li>● 2 Nation Theory</li> <li>● Final Phase</li> <li>- Congress &amp; World</li> <li>-- Quit India Movt.</li> <li>-- Azad Hind Fauj</li> <li>● Transfer Power</li> <li>-- Unrest in India</li> <li>-- Cabinet Mission</li> <li>-- Const Assembly and Interim Govt.</li> <li>-- Partition and Independence</li> </ul>	<p>Movt.</p> <p>(viii) describe the final phase of the National Movt.</p> <p>(ix) explain the transfer of power to the Indians and the way India got partitioned.</p>		
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	Subject Enrichment Activity (Winter Break)  Disaster management			Rubrics for Assessment Research -2 marks Content and presentation -3 marks
<b>संस्कृतम्</b>	गीतायाः महात्मयम् (श्लोकाः)  विसर्ग संधि- सत्वम्, उत्वम्, रत्वम्  कालांश- 2  राजा भोजः (समास प्रकरण) कालांश - 2	* भगवद्गीता के श्लोकों का उच्चारण कर पाएगा।  * श्लोक संबंधी प्रश्नों के उत्तर लिख पाएगा।  * शब्दों में विसर्ग के स्थान पर स,श,ष,उ तथा र् का प्रयोग कर पाएगा।  * कथानक के प्रश्नोत्तर के साथ-साथ समास विग्रह व समस्तपद निर्माण कर पाएगा।	* भगवद् गीता के महात्मय को सुनाना,  * श्लोकों का उच्चारण करना,  * श्लोक संबंधी प्रश्नों के उत्तर देना,  * विसर्ग संधि की पहचान करना  सत्वम् उत्वम् तथा रत्वम् वाले शब्दों को पहचानना,  * राजा भोज के विषय में एकत्रित जानकारी को साझा करना तथा  * कथा में आए समासयुक्त शब्दों का समासविग्रह करना।	श्लोकोच्चारण,  मौखिक प्रश्नोत्तरी  लिखित कार्य,  क्विज़िज़ के उत्तरों संधि  संधिविच्छेद, समासविग्रह  व समस्त पद द्वारा  मूल्यांकन किया जाएगा।
<b>Mandarin</b>	Sentence structure analysis (1 classes) · HSK CH1-2 · ”要“ want to  · “最“ most  · ”几“ and “多	Students may able to - Analyze the sentences structure given  Express their feeling with 最in the conversation	Pictures- storytelling  PPT  Video	Notebook- character writing  worksheet



	( 2 classes) approximate numbers			
<b>French</b>	<b>Le déjeuner au restaurant</b> Commander un repas. (4 classes)	The students will be able to-  Read a menu card and order a dish in french in a restaurant.  Learn vocabulary words for dishes and food items.	<b>Art-Integration :</b> <b>Role - Play-</b> Jeu de rôle - Commander un plat au restaurant.  <b>Collage</b> - French dishes.	Assessments through-  Class Tests

## JANUARY-FEBRUARY

<b>Math</b>	<b>MENSURATION</b>  (12 classes)  Area of Trapezium  A polygon  Surface areas and Volumes  •Cube  •Cuboid  •Cylinder	Each child will be able to:  <ol style="list-style-type: none"> <li>1. Recall the area of triangle and parallelogram.</li> <li>2. Calculator the area of trapezium and different polygons.</li> <li>3. Deduce and List the formulae of the surface area and volume of Cube, Cuboid and Cylinder</li> <li>4. Solve application based questions on the above concepts.</li> </ol>	<b>ART INTEGRATION:</b>  <b>POLYGON ART</b> 	Educosoft Assignments  MCQ - Google forms  Google docs  Entry & Exit tickets from the class  Worksheets  Graphic Organisers
			<b><u>EXPERIENTIAL LEARNING:</u></b>  Finding the surface area of objects around you - geometry box, Rubik cube, any cuboidal box...etc	

