



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


<b>JUNE</b>				
<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Sets</b>	<b>Each student will be able to</b>  *define the term set. *represent a set in roaster and set-builder form. *list the various types of sets. *define equal sets. *define a subset. *define a power set. *define a universal set. *explain the various operations on sets i.e and *solve practical problems on union and intersection of 2/ 3sets *understand the concept of Venn diagrams. *apply the concept of Venn	(LA) Discussion on the Video seen on Sets and its representation seen at home.  Quiz based on Venn Diagram Concept. Questions from Assignment on Sets will be discussed. Asking students to form sets related to things around them (EL) To verify distributive law for three given non-empty sets A, B and C (ACTIVITY)	<ul style="list-style-type: none"><li>● HW given from NCERT &amp; Assignment(uploaded in Google Classroom)</li><li>● Oral Questions</li><li>● Google Form</li><li>● Short Test</li></ul>

	<p style="text-align: center;"><b>Relations &amp; Functions</b></p>	<p>diagrams in solving statement questions.</p> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*define the Cartesian product of sets.</li> <li>*find the number of elements in a Cartesian product.</li> <li>*define a relation.</li> <li>*describe a relation in roaster, set-builder, arrow diagram form.</li> <li>*find the domain and range of relation.</li> <li>*define a function.</li> <li>*find the domain/range of function.</li> <li>*list the various types of function.</li> <li>*draw the graphs of various functions.</li> </ul>	<p>Folk Art with a Covid twist (AIL)</p> <p>(LA) Discussion on the Video seen at home.</p> <p>Questions from Assignment on Relation and Function will be discussed.</p> <p>Connect to the concept of relations to human relations in Covid-19 outbreak.</p> <p>To verify that for two sets A and B, <math>n(A \times B) = pq</math> and the total number of relations from A to B is <math>2^{pq}</math>, where <math>n(A) = p</math> and <math>n(B) = q</math> (ACTIVITY)</p> <p>A video on the Indian Dance form Kuchipudi depicting the graphs of various functions in different postures of this dance form. (AIL)</p> <p>To distinguish between a Relation and a Function (ACTIVITY)</p>	<ul style="list-style-type: none"> <li>● HW given from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions.</li> <li>● Google Form</li> <li>● KWL Chart</li> <li>● Diksha Practice Work</li> </ul> <p><a href="https://diksha.gov.in/cbse/play/content/do_3130887655061995521919?con">https://diksha.gov.in/cbse/play/content/do_3130887655061995521919?con</a></p>
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	<p><b>Constitution As a living document</b></p> <p><b>Fundamental Rights</b></p>	<p><b>Every student will be able to</b></p> <ol style="list-style-type: none"> <li>1. Explain the need for Amendment</li> <li>2. Discuss the amending procedure of the Indian Constitution.</li> <li>3. Analyse the role of the Judiciary in the growth of the Constitution.</li> <li>4. Categorise the different kinds of amendments.</li> <li>5. Discuss why the Indian</li> </ol> <ol style="list-style-type: none"> <li>1. Define DPSP</li> <li>2. Distinguish between DPSP and Fundamental Rights</li> <li>3. constitution is a living document</li> <li>4. Differentiate between a flexible and rigid Constitution</li> </ol>	<p>Students will read the relevant material</p> <p>Think pair and share</p> <p>Small Group interaction</p> <p>Fish Bowl discussion.</p> <p>In pairs students will discuss need for a constitution</p> <p>Group discussion on functions</p> <p>Followed by peer review</p> <p>ASSESSMENT</p> <p>Muddiest point</p> <p>Summarisation</p> <p>Worksheet</p> <ol style="list-style-type: none"> <li>1. Three step Interview</li> <li>3. Think and Share</li> <li>4. Mind mapping.</li> <li>2. Peer tutoring</li> </ol>	<p>Minute Paper</p> <p>RSQ2</p> <p>Quiz</p> <p>Word Journal</p> <p>ABC summary</p> <p>Peer review</p>
<b>Economics</b>	<p><b>MicroEconomics</b></p> <p>Introduction to micro and macro economics,</p> <p>Economic problems, basic</p>	<p><b>Every student will be able to</b></p> <p>Categorize different activities in an economy as economic or noneconomic activity.</p> <p>Interrelate micro and macro concepts.</p>	<p><b>Quiz for Assessment.</b></p> <p>Create a utility analysis if you had a choice to eat unlimited burgers-classroom activity</p> <p><a href="https://frbatlanta.org">https://frbatlanta.org</a></p>	<p>HW from NCERT &amp; Assignment (uploaded in Google Classroom)</p> <p>Oral Questions</p>

