



**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**SYLLABUS (2021-2022)**  
**CLASS: X**  
**June- March**

<b>JUNE</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<b>FIRST FLIGHT - Poem</b> <b>Dust of Snow ~ Robert Frost</b>	<b>Each student will be able to</b> -speak of an incident when they have felt down and a welcome interruption changed their mood. -describe a catalyst -study and examine the contents of the poem closely. -identify the setting of the poem -present their views on the main ideas contained in each of the two verses -identify the poetic devices in the poem. -identify the rhyme scheme and rhyming words -frame short questions -write a bio sketch of the poet -analyse the poem on the basis of the given questions.	<b>Reflective Inquiry:</b> -Think of an incident when you have felt down and a welcome interruption changed your mood. -Ponder about the symbolic use of crow in the poem. -What does it signify? -Do you know what hemlock is?	Oral Comprehension Check (in the textbook)  Practice Worksheet  Assignment Worksheet  Textbook Questions

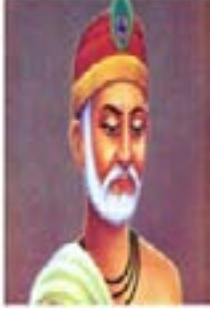


	<p><b>FIRST FLIGHT</b>  <b>2. Nelson Mandela: Long Walk to Freedom ~ Nelson Rolihlahla Mandela</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-summarize at least a part of the lesson in their own words.</li> <li>-explain the meaning of difficult words and phrases and use them in their answers.</li> <li>-analyse the aspects of Mandela's character revealed in the extract</li> <li>-state the ideals that Nelson Mandela had set for South Africa.</li> <li>-discuss the concept of twin obligations and its relevance to daily life</li> </ul>	<p>The world will surely end one day, as most celestial bodies do.</p> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Extremes of human emotion capable of incredible destruction</li> <li>-Quote examples from human history</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>-Effects of overindulgence and pampering by parents</li> <li>-The author's love for animals and the simplicity with which he describes it.</li> </ul> <p><b>Jigsaw:</b> Students will work in groups and discuss Nelson Mandela's thoughts on</p> <ul style="list-style-type: none"> <li>*freedom</li> <li>*suppression</li> <li>*courage</li> <li>*twin obligations</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet on google doc</li> <li>- Assignment questions on google form</li> <li>-Handout on analysis of the poem</li> <li>-Practice Worksheets on google doc</li> <li>- Assignment worksheets on google form</li> </ul>
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	<p><b>FIRST FLIGHT</b>  <b>A Tiger in the Zoo ~ Leslie Norris</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- contrast the tiger in the zoo with the tiger in the jungle</li> <li>- answer the assessment questions in their own words</li> <li>-identify the use of poetic devices</li> <li>-identify the theme of the poem and message</li> <li>- Identify the tone of the poet</li> <li>-Explain certain lines in the poem in their own words</li> <li>-write a summary of the poem</li> </ul>	<p><b>Speaking activity:</b>  <b>DISCUSSION</b></p> <ol style="list-style-type: none"> <li>1. Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?</li> <li>.2. How are safari parks and theme parks different from zoos.</li> </ol> <p>-Making a graphic organizer: words that describe the movements and actions of the tiger in the cage and in the wild</p>	<p>* Worksheet on google doc  *Assignment questions on google doc  Textbook Questions</p>
	<p><b>FIRST FLIGHT</b>  <b>3. Two Stories about Flying!</b>  I.His First Flight ~ Liam O'Flaherty</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-deduce the meaning of difficult words with the help of clues in the text.</li> <li>-Answer the question based on comprehension</li> </ul>	<p><b>ACTIVITY</b>  (Unlocking difficult words)</p> <ul style="list-style-type: none"> <li>- Use of AMP box for names</li> <li>- The student gets one word.</li> </ul>	<p>Practice Worksheet on google doc  Assignment questions on google doc</p>

	<p><b>FIRST FLIGHT</b> TWO STORIES ABOUT FLYING II. Black Aeroplane~ <i>Frederick Forsyth</i></p> <p><b>FORMAL LETTER:</b> lodging a complaint *Letter of Complaint</p>	<p>Make a flowchart organizing the main events in the order in which they happened -justify the title of the story -analyse the character sketch of the protagonist -Frame meaningful sentences of the given key words.</p> <p><b>Each student will be able to</b> -state a few situations when one feels the need to lodge a complaint, also to whom can complaints be lodged -give inputs on the format and style and tone of a letter of complaint -State two differences in letter to the editor and a letter of complaint -list three key points to be included in each of the paragraphs in the letter of complaints sent as practice questions. - Make a web chart, organizing the content under the listed headings, for each of the assignment questions - Write the two letters of complaint on word documents.</p>	<p>-Different strategies to be used to provide the meaning of the word: demonstration/ picture/ contextual clue -Other students to guess the word</p> <p><b>Discussion:</b> -To whom can complaints be lodged and for what -Format and style <b>NEWSPAPER ACTIVITY</b> Old newspapers for reference to sample letters <b>Discussion</b> Words and phrases, effective openings and closing of letter of complaint</p>	<p><b>Handout</b> for guidelines and sample letters to be sent on google group</p> <p><b>ASSIGNMENT:</b> write two letters of complaint -about non availability of essential goods in the shop that is in your locality in the period of the lockdown declared by the government. -about problems u are facing in the laptop that you have just purchased from the store, asking for a replacement.</p>
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	<p><b>FOOTPRINTS WITHOUT FEET</b>  The Thief's Story  ~ <i>Ruskin Bond</i></p>	<p><b>Each student will be able to:</b>  -briefly recall any one previously read Ruskin Bond story  -understand the underlying meaning of the passage.  -frame at least one question after reading the story  -write a diary entry as the thief</p>	<p><b>*Discussion with family members-</b>  Ways to reform an offender.Shared with class  <b>Brainstorming:</b>  Other short stories by Ruskin Bond  <b>Framing Questions-</b>  :Students prepare five questions based on comprehension of the passage  Recalling:  Interesting facts about mysterious occurrences</p>	<p>-Practice Worksheet on google doc  -Assignment questions on google form  -Textbook Questions</p>
	<p><b>FOOTPRINTS WITHOUT FEET</b>  <b>**The Midnight Visitor ~</b>  <i>Robert Arthur</i></p>	<p><b>Each student will be able to</b>  -narrate a situation in which they have used their presence of mind to deal with the situation.  -form predictions about what the story is about by analysing the title</p>	<p><b>Discussion &amp; Presentation:</b>  Act calm and wise in a situation of danger</p>	<p>Worksheet on google doc  Assignment Questions on google doc  Textbook Questions</p>

		<p>-identify the elements of a story - exposition/ rising action/ climax/ falling action/resolution</p> <p>-find out the meaning of difficult words using a dictionary</p> <p>-answer textual questions</p>	<p>and surprise - quote real life experiences or own experience or share a story</p>	<p>Framing sentences using the acquired vocabulary</p>
<p><b>Hindi</b></p>	<p>1- कबीर- दोहे</p> <p>2- तताँरा वामीरो कथा</p> <p>3- मीरा</p> <p>4- पर्वत प्रदेश में पावस</p> <p>5- डायरी का एक पन्ना</p> <p>6 - वाक्य रूपांतर</p> <p>7- मुहावरे</p>	<p><b>प्रत्येक छात्र -</b></p> <p>दोहों से मिलने वाले नैतिक तथा जीवन मूल्यों में से कम से कम 2-3 मूल्य बता पाएगा।</p>  <p>-----</p>	<p>कबीर के दोहों से मिलने वाले 2-2 नैतिक मूल्य तथा जीवन मूल्य ढूंढिए तथा उनकी जीवन में उपयोगिता 4-5 पंक्तियों में मौखिक रूप से सिद्ध कीजिए।</p>	<p>पाठ से संबंधित लिखित तथा मौखिक कार्य के माध्यम से, गृह कार्य के द्वारा।</p> <p>वाचन एवं श्रवण कौशल का मूल्यांकन।</p> <p>लिखित एवं मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>दोहे-कबीर-</p> <p>दोहों से मिलने वाले कम से कम पाँच नैतिक मूल्यों को सूचीबद्ध करना,</p> <p>दोहों की व्याख्या एवं प्रश्नोत्तर के द्वारा।</p> <p>तताँरा वामीरो कथा- लेख- सतीत्व वध,</p>

		<p>विजातीय विवाह पर उठे सवालोंने आने वाली कठिनाइयों कारण व निवारण पर हो रही चर्चा में भाग ले पाएगा।</p>  <hr style="border-top: 1px dashed black;"/> <p>मीरा के पदों में निहित श्री कृष्ण के प्रति प्रेम को जान पाएगा।</p>	<p>कहानी में सारी रोक वामीरो पर थी। ततौरा पर नहीं। इस पंक्ति के द्वारा क्या सिद्ध होता है ? क्या आज भी हमारे समाज में यही स्थिति है?</p> <p>विषय पर चर्चा। प्रेम कथा का भावपूर्ण कहानी रूपांतरण। विजातीय विवाह पर चर्चा। कहानी के भिन्न अंत पर विचार।</p> <p>द्रोपदी की लाज राखी के आधार पर भगवान के रक्षक रूप का वर्णन कीजिए।</p>	<p>लिखित एवं मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>मीरा के पद- पदों की लिखित व्याख्या के माध्यम से।</p> <p>डायरी का एक पन्ना- छात्रों से सत्याग्रह आंदोलन के</p>
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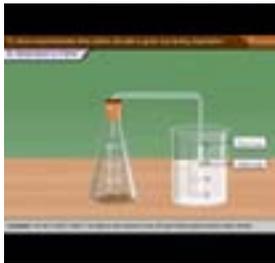
<p><b>Math</b></p>	<p><b>Probability</b></p> <p><b>Polynomials</b></p> <p><b>Real Numbers</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recall the meaning of probability and terms like outcomes.</li> <li><input type="checkbox"/> differentiate between experimental and theoretical probability</li> <li><input type="checkbox"/> identify linear, quadratic and cubic polynomials</li> <li><input type="checkbox"/> know meaning of zeroes of a polynomial</li> <li><input type="checkbox"/> correctly identify and verify relationship between coefficients and zeros of a polynomial.</li> <li><input type="checkbox"/> apply division algorithm for polynomials</li> <li><input type="checkbox"/> recall HCF, LCM, prime factorization, irrational numbers</li> <li><input type="checkbox"/> state Euclid's Division Lemma and Fundamental Theorem of Arithmetic</li> <li><input type="checkbox"/> apply Euclid's algorithm to find HCF of two numbers</li> <li><input type="checkbox"/> apply Fundamental Theorem to find the HCF and LCM of 2 or more numbers</li> <li><input type="checkbox"/> prove the irrationality of a given number</li> <li><input type="checkbox"/> find whether a given number has terminating or non-terminating decimal expansion and also find its expansion.</li> <li><input type="checkbox"/> Identify a system of linear equations.</li> <li><input type="checkbox"/> solve a system of linear equations algebraically and graphically</li> <li><input type="checkbox"/> acquire skill in plotting graph</li> <li><input type="checkbox"/> acquire skill in translating verbal statements to equations</li> </ul>	<p><b>Self-learning Activity:</b> Probability: A theoretical approach- Discussion of doubts and responses to google form Online gaming: Recap of terms and Skill Practice</p> <p><b>Experiential Learning:</b> Hands on Lab Activity: To find the conditions of consistency through activity (Graphically)</p> <p><b>Hook activity :</b> Discussion on the consistency of Lines.</p> <p>Cross checking / discussion of answers</p> <p>Skill Practice using worksheets and online</p>	<p>Assignment:Class work/ Home-work Class Test</p> <p>Worksheets Objective type questions/ short answer questions</p> <p>Case study</p> <p>Google form</p> <p>Participation in class discussions/response in chats/ oral response</p> <p>Lab Activities</p>
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	<p><b>Pair of linear equations in 2 variables</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify consistency and inconsistency through algebraic conditions and also through graphs</li> <li><input type="checkbox"/> solve the pair of linear equations by substitution elimination and cross multiplication methods</li> <li><input type="checkbox"/> reduce a pair of equations to linear equations and solve them.</li> </ul>	quizzes.	
<p><b>Science PHYSICS</b></p>	<p><b>Current &amp; Electricity</b></p> <ul style="list-style-type: none"> <li>· Electric Potential</li> <li>· Potential Difference.</li> <li>· Electric Resistance</li> <li>· Electric circuits</li> <li>· Ohm's law</li> <li>· Resistivity</li> <li>· Equivalent resistance</li> <li>· Resistors in series</li> <li>· Resistors in parallel.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>· Verification of Ohm's law</li> </ul>	<ul style="list-style-type: none"> <li>· Define electric potential and potential difference</li> <li>· Solve a given numerical on potential difference.</li> <li>· Draw a required circuit diagram.</li> <li>· State Ohm's law</li> <li>· Solve a given numerical on Ohm's law.</li> <li>· Plot V-I graph and find the resistance of the conductor.</li> <li>· Define resistivity of a conductor</li> <li>· Derive the formula for resistors in series</li> <li>· Derive the formula for resistors in parallel</li> <li>· Calculate the equivalent resistance of resistors connected in series and in parallel</li> </ul>	<p><b>Experiential learning: Electric Banana Test</b></p>  <p><b>Art Integration:</b> Design an energy efficient home using computer graphics( programming).</p> <p><b>DIY night lamp Using Mandala ART</b></p> <p><b>Collaborative learning:</b> Research</p>	<p><b>Diksha Assessment Module:</b></p> <p><a href="https://diksha.gov.in/play/content/do_31260171885806387223330">https://diksha.gov.in/play/content/do_31260171885806387223330</a></p> <p><b>Live worksheet:</b></p> <p><a href="https://www.liveworksheets.com/hy919848yo">https://www.liveworksheets.com/hy919848yo</a></p> <ul style="list-style-type: none"> <li>● Assignment Sheet</li> <li>● Google Form</li> <li>● Exit Ticket</li> <li>● Written responses on whiteboard.fi</li> <li>● Concept Map using popplet.</li> <li>● Review using padlet</li> </ul>

			<p>on the physicist who worked on light bulb discovery and prepare a timeline.</p> <p><b>Experiential learning:</b> Design Circuits using flour dough to verify series and parallel combination of circuits.</p> <p><b>Be a designer:</b> Design Circuits using PhEt interactive.</p> <p><b>Practical:</b> Verification of Ohm's law using OLABS simulation</p> <p><b>Upcycling: Art from Recycled Materials</b></p> 	
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<p><b>CHEMISTRY</b></p>	<p><b>PERIODIC CLASSIFICATION OF ELEMENTS</b></p> <p><b>Classification of elements as per -Modern periodic table</b> Modern periodic law</p> <p>Trends in the modern periodic table</p> <p>Valence electrons,(significance) valence (along a group and along a period )</p> <p>Metallic and non metallic character.</p> <p>Anomalous position of hydrogen</p> <p>Advantages and disadvantages of the modern periodic table.</p> <p><b>PRACTICAL</b></p> <p>TYPES OF CHEMICAL REACTIONS</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Study the number of groups and periods and explain the basis of classification.</li> <li>● Differentiate between groups and families</li> <li>● Define the modern periodic law.</li> <li>● Identify the elements from its atomic numbers</li> <li>● Calculate the valence from valence electron</li> <li>● Relate valence electrons to the group and period number.</li> <li>● Describe the term electronegativity and electropositivity.</li> <li>● Justify the position of hydrogen in the modern periodic table</li> <li>● Explain with reasons the drawbacks and advantages of the long form of the periodic table.</li> </ul> <p><b>OBSERVATIONAL SKILLS</b> Notice colour change, formation of precipitate, evolution of gas, chemical reaction, effect on litmus, solubility in water and odour carefully</p> <p><b>REPORTING SKILLS</b> Interpret the observations and results correctly</p>	<p><b>AIL – computer graphics /comic strips</b></p> <p><b>Board game</b> on periodic elements</p> <p><a href="https://quizizz.com/admin/quiz/59729d75ba8a761000586c7e/history-of-periodic-table">https://quizizz.com/admin/quiz/59729d75ba8a761000586c7e/history-of-periodic-table</a></p>	<p>Review</p> <p>Use of padlet canvas for listing the muddiest points.</p> <p>Mcq from diksha</p>
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	<p>representation of transport and exchange of oxygen and carbon dioxide</p> <ul style="list-style-type: none"> <li>● Blood vessels</li> <li>● Lymph</li> <li>● Transport of water</li> <li>● Transport of food and other substances</li> </ul>	<p>and ECG</p> <ul style="list-style-type: none"> <li>● Explain the role of Lymph in the circulatory system.</li> <li>● Explain the process of transportation in plants</li> <li>● Compare transport of water and minerals with food transport.</li> </ul>	 <p><b>Experiential learning-</b> To measure the blood pressure using a sphygmomanometer.</p> <p><b>Art integration-</b> create a rap song on circulatory system</p>	
<b>Social Science</b>	<b>History: Ch 1: The Rise of Nationalism in Europe (Contd.)</b>	<p><b>Every student will be able to</b></p> <ul style="list-style-type: none"> <li>● *Identify the Italian revolutionary thinkers</li> <li>● List the symbols of the New Britain</li> <li>● *Give reasons for the uprising of Silesian weavers</li> <li>● *Define the term allegory</li> </ul>	<p>Individual Responses to critical thinking based questions</p> <p><b>Collaborative Activity:</b> Through a presentation Blended Learning Flipped Classroom Memory game on</p>	<p>Assignment in google classroom Worksheet as google form Participation in class discussion</p>



	<p><b>Geography</b> <b>Resource and Development</b></p> <ul style="list-style-type: none"> <li>- Resource development and problems</li> <li>- Resource planning</li> <li>-Resource conservation</li> <li>-Land resource</li> <li>- Land use pattern</li> <li>- Land degradation and conservation measures.</li> <li>- Soil – resource</li> <li>- Types of soil</li> <li>-Soil erosion and conservation</li> </ul> <p><b>Agriculture</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Types of farming</li> <li>- Cropping pattern</li> </ul>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-discuss resource development and problems</li> <li>-List levels of resource planning..</li> <li>-Understand the judicious utilization of resources.</li> <li>- Realize the value of resource conservation</li> <li>-Understand the importance of land as a resource</li> <li>-Able to define essential qualities of land-use pattern and their related results</li> <li>-List land conservation methods</li> <li>-Understand the importance and factors affecting the soil formation.</li> <li>-Identify Indian class.</li> <li>-Evaluate the soil</li> <li>-Examine their formation conservation methods and degradation factors</li> </ul> <p>-----</p> <p>Define the term Agriculture. List the important characteristics of different types of farming. Identify the three cropping seasons of India List the onset and harvesting months along with the important crops grown</p>	<ul style="list-style-type: none"> <li>•Concept Mapping</li> <li>•Compare-Contrast Chart</li> </ul> <p><b><u>Art Integration Activity</u></b></p> <p>Blended learning</p> <p>Discussions</p>	<p>Assignment in google classroom Worksheets</p> <p>Objective type questions/ short answer questions</p> <p>Case study</p> <p>Google form</p>
<b>Sanskrit</b>	<p>जून → शुचिपर्यावरणम् चर्चा</p>	<p><b>प्रत्येक छात्र -</b></p> <ul style="list-style-type: none"> <li>→ संधि के भेद को बता सकेगा।</li> <li>→ शब्दों में संधिविच्छेद कर सकेगा।</li> </ul>	<p>→ शुचि पर्यावरण - प्रश्नोत्तरी</p>	<p>छात्र प्रस्तुतीकरण, तुलनात्मक चार्ट, सवि सविच्छेद वाले शब्दों को सुनकर व लिखवा कर समास</p>