<p><b>English</b></p>	<p>Main Course Book-Unit 7 – Towards Peace - Wangari Maathai <b>Value- inclusiveness</b></p> <p>Grammar- editing contd</p> <p>Jumbled sentences</p> <p>Writing skills Speech Diary entry Visually guided paragraph</p>	<p><b>Each child will be able to-</b></p> <ul style="list-style-type: none"> <li>-read and understand the poem.</li> <li>-identify some well known personalities who worked for peace</li> <li>-answer most of the questions</li> <li>-write answers to the textual questions ,based on the class discussion.</li> <li>-select any one of the literature reader stories or poems and create an interesting presentation.</li> <li>-edit the passages given with a reasonable degree of accuracy</li> <li>-re-order the phrases to form complete sentences</li> <li>-use the formats taught to write a good speech, diary entry or a paragraph</li> </ul>	<p><b>Art Integration-</b> Create an Album Cover Find out more about songs or poems that spread the message of peace in the world. Create an album cover with visuals on the front and a song list(of peace related songs) on the back .</p> <p><b>Experiential Learning-</b> Dialogue and Discussion Talk between all the major characters from the MCB chapters....Arun Krishnamurty, Ashoka, Sarojini Naidu and Wangari Mathaai</p> <p><b>Word Wall- (Pinterest)</b> Collect all the words associated with the theme of this unit. (Music) <u>Practice Activity</u> Writing the speech diary entry or paragraph using the writing checklist and the guidelines following the proper format Oral and written questioning(Remembering)</p>	<p>Google forms</p> <p>Google docs</p> <p>Exit tickets</p> <p>Worksheets</p> <p>Graphic Organisers</p> <p>Weekly Test</p> <p>Jamboard for vocabulary.</p>
<p><b>Hindi</b></p>	<p><b>मधुप</b> पाठ- चिकित्सा का चक्कर (हास्य लेख )</p>	<p><b>प्रत्येक छात्र</b> <a href="https://youtu.be/vXYfGV2x3Oc">https://youtu.be/vXYfGV2x3Oc</a> <b>व्यंग विधा को समझ पाएंगे।</b> <b>विभिन्न चिकित्सा पद्धतियों के</b></p>	<p><b>अनुभवजन्य शिक्षण</b> <b>दादी माँ के नुस्खे</b> <b>घर के बुजुर्गों की मदद से किसी</b> <b>बीमारी को इलाज लिखें।</b> <b>प्रश्न कोश का निर्माण</b></p>	<p>गूगल आलेख व प्रपत्र द्वारा मूल्यांकन</p> <p>मौखिक चर्चा द्वारा।</p>

	<p>पाठ-लोभ को छोड़ो ( मूल्य परक) कालांश ५ नवीन शब्दावली वाक्य रचना प्रश्न उत्तर</p> <p><b>व्याकरण</b> संधि उपसर्ग प्रत्यय चित्र वर्णन</p> <p><b>लेखन</b> विज्ञापन रचना अनुच्छेद लेखन पुनरावृत्ति अभ्यास अमृत संचयन पराया</p>	<p>विषय में जानेगे। सवासथ के विषय में जागृत होंगे।। प्रत्येक छात्रभगवान कृष्ण युधिष्ठिर से कहते हैं कि जिनके पास बहुत साधन हैं और जो सदा और अधिक धन पाने में ही रमे रहते हैं , उनके लिए धन ही इस संसार में सबसे बड़ा शत्रु है। वे न इस जन्म में और न ही परलोक में सुख को प्राप्त होते हैं। आज के युग में भौतिक पदार्थों व धन को इकट्ठा करने की जो परिपाटी चल पड़ी है , वह हमें अनीति के मार्ग पर ले जा रही है।</p> <p><b>अमृत संचयन पराया</b></p>	<p><b>कला समावेशन</b></p> <p>कबीरा औंधी खोपड़ी, कबहूँ धापै नाहिं तीन लोक की सम्पदा, कब आवै घर माहिं संत शिरोमणि कबीरदास जी कहते हैं कि मनुष्य की खोपड़ी उल्टी होती है क्योंकि वह कभी भी धन प्राप्ति से थकता नहीं है। वह अपना पूरा जीवन इस आशा में नष्ट कर देता है कि तीनों लोकों की संपदा उसके घर कब आयेगी। कबीर के लोभ संबंधित किसी दोहा को रैप द्वारा प्रदर्शित कीजिये।</p>	<p>वर्गपहेली द्वारा। व्याख्यात्मक अभ्यास पत्र के माध्यम से। लिखित प्रश्नों के माध्यम से। मौखिक तथा लिखित कार्य की चर्चा व जांच द्वारा। अभ्यास कार्यपत्र की चर्चा व निरीक्षण द्वारा</p>
<p><b>Science</b></p>	<p><b>FOOD</b></p> <p><b>Micro-organisms - Friends and Foe</b></p> <p>Occurrence of microorganisms</p> <p>Major groups of microorganisms and their economic importance</p>	<p>Describe various types of microorganisms and classify them into five major groups .</p> <p>Recognize the harmful effects of microbes on plants animals and human beings.</p>	<p>To show the soil contains micro-organisms</p> <p>To study lactobacillus bacteria in curd.</p> <p>To observe bread mould under the microscope.</p> <p>To observe the budding of yeast</p>	<p>Educsoft Assignments</p> <p>MCQ - Google forms</p> <p>Google docs Liveworksheets Quizzes</p> <p>Entry &amp; Exit tickets from the class</p> <p>Worksheets</p> <p>Graphic Organisers</p>