	<p>problems, concepts of utility and indifference.</p> <p>Demand-factors, law of demand, changes in demand and changes in factors affecting demand, elasticity of demand, numericals.</p>	<p>Analyse changes that happen when price in the market changes and how the consumer's behaviour changes keeping income given.</p> <p>Identify the concept of Demand Analyse the factors affecting Demand.</p> <p>Represent the movements and Shifts in demand curve diagrammatically Analyse the factors affecting demand Numerical Practice</p>	<p>/education/publications/extra-credit/2015/fall/lessons-and-activities/highschool/microeconomics/supply-and-demand-activity-activity-sheet</p> <p>To make a list of economic and non-economic activities.</p>  <p><a href="http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson3.html">http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson3.html</a></p>	<p>Short test</p> <p>Class Work</p>
<p><b>History</b></p>	<p><b>Topic: Writing and City Life</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ Mesopotamian civilization: Sources of information</li> <li>■ Key features and region under Influence</li> <li>■ Mesopotamia &amp; its Geography</li> <li>■ The Significance of Urbanism</li> </ul>	<p><b>Each student will be able to:</b></p> <ol style="list-style-type: none"> <li>1) explain the geographical features of Mesopotamia;</li> <li>2) evaluate the significance of urbanism in Mesopotamia;</li> <li>3) name the key cities in Mesopotamia;</li> <li>4) identify the various stages of urbanization in southern Mesopotamia and categorise cities</li> </ol>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>• Concept Mapping</li> <li>• Deductive Inquiry</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Activity: Through Google slides</li> <li>• Map work</li> </ul>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Oral questioning</li> <li>• collectively summarizing the key learning</li> <li>• Assessment through Google Form</li> </ul>