	<p>→ व्याकरण- व्यंजन संधि: - वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, → प्रथमवर्णस्य पंचमवर्णे परिवर्तनम्-</p> <p>→ श्रवण कौशल परीक्षणम्</p>	<p>→ दिए गए अनुच्छेद में संधियुक्त शब्दों को खोज कर उनमें संधि विच्छेद कर सकेगा। → शुचि पर्यावरण संबंधी शेष प्रश्न-उत्तर कर सकेगा।</p> <p>→ प्रस्तुतीकरण द्वारा भाषा संवर्धन कौशल प्राप्त कर सकेगा।</p>	<p>→स्वपठन-पाठन कक्षा <b>शिष्य निर्देशात्मक अधिगम</b> व्यावहारिकज्ञान- सामूहिकगतिविधि (Group activity) - → तुलनात्मक चार्ट का निर्माण करना, परस्पर मूल्यांकन विधि पठन (Peer evaluations)- → विषय का प्रस्तुतीकरण- <b>योग्यता</b> <b>आधारित अधिगम-</b> सामूहिक गतिविधियाँ →आधारभूत अथवा पूर्वपठित संधि विषय पर आधारित शब्दों में संधि व संधिविच्छेद करना। → <b>अधिगम आधारित श्रवण कौशल परीक्षणम्</b></p>	<p>- समास विग्रह करवा कर,संधि व समास के प्रस्तुतीकरण तथा गूगल प्रपत्र इत्यादि के माध्यम से जांचा जाएगा ।</p>
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	<p>→ समास- द्वन्द्वः</p> <p>→ अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा)</p> <p>→ बहुव्रीहिः</p> <p>द्वन्द्व समास का मॉड्यूल- <a href="https://www.youtube.com/watch?v=y7eaIFK2iqg&amp;list=PLTygkA7RQBQ0TC D2YKMeh_gOZL4Jh6-sm&amp;index=17">https://www.youtube.com/watch?v=y7eaIFK2iqg&amp;list=PLTygkA7RQBQ0TC D2YKMeh_gOZL4Jh6-sm&amp;index=17</a></p> <p>अव्ययीभाव समास मॉड्यूल- <a href="https://www.youtube.com/watch?v=V7AXHn3k2DQ&amp;list=PLTygkA7ROBO0TCD2YKMeh_gOZL4Jh6-sm&amp;index=18">https://www.youtube.com/watch?v=V7AXHn3k2DQ&amp;list=PLTygkA7ROBO0TCD2YKMeh_gOZL4Jh6-sm&amp;index=18</a></p>	<p>→ द्वंद्व, अव्ययीभाव तथा बहुव्रीहि समास के बारे में बता सकेगा।</p> <p>→ समास संबंधी कार्य को <a href="https://en.linoit.com/">https://en.linoit.com/</a> द्वारा प्रस्तुत कर सकेगा।</p> <p>→ शब्दों में समास व समास विग्रह कर सकेगा।</p> <p>→ समास संबंधी बुद्धिमानचित्र बना सकेगा।</p>	<p>→ समास - चर्चा -विचार, पुनरावलोकन परीक्षण, बुद्धिमानचित्र रचना, <b>योग्यता आधारित अधिगम</b> प्रस्तुतीकरण, सामूहिक प्रहेलिका जज़ा चार्ट भरना, शिक्षिका निर्मित समास संबंधी गूगल प्रपत्र पूर्ति करना।</p>	
<b>French</b>	<p><b>Après le bac</b></p> <ul style="list-style-type: none"> <li>● Le futur antérieur</li> <li>● Le système d'éducation en France et en Inde.</li> <li>● Le CROUS</li> <li>● Université de Sorbonne</li> <li>● La forme nominale</li> </ul>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Conjugate verbs in future anterior form.</li> <li>● Describe the education system in France and compare it with that in India.</li> <li>● Form the noun form of verbs and vice versa and use them in sentences of their own.</li> </ul>	<p><b>Learning Based Activity :</b></p> <ul style="list-style-type: none"> <li>● Mindmap of Education System</li> <li>● Comprehension passage</li> <li>● Audio</li> </ul>	<p><b>Assessment Based Activity :</b></p> <p>Class Tests</p> <p>Letter Writing</p> <p>Ecrivez votre curriculum vitae</p>

	<p><b>Chercher un travail</b></p> <ul style="list-style-type: none"> <li>● Le Curriculum Vitae</li> <li>● Les pronoms relatifs simples et composés</li> <li>● Un bureau</li> </ul>	<ul style="list-style-type: none"> <li>● Write their C.V in french with all the required rubriques.</li> <li>● Rewrite sentences using pronoms relatifs – both simples and composés.</li> </ul>	<p>Comprehension <b>(Listening Skill)</b></p> <ul style="list-style-type: none"> <li>● <b>Gender Sensitivity</b> : A debate on gender in the workplace.</li> </ul> <p><b>(Speaking Skills)</b></p> <ul style="list-style-type: none"> <li>● <b>Life skill Activity</b> : Unemployment</li> <li>● <b>Learning Based Activity</b> :Écrivez votre curriculum vitae.</li> </ul> <p>Worksheet on pronom relatif.</p> <ul style="list-style-type: none"> <li>● <b>Experiential Learning based Activity</b> : Students will write a C.V and apply for a job through classified advertisements.</li> <li>● <b>Worksheet</b> – Les Temps au</li> </ul>	<p>Worksheets - Grammaire</p>
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	<p><b>Plaisir de Lire</b></p> <ul style="list-style-type: none"> <li>● Le plus-que parfait</li> <li>● Les rubriques d'un journal</li> <li>● Bibliothèque</li> </ul>	<ul style="list-style-type: none"> <li>● Conjugate all the verbs in plus que parfait tense and use the tense in story writing.</li> <li>● Subscribe to a library and borrow books from there.</li> <li>● List the various columns of a newspaper and describe what each contains.</li> </ul>	<p>passé</p> <p><b>Experiential Learning-</b></p> <ul style="list-style-type: none"> <li>● Subscribe to a library and borrow books once your membership has been approved.</li> <li>● Read the newspaper and list out the various columns in it.</li> </ul>	
<p><b>Computer Applications</b></p>	<p>Iterative loops in Python</p> <ul style="list-style-type: none"> <li>● For loop</li> <li>● While loop</li> </ul>	<ul style="list-style-type: none"> <li>● Define the meaning of term 'iteration'</li> <li>● Give examples of the situations involving repetition of code.</li> <li>● Distinguish between conditional and iterative loop</li> <li>● Break a given task into simpler tasks and thereafter write the program .</li> </ul>	<p>Watch 3 videos of for loop in sequence Followed by video on while loop</p> <p>Write programs for the following:</p> <ul style="list-style-type: none"> <li>● Display * in the pattern as below using for loop: * ** ***</li> </ul>	<p><b>Each student should be able to:</b></p> <ul style="list-style-type: none"> <li>● Look for iteration in the code and apply the loop properly to get the result without repeated writing of the code.</li> </ul>

	<p><b>Cyberethics:</b></p> <ul style="list-style-type: none"> <li>• Netiquettes.</li> <li>• Software licenses and the open source software movement.</li> <li>• Intellectual property rights</li> <li>• plagiarism and digital property rights.</li> <li>• Freedom of information and the digital divide.</li> <li>• E-commerce: Privacy, fraud, secure data transmission</li> </ul> <p><b>Skills:</b> Life skill of doing secure work on internet Value education of respecting right to Privacy of others</p>	<ul style="list-style-type: none"> <li>• The students will be aware of different types of cyber crimes.</li> <li>• They will learn to appreciate the authenticity of work and give credit to others for the same.</li> <li>• Distinguish between various types of softwares based on licencing .</li> <li>• Rules of creating a strong password and the need to keep it a secret.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept no. From user and display its first 10 multiples Like if he entered 5output should be 5,10,15,.....50</li> <li>• Do <b>worksheet 3 on iterative concepts.</b> <b>Worksheet No. 4</b> On the concepts covered <b>Assignment No. 1</b> <b>Art Integration Activity1</b> Students will prepare a comic strip (using google drawings ) highlighting any one aspect of cybercrime : <ul style="list-style-type: none"> <li>• Cyberstalking</li> <li>• Identity fraud</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• List a few things that accounts for conscientious netizen behaviour.</li> <li>• Respect the work done by others and their responsibility to acknowledge the same .</li> <li>• Feel grateful for the infrastructure that they have .</li> <li>• On the basis of worksheet and assignment</li> </ul>
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			<ul style="list-style-type: none"> <li>● Cyber bullying</li> </ul> <p><b>Life Skill Activity 2</b> Students will prepare an infographic using a shared template sharing tips on safe internet usage.</p>	
<b>Home Science</b>	<p><b>MEAL PLANNING</b></p> <ul style="list-style-type: none"> <li>● Factors affecting meal planning</li> <li>● Basic food groups</li> <li>● Using food groups for meal planning</li> </ul> <p><b>PLAY</b></p> <ul style="list-style-type: none"> <li>● Impact of playing on children</li> <li>● Types of play</li> <li>● Play material</li> </ul>	<p><b>Each student will be able to -</b></p> <ul style="list-style-type: none"> <li>● Enumerate and explain the factors that influence meal planning.</li> <li>● Divide food items into basic food groups</li> <li>● List the nutrients and food items in each food group</li> <li>● Plan meals for self based on food groups</li> <li>● Suggest diet tips to particular age group.</li> </ul> <p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define play</li> <li>● Enumerate the role of play in the development of a child</li> <li>● Classify play into different types</li> <li>● List the factors that guide selection of play material</li> </ul>	<p><b>PRACTICAL:</b> Plan a balanced meal for self. Prepare any one dish from the planned meal (EL + ALL activity)</p> <p>Discussions on videos shown in class <b>PRACTICAL:</b> Make a play material for a child aged 2-6 years using readily available material at home.</p>	<p>Worksheet Assignment Class test Quiz during the class</p> <p>Worksheet Assignment</p>

**JULY**

<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<p><b>English</b></p>	<p><b>FIRST FLIGHT Poem</b>  <b>*How to Tell Wild Animals ~</b>  <b>Carolyn Wells</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-research on various animals and their habits; share the same in the class</li> <li>-Identify the rhyme scheme</li> <li>-Identify at least two Poetic devices</li> <li>-State evidences of the use of humour by the poet</li> <li>-State the central idea of the poem</li> <li>-write a poem of their own choosing a topic of their choice eg How to tell different forms of government/different equations/ different elements stating the properties of each.</li> <li>- use at least one simile / metaphor, alliteration, a rhyme scheme / rhyming words / humour</li> </ul>	<p><b>Think -Share:</b>            Specific behavior/ features of a few animals</p>  <p><b>Gond folk art</b>            Art integration activity            - Weave a story based on the above painting</p> <p><b>Inter disciplinary</b>            . Write a short poem on how to differentiate</p> <ul style="list-style-type: none"> <li>*different landforms/ soils (geog)</li> <li>*forms of government (history)</li> <li>*different elements (chemistry)</li> </ul>	<ul style="list-style-type: none"> <li>*Worksheet on google doc</li> <li>Assignment questions on google doc</li> <li>Textbook Questions</li> <li>Practice Worksheet</li> <li>Assignment Worksheet</li> </ul>

	<p><b>FIRST FLIGHT</b> From the Diary of Anne Frank ~ <i>Anne Frank</i></p>	<p><b>Each student will be able to</b> -find out the meaning of difficult words using a dictionary -debate on the given topic and put forth their viewpoint confidently -analyse the character traits of Anne Frank and Mr. Keesing</p>	<p>*different equations (math) Or any other. Students choose any one</p> <p>Discussion/ Debate: -Wars never bring peace -A real friend vs a diary Webchart: Character-sketches Role Play with a family member: : Dialogue between Anne Frank and Mr. Keesing</p> <p><b>Think--Share:</b> Themes of the poem <b>Brainstorming:</b> Literal and metaphorical meaning of the poem <b>Class Discussion:</b> One should learn to accept and let go and not stick to something that we cannot have- Egs from real life</p>	<p>Textbook Questions</p> <p>Oral Comprehension check</p> <p>Textbook Questions</p> <p>Worksheet on google doc</p> <p>Assignment Worksheet</p> <p>Textbook Questions</p>
	<p><b>FIRST FLIGHT- Poem</b> The Ball Poem ~ <i>John Berryman</i></p>	<p><b>Each student will be able to</b> -explain the meaning of difficult words and phrases -summarize the poem in their own words -identify the use of poetic devices in the poem -discuss the themes of the poem</p>		



	<p><b>FOOTPRINTS WITHOUT FEET</b> Footprints Without Feet ~ H.G.Wells</p>	<p><b>Each student will be able to</b> -make a flowchart depicting sequence of events in the story -find out the meaning of difficult words using a dictionary -comment on the humour in the story -discuss how misuse of a scientific discovery can play havoc with humanity</p>	<p>Misuse of a scientific discovery can play havoc with humanity</p>	
<p><b>Hindi</b></p>	<p>1-संचयन-हरिहरकाका 2- बिहारी के दोहे 3- सपनों के से दिन 4-समास, पत्र लेखन</p>	<p><b>प्रत्येक छात्र</b> दिए गए समय के अन्तर्गत कहानी को पढ़ पाएगा।</p>  <p>हरिहर काका कथा से संबंधित प्रथम तीन पृष्ठों पर आधारित कहानी</p>	<p>बिहारी के किन्हीं दो दोहों को मधुबनी कला द्वारा दर्शाना ।</p> <p><b>कला समावेशन</b>-पाठ को अपने शब्दों में भावाभिव्यक्ति के साथ अपने शब्दों में सुनाना ।(वाचन कौशल)</p>	<p>अवसर के अनुसार व्यवहारिकता का सहारा लेना आप कहां तक उचित समझते हैं? विषय पर चर्चा (ए.एस.एल.हेतु)।</p> <p>भाषाभिवृद्धि</p> <p>विभिन्न भावों को प्रदर्शित करती अभिनय प्रस्तुति।</p> <p>दोहों द्वारा हमें मिलने वाले नैतिक</p>



में संलग्न हो कहानी के प्रारम्भ को कक्षा के समक्ष प्रस्तुत कर जाएगा।

कहानी पर आधारित पूछे गए प्रश्नों में से 1.2 उत्तर दे जाएगा।

चर्चा में भाग ले जाएगा।

दिए गए लिखित तथा मौखिक प्रश्नों के उत्तर लिख जाएगा।

कठिन शब्दों के अर्थ जानते हुए बिहारी के दोहों से परिचित हो जाएगा।

कहानी सपनों के से दिन से संबंधित प्रवाह संचित्र बना जाएगा।

समास के भेद जान जाएगा ।

समास विग्रह एवं समस्त पद बना जाएगा ।

व्याकरण का अभ्यास कर जाएगा ।



कहानी हरिहर काका के मुख्य पात्र हरिहर काका के साथ सहानुभूति प्रकट करती बातचीत को संवाद शैली में लिखना।

अभिवृद्धि

हरिहर काका के गाँव में यदि मीडिया की पहुँच होती तो उनकी क्या स्थिति होती?

मूल्यों की शिक्षा बिहारी के दोहों द्वारा स्पष्ट करना।

शिक्षा प्रणाली में हो रहे बदलावों को प्रदर्शित करता चक्र निर्माण।

विद्यालय की कौन सी गतिविधियाँ बच्चों को विद्यालय की ओर आकृष्ट करती हैं ?  
(संश्लेषणात्मक)

बिहारी के दोहों के आधार पर कृष्ण के रूप सौंदर्य व स्वभाव पर प्रकाश

बच्चों को किस प्रकार स्कूल की ओर आकृष्ट किया जा सकता है ?  
सपनों के से दिन के आधार पर चर्चा ।

समास से संबंधित कार्यपत्र ।

लिखित तथा मौखिक कार्य के माध्यम से ।

				गृहकार्य के द्वारा ।
<b>Math</b>	<b>Coordinate Geometry</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● recall how points are written in a coordinate plane</li> <li>● find the distance between 2 points using distance formula</li> <li>● find the coordinates of the point that divides a line whose endpoints are given in the ratio <math>m : n</math> and vice versa</li> <li>● find the area of a triangle given the coordinates of its vertices.</li> </ul>	<p>1.Find the distance between the two places in India when their coordinates are given.</p> <p>2.Research based Find out what is a radian measure and the relationship between radian and degree.</p>	<p>Assignment:Class work/Home-work</p> <p>Class Test</p>
	<b>Introduction to Trigonometry</b>	<ul style="list-style-type: none"> <li>● understand that trigonometry is the study of relationship between sides and angles of a right angled triangle.</li> <li>● state the 6 T-ratios</li> <li>● apply Pythagoras Theorem and T-ratios to find the sides of a triangle.</li> <li>● correctly compute the complementary angles and its values.</li> </ul>	<p><b><u>3.Art Integration activity</u></b></p> <p>A clinometer is an optical device used for measuring angle of elevation above a horizontal line.It can be used to measure the height of tall objects like flag poles, buildings, trees etc..</p>	<p>Worksheets</p> <p>Objective type questions/ short answer questions</p>
	<b>Applications to Trigonometry</b>	<ul style="list-style-type: none"> <li>● differentiate between the identities</li> <li>● formulate suitable strategy for the given statement question</li> <li>● list the quantities given</li> <li>● solve for the unknown quantity.</li> <li>● understand the meaning of AP</li> <li>● find the common difference</li> <li>● find the first term,</li> </ul>	<p>Research and list its other essential applications.</p> <p>Construct a clinometer using simplistic</p>	<p>Case study</p> <p>Google form</p> <p>Participation in class discussions/response in chats/ oral response</p>
	<b>Arithmetic Progression</b>			

		<ul style="list-style-type: none"> <li>• number of terms of an AP develop mastery of basic algebraic skills</li> <li>• by finding out the missing term <math>a_n = a + (n-1)d</math></li> <li>• state the formula for finding the sum of n terms of an AP</li> <li>• analyze the question and use the appropriate formula to solve it.</li> </ul>	<p>materials.</p> <p>4. Energizer activity : Tell me a lie State 3 ratios out of 6 such that 2 are correct and 1 is wrong.</p> <p>5. Share Fun Puzzles on AP</p> <p>6. By Paper cutting and pasting method : To prove whether a given sequence of numbers is an AP or not.</p>	
<p><b>Science PHYSICS</b></p>	<ul style="list-style-type: none"> <li>· Heating effect of electric current</li> <li>· Electric Power</li> </ul> <p><b>Magnetic effect of electric current</b></p>	<p><b>Each learner will be able to</b></p> <ul style="list-style-type: none"> <li>· Explain heating effect of electric current</li> <li>· Define electric power</li> <li>· Derive the formula for electric power</li> <li>· Solve a given numerical on electric power.</li> </ul> <ul style="list-style-type: none"> <li>· Define magnetic field</li> <li>· Draw magnetic field lines around a straight current carrying conductor</li> </ul>	<p><b>ART INTEGRATION</b></p> <p>Seminar /presentation by students on conventional sources of energy.</p> <p>Role Play to emphasize on reduce, reuse and</p>	<ul style="list-style-type: none"> <li>● Assignment Sheet</li> <li>● Google Form</li> <li>● Exit Ticket</li> <li>● Written responses on whiteboard.</li> <li>● Concept Map using popplet.</li> <li>● Review using padlet</li> </ul>