	<p><b>Micro-organisms</b></p> <p>Harmful effects of microorganisms and food preservation (6) Reasoning skill, observation</p> <p><b>Metal and non-metal types of</b></p> <p><b>Reactions, uses</b></p> <p><b>Of common</b></p> <p><b>Metals and non-Metals. (9)</b></p>	<p>physical properties of metals and non-metals</p> <p>Differentiate between the physical properties of metals and non- metals.</p> <p>State the chemical and physical properties of metals.</p>	<p>cells.</p> <p>To show fermentation of dough.</p> <p>To observe root nodules of pea plant for Rhizobium bacteria.</p> <p>EXPERIMENTS ON VIRTUAL LAB</p> <p>Burning of Magnesium ribbon, Displacement Reaction, Oxides of metals and non –metals, Hydroxides of metals and non –metals, To cut pieces of some metals like Na, Mg, Fe, K, Cu etc., To test the electric Conductivity of some common metal, Reaction of metals with dilute HCl</p> <p>Displacement reaction using <math>\text{AgNO}_3</math> and Cu metal.</p> <p>Double displacement reaction using NaOH and HCl</p>	<p>Weekly Test</p>
<p><b>Soc. Sc.</b></p>	<p><b><u>History:</u></b></p> <p><b><u>India After Independence</u></b></p> <p>●Challenges faced by</p>	<p><b><u>Each child will be able to:</u></b></p> <p>(i) explain the integration of the princely states, the French colonies and the Portuguese</p>	<p><b><u>Travel brochure:</u></b></p> <p>on any one of the SAARC nations Bangladesh, Nepal, Pakistan,</p>	<p>MCQ Google forms</p> <p>Google docs</p> <p>Assignment Questions</p>

	<p>newly independent India</p> <ul style="list-style-type: none"> <li>● Introduction of Democracy in India</li> <li>● Planned economic development in India</li> <li>● India's Foreign Policy</li> <li>● India as member of NAM and the SAARC</li> <li>● Reforms introduced by the Indian govt</li> </ul>	<p>colonies with the Indian dominion.</p> <p>(ii) give details about the successes and failures of India as a democracy.</p> <p>(iii) specify the meaning of 'foreign policy'.</p> <p>(iv) state the foreign policy (highlighting its features) of India.</p> <p>(v) elaborate upon the relations of India with its neighbours.</p> <p>(vi) examine the relations of India with the SAARC &amp; NAM nations.</p> <p>(vii) briefly describe India's future problems w.r.t its independent status as well as its neighbours</p>	<p>Sri Lanka, Bhutan Maldives or Afghanistan</p> <p><b>Group Discussion:</b></p> <p>India's Foreign Policy esp. towards China</p>	<p>Jamboard Activity- after Group discussion</p> <p>Weekly Test for vocabulary.</p>
	<p><b><u>Marginalized Groups and Social Justice</u></b></p> <ul style="list-style-type: none"> <li>● Meaning of marginalized</li> <li>● Some forms of social inequality (caste system and untouchability, Adivasis)</li> <li>● How social status affects economic status</li> <li>● Social justice and the Indian Constitution</li> <li>● Reservation</li> </ul>	<p><b><u>Each child will be able to:</u></b></p> <p>(i) state the meaning of the term 'marginalized'.</p> <p>(ii) identify some of the forms of social inequality.</p> <p>(iii) explain the relation bet. social and the economic status of people.</p> <p>(iv) mention the provisions of the constitution aiming at bringing about social justice in the society.</p> <p>(v) write about the policy of reservation being different from discrimination.</p>	<p><b>Comic strip</b> from NCERT textbook</p> <p><b>Art Integration</b> Presentation on any one</p> <p>Tribal dance forms of India / OR</p> <p>Tribal art/ OR</p> <p>Tribal craft</p>	<p>Long Answer test</p> <p>Assignment questions -Google docs</p> <p>Worksheet</p> <p>Weekly Test</p> <p>Performance in both activities.</p>