	<ul style="list-style-type: none"> <li>■ Movement of Goods into Cities</li> <li>■ The development, system &amp; uses of writing</li> <li>■ Urbanisation in Southern Mesopotamia: Temples &amp; Kings</li> <li>■ Importance of Ur &amp; Mari (urban areas)</li> <li>■ Legacy of Writing</li> </ul> <p><b>Topic:An Empire Across Three Continents</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ The Early Empire</li> <li>■ The Third Century Crisis</li> <li>■ Gender, Literacy, Culture</li> <li>■ Economic Expansion</li> <li>■ Control &amp; Management of Workers</li> <li>■ Social Hierarchies</li> <li>■ Late Antiquity</li> </ul>	<p>into trading centres around temples cities as trading centres and imperial cities;</p> <p>5) illustrate the features of the city life in Mesopotamia and compare it with that of an ancient city in Harappa ;</p> <p>6) explain the economic development in the city of Mari;</p> <p>7) evaluate the features of the system of writing in Mesopotamia;</p> <p>8) categorise the features of different ancient scripts</p> <p>9) analyse writing as a feature of Mesopotamian</p> <p><b>Each student will be able to:</b></p> <p>1)identify the extent of the Roman Empire;</p> <p>2)compare the Roman and the Iranian empires;</p> <p>3)explain the political history of the Roman Empire;</p> <p>4) elaborate on the importance of the Third Century;</p> <p>5)describe the social and cultural fabric of the Roman society;</p> <p>6)share information on the Roman economy;</p>	<p><b>Art Integration:</b> Making of Clay tablets using Cuneiform letters</p> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>•Concept Mapping</li> <li>•Compare-Contrast Chart</li> <li>•Newspaper activity</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>• Question framing</li> <li>• Map work</li> </ul>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Oral assessment</li> <li>• Participation in class discussion</li> <li>• Worksheet via Google Form</li> </ul>
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	<p><b>Topic:Central Islamic lands Concepts:</b></p> <ul style="list-style-type: none"> <li>■ The Rise of Islam in Arabia</li> </ul>	<p>7) give details about the importance of slavery control on workers in the Roman economy; 8)highlight the features of Late Antiquity.</p> <p><b>Each student will be able to:</b></p> <p>1)explain the journey of Prophet Muhammad from being a trader to becoming a religion preacher and a political leader; 2)highlight the key factors that contributed to the rise in the popularity of Islam.</p>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Interaction &amp; Discussion with an Islamic follower</li> <li>▪ Interviewing family members about the traditional religious practices</li> </ul>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Oral assessment (AMP based)</li> <li>• Contribution to class discussion</li> </ul>
<p><b>Home Science</b></p>	<p><b>Introduction to Home Science</b></p> <p><b>Understanding Oneself: Adolescence</b></p> <ul style="list-style-type: none"> <li>● Who am I?</li> <li>● Development and characteristics of</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define home science</li> <li>● Enumerate its importance for both boys and girls</li> <li>● Suggest possible career opportunities with Home Science.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain the concept of self-esteem and self-identity.</li> <li>● Outline the changes in</li> </ul>	<p><b>DISCUSSION:</b> Home Science is much more than just cooking.</p> <p><b>PRACTICAL:</b> understanding oneself with respect to physical changes and sexual maturity.</p> <p><b>GROUP DISCUSSION:</b> Adolescence a phase of</p>	<p>Contribution to class discussion</p> <p>Worksheet</p> <p>Worksheet via Google forms</p> <p>Assignment</p>



	<p>self</p> <ul style="list-style-type: none"> <li>● Influences on identity: biological and physical changes</li> <li>● Influence of socio-cultural effects on identity</li> <li>● Influence of emotional changes on identity</li> <li>● Influence of Cognitive changes on identity.</li> </ul>	<p>self-description from infancy to adolescence.</p> <ul style="list-style-type: none"> <li>● Describe influence of biological and physical changes on identity of an adolescent</li> <li>● Recite the emotional changes in the stage.</li> <li>● Trace the cognitive changes in this age group</li> </ul>	<p>dilemma and disagreements; a phase of “what to do and what not to do”.</p>	
<b>Psychology</b>	<p>17 classes</p> <p><b>Ch. 1-What is Psychology?</b></p> <ul style="list-style-type: none"> <li>● What is psychology?</li> <li>● What are the branches of psychology?</li> <li>● Where can psychology be applied?</li> </ul> <p><b>Ch.2-Methods of Enquiry in Psychology</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define and conceptualize the term psychology</li> <li>● Understand the historical development of the field</li> <li>● Acquaint themselves with branches of psychology, themes of research and application</li> <li>● Know the relationship between psychology and other disciplines</li> </ul> <p><b>Each student will be able to</b></p>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Presentation</li> <li>● Assignments</li> <li>● Group Discussion</li> <li>● Videos</li> </ul> <ul style="list-style-type: none"> <li>● Presentation</li> <li>● Handouts</li> </ul>	<ul style="list-style-type: none"> <li>● HW questions</li> <li>● Quizzes in Google slides</li> <li>● Tests</li> </ul> <ul style="list-style-type: none"> <li>● HW questions</li> <li>● Quizzes in Google</li> </ul>