	<ul style="list-style-type: none"> <li>· Force acting on a current carrying conductor</li> <li>· Magnetic field around <ul style="list-style-type: none"> <li>· a bar magnet</li> <li>· a straight current carrying conductor</li> <li>· a solenoid</li> </ul> </li> <li>· Electromagnetic Induction</li> </ul> <p><b>Practical:( 1 class)</b></p> <ul style="list-style-type: none"> <li>· To find equivalent resistance of resistors connected in series</li> </ul> <p><b>Sources Of Energy.</b></p>	<p>bar magnet,</p> <p>circular wire and</p> <p>Solenoid.</p> <ul style="list-style-type: none"> <li>· Find the direction of force acting on a current carrying conductor in a magnetic field.</li> <li>· Explain electromagnetic magnetic induction</li> </ul>	<p>recycle and conservation of resources</p> <p><b>Hands on Experiential learning</b></p> <ul style="list-style-type: none"> <li>· <b>Making an electromagnet.</b></li> </ul> 	
<p><b>CHEMISTRY</b></p>	<p><b>Chapter 1</b> Chemical reactions and equations Chemical formulae and equations.</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● List the changes to identify a chemical reaction has taken place</li> <li>● Identify the correct formula on the basis of valency.</li> <li>● Express a chemical reaction through a chemical equation.</li> <li>● Write state symbols for the reactants and products</li> </ul>	<p><b>Activities on chemical reactions</b> 1. Writing of formulae using valency cards <b>Flipped class</b> 2. Corrosion (few managed to find corroded materials at home and some of the were assigned to</p>	<p>Valency cards for writing formulae Activity worksheet on corrosion</p> <p>Google form-- class test</p>

	<p>Balancing chemical equations  <a href="https://www.youtube.com/watch?v=tV0bxq3Dz88&amp;list=PLNz32RYOjBeoj5i-MeemU6KT92arF8Rh&amp;index=17&amp;t=0s">https://www.youtube.com/watch?v=tV0bxq3Dz88&amp;list=PLNz32RYOjBeoj5i-MeemU6KT92arF8Rh&amp;index=17&amp;t=0s</a></p> <p><b>Types of chemical reactions</b>  <a href="https://diksha.gov.in/play/collect ion/do_312796455245733888120257?contentType=TextBook&amp;contentId=do_312795723999215616110713">https://diksha.gov.in/play/collect ion/do_312796455245733888120257?contentType=TextBook&amp;contentId=do_312795723999215616110713</a></p> <p><b>Redox reactions and its applications</b></p> <p><b>Practicals</b>  . Types of reactions</p>	<p>Define law of conservation of mass  Balance the chemical equations</p> <p>Identify and name the different types of chemical reactions.  State and list the elements of the reactivity series.</p> <p>Define redox reaction  Identify the substance oxidized ,reduced, oxidizing agent and reducing agent from the given reactions  Explain the process of rancidity and corrosion.  Define the processes  Name the compounds formed after the process of corrosion.</p> <p><b>OBSERVATIONAL SKILLS</b>  Notice colour change, formation of precipitate, evolution of gas, chemical reaction, effect on litmus, solubility in water and odour carefully</p>	<p>present a ppt)  3. Newspaper activity  Activity on corrosion</p> <p><a href="https://www.youtube.com/watch?v=m8t4btjJd5Y">https://www.youtube.com/watch?v=m8t4btjJd5Y</a>  <a href="https://www.youtube.com/watch?v=XuoRkcNoeaE">https://www.youtube.com/watch?v=XuoRkcNoeaE</a>  <a href="https://www.youtube.com/watch?v=VRJcn50b21A">https://www.youtube.com/watch?v=VRJcn50b21A</a></p> <p><b>Practicals</b>  1. Types of reactions (videos)  <a href="https://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=79&amp;cnt=1">https://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=79&amp;cnt=1</a></p> <p><b>Quiz overall chapter</b>  <a href="https://diksha.gov.in/play/collection/do_312796455245733888120257?contentType=Text">https://diksha.gov.in/play/collection/do_312796455245733888120257?contentType=Text</a></p>	<p>Worksheet on balancing equations</p> <p>Assessment using AMP box</p> <p>Activity worksheet for recording observations after the indicator test ( hands on activity)</p> <p><b>Oral quiz</b> from the site mentioned.</p>
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		<b>REPORTING SKILLS</b> Interpret the observations and results correctly	<a href="#">Book&amp;contentId=do_312795723999215616110713</a>	
<b>BIOLOGY</b>	<b>Life Processes</b>  <u>Excretion in plants &amp; animals</u> <ul style="list-style-type: none"> <li>Excretion in human beings</li> <li>Structure of nephron</li> <li>Excretion in plants</li> </ul>  <u>Control and coordination</u> <ul style="list-style-type: none"> <li>Animals- Nervous system</li> <li>Reflex action</li> <li>Human brain</li> <li>How are nervous tissues protected?</li> <li>How does the nervous</li> </ul>	<b>Student will be able to</b> <ul style="list-style-type: none"> <li>Define excretion.</li> <li>Draw a well labelled diagram of the human excretory system.</li> <li>Explain osmoregulation in humans.</li> <li>Explain the process of dialysis and it's uses</li> <li>Elaborate the process of excretion in plants.</li> </ul>  <ul style="list-style-type: none"> <li>Relate the structure of a neuron cell with its function.</li> <li>Identify the location and state the functions of different parts of human brain, in order to understand working of human brain</li> <li>State the function of endocrine glands in human body, in order to understand functioning of hormone</li> </ul>	<ul style="list-style-type: none"> <li>Case study of kidney failure in India and organ donation .Students will present information in the class.</li> </ul>  <ul style="list-style-type: none"> <li>Art integration- Poster on keeping your heart healthy by following simple lifestyle changes.</li> <li>Activity to show reflex arc using a graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Google forms forms (Exit ticket)</li> <li>Edpuzzle/Jam board</li> <li>Live worksheets</li> </ul>  <ul style="list-style-type: none"> <li>Google forms (Exit ticket)</li> <li>Jam board/Popplet</li> <li>Mentimeter</li> </ul>

	tissue cause action?		<ul style="list-style-type: none"> <li>● Make a digital mind map on CNS structure and function.</li> </ul>  <p>Students may Popplet or use any other digital device to make a mind map</p>	
<b>Social Science</b>	<b>Political Science: Ch 2:</b>  Federalism	<p><b>Every student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain the term federalism</li> <li>● List key features of federalism</li> <li>● Differentiate between a federal and unitary government</li> <li>● Identify the features of Indian Federalism</li> <li>● Assess how federalism is practised in india</li> <li>● Analyse Centre -state relations</li> <li>● Evaluate Local Self governing Institutions in India</li> </ul>	<p>Think and share :Why India adopted Federalism</p> <p>Class Discussion on centre -state relations during covid Debate on should Hindi be our national language</p>	<p>Assignment in google classroom Worksheet as google form Participation in class discussion</p>

	<p><b>History: Ch 3:</b> Nationalism in India</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>* mention the factors (at least four) that helped in the rise of Indian Nationalism;</li> <li>* compare the methods of the early nationalists with those of Gandhiji;</li> <li>* identify the various mass movements and tell their characteristics</li> <li>* explain the importance &amp; features of the Dandi March</li> <li>* explain the role of culture &amp; history in strengthening nationalism in Europe</li> </ul>	<p>-Hook Activity- self Introspection on what it feels to be an Indian</p> <p>-General Knowledge on freedom struggle in India</p> <p>-Interactive session on Gandhiji's role in the making of India</p> <p>-Picture study</p> <p>-Question framing</p> <p>-Mind Map</p> <p>-Identification of key phrases</p>	<p>Assignment and worksheet google classroom/ google form</p> <p>Oral questioning</p> <p>Participation in class discussion</p>
	<p><b>SECTORS OF THE ECONOMY</b></p>	<p><b>Every student will be able to</b></p> <p>Identify Activities - primary, secondary &amp; tertiary</p> <p>Define - GDP;</p> <p>Primary, Secondary &amp; Tertiary sectors in India ,NREGA</p> <p>. Highlight Divisions of sectors as organized and un-organized</p>	<p>Watching relevant presentation</p> <p>Small Group discussion on how sectors are interrelated</p> <p>Brain storming</p> <p>On reasons behind growth of tertiary sector</p> <p>Pair and square</p>	<p>Minute Paper</p> <p>Collective summarisation</p>

	<p><b>GEOGRAPHY</b>  <b>AGRICULTURE</b>  <b>Major crops</b>  -Rice  -Wheat  - Millets  -Maize  -Pulses  -Food crops other than Grains  -Sugarcane  - oilseeds-  -tea  -coffee  -horticulture crops.  -Fibre crops  Rubber ,cotton ,jute  - Technological and Institutional</p>	<p><b>Each student will be able to:</b>  Outline basic characteristic, production, and distribution of different types of crops    Discuss the importance of Agriculture in Indian Economy    Examine the technological and institutional reforms before and after Independence</p>	<p>They will work in pairs to identify the problems faced by the unorganised sector  <b>ASSESSMENT AND UNDERSTANDING</b>  Solving of HOTS questions  Listing Key phrases in pairs.  Minute paper    KWL  Table format    Discussion    Case Study    Debate</p>	<p>Assignment and worksheet google classroom/google form  Oral questioning  Participation in class discussion</p>
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	<p>Reforms. -Contribution of Agriculture to National economy, employment and output -Problems of Indian Agriculture -Impact of globalisation</p>	<p>Highlight the problem of Indian Agriculture Examine the impact of globalisation on Indian agriculture</p>		
<p><b>Sanskrit</b></p>	<p>जुलाई → बुद्धिर्बलवती सदा- कार्य करने हेतु बुद्धि की प्रायोगिक व त्वरित सहायता → अव्ययपदानि → संस्कृत समयः → जननी तुल्य वत्सला- स्नेह, ममता आदि अवधारणा</p> 	<p><b>प्रत्येक छात्र</b> → बुद्धि संबंधी तथ्य अथवा कहानी सुना सकेगा। → कथानक में से पूछे गए प्रश्नों के उत्तर दे सकेगा। → व्याकरणिक अंशों के विषय में – यथा पर्याय, विपर्यय, विशेषण-विशेष्य बता सकेगा। → हिन्दी चलचित्र गीत में छिपे अव्यय पदों को पहचान कर उनका संस्कृत अनुवाद कर सकेगा। → अव्ययों को अर्थ के अनुसार उचित वाक्य में लिख सकेगा। → अव्यय से वाक्य प्रयोग कर सकेगा। → संस्कृत भाषा में समय बता सकेगा।</p>	<p>व्यावहारिक ज्ञान → प्रश्नकोष का निर्माण करना → सामूहिक प्रस्तुतिकरण → सामूहिक चर्चा करना → popplet द्वारा कहानी संबंधी गतिविधि → <b>कलासमन्वय</b> व अनुभवीय अधिगम बुद्धि संबंधी – रचनात्मक भाव (क्रिएटिव एक्सप्रेसन) <b>योग्यता आधारित अधिगम अध्ययन</b> – संस्कृत</p>	<p>विषय संबंधी लिखित, मौखिक कार्य, गतिविधि परक कार्य, चर्चा-विचार, प्रस्तुतीकरण, गूगल आलेख, कलासमन्वित कार्य, भाषा संवर्धनार्थ गतिविधि तथा गूगल प्रपत्र इत्यादि द्वारा मूल्यांकन किया जाएगा।</p>

			<p>कथा वाचन, संस्कृत काव्य, लेख, नाटिका, बुद्धि आधारित लघु हास्य कथा वाचन, गीत आदि द्वारा बुद्धि संबंधित प्रस्तुतीकरण। → समास- BALA गतिविधि के अन्तर्गत पूछे जाने वाले प्रश्न - १. भवतः/भवत्याः गृहं कुत्र अस्ति? २. अत्र कति जनाः वसन्ति? ३. भवत्याः/ भवतः कक्षः कुत्र अस्ति? → संस्कृत समय संबंधी युग्म संस्कृत संवाद गतिविधि- <b>वाचन</b> <b>कौशल परीक्षणम्।</b> जननी तुल्यवत्सला - प्रवाहसंचित्र(Graphic</p>	
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			Organiser) द्वारा कथानक का सार, मनोनक्शा(Mind Map) बनाना, गूगल प्रपत्र गतिविधि।	
<b>French</b>	<p><b>Plaisir de Lire (contd.)</b></p> <ul style="list-style-type: none"> <li>● Le Petit Prince</li> <li>● Les fables française et indienne.</li> <li>● Story writing</li> </ul> <p><b>Les Médias</b></p> <ul style="list-style-type: none"> <li>● Les Journaux et les Magazines</li> <li>● Les chaînes de la Télé et la radio</li> <li>● L'Impératif</li> <li>● Pronoms Y et EN</li> <li>● La Négation</li> </ul> <p><b>Chacun Ses Goûts</b></p>	<p><b>Each student will be able to -</b></p> <ul style="list-style-type: none"> <li>● Watch a movie in french and understand the theme and vocabulary.</li> <li>● Read and understand the ethos and vocabulary of a poem in french and answer questions based on it.</li> <li>● Convert the Panchatantra stories into French in their own words.</li> </ul> <ul style="list-style-type: none"> <li>● Name the various columns in french newspapers and magazines.</li> <li>● Enumerate the various radio and TV channels in France.</li> <li>● Replace the underlined nouns with the appropriate pronoms personnels in sentences.</li> <li>● Change a sentence into its negative form using the appropriate negation words.</li> </ul>	<p><b>Learning Based Activity :</b> Watch the movie 'Petit Prince' and write a film review. Read a fable or a short story in French and prepare a comprehension passage and questions based on it.</p> <p><b>Art Integration :</b> Poetry- "Le Renard et les Raisins".</p> <p>Make a comic strip using any digital tool on any one of the Panchatantra stories.</p> <p><b>Experiential</b></p>	<p><b>Audio Compréhension : Les trois petits cochons (Listening Skill)</b></p> <p><b>Assessment Based Activity :</b> Class Tests Compréhension Écrite – Les Médias</p> <p><b>Question Bank</b></p>

	<ul style="list-style-type: none"><li>● Les romans et les bandes dessinées.</li><li>● Les musées et les théâtres</li><li>● Les films - Revue d'un film</li><li>● Les pronoms démonstratifs</li><li>● Les Proverbes et les expressions</li><li>● Les forms verbales et nominales</li></ul>	<ul style="list-style-type: none"><li>● Enumerate the various french authors and their books.</li><li>● Design and create french comic strips based on the Panchatantra.</li><li>● Discuss various hobbies in France- museums, theatres, etc.</li></ul>	<p><b>Learning based Activity:</b> Watch TV 5 and write a review of any one of their programmes. Also make a list of the programmes for a week.</p> <p><b>Video comprehension – Tintin (Listening Skill)</b></p> <p><b>Experiential Learning based Activity :</b> Watch the movis Tintin and Home Alone in french and write their reviews.</p> <p><b>Learning Based Activity :</b> Compréhension Écrite - Le Louvre</p>	
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<p><b>Computer Applications</b></p>	<p>Introduction to HTML</p> <ul style="list-style-type: none"> <li>● Full form and purpose</li> <li>● Structure of a HTML document</li> <li>● Open v/s closed tags</li> <li>● Elements v/s attributes</li> <li>● Basic Tags <ul style="list-style-type: none"> <li>○ HTML</li> <li>○ TITLE</li> <li>○ HEAD</li> <li>○ BODY with bgcolor, background</li> <li>○ H1 TO H6</li> <li>○ P</li> <li>○ CENTER</li> <li>○ BR</li> <li>○ HR with color, size, height</li> <li>○ B, I, U</li> <li>○ FONT with attributes size, color, face</li> <li>○ IMG with src, height, width, Border</li> </ul> </li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Art Integration while making webpages which have aesthetics .</li> <li>● Life skill on making digital portfolio</li> </ul>	<p>Give full form of</p> <ul style="list-style-type: none"> <li>● HTML</li> <li>● URL</li> </ul> <p>Working of websites and webpages.</p> <p>Create a simple web page , view it and also edit it.</p>	<p><b>Lab Activity 1: (Digital Portfolio)</b></p> <p>Design a web page named, "myself" with following features:</p> <ul style="list-style-type: none"> <li>● Color of the page should be yellow</li> <li>● Write your name in the centre of the page and underline the same.</li> <li>● Write a separate paragraph of 2-3 lines on the following with the headings as below: <ul style="list-style-type: none"> <li>○ My family &lt;H1&gt;</li> <li>○ My hobbies&lt;H2&gt;</li> <li>○ My best friends&lt;H3&gt;</li> </ul> </li> </ul> <p><b>Lab activity 2:</b></p> <p>Make a copy of the HTML file of lab activity 1 and make following changes in the same:</p>	<p>Each student should be able to:</p> <ul style="list-style-type: none"> <li>● Surf a few websites and draw similarities among them .</li> <li>● On the basis of lab activities done by students .</li> </ul>
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			<p>★ Add your passport size photograph after your name at the top</p> <p>★ The font style of the 3 paragraphs should be as below:</p> <ul style="list-style-type: none"> <li>○ My Family -- red color and font style should be Algerian</li> <li>○ My Hobbies--- blue colour and size as 4</li> <li>○ My best friends--- black colour but in Times New Roman font</li> </ul> <p><b>HTML_Worksheet1</b> testing the tags taught</p>	
<b>Home Science</b>	<p><b>FEATURES OF CHILDHOOD</b></p> <ul style="list-style-type: none"> <li>● Early childhood- development in physical, motor, social, emotional and cognitive</li> </ul>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Classify childhood into 2 stages</li> <li>● Identify the various milestones of early and middle childhood- physical, motor, social, emotional, cognitive and language</li> </ul>	<ul style="list-style-type: none"> <li>● Relate to real life</li> <li>● Five point summary</li> </ul>	<p>Worksheet (via Google form)</p> <p>Assignment</p>

	<p>domains</p> <ul style="list-style-type: none"> <li>● Middle childhood-development in physical, motor, social, emotional and cognitive domain</li> </ul> <p><b>FEATURES AND PROBLEMS OF ADOLESCENTS</b></p> <ul style="list-style-type: none"> <li>● Physical characteristics</li> <li>● Social and emotional characteristics</li> <li>● Cognitive characteristics</li> <li>● Language characteristics</li> </ul> <p>(Remaining topics in August)</p>	<ul style="list-style-type: none"> <li>● Differentiate between early and middle childhood on varied parameters</li> </ul> <p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define the term 'adolescence'</li> <li>● Identify physical features of adolescent boys and girls</li> <li>● List the social and emotional characteristics of adolescence</li> <li>● Recognize the language and cognitive abilities of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast activity</li> </ul> <ul style="list-style-type: none"> <li>● Relate to self-changes the student has noticed in him/herself during adolescence</li> <li>● Discussion: Adolescence a phase of ambiguity.</li> </ul>	<p>Participation in class interaction</p> <p>Worksheet</p> <p>Assignment</p>
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**AUGUST**

<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	<b>FIRST FLIGHT -</b> The Hundred Dresses – I The Hundred Dresses – II	<b>Each student will be able to</b> -share his/ her personal experiences related to discrimination on the basis of region, religion, caste, gender etc. - express themselves in grammatically correct language. - use new words and phrases in their own language. - extrapolate from the given text. - make a flowchart depicting sequence of events in the story - suggest an alternative ending to the story. - explain with reference to the story that appearance can be deceptive.	<b>Art Integration</b>  <b>Poster Designing</b>  The need to inculcate the spirit of being inclusive and celebrating diversity  <b>Experiential Learning</b>  -Collection of dresses from family members to distribute in a slum area. Members to make contributions.  -Students relate their own case of bullying  -Role play: Wanda's bullying by Peggy and Maddie.	Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion: "The Hundred Dresses-I" is not only about teasing Wanda. It also borders on ragging and racism indirectly. Evaluate.