	<ul style="list-style-type: none"> <li>Some laws to help the marginalised</li> </ul>	(vi) state the meaning of manual scavenging.		
<b>Sanskrit</b>	<p>शतृ प्रत्ययः -भवत् (उभयलिंग), गच्छत्, राजन्, विद्वस् कालांश-1</p> <p>अविस्मरणीया गोवा यात्रा (पत्र लेखनम्) कालांश-1</p> <p>रचनात्मकं कार्यम्- चित्रवर्णन आधारित संस्कृतानुवादः (समाचारपत्रीय गतिविधि) कालांश-2</p>	<p>प्रत्येक छात्र -</p> <ul style="list-style-type: none"> <li>* शतृप्रत्यय के विषय में बता पाएगा।</li> <li>* शतृप्रत्यय युक्त वाक्यप्रयोग कर पाएगा।</li> <li>* हलन्त शब्दरूपों का प्रयोग कर पाएगा।</li> <li>* पत्र लेखन में उचित पद पूर्ति कर पाएगा।</li> <li>* संस्कृतानुवाद व चित्रवर्णन करने में सक्षम होगा।</li> </ul>	<ul style="list-style-type: none"> <li>* शतृ प्रत्यय के मुख्य सांकेतिक बिन्दु लेखन गतिविधि।</li> <li>* शतृ प्रत्यय के शब्दों में प्रकृति प्रत्यय विभाग व संयोग करना।</li> <li>* हलन्तवाचक शब्दरूपों का वाक्यप्रयोग करना।</li> <li>* पत्र में उचित शब्द की उचित स्थान पर पूर्ति करना।</li> <li>* गोवा प्रदेश का गूगल अर्थ द्वारा अवलोकन।</li> </ul>	<p>प्रत्यय के प्रवाहसंचित्र, मौखिक प्रश्नोत्तरी</p> <p>लिखित कार्य, वाक्यरचना, संस्कृतानुवाद तथा क्विज़िज़ के उत्तरों द्वारा मूल्यांकन किया जाएगा।</p>
<b>Mandarin</b>	<ul style="list-style-type: none"> <li>HSK CH3-4</li> <li>Review of sentence order, especially with time</li> <li>Speech</li> <li>Topic- My childhood</li> <li>Revise for weekly test</li> </ul>	<p>Students will be able to -</p> <p>Find out the mistakes in the sentences</p> <p>Make 10 sentences about their childhood</p>	<p>Odd one out</p> <p>Memory games</p>	<p><b>Worksheet</b></p> <p><b>2 minutes speech</b></p>
<b>French</b>	<p><b>Chez le Legrand</b></p> <p>(2 classes)</p>	<p>Students will be able to-</p> <p>List the correct etiquettes to be followed when we visit someone's house.</p>	<p><b>Experiential learning based Activity :</b></p>	<p>Assessments through-</p> <p>Practice Question paper.</p> <p>Oral Questions</p> <p>Grammar worksheets.</p>

	Revision for the Final Exam (2 classes)	Name the various courses of a french meal.  Name some wines and cheese of France.	How to lay a formal dinner table.  Correct behaviour etiquettes.	
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