	<ul style="list-style-type: none"> <li>• What is data in psychology?</li> <li>• What are methods of investigating psychological matter?</li> <li>• Introduction to methods</li> <li>• Advantage and limitations of data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the goals of psychological enquiry</li> <li>• Understand the methods used in acquiring psychological data</li> <li>• Data analysis Know the limitations of psychological enquiry and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Keywords</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• slides</li> <li>• Research case sample</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• An Introduction</li> <li>• Theory Six limbs of the theory.</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Students will formulate the notes in theory , and understand the vocabulary / terminology on specific techniques and processes.</li> <li>• Knowledge about way to see the art and beauty</li> <li>• This learning helps to develop a strong drawing sense. It will help in every drawing related space . This is the process basics of the visual art techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Will demonstrate the perspective sense foreshortening point</li> <li>• figurative drawing development</li> <li>• Online reference</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• MCQ</li> </ul>

<p><b>Geography</b></p>	<p><b>B-1 Geography As A Discipline</b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Emergence</li> <li>-Geography as an integrative discipline</li> <li>-Physical geography and Natural sciences</li> <li>-Geography and social sciences.</li> <li>-Branches of Geography</li> <li>- approach</li> <li>-Branches based on systematic approach</li> <li>-Branches based on Regional geography</li> <li>-Physical geography and its importance</li> </ul> <p><b>Interior Of The Earth</b></p> <ul style="list-style-type: none"> <li>-sources of information about the interior,</li> <li>-Earth quake</li> <li>-Earthquake waves</li> <li>-Types of earthquakes</li> </ul>	<p><b>Each student will be able to</b></p> <p>Recall and recount the nature of geography.</p> <p>Synthesis geography as an Integrative Discipline.</p> <p>Identify the similarities and differences between physical geography and natural sciences. geography and social sciences</p> <p>Examine branches of geography based on systematic approach</p> <p>Examine into branches of geography.</p> <p>Classify the branches based on regional and systematic geography.</p> <p>Appreciate the importance of Physical geography</p> <p>Examine the direct and indirect sources of information about the earth.</p> <p>Define earthquake</p>	<p>Think and Share Mind mapping. Peer tutoring</p> <p>Three minutes writing – write for three minutes about what you learnt</p> <p><a href="https://ciet.nic.in/swayam_geography01_module04.php">https://ciet.nic.in/swayam_geography01_module04.php</a></p> <p><a href="https://ciet.nic.in/swayam_geography01_module06.php">https://ciet.nic.in/swayam_geography01_module06.php</a></p>	<p>Oral Questioning</p> <p>Worksheet</p> <p>Assessment sheet Oral Questioning</p> <p>Oral Questioning</p> <p>Worksheet</p> <p>Map skill</p> <p>Assessment sheet</p>
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	<ul style="list-style-type: none"> <li>-measuring earthquake</li> <li>-effects of earthquake</li> <li>-structure of the earth</li> <li>-volcanoes and types</li> <li>-volcanic landforms</li> <li>-intrusive landforms</li> </ul> <p><b>Distribution of Oceans and Continents</b></p> <ul style="list-style-type: none"> <li>-Continental drift.</li> <li>-Evidence in support of the continental drift.</li> <li>-Forces for drifting.</li> <li>-Ocean floor configuration.</li> <li>- Distribution Earthquakes and volcanoes.</li> <li>-Concept of sea floor spreading</li> <li>-Plate tectonics</li> <li>-Forces for plate tectonics.</li> <li>-Movement of the Indian Plate.</li> </ul>	<p>Understand the types of earthquake waves.</p> <p>Classify the types of earthquake</p> <p>Explain the measuring of earthquake Realise the effects of earthquakes. Explain the three layers of the earth. Classify the types of volcanoes. Identify the volcanic landforms Diff bet intrusive and extrusive landforms</p> <p>Explain the concept of Continental Drift. Analyse the evidences in support of this theory. Explain the force and convectional current theory. Outline the ocean floor relief. Able to identify the distribution of earthquake and volcanoes. Describe sea floor spread</p>	<p>Students will watch the relevant videos Think and share Classroom discussion</p> <p>Presentation with diagrams and maps</p>	<p>Oral Questioning</p> <p>Worksheet</p> <p>Assessment sheet</p> <p>Oral Questioning</p> <p>Worksheet</p> <p>Assessment sheet</p>
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**JULY**