	<p><b>Poem</b> Animals</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- understand and enjoy the theme and language by reading the poem.</li> <li>- reflect on values animals possess</li> <li>- identify the connection to words or phrases that resonate with other things.</li> <li>-know more about the poet or background of the poem.</li> <li>- infer the meaning of the new vocabulary.- -recite a portion of the poem with apt stress patterns, punctuation, pronunciation, rhyme and rhythm</li> </ul>	<p><b>DISCUSSION</b></p> <ul style="list-style-type: none"> <li>-Tolerance for those who are different.</li> <li>-Teasing and bullying – effect on individuals</li> <li>*Appearances are deceptive. Support this statement with reference to the story ‘The Hundred Dresses’</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>- Views about animals</li> <li>- Values that no longer exist in humans but are prevalent in animals</li> <li>Cooperative Learning</li> <li>-<b>TPCASTT</b> used to analyse the poem</li> <li>-Each group to create their own posters on padlet</li> <li><b>Closure Activity</b></li> <li>Round Robin</li> <li>Students in turn give a summary of the poem</li> </ul>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p>
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	<p>III. Tea from Assam</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- recall some interesting facts about the author Arup Kumar Datta</li> <li>- list some factors that contribute to unity in diversity in the country</li> <li>- use the 5 's' strategy to analyse the text</li> </ul> <p><i>sentences</i> <i>speakers</i> <i>situation</i> <i>shifts</i> <i>syntax</i></p> <ul style="list-style-type: none"> <li>- prepare a concept map on the various aspects of the strategy on a chart paper.</li> <li>- deduce the meanings of unfamiliar words.</li> <li>- answer questions based on the passage</li> <li>- contribute meaningfully to a discussion on the tea plantations of Assam</li> <li>- evaluate other student's work through a gallery walk</li> </ul>	<p>about a visit to Coorg. Include your reflections about the differences between the place where you live and the place you've visited.</p> <p><b>Fishbowl</b> Students prepare five questions based on comprehension of the passage Research on Assam and the tea growing and harvesting process. Select one student to be a panellist for a panel discussion about the state (AMP box used)</p>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p>
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	<p><b>FOOTPRINTS WITHOUT FEET</b> The Making of a Scientist</p>	<p>- successfully attempt the worksheet and the class test</p> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- match the Scientist's with the picture</li> <li>- express an inclination towards beginning with small discoveries and inculcating the habits thereof.</li> <li>- learn about Richard Ebright and his journey to become a scientist.</li> <li>- understand the biographical element of Richard Ebright through the poem</li> <li>- role play the people in Ebright's life.</li> <li>- get knowledge of various stages, species and growth of butterflies.</li> <li>- learn about the theory of the cell.</li> </ul>	<p><b>Visuals</b> Alexander Graham Bell, Stephen Hawking, Copernicus, Albert Einstein, Thomas Alva Edison, Aristotle</p> <p><b>ACTIVITY</b> Match the scientist with their pictures</p> <p><b>Brainstorming</b> Qualities that make a scientist</p> <p><b>Think- Tic Tac Toe</b> Each group will select a set of two questions from the choice board ON PADLET . Answer the questions on the board</p> <p><b>Art Integration</b> <b>ACTIVITY</b> Design a business card for Ebright from the story. The business card should be relevant to the</p>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p>
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	<p><b>Writing Skills</b> Letter placing an order</p> <p>Writing an analytical paragraph (contd).</p> <p><b>ASL-</b> retell the contents of</p>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>*classify the different kinds of orders into different categories eg. for school purposes, for personal needs, for an organisation</li> <li>*make a list of value points to use in each category</li> <li>*compare and contrast the value points of the different categories</li> <li>*propose a few value points which should not be used in the letter</li> <li>*create a framework by sequencing the value points in order, such that the content of the letter gets a logical flow and a sense of completion</li> <li>*Use the acquired knowledge to write a letter to place an order for sports equipment for the sports room</li> <li>*Work in groups to peer edit</li> <li>* Write five top tips for a model letter</li> </ul>	<p>context and should indicate the details of the character as they are presented in the story.</p> <p><b>Closure</b> Exit Card: What are the ingredients in the making of a scientist?</p> <p>Making a graphic organiser on parts of the content and format</p>	<p>Practice Worksheet Assignment Worksheet</p>
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	<p>audio texts (weather reports, public announcements, simple advertisements, short interviews)</p> <p><b>First Flight</b>  <b>Poem:</b>  <b>**THE TREES</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- express their views on the visual of trees growing inside a home - What could the trees trapped in a home represent?</li> <li>- what all could the interiors represent</li> <li>- list similarities in the visuals of caged birds, animals and humans to trees in a home</li> <li>- use the TYPCASTT to analyse the poem</li> <li>- identify words that indicate the physical movement of the trees.</li> <li>- the metaphorical meaning in trees being compared to <i>newly discharged patients</i></li> </ul>	<p><b>Hook Activity</b>  Express views on the visual of trees growing inside a home</p> <p><b>Discussion</b>  What will happen if we curb the freedom of</p> <ul style="list-style-type: none"> <li>-trees and plants</li> <li>-animals</li> <li>-humans</li> </ul> <p><b>Role play</b> – between the tallest oak in ‘Trees’ and the hemlock tree in ‘Dust of Snow’  *Write this conversation between the two trees</p> <p><b>ACTIVITY</b>  TYPCASTT - to analyse poem</p>	<p>Practice Worksheet  Assignment Worksheet  Textbook Questions  Class Discussion cum Debate</p>
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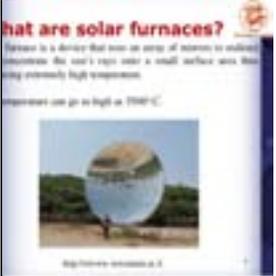
	<p>FIRST FLIGHT **Mijbil the Otter</p> <p><b>ESSAY WRITING</b> Writing a Persuasive Essay <b>Life Skill:</b> Ostracism – the reality today <b>Gender Sensitivity:</b> Teasing and bullying e essay Draft 2</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- develop speaking skills.</li> <li>- make an oral presentation on the topics given for research</li> <li>- arrive at the meaning of new words by using a variety of strategies such as prior knowledge, inferring, predicting and confirming.</li> <li>- sum up the story in their own words</li> <li>- State the theme of the passage</li> <li>- write an imaginative text</li> </ul>	<p><b>Hook activity.</b></p> <ul style="list-style-type: none"> <li>- Do you have a pet? Imagine someone has gifted you a pet.</li> </ul> <p><b>-GROUP ACTIVITY</b></p> <p>Each group to do their own research on pets by interviewing family members and report their findings in class.</p> <ul style="list-style-type: none"> <li>-What are the things required before you bring a pet home</li> <li>- What does the SPCA — the Society for the Prevention of Cruelty to Animals say about how to care for a pet</li> <li>- What animals can we keep as pets (some species are protected under the laws for wildlife preservation)</li> <li>- The laws for exporting and importing or trading in animals</li> </ul>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion</p>
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			<p>- Rules for transporting goods, pets, etc. on aircraft.</p> <p><b>PADLET used as the wall</b> for each group's findings</p>	
<b>Hindi</b>	<p>1- अब कहाँ दूसरों के दुख में दुखी होने वाले</p> <p>2- कर चले हम फिदा</p> <p>3- पतझड़ में टूटी पत्तियाँ</p> <p>4-संचयन -कहानी -टोपी शुक्ला</p> <p>5 -अलंकार</p> <p>6 - कहानी लेखन</p> <p>7 - विज्ञापन लेखन</p>	<p><b>प्रत्येक छात्र -</b></p> <p>बढ़ती हुई आबादी का पर्यावरण पर प्रभाव तथा आस पास हो रहे बदलावों पर चर्चा कर जाएगा</p>  <p>दिए गए लिखित तथा मौखिक प्रश्नों के उत्तर लिख जाएगा।</p> <p>गीत 'कर चले हम फिदा' -नवीन धुन हेतु अपने विचार समूह में रख जाएगा।</p> <p>प्रस्तुति में पद्यांश का भाव स्पष्ट कर जाएगा।</p> <p>गीत की ऐतिहासिक पृष्ठ भूमि से परिचित हो जाएगा।</p>	<p>टोपी शुक्ला कहानी में कई स्थानों पर तत्कालीन नारी की मजबूरी दिखाई गई है - ऐसे स्थानों की खोज करके उन्हें प्रवाह संचित्र के माध्यम से दर्शाए।</p>  <p>भिन्न धुन का निर्माण व गीत की प्रस्तुति द्वारा गीत का संदेश।</p>	<p>अब कहाँ दूसरों के दुख में दुखी होने वाले-</p> <p>ग्लोबल वार्मिंग के विभिन्न कारणों को सूचीबद्ध करना,</p> <p>'नेचर की सहनशक्ति की एक सीमा होती है' पंक्ति की व्याख्या द्वारा,</p> <p>लिखित एवं मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>कर चले हम फिदा-</p> <p>कविता की लिखित एवं मौखिक व्याख्या द्वारा,</p>

		<p>दिए गए पद्यांश के पीछे दिए अर्थों की सहायता से सरल शब्दों में कक्षा में सुना जाएगा।</p> <p>आदर्शों से संबंधित गांधी जी के विचारों से अवगत हो पाठ में निहित 'प्राैक्टिकल आइडियलिस्ट' के स्वरूप को व्याख्यित कर जाएगा ।</p> <p>जापान में चाय समारोह के आयोजन के उद्देश्य के विषय में जानकर दिए गए प्रश्नों के संभावित व सटीक उत्तर दे जाएगा।</p> <p>चाय समारोह के आयोजन का प्रदर्शन कक्षा के समक्ष कर जाएगा।</p> <p>दिए गए विषय पर रचनात्मकता प्रदर्शित करते हुए 80-100 शब्दों में कहानी लिख जाएगा ।</p> <p>धार्मिक सहिष्णुता से संबंधित चर्चा में भाग लेकर अपने विचार प्रस्तुत कर जाएगा। कहानी का ध्यानपूर्वक सुनकर उसका भिन्न अंत लिख जाएगा। लिखित अभ्यास कर जाएगा।</p>	<p>मूल्यांकित का नव निर्माण देश भक्ति का आह्वान करते हुए एक सैनिक तथा एक आम आदमी के मध्य संवाद लेखन।</p> <p>अभिवृद्धि</p> <p>पशु-पक्षियों के दुरुपयोग पर आधारित पी.पी.टी. का निर्माण 'जो जितना बड़ा होता है उसे उतना ही कम गुस्सा आता है' पंक्ति की तर्कात्मक व्याख्या-चा-नो-यू का प्रदर्शन</p> 	<p>लिखित एवं मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>पतझड़ में टूटी पत्तियाँ-</p> <p>लिखित व मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>धार्मिक सहिष्णुता के अर्थ एवं अपने विचारों के स्पष्टीकरण द्वारा असली धर्म क्या है ? आस्तिकता व धर्माधता में अंतर के स्पष्टीकरण द्वारा</p> <p>लिखित व मौखिक प्रश्नोत्तर के माध्यम से।</p>
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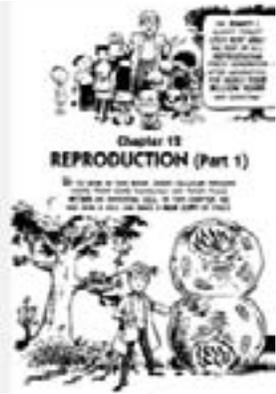
			<p>पूर्वावलोकन</p> <p>परियोजना</p> <p>निर्माण</p> <p>मनुष्य ने अपने स्वार्थ के कारण प्रकृति में किस प्रकार खलल पैदा किया ? उसके क्या दुष्परिणाम हम आज तक भुगत रहे हैं?</p>	
<b>Math</b>	<b>Triangles</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>○ explain what are similar figures.</li> <li>○ state and prove BPT and its converse</li> <li>○ apply BPT and its converse to riders and questions.</li> <li>○ know the criteria of two triangles to be similar and apply to the questions</li> <li>○ state and prove that the ratio of areas of two triangles is equal to the ratio of squares of corresponding sides.</li> </ul>	<p>1. Collect similar objects from home/ surroundings and school</p> <p><b>2. Art integration activity:</b> Art integration Activity:</p> <p>Create a Pythagorean tree: Tree of Life using Pythagorean triplets</p>	<p>Assignment: Class work/ Home-work Class Test/ Weekly test</p> <p>Worksheets Objective type questions/ short answer questions</p> <p>Case study</p> <p>Google form</p> <p>Participation in class</p>

	<p><b>Constructions</b></p> <p><b>Quadratic Equation</b></p>	<ul style="list-style-type: none"> <li>○ state and prove Pythagoras Theorem &amp; its converse and apply these to riders.</li> <li>○ divide a line segment in a given ratio</li> <li>○ construct similar triangles in a given ratio</li> <li>○ construct tangents to a circle</li> </ul> <ul style="list-style-type: none"> <li>○ identify and learn the basic form of a quadratic equation</li> <li>○ -correctly compute discriminant</li> <li>○ -use the discriminant to find the nature of roots</li> <li>○ -solve quadratic equation by factorization and by completing squares</li> <li>○ -solve statement questions by framing quadratic equation</li> </ul>	<div style="text-align: center;">  </div> <p><b>3. Experiential Learning:</b> Using mathematical modelling, demonstrate the use of similar triangles in real life situations.</p> <p>4. Dividing a line segment into 8 equal parts by paper folding.</p> <p>5. All students to write a polynomial and then form groups as per the types of polynomials.</p> <p>6. Design a puzzle/game on quadratic polynomials online or on cardboard.</p>	<p>discussions/response in chats/ oral response</p> <p>Lab Activities</p>
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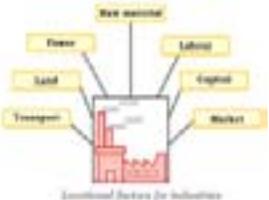
<p><b>Science PHYSICS</b></p>	<ul style="list-style-type: none"> <li>· Light</li> <li>· Reflection of light</li> <li>· laws of reflection of light</li> <li>· Convex mirror</li> <li>· Concave mirror</li> <li>· Principal axis</li> <li>· Focus of a spherical mirror</li> <li>· Focal length of a spherical mirror</li> <li>· Centre of curvature of a spherical mirror</li> <li>· Radius of curvature of a spherical mirror</li> <li>· Object distance</li> <li>· Image distance</li> <li>· Sign conventions for spherical mirrors</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>· Tracing the path of a ray of light through a rectangular glass</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>· State the laws of reflection</li> <li>· Identify Concave and Convex mirrors.</li> <li>· Define principal axis, center of curvature, radius of curvature, focus and focal length of spherical mirrors</li> <li>· Understand and apply sign conventions in spherical mirrors</li> </ul>	<p><b>ART INTEGRATION</b></p> <p>Seminar /presentation by students on use of mirrors.</p> <p>Role Play to emphasize on sign conventions used in optics</p> <p><b>Hands on Experiential learning</b></p>  <p>Use concave mirror to heat water and list your observations</p>	<p>Assignment Sheet Google Form Exit Ticket Written responses on whiteboard.fi Concept Map using popplet. Review using padlet</p>
<p><b>CHEMISTRY</b></p>	<p><b>Chapter 2 Acid bases and salts</b> (physical and chemical properties) Indicators</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● List down points of what they already know about indicators.</li> <li>● Explore and identify the colours produced by acidic and basic solutions</li> </ul>	<p>Activity worksheet for recording observations after the indicator test ( hands on activity)</p>	<p><b>Oral quiz</b> from the site mentioned.  (random questioning )</p>



	Properties Of Acids And Bases	litmus, solubility in water and odour carefully <b>REPORTING SKILLS</b> Interpret the observations and results correctly	<a href="#">=3&amp;sim=6&amp;cnt=204</a>	
<b>BIOLOGY</b>	<p><b><u>Coordination in Plants</u></b></p> <ul style="list-style-type: none"> <li>● Response to stimuli</li> <li>● Movement due to growth</li> <li>● Hormones in animals</li> </ul> <p><b><u>How do organisms reproduce?</u></b></p> <ul style="list-style-type: none"> <li>● The importance of variation</li> <li>● Modes of reproduction used by single organisms</li> <li>● Vegetative propagation</li> <li>● Sexual reproduction in plants and animals</li> </ul>	<p><b>Each child will be able to</b></p> <ul style="list-style-type: none"> <li>● explain the control and coordination process in plants</li> <li>● Classify movements in Plants</li> </ul> <p><b>Each child will be able to -</b></p> <ul style="list-style-type: none"> <li>● State the importance of DNA copying in reproduction.</li> <li>● Give a reason why variation is beneficial to the species but not necessarily for the individual.</li> <li>● Explain different methods of asexual reproduction.</li> <li>● Draw a well labelled diagram of the longitudinal section of a flower.</li> <li>● Explain the process of Reproduction in flowering plants.</li> </ul>	<p>Activity to show</p> <ul style="list-style-type: none"> <li>● Response to touch in plants</li> <li>● Phototropism</li> </ul>  <p><b><u>Lab activity-</u></b></p> <ul style="list-style-type: none"> <li>● To study binary fission in amoeba and budding in yeast.</li> <li>● To observe different parts of a seed</li> </ul> <p>(OLABS)</p>	<ul style="list-style-type: none"> <li>● Google forms</li> <li>● Jam board</li> <li>● Popplet</li> <li>● Mentimeter</li> </ul>

	<ul style="list-style-type: none"> <li>● Reproductive health</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between pollination and fertilization.</li> <li>● Draw diagrams of human male and female reproductive systems.</li> <li>● State the functions of testis and ovaries.</li> <li>● Explain the process of reproduction in human beings.</li> <li>● Enlist a few reasons for adopting contraceptive methods.</li> </ul>	<p><b>Activity-</b></p> <ul style="list-style-type: none"> <li>● To study spore formation on bread.</li> <li>● To study vegetative propagation in potatoes</li> <li>● Cartoon guide on Reproduction</li> </ul>  <p>The image shows a cartoon illustration titled 'Chapter 13 REPRODUCTION (Part 1)'. It depicts a person standing next to a large globe, with various biological diagrams and text boxes around them, illustrating concepts of reproduction.</p>	
<p><b>Social Science</b></p>	<p><b>POL SC:</b>  GENDER , RELIGION and CASTE</p>	<p><b>Every student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain Sexual division of labour;</li> <li>● Highlight role of women in public life;</li> <li>● State meaning of feminist- patriarchal society;</li> <li>● Identify ways in which women are oppressed- Analyse why political representation of women- low</li> <li>● Religion;</li> </ul>	<p>Watching relevant presentations. Buzz Group Activity KWL chart Fishbowl Discussion</p> <p>Students will engage in a brainstorming on gender stereotypes.</p>	<p>Google forms Jam board Padlet</p> <p>Assessment activities:</p> <ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral questioning</li> <li>• collectively summarizing</li> </ul>

	<p><b>HISTORY</b></p> <p>Age of Industrialisation</p>	<ul style="list-style-type: none"> <li>● Define Communalism and politics-; Highlight forms it can take;</li> <li>● State the secularism- constitutional provisions;</li> </ul> <p><b>Each child will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define the term 'proto-industrialization'</li> <li>2. List the investors which increased the efficacy of production process</li> <li>3. Critically examine the process of Industrialization</li> <li>4. Discuss the condition of the workers</li> <li>5. Discuss the steps by which EIC asserted her right to trade</li> <li>6. Discuss the problems faced by Indian weavers</li> <li>7. Identify the early entrepreneurs of India</li> <li>8. Give reasons for the increase in Industrial production in India during the FWW</li> </ol>	<p>Think pair and share on communalism in India</p> <p>Small group discussion on caste and whether it is weakening</p> <p>ASSESSMENT AND UNDERSTANDING</p> <p>Questions will be framed by students in</p> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>•Concept Mapping</li> <li>•Deductive Inquiry</li> <li>•Co-operative learning: pair-share – square &amp; fair</li> </ul> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>• Question framing</li> <li>• Worksheet</li> </ul> <p>Experiential Learning: Videos on the topic/ Movie clippings</p>	<p>Assignment and worksheet google classroom/google Form</p>
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	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p><b>MANUFACTURING INDUSTRIES</b></p> <ul style="list-style-type: none"> <li>- define manufacturing</li> <li>- Importance</li> <li>- Contribution to national economy.</li> <li>- industrial location</li> <li>- Classification of Industries</li> </ul> <p>-Agro based Industries Textile ind,value addition Cotton,, - history, factors , Centralised and Decentralised sectors, export , production , problems Jute – factors ,challenges , production Sugar –tendency to shift to south and western India production and distribution. Compare the challenges faced by jute and sugar</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-Discuss the term and importance of manufacturing industries.</li> <li>- analyze the importance</li> <li>- Outline the factors. of location</li> <li>- Classify types of Industries.</li> </ul> <p>-Discuss the importance of Industry in the National economy Outline the importance of the textile industry. Outline the history of cotton mills List factors affecting cotton textile industry. Differentiate between centralized and decentralized ind Discuss production and export Outline problems faced by cotton textile industry. Factors favoring location of jute industry Discuss challenges faced by jute industry Evaluate the production and distribution of jute and sugar -Why is iron and steel called a basic industry Differentiate between mini steel plants and integrated plants. Realize the importance and describe the process of manufacturing of steel and aluminum industry</p>	<p>Art Integration: The food of the poor</p> <p>Statistical data</p> <p>Flow chart</p> <p>Technical integration</p> <p>Research work</p> <p>Diagram</p> <p>Use of map skill</p> <p>Case study - NTPC</p> <p><a href="https://www.youtube.com/watch?v=3CfjxGkb-dg">https://www.youtube.com/watch?v=3CfjxGkb-dg</a></p> <p><b>Art Integration -</b> TEXTiles of India - Weaves</p> <p>Concept Mapping</p> <p>Map activity</p>	<p>Oral questioning Participation in class discussion</p>   <p>Worksheet</p> <p>Google form - Assessment</p> <p>Oral Questioning</p>
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	<ul style="list-style-type: none"> <li>- Mineral based Industries</li> <li>- Iron and Steel Industries.</li> <li>Process of manufacture of steel -Chotanagpur plateau</li> <li>-Automobile Industry -</li> <li>Aluminum smelting</li> <li>Chemical ,fertiliser and cement-</li> <li>Information -Technology and Electronic Industry.</li> </ul>	<p>understand the Regional Disparities ,which resulted due to concentration of Industries in some areas</p> <p>.Highlight the importance of Information technology</p>	<p>Blended learning</p> <p>Discussion</p> <p>Diagram</p>	
<b>Sanskrit</b>	<p>अगस्त-</p> <p>→ सुभाषितानि</p> <p>→ विसर्गसंधि: - उत्त्वम् व सत्वम्</p> <p>वाच्यपरिवर्तनम् -</p>	<p><b>प्रत्येक छात्र</b></p> <p>कठिन शब्दों के अर्थ, पर्याय , विपर्यय तथा श्लोकों के अन्वय बता पाएगा।</p> <p>श्लोकाधारित प्रश्नों के उत्तर दे सकेगा ।</p> <p>श्लोकों का उच्चारण कर पाएगा।</p> <p>प्राप्त शब्दों में संधि व संधि विच्छेद कर सकेगा।</p> <p>विसर्ग संधि के भेदों में अन्तर बता सकेगा।</p> <p>→ वाच्य के नियम बता सकेगा,</p>	<p>वाचनकौशल</p> <p>परीक्षणम् -</p> <p>श्लोकोच्चारण, सरलार्थ व प्रस्तुतीकरण।</p> <p>मूल्यांकन बिन्दु -</p> <p>शुद्ध-उच्चारण - २</p> <p>विषयवस्तु -२</p> <p>प्रस्तुतीकरण/आत्मविश्वास-१ कुल - ५</p> <p>संधि: - <b>ब्लेन्डेड लर्निंग</b></p> <p>- <b>आइ सी टी कौशल कला</b></p>	<p>सुभाषितों का सरलार्थ अन्वय तथा प्रश्नों के उत्तर के द्वारा,</p> <p>सुभाषितों के केंद्रीय भाव के प्रवाह संचित्र रचना के द्वारा,</p> <p>कठिन पदों के परिचय के द्वारा</p> <p>संधि: - वाक्यों में आए विसर्ग संधि वाले शब्दों को ढूँढ कर, उनके भेद पर चर्चा करके, संधि अथवा संधि विच्छेद करवा कर मूल्यांकन किया जाएगा ।</p> <p>विसर्ग संधि को सुन्दर कलाकृति</p>

	अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकारदृष्ट्या संशोधनम्)	→ वाच्य परिवर्तन कर सकेगा। → कर्तृवाच्य को कर्म तथा भाववाच्य में परिवर्तित कर सकेगा।  → संस्कृत वाक्यों का शुद्ध लेखन कर सकेगा। → वाक्यगत प्राप्त त्रुटि को शुद्ध कर सकेगा।	छात्रों द्वारा उनके कार्य को पिन्ट्रेस्ट, यूट्यूब इत्यादि अन्तर्जालीय स्थलों पर प्रस्तुत करना।  <b>कलासंबंधी समन्वय कार्य</b> के अन्तर्गत कैलिग्राफी स्ट्रोकस द्वारा संधि लेखन - “सुलेखाघात-संधिः”  कर्तृवाच्य से कर्मवाच्य में परिवर्तन करना।  अशुद्ध वाक्य में अशुद्धि को पहचानना,  अशुद्धि को शुद्ध करना  संशोधन संबंधी प्रश्नों के उत्तर देना।	में व्याकरणावली बना कर तथा कक्षा परीक्षा लेकर मूल्यांकित किया जाएगा।  वाक्यों को वाच्य में परिवर्तित करवा कर  मूल्यांकन किया जाएगा।  अशुद्ध वाक्य के शुद्ध रूप के आधार पर मूल्यांकित किया जाएगा।  अशुद्ध से शुद्ध शब्दों के कृत कार्य को गूगलालेख, गूगल प्रपत्र, अभ्यास कार्यपत्र तथा स्व निरीक्षण व साथी निरीक्षण द्वारा मूल्यांकित किया जाएगा।
<b>French</b>	<b>En Pleine Forme</b> ● Les Pronoms Possessifs	<b>Each student will be able to –</b> ● Replace nouns with Possessive Pronouns in	<b>Health Education :</b> Importance of good	<b>Assessment based Activities:</b>

	<ul style="list-style-type: none"> <li>● Les Parties du corps</li> <li>● Les Maladies</li> <li>● La Sécurité Sociale</li> </ul> <p><b>L'Environnement</b></p> <ul style="list-style-type: none"> <li>● Protéger l'environnement</li> <li>● Le Subjonctif</li> </ul> <p><b>Metro, Boulot, Dod</b></p> <ul style="list-style-type: none"> <li>● Le Conditionnel Passé</li> <li>● Une Journée Quotidienne</li> <li>● Les monuments Indiens.</li> </ul>	<p>sentences.</p> <ul style="list-style-type: none"> <li>● List out the different illnesses in french.</li> <li>● Understand the importance of good health and exercise .</li> </ul> <ul style="list-style-type: none"> <li>● Debate about different types of pollution, its hazards and methods to save the earth.</li> <li>● Use the subjonctif form of the verb in sentences.</li> </ul> <ul style="list-style-type: none"> <li>● Conjugate any verb in all the possible tenses.</li> <li>● Describe a routine day in their lives.</li> </ul>	<p>health and exercises especially given today's lifestyle.</p> <p><b>Learning Based Activity :</b> Débat – Importance of health and sports in our lives.</p> <p><b>(Speaking Skill) Value Education :</b> Things we can do to help save our environment.</p> <p><b>Art :</b> Make a poster with a slogan on Saving Planet Earth. Drawing on "Reduce, Reuse, Recycle."</p> <p><b>Experiential Learning :</b> A discussion with the school team on Carbon footprints and its effects.</p>	<p>La Dictée (Listening Skill)</p> <p><b>Question bank</b></p>
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			<p><b>Life skill Activity :</b> A Routine Day in one's Life.</p> <p><b>Worksheet - All tenses.</b></p>																		
<p><b>Computer Applications</b></p>	<p>HTML contd....</p> <ul style="list-style-type: none"> <li>● Tables <ul style="list-style-type: none"> <li>★ TH</li> <li>★ TD</li> <li>★ TR</li> <li>★ Caption</li> <li>★ Cellpadding</li> <li>★ Cellspacing</li> <li>★ Colspan</li> <li>★ Rowspan</li> <li>★ Table border</li> <li>★ Color</li> <li>★ Inserting images in tables</li> </ul> </li> </ul> <p><b>Skill:</b> Presentation of data in summarised tabulated form.</p>	<p><b>Create tables in HTML to display data</b></p>	<p><b>Lab Activity 3:</b> Creating a table with the layout as below:</p> <table border="1" data-bbox="1458 651 1733 868"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p><b>Lab Activity 4:</b> Students will create a table as below:</p> <table border="1" data-bbox="1458 1126 1733 1343"> <tbody> <tr> <td colspan="2">A</td> <td>E</td> </tr> <tr> <td>B</td> <td rowspan="2">D</td> <td>F</td> </tr> <tr> <td>C</td> <td>G</td> </tr> </tbody> </table>	A	B	C	1	2	3	4	5	6	A		E	B	D	F	C	G	<p><b>Each student should be able to :</b></p> <ul style="list-style-type: none"> <li>● Organise information in the form of tables.</li> <li>● On the basis of DIY activities given to students.</li> </ul>
A	B	C																			
1	2	3																			
4	5	6																			
A		E																			
B	D	F																			
C		G																			

			<p><b>PROJECT :</b>  Students will start a project of creating a website with 4-5 pages for a travel agency .  They will create pages as below:  <b>Page 1: HOME PAGE</b>  With general information about their agency  <b>Page2: Travel Packages</b>  Create a table on this page with following details in a table:  Place,no. Of days,inclusions,cost of package</p>	
<b>Home Science</b>	<p><b>PROBLEMS OF ADOLESCENTS</b></p> <ul style="list-style-type: none"> <li>● Eating disorders- Anorexia and Bulimia</li> <li>● Adjustment problems with parents</li> </ul>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Explain and list the characteristics of eating disorders</li> <li>● Enumerate causes of adjustment issues with parents</li> <li>● Elaborate on abuse of prohibited substances</li> <li>● List the problems related to sex faced</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz and discussion on videos shown</li> <li>● Practical: List any five areas of agreement and disagreement</li> </ul>	Worksheet Assignment

	<ul style="list-style-type: none"> <li>● Substance abuse</li> <li>● Issues related to sex</li> </ul> <p><b>FOOD AND PERSONAL HYGIENE</b></p> <ul style="list-style-type: none"> <li>● Hygienic handling of food</li> <li>● Hygiene in kitchen</li> <li>● Personal hygiene of food handler</li> <li>● Hygiene during food storage</li> </ul> <p><b>TIME &amp; ENERGY MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>● Time management</li> <li>● Importance</li> <li>● Factors affecting time plan</li> </ul>	<p>by adolescents</p> <p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define 'food hygiene'</li> <li>● List the various principles of food hygiene</li> <li>● Enumerate the factors to consider in kitchen hygiene, personal hygiene, and hygiene during food storage</li> </ul> <p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Elaborate on the importance of time plan</li> <li>● Prepare a time plan considering the various factors</li> </ul>	<p>of self with parents, sibling, and friends</p> <ul style="list-style-type: none"> <li>● Relate to real life</li> <li>● Quiz on bad hygiene practices adopted by street food vendors</li> </ul> <p><b>PRACTICAL:</b> Prepare a time plan for self for one day.</p> <p><b>DISCUSSION:</b> Day dreaming- productive or futile?</p>	<p>Worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Participation in class discussion</p>
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**SEPTEMBER**

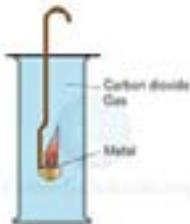
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<p style="text-align: center;"><b>English</b></p>	<p><b>FIRST FLIGHT</b>  <b>Poem:</b>  <b>**FOG</b></p>	<p><b>Each will student will be able to</b></p> <ul style="list-style-type: none"> <li>- state how fog is formed</li> <li>- answer objective questions based on the poem</li> <li>- analyse the extended metaphor in the poem and draw out the analogy</li> <li>- create a cartoon strip to show how Zoomorphism has been used</li> </ul>	<p><b>ACTIVITY - MIND'S EYE</b>  <b>Art integration</b></p> <p>- create a cartoon strip to show how Zoomorphism has been used in the poem</p>	<p>Practice Worksheet            Assignment Worksheet            Textbook Questions            Class Discussion cum Debate</p>
	<p><b>FIRST FLIGHT</b>            9. Madam Rides the Bus</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- research and share a few points about the author</li> <li>- Infer the meanings of difficult words</li> <li>- analyse the character traits of Valli</li> <li>- answer textual questions</li> </ul>	<p><b>Class Discussion:</b>            The ability and courage to take risk is essential to fulfill one's dream.</p>	<p>Practice Worksheet            Assignment Worksheet            Textbook Questions            Class Discussion cum Debate</p>
	<p><b>FIRST FLIGHT</b>  <b>Poem</b>            The Tale of Custard the Dragon</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- identify the use of poetic devices</li> <li>- comment on the use of humour in the poem and techniques used</li> <li>- State two facts about the author</li> <li>- analyse the theme and message of the text</li> </ul>	<p><b>Discussion:</b>            Barking dogs seldom bite ~ relevance to real life            In groups, elaborate the following points to</p>	<p>Practice Worksheet            Assignment Worksheet            Textbook Questions            Class Discussion cum Debate</p>

	<b>MID TERM REVISION</b>		<p>summarize the poem:</p> <ul style="list-style-type: none"> <li>- Belinda and her pets</li> <li>- Custard Mocked</li> <li>- Pirate attack</li> <li>- Reaction of all the pets</li> <li>- The brave Custard</li> <li>- Custard not given his due</li> </ul>	
<b>Hindi</b>	<p>1-कविता- तोप</p>  <p>2- कविता-मनुष्यता</p> <p>3- पुनरावृत्ति अभ्यास -अर्धवार्षिक परीक्षा</p>	<p><b>प्रत्येक छात्र</b></p> <p>स्वतंत्रता सेनानियों के विषय में अपनी जानकारी तथा पाकों के महत्व व आवश्यकता पर अपनी जानकारी कक्षा के अन्य छात्रों के साथ बाँट पाएगा।</p> <p>कविता के मूलभाव से परिचित होते हुए उसके अर्थ को जान पाएगा।</p> <p>संसार के प्रसिद्ध एवं महादानी व्यक्तियों के विषय में जानकार उनसे संबंधित पूछे गए प्रश्नों के उत्तर दे पाएगा।</p> <p>कविता की संपूर्ण व्याख्या से परिचित होकर संबंधित प्रवाह संचित्र का निर्माण कर पाएगा।</p>	<p>स्वतंत्रता सेनानियों के विषय में जानकारी जुटाना।</p> <p>पुनरावृत्ति अभ्यास हेतु विभिन्न प्रकार की गतिविधियाँ- क्विज़, हाट-सीट, वाद-विवाद, चर्चा इत्यादि।</p> <p>संबंधित पाठयक्रम पर आधारित लिखित एवं</p>	<p>कविता के आठ खंडों को विभिन्न समूहों में विभाजित कर उनकी व्याख्या पर सामूहिक चर्चा के माध्यम से</p> <p>रंतिदेव कर्ण उशीनर तथा दधीची की दान कथा को संक्षिप्त रूप से लिखना</p> <p>प्रवाह संचित्र निर्माण द्वारा</p> <p>वाचन एवं श्रवण कौशल का मूल्यांकन।</p> <p><b>तोप</b></p>

		पुनावृत्ति अभ्यास में भाग ले पाएगा ।	<p>मौखिक कार्य ।</p> <p>परहित भावना चितन मनुष्यता चेतना शक्ति परोपकार के महत्व बताते हुए विभिन्न प्रसिद्ध परोपकारियों के विषय में बताना</p> 	<p>लिखित तथा मौखिक प्रश्नोत्तर के माध्यम से-</p> <p>संक्षिप्त प्रश्न, विस्तृत प्रश्न, आशय स्पष्टीकरण, रचनात्मक कार्य, व्याकरण सम्बंधी तथा प्रवाह संचित्र संलग्न ।</p> <p>अर्धवार्षिक परीक्षा के माध्यम से ।</p>
<b>Math</b>	<b>Circles</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-understand the meaning of a tangent to a circle</li> <li>-be able to differentiate between tangents and secants</li> <li>-acquire the knowledge that at a point on the circle ,only one tangent can be drawn and from a point outside the circle,two tangents can be drawn</li> </ul>	<p><b>Hands on Lab Activities:</b></p> <p>1. Verify that the lengths of tangents drawn from an external point to a circle are equal.</p>	<p>Assignment:Class work/Home-work</p> <p>Class Test/Weekly test/Midterm examination</p> <p>Worksheets</p> <p>Objective type questions/ short answer questions</p>

	<p style="text-align: center;"><b>HALF YEARLY EXAMINATIONS - 2021</b></p>	<p>-state that the radius at the point of contact is perpendicular to the tangent and that tangents drawn from an external point are equal.</p>	<p>2.Verify that angles in the same segment are equal.</p> <p>Art Integration: Design a wall plate or a pattern that can tessellate using circles.</p>	<p>Case study</p> <p>Google form</p> <p>Participation in class discussions/response in chats/ oral response</p> <p>Lab Activities</p>
<p style="text-align: center;"><b>Science PHYSICS</b></p>	<ul style="list-style-type: none"> <li>· Mirror formula</li> <li>· Magnification by spherical mirrors.</li> <li>· Image formation by spherical mirrors</li> <li>· refraction of light</li> <li>· Laws of refraction of light</li> <li>· Refraction of light through a glass slab.</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>· Finding focal length of a convex lens and a concave mirror</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>· Recall the mirror formula and formula for magnification</li> <li>· Draw ray diagrams for image formation by spherical mirrors when the object is kept at different positions</li> <li>· Solve a given numerical based on mirror formula and magnification.</li> <li>· State the laws of refraction</li> </ul> <p>Explain refraction of light through a glass</p>	<p><b>ART INTEGRATION</b></p> <p>Use Mandala art to show refraction of light</p> <p>Role Play to emphasize on laws of refraction</p> <p><b>Hands on Experiential learning</b></p> 	<p>Assignment Sheet</p> <p>Google Form</p> <p>Exit Ticket</p> <p>Written responses on whiteboard.fi</p> <p>Concept Map using popplet.</p> <p>Review using padlet</p>

			Perform this activity at home and list your observations.	
<b>CHEMISTRY</b>	<p><b>METALS AND NON METALS</b></p> <p>Physical properties of metals and non-metals Chemical properties of metals and non-metals Formation of ionic compounds. Properties of ionic compounds</p> <p><b>PRACTICALS</b> REACTIVITY OF METALS Olabs simulation / video on reactivity.</p> <p><b>HALF YEARLY REVISION</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>List the physical properties</li> <li>Distinguish metals from non-metals based on their chemical properties</li> <li>Define ionic bonding.</li> <li>Draw Lewis structures for species which obey the so-called octet rule</li> <li>Draw structures of ionic compounds by electron dot method</li> <li>Discuss the properties of ionic compounds involved.</li> </ul> <p><b>OBSERVATIONAL SKILLS</b> Notice colour change, formation of precipitate, evolution of gas, chemical reaction, effect on litmus, solubility in water and odour carefully</p> <p><b>REPORTING SKILLS</b> Interpret the observations and results correctly</p>	<p><b>Art integration.</b> Discussing the type of artillery and the use of metals by the soldiers during any war.</p> <p><b>** Collection of corroded articles (PROJECT)-</b></p> <p><b>Making of comic strip</b></p> <p><a href="https://diksha.gov.in/resources/play/content/do_3128996088512593921235">https://diksha.gov.in/resources/play/content/do_3128996088512593921235</a> (quiz)</p> <p><b>Olabs</b> <a href="http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=59&amp;cnt=208">http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=59&amp;cnt=208</a></p>	<p>Worksheets in google docs</p> <p>Assignments in google docs</p> <p>Class test in google forms Exit cards -- google form Mcq == forms</p> <p>Live worksheet <a href="https://www.liveworksheets.com/mg570784cx">https://www.liveworksheets.com/mg570784cx</a>  <a href="http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=59&amp;cnt=93">http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=59&amp;cnt=93</a></p>

				
<b>BIOLOGY</b>	<p><b><u>Heredity and evolution</u></b> <b>(September)</b></p> <ul style="list-style-type: none"> <li>● Accumulation of variation during reproduction</li> <li>● Inherited traits</li> <li>● Rules for the inheritance of traits-Mendel's Contribution</li> <li>● How do traits get expressed</li> <li>● Sex determination</li> </ul>	<p><b>Each child will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define heredity.</li> <li>● Explain how the creation of variations in species promotes survival.</li> <li>● Enlist the rules for the inheritance of traits.</li> <li>● Discuss how the sex of the child determined in human beings.</li> <li>● Illustrate the different ways in which individuals with a particular trait may increase in a population.</li> <li>● Differentiate between acquired and inherited traits</li> </ul>	<p><b>Activity-</b> Free and attached earlobes a case study.Observe this trait in your family and friends (virtually) and share your results.</p>  <ul style="list-style-type: none"> <li>● <a href="https://diksha.gov.in/play/content/document/31274793155448/012815010-">https://diksha.gov.in/play/content/document/31274793155448/012815010-</a></li> </ul>	<ul style="list-style-type: none"> <li>● Google forms</li> <li>● Popplet</li> <li>● Quizzes</li> <li>● Live worksheets</li> <li>● Worksheets in google docs</li> </ul>

			<p>Revise the concepts using the link</p> <ul style="list-style-type: none"> <li>● <b>Art integration</b>-Make a funny cartoon strip depicting humor on Heredity and Evolution.</li> </ul>	
<b>Social Science</b>	<p><b>ECONOMICS</b></p> <p>Topic:Money and Credit</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>*Analyze the concept of money as an economic concept;</li> <li>* Become aware of the financial institutions in our daily life;</li> </ul> <p>Define: e-banking, credit, Grameen bank deposits, collateral cooperatives, self-help groups;</p> <ul style="list-style-type: none"> <li>* Recall the aspects of credit and its term and availability to people;</li> <li>* Diff. payments done using cheque or cash;</li> <li>* State the difference between formal and informal sector loans and credits</li> </ul>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪Discussion (in pairs and squares)</li> <li>▪Presentation by groups</li> <li>▪ Web Charts</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪ Tabulation of information</li> </ul> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪Reflective Discussion</li> </ul>	<p>Assessment activities:</p> <ul style="list-style-type: none"> <li>▪Thumbs Up/Down</li> <li>▪ Worksheet</li> <li>▪Oral Assessment (AMP)</li> <li>▪ Problem Recognition</li> </ul>



	<p>--Control of environmental Degradation</p> <p><b>REVISION WORK</b></p> <p><b>HALF YEARLY EXAMINATIONS - 2021</b></p>	<p>Outline the causes that lead to Air , water ,thermal and noise pollution.</p> <p>Discuss the steps to be taken to minimize environmental degradation caused by industry.</p> <p>Discuss NTPC proactive approach which preserves natural environment and resources</p>		
<p><b>Sanskrit</b></p>	<p>प्रत्ययाः - तद्धिताः - ठक् मतुप्, त्व, तल्</p>	<p><b>प्रत्येक छात्र -</b></p> <p>→ कथानक में आगत प्रत्यय युक्त शब्दों को चिह्नित कर सकेगा।</p> <p>→ प्रकृति प्रत्यय विभाग कर सकेगा, → प्रत्ययों को पहचान सकेगा।</p> <p>→ प्रत्यय संयोग कर सकेगा।</p>	<p><b>कलासमायोजन-</b></p> <p>प्रत्ययों को रैप अथवा एकश्वास संगीतात्मक रूप से प्रस्तुत करना।</p> <p>यथा - बलवान् बलवन्तौ बलवन्तः</p> <p><b>योग्यताधारित अधिगम</b></p> <p>- प्रत्ययों का प्रायोगिक अभ्यास करना, धीचित्र के माध्यम से मुख्य</p>	<p>सामूहिक गतिविधि के माध्यम से प्रकृति प्रत्यय विभाग व संयोग करवा कर, गूगललेख, गूगल प्रपत्र द्वारा मूल्यांकित किया जाएगा।</p>

	<p>सौहार्द प्रकृते: शोभा</p> 	<p>→ नाट्यांश- सौहार्द प्रकृते: शोभा का संस्कृत व हिन्दी सरलार्थ कर सकेगा,  → अवधारणा मानचित्र द्वारा नाट्यांश के मुख्य बिंदुओं का लेखन कर सकेगा  → आभ्यासिक कार्य करने में समर्थ होगा।</p> <p><b>प्रत्येक छात्र -</b>  → कथानक आधारित ८-१० प्रश्नों के उत्तर दे सकेगा।</p>	<p>सांकेतिक बिंदुओं का लेखन करना।  सौहार्द प्रकृते: शोभा-  <b>कलासमायोजन (AI)</b>  कथानक में आए पात्रों का भूमिका निर्वहण करना।  प्रश्नावली निर्माण,  कथानकीय गतिविधि-  संवाद वाचन इत्यादि।  मौखिक व लिखित अभ्यासकार्य,  चित्र अथवा आकार आधारित वाचन गतिविधि,  अन्तर्जालीय प्रहेलिका।</p> <p>विचित्र: साक्षी -</p>	<p>सौहार्द.....</p> <p>कथा मनोनक्शा, प्रवाह संचित्र , पारिस्थितिकी व कथा संबंधी भूमिका निर्वहण, प्रश्नोत्तरी आदि कार्य द्वारा मूल्यांकन किया जाएगा।</p> <p>विचित्र: साक्षी -</p> <p>प्रस्तुतीकरण, प्रश्न उत्तर रचना, प्रश्न निर्माण, संवाद कौशल, कथानक</p>
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	<p>विचित्र: साक्षी</p> 	<p>→ कथा को सरल रूप में बता पाएगा,  → कथानक का प्रस्तुतीकरण कर सकेगा।  → सत्य असत्य जानने के प्रयास से जागृत होगा।</p>	<p>हिन्दी चलचित्र जॉली एल एल बी का दृश्य देखना।  प्रश्नकोष का निर्माण करना ,  सामूहिक प्रस्तुतिकरण- योग्यता आधारित  अधिगम-संवाद कौशल,  सामूहिक चर्चा करना इत्यादि।</p>	<p>के घटनाक्रम, गूगल आलेख, गूगल प्रपत्र, प्रहेलिका के आधार पर मूल्यांकन किया जाएगा।</p>
<p><b>French</b></p>	<p><b>Metro, Boulot, Dodo (contd.)</b></p> <ul style="list-style-type: none"> <li>● Stations of Métro.</li> <li>● Les codes de la route.</li> <li>● Les cartes de transport.</li> </ul> <p><b>Revision for the Exams</b></p>	<p><b>Each student will be able to-</b>  Enumerate the metro stations in France – the signboards, the names, etc.</p> <p>Compare the transport in France with the transport in India.<b>Mid-Term</b></p> <p>Answer all the questions coming in the exam correctly.</p>	<p><b>Art :</b> Draw the various Traffic symbols with their meanings in French.</p>	<p><b>Half Yearly Exam (80 marks)</b></p>

<p><b>Computer Applications</b></p>	<p>Lists in HTML</p> <ul style="list-style-type: none"> <li>● Ordered <ul style="list-style-type: none"> <li>● Numbers</li> <li>● Romans</li> <li>● Letters</li> </ul> </li> <li>● Unordered <ul style="list-style-type: none"> <li>○ Disc</li> <li>○ Square</li> <li>○ Circle</li> </ul> </li> <li>● Definition Lists <ul style="list-style-type: none"> <li>○ Dl</li> <li>○ Dd</li> <li>○ Dt</li> </ul> </li> </ul>	<p><b>Each student will be able to :</b></p> <p>Use list tags to list items / content on a web page.</p> <p>Distinguish between an ordered and unordered list and also give an example of a nested list.</p>	<p><b>HTML worksheet 2</b></p> <p><b>Lab activity1:</b> Write the HTML code using lists to get the output as below:</p> <p><b>Fruits:</b></p> <ul style="list-style-type: none"> <li>● Summer fruits</li> <li>● Winter fruits</li> </ul> <p><u>Summer Fruits:</u></p> <ol style="list-style-type: none"> <li>1. Mango</li> <li>2. Litchi</li> </ol> <p><u>Winter Fruits:</u></p> <ol style="list-style-type: none"> <li>A. Apple</li> <li>B. Guava</li> <li>C.</li> </ol> <p><b>PROJECT (contd...)</b></p> <p><b>Page 3:</b>Add another page in your website creating a page of <b>Terms &amp; Conditions</b> for the packages booked with your travel agency. Use list tags to write the same.</p>	<p><b>Every student should be able to :</b></p> <ul style="list-style-type: none"> <li>● Present information in bulleted format.</li> <li>● Think and create questions for the various kinds of registration forms / enquiries</li> </ul>
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	<p>Forms in HTML</p> <ul style="list-style-type: none"> <li>• Textbox</li> <li>• Radio buttons</li> <li>• Checkbox</li> <li>• password</li> <li>• List</li> <li>• combobox.</li> </ul>	Tell the use of each input option on a feedback/survey/enquiry form	<p><b>Html_worksheet 3</b></p> <p><b>PROJECT (contd...)</b></p> <p><b>Page 4:</b>Create an <b>Enquiry Form</b> for travel agency</p>	
<b>Home Science</b>	<p><b>TIME &amp; ENERGY MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Energy management</li> <li>• Fatigue</li> <li>• Cause and ways to overcome fatigue</li> <li>• Work simplification</li> </ul> <p><b>Revision for Half Yearly</b></p>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>• Define energy management</li> <li>• Divide fatigue into physical and psychological.</li> <li>• Suggest causes and ways to overcome 2 types of fatigue</li> <li>• Elaborate on ways to simplify work.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate to real life</li> <li>• A student's life is full of fatigue-prepare a comic strip .</li> </ul>	<p>Worksheet</p> <p>Assignment</p>
<b>OCTOBER</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	DISCUSSION OF MID TERM PAPER -	<p><b>Each student will be able to</b></p> <p>*Identify errors in content, language structures, punctuation, organisation and sequencing of content, missing key words/ value points</p> <p>*Attempt corrections of all incorrect answers</p>		

	<p><b><u>Writing Skills</u></b></p> <p>Letter placing an order -</p>	<p>based on the MS and value points discussed.</p> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*classify the different kinds of orders that can be placed into different categories eg. for school purposes, for personal needs, for an organisation</li> <li>*make a list of value points to use in each category</li> <li>*compare and contrast the value points of the different categories</li> <li>*propose a few value points which should not be used in the letter</li> <li>*create a framework by sequencing the value points in order, such that the content of the letter gets a logical flow and a sense of completion</li> <li>*Use the acquired knowledge to write a letter to place an order for sports equipment for the sports room</li> <li>*Work in groups to peer edit</li> <li>* Write five top tips for a model letter</li> </ul>	<p><b>Flip Material Technology</b></p> <ul style="list-style-type: none"> <li>*<a href="https://www.youtube.com/watch?v=vEnNI9bFN2g">https://www.youtube.com/watch?v=vEnNI9bFN2g</a></li> </ul> <p><b>Letter placing an order</b></p> <ul style="list-style-type: none"> <li>*<a href="https://www.youtube.com/watch?v=3Sse-pHepOs">https://www.youtube.com/watch?v=3Sse-pHepOs</a> - <b>Key words and phrases</b></li> <li>*<a href="https://www.youtube.com/watch?v=Y4ENH-zQgWU">https://www.youtube.com/watch?v=Y4ENH-zQgWU</a></li> </ul> <p><b>Sample letter Handout – guidelines and sample letters</b></p> <p><b>Research -</b></p> <ul style="list-style-type: none"> <li>*A detailed study of some desired products in the market</li> <li>*based on promised service, quality and price of the product, arriving at a decision for a purchase that has to be made.</li> </ul>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p>
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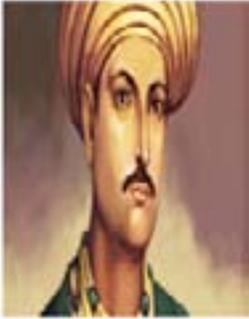
			<p>Pinterest – Effective Opening and closing statements ANALYTICAL * product specifications, quantities, price agreed upon, delivery date, late delivery clauses, etc *compare and contrast the details to be included in the different kinds of orders EVALUATION Use of the acquired knowledge to write letters for the given topics- placing an order for books for the library and equipment for the medical room APPLICATION Writing of a letter placing an order <b>Closure activity- Exit card</b> Write 5 top tips for writing a model letter</p>	
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	<p><b>FOOTPRINTS WITHOUT FEET</b></p> <p>The Necklace</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>* make predictions about the text as a pre reading activity</li> <li>*read the story aloud using the popcorn activity</li> <li>*Contribute meaningfully to a discussion on the given questions</li> <li>*Arrive at the themes of the story and how they apply in real life</li> <li>*Create a new ending of the story</li> <li>* integrate art into the new ending</li> </ul> <p><b>Each student will be able to</b></p>	<p>for placing an order</p> <p><b>ACTIVITY-</b> WORD SPLASH</p> <p>important words from the text presented on screen Students to make prediction about the story</p> <p><b>Closure Activity</b></p> <ul style="list-style-type: none"> <li>-Three bullet summary of the poem</li> <li>- One question I still have</li> <li>- Give a creative new ending to the story and connect it in one of the following ways, giving reasoning for your ending's choice. Be creative and backup your ending with reason</li> </ul> <p><b>Individual</b></p>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p> <p>Practice Worksheet</p>
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	<ul style="list-style-type: none"> <li>- Similarities between Russian and Indian style of wedding</li> <li>- Plot</li> <li>- Character sketches</li> <li>- Use of satire</li> <li>- Cold approach to the relationship</li> <li>- Marriage for economic security: Relevance in today's world</li> </ul>	<ul style="list-style-type: none"> <li>- analyse the character traits of the main characters</li> <li>-Deduce traits of t Russian men by the way in which the characters speak in the play.</li> <li>- identify the use of satire and humour in the story</li> <li>- Comment on the way Chubukov, Natalya and Lomov fought over petty issues.</li> <li>- List ways that could have been used to resolve their issues.</li> <li>- answer at least two textual questions</li> </ul>	<ul style="list-style-type: none"> <li>- List of customs similar to Indian ones</li> <li>- Customs different from Indian ones</li> </ul> <p>Web Chart Charactersketches</p> <p><b>Discussion</b> Marriage for economic security - Relevance in today's world</p> <p><b>Cooperative Learning:</b> framing and answering questions in a group</p> <p><b>Whole Group Discussion:</b> Explanation of difficult words and phrases</p> <p><b>Experiential Learning</b> Interviewing a few family members to find out their views on importance of economic security in a marriage.</p> <p><b>Learning-</b> on jamboard and whiteboard- Worksheets &amp; textual</p>	
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	<p><b>FIRST FLIGHT</b></p> <p><b>Poem:</b></p> <p><b>**For Anne Gregory</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- research and share information about the author</li> <li>- justify the title</li> <li>- debate on current relationships and what they are based on</li> <li>- identify the poetic devices</li> <li>- frame and answer questions</li> </ul>	<p>questions</p> <p><b>Art Integration-</b> Use Warli art to depict a Russian wedding/Indian wedding</p> <p><b>Class Discussion cum Debate</b></p> <p>Whether unconditional love exists in today's day and age</p> <p>Poem Writing</p> <p>Students will write another stanza that could be added to the poem</p>	<p>Practice Worksheet</p> <p>Assignment Worksheet</p> <p>Textbook Questions</p> <p>Class Discussion cum Debate</p>
<p><b>Hindi</b></p>	<p>1-कविता-आत्मत्राण</p> <p>2-एकांकी-कारतूस</p>	<p><b>प्रत्येक छात्र</b></p> <p>अपने घर की धार्मिक मान्यताओं विश्वास के विषय में 1-2 वाक्य बोल पाएगा।</p> <p>कठिन शब्दों के अर्थ से परिचित होते हुए कविता के मुख्य भाव</p>	<p>“इतनी शक्ति हमें देना दाता” गीत कक्षा में सुनवाना,</p> <p>आत्मत्राण कविता अन्य प्रार्थना गीतों से अलग कैसे है? स्पष्ट करना।</p>	<p>कारतूस-पाठ पर आधारित अभिनय प्रस्तुति द्वारा लिखित एवं मौखिक प्रश्नोत्तर के माध्यम से।</p> <p>मनुष्यता</p>

	 <p>3-पुनरावृत्ति</p>	<p>‘आस्था’ से परिचित हो जाएगा।</p> <p>कविता की संपूर्ण व्याख्या से परिचित होकर संबंधित प्रवाह संचित्र का निर्माण कर जाएगा।</p> <p>दिए गए प्रश्नों के संभावित व सटीक उत्तर दे जाएगा।</p> <p>कारतूस पाठ के पात्रों व उनके मध्य संबंधों को जानकर पाठ से संबंधित अभिनय प्रस्तुति में भाग ले जाएगा।</p> <p>दिए गए प्रश्नों के संभावित व सटीक उत्तर लिख जाएगा।</p>	 <p>अभिनय प्रस्तुति के द्वारा पाठ को स्पष्ट करना तथा मुख्य किरदार की जाँबाज़ी का प्रदर्शन ।</p>	<p>प्रवाह संचित्र के माध्यम से लिखित एवं मौखिक कार्य के द्वारा</p>
<p><b>Math</b></p>	<p><b>Areas related to circles</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-recall formulae for area and perimeter of a circle, definition of sector and segment</li> <li>-understand the formula for sector, length of arc</li> <li>-apply these formulae for solving problems.</li> <li>-recall terms, concepts, symbols, formulae etc.</li> </ul>	<p><b>Lab Activity:</b></p> <ol style="list-style-type: none"> <li>1.Finding area of a circle by paper cutting and pasting.</li> <li>2.Identify the traffic symbols that are circular and find their meanings.</li> <li>3.Identify the circles in the architecture or layouts you see around you eg.roundabouts,parks,</li> </ol>	<p>Assignment:Class work/Home-work Class Test/Weekly test</p> <p>Worksheets Objective type questions/ short answer questions</p> <p>Case study</p> <p>Google form</p> <p>Participation in class</p>

	<p><b>Statistics</b></p>	<p>-explain the different methods of finding mean of a grouped data          -apply the correct formula to solve problems to find mode          -explain the meaning of cumulative frequency and apply the formula to find the median.          -find the median using ogive curves          -apply empirical formula to find mean, median or mode</p>	<p>domes,arcs etc.</p> <p><b>Experiential Learning:</b>          Collecting information and analysing the data collected.          Drawing inference from the analysis of data.  <b>Lab Activity:</b> Find Median using ogive curves  <b>Research Based Activity</b> - Find out how mode is calculated if there are two class intervals having the same highest frequency.</p>	<p>discussions/response in chats/          oral response</p> <p>Lab Activities</p>
<p><b>Science PHYSICS</b></p>	<ul style="list-style-type: none"> <li>· Refractive index</li> <li>· Image formation by spherical lenses</li> <li>· Lens formula</li> <li>· Magnification by lenses</li> <li>· Power of a lens</li> </ul> <p>Practical</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>· define refractive index</li> <li>· Solve numericals on refractive index</li> <li>· Solve numericals on lens formula and magnification</li> <li>· Define Power of a lens</li> </ul> <p>Find the power of a given lens with a given focal length</p>	<p><b><u>ART INTEGRATION</u></b></p> <p>Use Madhubani art to show image formation by lenses</p> <p>Role Play to emphasize on power</p>	<p>Assignment Sheet          Google Form          Exit Ticket          Written responses on whiteboard.fi          Concept Map using popplet.          Review using padlet</p>

	<ul style="list-style-type: none"> <li>· Tracing the path of a ray of light through a rectangular glass prism.</li> <li>· Finding the image distance for different positions of objects</li> </ul>		<p>of lens</p> <p><b><u>Hands on</u></b> <b><u>Experiential learning</u></b></p>  <p>Observe this picture carefully try to make similar effect at home And explain your observations.</p>	
<b>CHEMISTRY</b>	<p><b>Metals and non metals</b> Occurrence of metals Metallurgical steps Enrichment</p> <p>Reduction</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define enrichment</li> <li>● List the steps involved in enrichment of ores.</li> <li>● Differentiate between roasting and calcination</li> <li>● Explain the process of reduction for different groups, according to their reactivity.</li> <li>● Draw a flow chart showing the steps for</li> </ul>	<p><b>Art integration.</b></p> <p>Discussing the type of artillery and the use of metals by the soldiers during any war.</p> <p>Clip from the movie MANIKARNIKA</p>	<p>Molecular kit -- lewis structures</p> <p>Mcq questions,</p> <p>Assignment in google docs.</p> <p>Diagramatic based questions.</p>



Refining

**Carbon and its compounds**

Carbon and its compounds(9)

Properties of carbon

Allotropes of carbon

Versatile nature of carbon.

Homologous series

**\*\* nomenclature of alkanes**

**\* PRACTICALS -experiential**

To study the following properties of acetic acid (Will be done by using vinegar at home.)

reduction.

- State reasons for electrolytic reduction
- Explain thermite reaction
- Draw a diagram depicting electrolytic reduction.
- Write the equations involved.

- Explain refining with the help of a diagram.
- Draw circuit diagrams of electrolytic refining

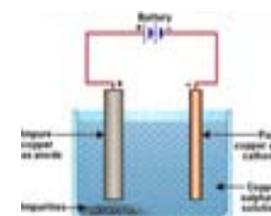
- Write the ionic equations involved
- State the general properties of carbon.
- Explain the importance of carbon.
- Explain tetravalency and catenation.
- Define homologous series. With examples

**OBSERVATIONAL SKILLS**

Notice colour change, formation of precipitate, evolution of gas, chemical reaction, effect on litmus, solubility in water and odour carefully

**REPORTING SKILLS**

Interpret the observations and results correctly



Ball and stick model of alkanes -- **art integration**

<http://amrita.olabs.edu.in/?sub=73&brch=3&sim=11&cnt=124>

Class test in google forms  
Exit cards -- google form  
Mcq == forms

<http://amrita.olabs.edu.in/?sub=73&brch=3&sim=11&cnt=27>

<p><b>BIOLOGY</b></p>	<p><b><u>Evolution and classification</u></b></p> <ul style="list-style-type: none"> <li>● Tracing evolutionary relationship</li> <li>● Fossils</li> <li>● Evolution by stages</li> <li>● Human evolution</li> </ul>	<p><b>Each Child will be able to-</b></p> <ul style="list-style-type: none"> <li>● Discuss the factors that could lead to the rise of a new species.</li> <li>● Give an example of characteristics being used to determine how close two species are in evolutionary terms.</li> <li>● .Compare homologous and analogous organs with the help of examples.</li> <li>● .Define fossils.</li> <li>● Explain the importance of fossils in deciding evolutionary relationships</li> <li>● .Give a reason why evolution should not be equated with 'progress'</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizers on Evidences of evolution</li> </ul>  <p><b><u>Lab Activity--</u></b></p> <ul style="list-style-type: none"> <li>● Homologous and analogous organs. (OLABS)</li> </ul> <p><b><u>Art integration</u></b> – Collage of fossils</p> <p><b><u>Debate-</u></b> Should evolution be considered progress?</p> <p><b><u>Suggested movie-</u></b> Darwin's Theory of Evolution - Discovery History Science Documentary</p>	<ul style="list-style-type: none"> <li>● Google forms</li> <li>● Popplet</li> <li>● Quizzes</li> <li>● Live worksheets</li> <li>● Worksheets in google docs</li> </ul>
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			<b>Research</b> -various kinds of fossils	
<b>Social Science</b>	<p><b>GEOGRAPHY</b></p> <p><b>Lifelines of national economy</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- roadways</li> <li>- Types.</li> <li>- Railways</li> <li>-- pipelines</li> <li>- Waterways</li> <li>- Seaports</li> <li>- Airways</li> <li>- Communications</li> <li>- International trade</li> <li>- Tourism as a trade</li> </ul>	<p><b>Each student will be able to:</b></p> <p>Realize the importance of transport and communication in an ever shrinking world.</p> <p>Classify the types of roads</p> <p>State advantages OF roads vis a vis rail transport</p> <p>Outline their connectivity</p> <p>Discuss distribution</p> <p>Examine the importance of railways</p> <p>Evaluate the problems and improvements.</p> <p>Examine the importance of pipelines</p> <p>List three important network of pipeline transport</p> <p>Understand the significance of waterways</p> <p>Name the rivers which are navigable .</p> <p>Identify the major ports of India.</p> <p>Highlight the importance of Airways</p> <p>Understand the significance of communication</p> <p>Diff bet personal and mass comm</p> <p>Realize the importance of I.T</p> <p>Able to define balance of trade</p> <p>List items of export and import</p> <p>Discuss tourism as trade</p> <p><b>Each student will be able to:</b></p>	<p>Concept Mapping</p> <p>Map activity</p> <p>Blended learning</p> <p>Discussions</p> <p>Map activity</p> <p>Application Activities:</p>	<p>Assignment and worksheet google classroom/google form</p> <p>Oral questioning</p> <p>Participation in class</p> <p>Discussion</p> <p>ART INTEGRATION</p> <p>CREATIVE TOURISM LOGO DESIGN</p>  <p>Assessment activities:</p> <ul style="list-style-type: none"> <li>▪KWL Chart</li> </ul>

	<p><b>ECO</b></p> <p>Topic: Globalisation &amp; the Indian Economy</p>	<p>*give reasons for the rapid transformation of our market;</p> <p>* explain the term MNC and give examples ;</p> <p>* analyze the effect of foreign trade;</p> <p>* list the factors that have enabled globalization;</p> <p>* analyze what is free and fair trade;</p>	<p>▪ Think-square-share</p> <p>▪ Group work</p> <p>Practice Activities:</p> <p>▪ Flow Charts</p> <p>▪ Cooperative learning</p> <p><b>Art Integration:</b> Advertisement Making</p>	<p>▪MCIs</p> <p>▪Assessing skills in problem solving</p> <p>▪Picture analysis</p>
<p><b>Sanskrit</b></p>	<p>अक्टूबर- सूक्तयः</p> <div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>॥ मूढः परप्रलयनेयबुद्धिः ॥</p> <p>मूर्ख लोग दूसरों के ज्ञान से संचालित होते हैं ।</p> </div> <p>विसर्गसंधिः – रत्वम्, लोपः</p>	<p><b>प्रत्येक छात्र</b></p> <p>→ श्लोकों का अन्वय कर सकेगा,</p> <p>→ सूक्तियों पर आधारित प्रश्न-उत्तर कर सकेगा।</p> <p>→ सूक्तियों का स्वजीवन में समावेश समझ सकेगा।</p> <p>→ श्लोकों को संस्कृत में पढ़ सकेगा,</p> <p>→ श्लोकों का सस्वर वाचन करेगा ,</p> <p>→ श्लोकों के अर्थ</p> <p>→ अन्वय</p> <p>→ प्रश्ननिर्माण</p> <p>→ श्लोकों का अनुवाद कर सकेगा।</p> <p>→ श्लोकाधारित प्रश्नों के उत्तर दे सकेगा।</p>	<p>श्लोकोच्चारण करना, प्रश्नरचना करना – (Questioning) श्लोकाधारित प्रश्नों का निर्माण करना।</p> <p>छात्रों द्वारा संधि विषयक व्याख्यान प्रस्तुति देना। सहपाठी मूल्यांकन-छात्रों द्वारा</p>	<p>प्रश्नोत्तर द्वारा</p> <p>*प्रस्तुतिकरण के द्वारा</p> <p>*पूर्वालोकन विधि द्वारा परीक्षीय प्रश्नों के नमूनों के</p> <p>* प्रायोगिक अभ्यास के द्वारा,</p> <p>* अभ्यासकार्य पत्र</p> <p>*सामूहिक गतिविधि के माध्यम से, गूगलालेख, गूगलप्रपत्र द्वारा मूल्यांकित किया जाएगा ।</p> <p>श्रवण कौशल परीक्षणम् – संस्कृतवार्तावली</p>

		<p>→ संधि के विषय में ६-७ वाक्यों में व्याख्यान दे सकेगा।</p> <p>→ शब्दों में संधि-संधिविच्छेद कर सकेगा।</p>	<p>संधियुक्त शब्दों का अन्य समूह से संधिविच्छेद करना।</p>	
<b>French</b>	<p><b>Vive La République</b></p> <ul style="list-style-type: none"> <li>● Le Discours Rapporté</li> <li>● Conversation Téléphonique</li> <li>● Le système politique et le Gouvernement en France</li> </ul> <p><b>C'est bon le progress</b></p> <ul style="list-style-type: none"> <li>● Le Mèl</li> <li>● L'Internet</li> <li>● Les nouvelles technologies</li> </ul>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Describe the political system in France and compare it with that of India.</li> <li>● Convert direct speech to reported speech.</li> <li>● Conjugate the verbs in gerondif.</li> </ul> <ul style="list-style-type: none"> <li>● Increase their vocabulary on Science &amp; Technology.</li> <li>● Compare the useful and harmful effects of the Internet.</li> </ul>	<p><b>Value Education :</b> Values regarding the National Symbols and our Pride in our country.</p> <p><b>Art :</b> Mind-Map of the Political Systems of France and India.</p> <p><b>Art :</b> Draw a computer and label its different parts.</p> <p><b>Débat :</b> Advantages and Disadvantages of Technology.</p>	<p><b>Assessment- based activities:</b></p> <p>Letter Writing</p> <p>Question bank</p>
<b>Computer</b>	Embed audio and video in	<b>Each student will be able to</b> explain the need of	Project	Each student should be able to

<p><b>Applications</b></p>	<p>HTML</p> <p>Links:</p> <p>significance of linking, anchor element (attributes: href, mailto), targets.</p> <p>Mailto attribute</p> <p>Revision of HTML tags</p> <p><b>Introduction to Internet</b></p> <p>Terms related to internet</p> <p>Terminology</p> <p>Differences between</p> <ul style="list-style-type: none"> <li>● Client and server</li> <li>● Website and web portal</li> <li>● HTTP and HTTPS</li> <li>● Blog and website</li> </ul> <p>❖ Newsgroups</p> <p>❖ URL and its components</p>	<p>linking in a website for easy navigation.</p> <p><b>Each student will be able to</b> put their knowledge to application to create an impressive website.</p> <p><b>Each student will be</b></p> <ul style="list-style-type: none"> <li>● able to explain differences between website and web page.</li> <li>● Name a few web browsers.</li> <li>● Identify the network in school</li> <li>● Identify structure of a URL</li> <li>● Differentiate a server from a web server</li> <li>● Check for website following a secured socket layer protocol</li> <li>● Identify server name, domain name and file path in the URL</li> </ul>	<p>Add a menu at the top of each page in your website to provide for links to other pages.</p> <p>Completion of website as a project</p> <p>Oral discussion on various terms under discussion.</p> <p>Assignment</p>	<p>:</p> <ul style="list-style-type: none"> <li>● Directly send mail to a fixed ID from the website.</li> </ul> <p>Each student should be able to :</p> <ul style="list-style-type: none"> <li>● Define internet.</li> <li>● Identify a secured website from the other one.</li> <li>● Create a blog using templates .</li> </ul>
<p><b>Home Science</b></p>	<p><b>FOOD SAFETY AND CONSUMER EDUCATION</b></p> <ul style="list-style-type: none"> <li>● Who is a consumer?</li> <li>● Malpractices adopted by traders</li> </ul>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define 'consumer'</li> <li>● Identify malpractices of trader</li> <li>● Define 'adulteration'</li> <li>● List common food adulterants and the health hazards caused due to their</li> </ul>	<p>PRACTICAL: Write a report on any five malpractices you have observed in the market and write your responsibilities</p>	<p>Practical work evaluation</p> <p>Worksheet</p> <p>Assignment</p>

	<ul style="list-style-type: none"> <li>● Food adulteration</li> <li>● Food safety standards</li> <li>● Consumer education- rights and responsibilities</li> </ul> <p><b>FAMILY INCOME</b></p> <ul style="list-style-type: none"> <li>● Family income and its types</li> <li>● Factors affecting income of family</li> <li>● Expenditure</li> <li>● Factors affecting expenditure of family</li> <li>● Need for keeping record</li> <li>● Importance of saving and investment</li> </ul>	<p>consumption</p> <ul style="list-style-type: none"> <li>● Enumerate the rights and responsibilities of a consumer</li> </ul> <p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>● Define income and family incple</li> <li>● Describe various types of family income</li> <li>● Classify various sources of family income</li> <li>● List the factors affecting family's income</li> <li>● Define expenditure</li> <li>● Identify factors affecting family's expenditure</li> <li>● Emphasize the importance of savings and investment.</li> </ul>	<p>as a consumer in each context.</p> <p>ALL: Prepare a poster or a slogan to create awareness on consumer education.</p> <p>EL activity: Interview you parents on the various sources of family's income (based on the classification) and expenditure. Tabulate in the form of a bank's pass book.</p>	
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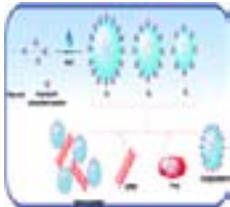
**NOVEMBER**

<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<p><b>English</b></p>	<p><b>FOOTPRINTS WITHOUT FEET</b> 9. Bholi</p> <p><b>Syllabus completed</b> <b>Revision</b> Literature syllabus Writing skills Grammar</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>- deduce the meaning of difficult words/ use a dictionary for the same.</li> <li>- summarize at least a part of the story in their own words</li> <li>- list changes that they would like to bring in the society</li> <li>-participate in the debate cum discussion on the given topic</li> <li>-answer textual questions and RTCs.</li> </ul> <p>Discussion of board paper questions Written assignments Sample Question papers</p>	<p><b>Debate/ Discussion:</b> Dowry system in India – Is it still prevalent?</p> <p>Revision Written assignments Quizzing</p>	<p>Practice Worksheet Assignment Worksheet Textbook Questions Class Discussion cum Debate</p> <p>Giving feedback to responses in written assignments and Board sample papers.</p>
<p><b>Hindi</b></p>	<p>पुनरावृत्ति –पूर्व बोर्ड परीक्षा</p>	<p><b>प्रत्येक छात्र</b> पुनरावृत्ति अभ्यास में भाग ले पाएगा ।  लिखित तथा मौखिक प्रश्नों के संभावित उत्तर दे पाएगा</p>	<p>पुनरावृत्ति अभ्यास हेतु विभिन्न प्रकार की गतिविधियाँ-क्विज़, हाट-सीट,</p>	<p>उत्तर- पुस्तिका मूल्यांकन।  समयावधि-1</p>

		। मनुष्यता कविता में वर्णित दानियों में से किसी एक के विषय में कहानी सुना पाएगा।	वाद-विवाद, चर्चा इत्यादि। संबंधित पाठ्यक्रम पर आधारित लिखित एवं मौखिक प्रश्न। कविता मनुष्यता में वर्णित ऋषियों में से किसी एक की कहानी सुनाना।	पूर्ण कार्य-1 स्वयं किया कार्य-1 प्रस्तुतीकरण-2 (दिनांक, शीर्षक, विषय सूची) पूर्व बोर्ड परीक्षा के माध्यम से। पुनरावृत्ति अभ्यास हेतु कराई गई गतिविधियों के माध्यम से।
<b>Math</b>	Surface area and Volume Revision	<b>Each student will be able to</b> -recall the various formulae of surface areas and volumes for solids -find the surface areas and volumes for a combination of solids -understand that the volume remains the same when a solid is converted to another solid. -develop computational skills	<b>Experiential Learning</b> Make a model by joining two shapes and explain the procedure for calculating its surface area and volume. Calculate its surface area and volume.	Assignment:Class work/Home-work Class Test/Weekly test Worksheets Objective type questions/ short answer questions Case study(MCQ based) Google form

				Participation in class discussions/response in chats/ oral response  Lab Activities  Revision Exam
<b>Science PHYSICS</b>	<ul style="list-style-type: none"> <li>· Parts of the human eye</li> <li>· Defects of vision             <ul style="list-style-type: none"> <li>· Myopia</li> <li>· Hypermetropia</li> <li>· Presbyopia</li> </ul> </li> <li>· Refraction of light through a glass prism</li> <li>· Dispersion of light</li> <li>· Scattering of light</li> <li>· Tyndall effect</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>· Draw a neat labeled diagram of the human eye</li> <li>· Identify the parts of the human eye and explain its function</li> <li>· Draw ray diagrams for defects of vision and their correction and explain it</li> <li>· Draw ray diagrams for refraction of light through a glass prism</li> <li>· Explain Tyndall effect</li> </ul> <p>Give examples for the Tyndall effect .</p>	<p><b><u>ART INTEGRATION</u></b></p> <p>Use Madhubani art to show myopia</p> <p>Role Play to emphasize refraction of light through a glass prism</p> <p><b><u>Hands on</u></b> <b><u>Experiential learning</u></b></p> 	Assignment Sheet Google Form Exit Ticket Written responses on whiteboard.fi Concept Map using popplet. Review using padlet

			Observe this picture carefully try to make similar effect at home And explain your observations.	
<b>CHEMISTRY</b>	<p><b>CHEMISTRY CARBON AND ITS COMPOUNDS</b></p> <p>Covalent bonding Formation of covalent compounds Properties of covalent compounds Classification of hydrocarbons Ethanol and Carboxylic acid (ethanoic acid) Chemical Properties</p>  <p>Esterification and saponification. ** functional groups of alcohols and aldehydes</p> <p>soap and synthetic detergents structure and formation of</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Describe covalent bonding.</li> <li>• .Draw Lewis structures of covalent compounds.</li> <li>• List the properties of covalent compounds.</li> <li>• Classify hydrocarbons with a flow chart.</li> <li>• Differentiate between saturated and unsaturated carbon compounds.</li> <li>• .Draw molecular structures of chain, branched and ring compounds</li> <li>• Name the hydrocarbons according to the IUPAC system</li> <li>• Describe the process of fermentation</li> <li>• List the chemical properties</li> <li>• Analyse the equations</li> <li>• Identify the compounds formed.</li> <li>• State the uses of alcohol.</li> <li>• Define esterification</li> </ul> <ul style="list-style-type: none"> <li>• Define soap and detergents</li> <li>• Draw the structure of the micelle</li> <li>• Diagrammatically explain the cleansing</li> </ul>	<p><b>Experiential</b> Ball and stick models of covalent compounds</p> <p><b>AIL-</b> make 3 D models , click pictures and make a collage.</p>	<p>Popplet for graphic organiser.</p> <p>Case study</p>

	<p>micelles Cleansing action of soap</p> <p><b>PRACTICAL</b> Study the cleansing action of soap in hard water and soft water</p> <p><b>Management of natural resources</b> Why do we need to manage our resources Forest wildlife Water for all Coal &amp; petroleum An overview of Natural Resources Management</p>	<p>action of soap</p> <p><b>OBSERVATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Notice colour change, formation of precipitate, evolution of gas, chemical reaction, effect on litmus, solubility in water and odour carefully</li> </ul> <p><b>REPORTING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Interpret the observations and results correctly</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Explore the need of management of natural resources – Critically</li> <li>• Analyse the importance of forests &amp; the need of conservation –</li> <li>• Understand the importance of water as a universal solvent &amp; as an elixir of life</li> <li>• Discover the uses of coal &amp; petroleum as natural resources –</li> <li>• Interpret the significance of natural resources management</li> </ul>	   <p>Presentation by students</p>	<p><a href="http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=120&amp;cnt=38">http://amrita.olabs.edu.in/?sub=73&amp;brch=3&amp;sim=120&amp;cnt=38</a></p> <p>Short questions.in google docs.</p>
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<p><b>BIOLOGY</b></p>	<p><b><u>Our Environment:</u></b></p> <ul style="list-style-type: none"> <li>● Environmental problems</li> <li>● Inter relationship of population, environment and development</li> <li>● Conservation and protection of environment</li> </ul>	<p><b>Students will able to</b></p> <ul style="list-style-type: none"> <li>● Give at least three points of difference between biodegradable and non-biodegradable substances.</li> <li>● Suggest at least two ways how biodegradable and non-biodegradable substances affect the environment.</li> <li>● Apply the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as waste management, etc.</li> <li>● Define trophic levels in the ecosystem.</li> <li>● Explain the role of decomposers in the ecosystem.</li> <li>● Give a reason why damage to ozone layer is a concern.</li> <li>● Enlist at least three steps to limit this damage.</li> </ul>	<p><b><u>Group activity-</u></b></p> <ul style="list-style-type: none"> <li>● PPT presentation on Ecosystem, Food web, biodegradable and Non biodegradable waste ,Ozone layer and how it is getting depleted and management of waste</li> <li>● Students will use different digital skills to present the concepts</li> </ul>	<ul style="list-style-type: none"> <li>● Peer assessments</li> <li>● Worksheets in google docs</li> <li>● Assignments in google docs</li> <li>● Class test in google forms</li> </ul>
<p><b>Social Science</b></p>	<p><b>GEOGRAPHY</b></p> <p><b>MINERALS AND ENERGY</b></p>	<p><b>Each student will be able to:</b>  Define the characteristics and importance of minerals.  - Classify the types of minerals.</p>	<p>Concept Mapping</p> <p>Map activity</p>	<p>Assignment and worksheet google classroom/google form</p>

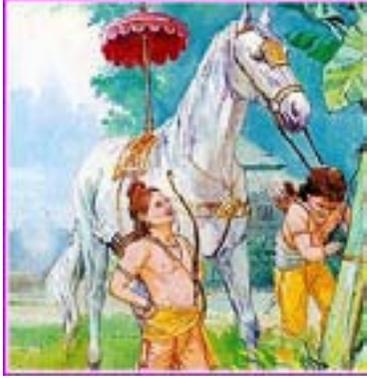
	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>-Definition.</li> <li>- Importance,</li> <li>- Characteristics</li> <li>- Classification of minerals.-</li> <li>- Mode of occurrence of minerals.</li> <li>-Distribution of minerals – Ferrous minerals Iron –ore and manganese</li> <li>-Distribution of non- ferrous minerals Copper, bauxite</li> <li>Non – metallic minerals –</li> <li>- Mica , Rock minerals</li> <li>Conservation of minerals</li> <li>--Conservation of resources</li> <li>- Energy resources</li> <li>- conventional resources</li> <li>- coal ,petroleum ,Gas ,electricity</li> <li>-Non- Conventional resource of energy---</li> <li>--- Solar , wind , Bio gas, Tidal, Geothermal</li> <li>-Conservation of energy resources</li> </ul>	<ul style="list-style-type: none"> <li>-describe the mode of occurrence of minerals</li> <li>- Discuss uneven distribution and characteristics of minerals. Describe the use , importance and distribution of Iron ore , copper ,bauxite.</li> <li>- explain the uses ,production and distribution of mica and rock minerals. Underline the need for conservation. Define non – metallic minerals Examine the importance of mica , limestone and highlight their characteristics. Explain the need for their judicious utilization. Underline the need for conservation Analyze the importance of power resource. Differentiate bet .con and non-con resource Examine the formation of coal Classify the types of coal. Describe their distribution Explain their occurrence Justify their potential Examine the need for non-conventional source of energy Outline their mechanism Highlight their mechanism Study their distribution. Examine the need for conservation</li> </ul>	<p>Blended learning</p> <p>Discussions</p>	<p>Oral questioning Participation in class Discussion</p>
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		<p>* list some outcomes of democracy;</p> <p>* state the reasons for which democracy appears to be accountable and responsive;</p> <p>* list and comment on the expectations from a democracy</p>	<p>▪ Think-square &amp; share</p> <p>▪Brain Storming</p> <p>Practice Activities:</p> <p>▪Cooperative Learning</p> <p>(Based on flipped classroom technique)</p> <p>▪Addressing the queries</p>	<p>▪ Worksheet</p>
<p><b>Sanskrit</b></p>	<p>प्राणेभ्योऽपि सुहृत्</p> 	<p><b>प्रत्येक छात्र</b></p> <p>उक्त वाक्यों के द्वारा तीन मुख्य प्रश्नों के उत्तर दे पाएगा।</p> <p>कथानक संबंधी पृष्ठ ३-४ प्रश्नों के उत्तर देने में समर्थ होगा ।</p> <p>स्वरचित कम से कम ३-४ प्रश्नों के उत्तर सुना सकेगा।</p> <p>नाट्यांश व कथानकाधारित पृष्ठ प्रश्नों के उत्तर दे पाएगा।</p> <p>कम से कम ८ वाक्यों में घटनाक्रम लिख पाएगा।</p>	<p>सामूहिक चिन्तन शिक्षणपद्धति</p> <p>एस.डब्ल्यू.क्यू (start with question)</p> <p>क्या आपके पास एक सच्चा मित्र है?</p> <p>एक सच्चे मित्र की हमारे जीवन में क्या भूमिका है?</p> <p>छात्रों द्वारा</p>	<p>श्लोकान्वय, प्रश्नों के उत्तर तथा भित्तिपत्र, प्रस्तुतीकरण, प्रश्ननिर्माण, अभ्यासकार्यपत्र तथा गूगलप्रपत्र के माध्यम से मूल्यांकित किया जाएगा।</p> <p>प्रश्ननिर्माण द्वारा प्रश्नों के उत्तरलेखन द्वारा कथानक के प्रवाहसंचित्र द्वारा</p> <p>*सामूहिक गतिविधि के माध्यम से, गूगलालेख, गूगलप्रपत्र द्वारा मूल्यांकित किया जाएगा ।</p>

	<p>व्यायामः सदा पथ्यः</p>	<p>प्रत्येक छात्र श्लोकान्वय कर सकेगा ,  पूछे गए प्रश्नों के उत्तर लिख सकेगा ,  कठिन शब्दों का परिचय दे सकेगा , व्यायाम के लाभ  बता सकेगा, व्यायाम द्वारा रोग मुक्त करने में सक्षम हो  सकेगा।</p>	<p>उपरोक्त प्रश्न का उत्तर  बोलना,  कथानक का पठन ,  सरलार्थ, प्रश्नोत्तर आदि  करवाना ।</p> <p><b>कलासमन्वित कार्य-</b>  वाचनाभिव्यक्ति:  मित्रता, विश्वास तथा  निष्ठा, राजनीति  चन्द्रगुप्त व चाणक्य के  विषय में त्वरित वाचन  गतिविधि ।</p> <p>व्यायाम संबंधी हिन्दी  चलचित्र का दृश्य  देखना।</p> <p><b>अन्वेषणार्थ कार्य</b>  “योग है तो दूर रोग है”  मानवजीवन में योग का  महत्त्व दर्शाते हुए एक</p>	
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शिशुलालनम्



प्रत्येक छात्र कठिन शब्दों के अर्थ, पर्याय विपर्यय बताएगा ,  
कथा आधारित प्रश्नों के उत्तर देगा , मनोनक्शे (माइन्ड मैप) के माध्यम से नाट्यांश के पात्रों, स्थल, घटना तथा शिक्षाप्राप्ति के विषय में लिखेगा।

परियोजना बनाना व प्रस्तुत करना।  
एकीकृत कार्य  
नृत्य व योग दोनों का संयोग परस्पर प्रतियोगिता करवाते हुए व्यायाम के लाभ समझाना।

आधुनिक काल में समाज, शिक्षा तथा आजीविका में बच्चों की क्या भूमिका है?  
चर्चा-विचार आदान प्रदान इत्यादि।  
एकीकृत कार्य  
डिजिभारतम् (glimpse of Digital India)-  
सामूहिक रूप से भारतीय संस्कृति का कोलाज वर्क बनाना

			संस्कृत में प्रस्तुत करना - समूह १- पर्व समूह २- स्मारक समूह ३- नृत्य समूह ४-स्थल	
<b>French</b>	<p><b>Vers un monde interculturel</b></p> <ul style="list-style-type: none"> <li>La Journée mondiale de la diversité culturelle</li> </ul> <p><b>Revision for the Pre-Board and Board Exams</b></p>	<p><b>Each student will be able to-</b></p> <ul style="list-style-type: none"> <li>Describe and compare the cultural diversities of the world.</li> </ul> <p>A thorough and a complete revision for the Board Exams will be done and all doubts will be cleared.</p>	<p><b>Worksheets - Bilan</b></p> <p><b>Question Bank</b></p>	<b>Revision Exam</b>
<b>Computer Applications</b>	<p>Introduction to CSS External CSS Internal Tags Inline CSS tags</p> <p>Practicing CSS tags and modifying web pages using the same.</p> <ul style="list-style-type: none"> <li>Font</li> <li>Border</li> <li>Background</li> <li>Float</li> </ul>	<p>Replace HTML tags with CSS style tags to generate same output in HTML file.</p> <p>Identify differences in HTML Tags and Css Styles</p> <p>Internal v/s external v/s inline CSS tags</p> <ul style="list-style-type: none"> <li>Self correct the codes written by them</li> <li>Clearly differentiate internal CSS codes from Inline CSS style properties</li> </ul>	<p>Pg 175 Q2 Creating HTML page using CSS styles.</p> <p>Pg 197 Q11 Worksheet CSS</p> <p>CSS google form Lab Activity Questions from the text book</p> <p>Class Test on CSS</p>	<p><b>Every student should be able to :</b></p> <ul style="list-style-type: none"> <li>Identify the different need of HTML and CSS tags.</li> <li>Differentiate one tag from another.</li> <li>On the basis of their website</li> </ul>

	<ul style="list-style-type: none"> <li>tags</li> </ul> Hands on Activities on CSS styles		(CSS Practicals)  <a href="https://wordwall.net/play/3566/308/922">https://wordwall.net/play/3566/308/922</a>  <a href="https://wordwall.net/resource/3566260">https://wordwall.net/resource/3566260</a>	
<b>Home Science</b>	<b>CARE AND MAINTENANCE OF GARMENTS AND FABRICS</b> <ul style="list-style-type: none"> <li>Cleaning and finishing agents</li> <li>Stain removal</li> <li>Storage of cotton, wool, silk and nylon</li> <li>Readymade garments- selection, need, workmanship and care label</li> </ul>	<b>Each student will be able to-</b> <ul style="list-style-type: none"> <li>List the cleaning and finishing agents used in routine care of clothes</li> <li>Explain the principles of stain removal</li> <li>Elaborate the procedure for storing cotton, silk, wool and synthetics</li> <li>Examine the need to check size and quality of readymade garments</li> <li>Read the symbols on a care label for size, fabric and maintenance</li> <li>Evaluate a garment based on its workmanship</li> </ul>	PRACTICAL: Examine positive and negative qualities of one readymade and one tailor made garment.  PRACTICAL: Prepare a care label for a readymade garment according to its fabric and design.	Worksheet (objective type)  Assignment
<b>DECEMBER</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	Revision LITERATURE Syllabus First Flight	<b>Each student will be able to</b> *Attempt the given questions individually on Jamboard / sheets of paper.	* Questions assigned to class which are application based/	* Short answer and long answer questions from previous five year's board papers given for

	<p>FOOTPRINTS WITHOUT FEET</p>	<p>*List key points and underline.          * Read their answer (AMP box technique)          *Attempt the given questions in the worksheet on sheets of paper and turn in.</p>	<p>based on evaluating of characters and analysis of plot / theme across texts.</p> <p>* Students to attempt the questions on their jamboards.</p> <p>* Online assessment by teacher of Jamboard answers.</p> <p>* Key points discussed for each of the given questions. Emphasis laid on linking devices, references and apt use of textual content, word limit , value points, key words, organisation of content, language structures , use of apt vocabulary and correct punctuation.</p> <p>* Same questions sent to classroom for</p>	<p>written practice on Jamboards/ to be attempted on sheets of paper in the class.          MCQ and HOTS questions (analytical (across texts) / Evaluative (characterisation) / creating (extrapolation) Key points discussed after students attempt answers on their respective jamboards/ sheets of paper.</p>
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			written practice. To be later attempted on sheets of paper and turned in.	
<b>Hindi</b>	संपूर्ण पाठ्यक्रम द्वितीय प्री बोर्ड परीक्षा	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति ।	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति करना।	द्वितीय प्री बोर्ड परीक्षा के माध्यम से
<b>Math</b>	<u>Revision</u>	Revision of concepts and discussion of questions from sample papers.		
<b>Science</b>	REVISION	Revision of concepts and discussion of questions from sample papers.		
<b>Social Science</b>	REVISION	Revision of key concepts and practicing questions from sample papers		
<b>Sanskrit</b>	पूर्व बोर्ड परीक्षा हेतु पुनरावृत्ति:	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति करना।	पूर्व बोर्ड परीक्षा प्रश्नपत्रों द्वारा पुनरावृत्ति:	मौखिक व लिखित कार्य द्वारा मूल्यांकन
<b>French</b>	REVISION			
<b>Computer Applications</b>	Revision			

<b>Home Science</b>	REVISION			
<b>JANUARY</b>				
<b>Subject</b>	<b>Topics Covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>English</b>	Revision - Second pre board Literature Syllabus Writing Skills - Formal letters /Analytical paragraphs Grammar Syllabus	<b>Each student will be able to</b> *Answer the questions based on theme, characterisation, poetic devices, on their jamboards (Group activity) * Present the jamboards to the class * Successfully attempt the revision worksheet and turn in * Attempt the questions based on the writing skills in the classroom.	<b>Discussion (Literature)</b> * Questions assigned to class which are application based/ based on evaluating of characters and analysis of plot / theme across texts. * Students to attempt the questions on their jamboards. * Online assessment by teacher of Jamboard answers. * Key points discussed for each of the given questions. Emphasis laid on linking devices, references and apt use of textual content,	Oral Quizzing Google forms Revision Worksheets Jamboard activities

			<p>word limit , value points, key words, organisation of content, language structures , use of apt vocabulary and correct punctuation.</p> <p>* Same questions sent to classroom for written practice. To be later attempted on sheets of paper and turned in.</p> <p><b>For Formal letters</b></p> <p>*Graphic organiser made by students on jam boards with key areas to be covered in the content of the letter.</p> <p>*Emphasis on key areas in Marking scheme</p> <p>*Emphasis laid on organisation of content, correct format and introduction/main body/conclusion in the letter.</p> <p><b>Grammar revision-</b></p>	
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			Worksheets with MCQ's of Asset Type questions to be shared on screen . Concepts explained as the students choose the correct option using AMP box technique.	
<b>Hindi</b>	द्वितीय प्री बोर्ड परीक्षा	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति ।	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति करना।	द्वितीय प्री बोर्ड परीक्षा के माध्यम से
<b>Math</b>	REVISION SECOND PRE-BOARD EXAMS			
<b>Science</b>	REVISION SECOND PRE-BOARD EXAMS			
<b>Social Science</b>	PRE BOARD			
<b>Sanskrit</b>	पूर्व बोर्ड परीक्षा हेतु पुनरावृत्ति:	पूर्व बोर्ड प्रश्नपत्रों द्वारा पुनरावृत्ति करना।	पूर्व बोर्ड परीक्षा प्रश्नपत्रों द्वारा पुनरावृत्ति:	मौखिक व लिखित कार्य द्वारा मूल्यांकन

<b>French</b>				
<b>Computer Applications</b>				
<b>Home Science</b>	REVISION SECOND PRE-BOARD EXAMS			