<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Trigonometric Functions</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*recall the relation between degree and radian.</li> <li>*define one radian.</li> <li>*define a periodic function.</li> <li>* relate trigonometric functions as circular functions.</li> <li>*find the trigonometric ratio over the domain R</li> <li>*list the trigonometric formulae of sum and difference of two angles.</li> <li>*state the C/D and product formulas.</li> <li>*state the half angle formulas.</li> <li>*apply the various formulae in solving questions.</li> <li>*recall the graphs of various trigonometric functions.</li> <li>*define a trigonometric equation.</li> <li>*define principle &amp; general solutions of a trigonometric</li> </ul>	<p>Questions from Assignment on Trigonometry will be discussed.</p> <p>Students will find the condition for the existence of inverse of a function and hence find if the inverse of all trigonometric functions exist or not?(EL)</p> <p>To plot graphs of <math>\sin x</math>, <math>\sin 2x</math>, <math>2\sin x</math> and <math>\sin x/2</math> (ACTIVITY)</p> <p>Trigonometry in Jantar Mantar (AIL)</p>	<ul style="list-style-type: none"> <li>● HW from NCERTn&amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Short test</li> <li>● Class Work</li> </ul>

	<b>Limits &amp; Derivatives</b>	<p>equation.  *differentiate between the general and principal solutions.  *solve the given trigonometric equations.</p> <p><b>Each student will be able to</b></p> <p>* explain the approaching concept on the number line.  *define the limit of a function at a point.  *perceive the geometrical interpretation of limits.  *list the various formulae of limits.  *evaluate the limit of algebraic functions using substitution and rationalization methods.  * evaluate trigonometric limits using various formulae.</p>	<p>(LA)  Discussion on Video seen at home.</p> <p>Solved examples of NCERT read by students at home will help in further solving questions from Exercises.</p> <p>Questions from Assignment on Limits and Derivatives will be discussed.</p>	<ul style="list-style-type: none"> <li>● HW from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Short Test</li> <li>● Google Form</li> <li>● Class Work</li> </ul>
<b>English</b>	<p><b>Prose</b></p> <p><b>The Portrait of a Lady</b></p>	<p><b>Each student will be able to</b></p> <p>Analyse the character of the grandmother.</p> <p>Analyse the relationship between the grandmother and the grandson.</p>	<p><b>Discussion :</b></p> <p>The relationship with grandparents.How is it different from that of their relationship with their parents.</p>	<p>Assignment</p> <p>Worksheet</p>

	<p><b>A Photograph</b></p> <p><b>Letter to the Editor</b></p> <p><b>We're not Afraid to Die</b></p>	<p>List the literary devices used in the poem.</p> <p>Apply the rules of the format while writing the answers.</p> <p>Write the answers correctly and meaningfully.</p>	<p>Students will be instructed to find the voice who narrates the poem.</p> <p>Discussion CBSE questions.</p> <p>Discussion CBSE questions.</p> <p>PPT</p>	<p>Classwork and Homework shared in the google classroom</p>
<p><b>Political Science</b></p>	<p><b>Elections and Democracy (6 Classes),</b></p>	<p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1. State the importance of Elections</li> <li>2. Discuss the various methods of election</li> <li>3. Analyse the role of the Election Commission</li> <li>4. Discuss the need for reserved Constituencies</li> <li>5. Suggest electoral reforms</li> </ol> <p>Highlight the success of elections in India</p>	<p>Students will watch the relevant videos</p> <p>Think and share</p> <p>Classroom discussion</p> <p>Students will discuss need for electoral reforms in India</p> <p>Group discussion on functions of ECI</p> <p>Peer questioning</p> <p>Concept Mapping</p> <p>Art Integration + Experiential Learning:</p> <p>CREATING A SLOGAN ON INDIAN ELECTIONS</p>	<p>Quiz</p> <p>Assignment</p> <p>Word Journal</p> <p>ABC summary</p>

	<p><b>Executive (7 Classes)</b></p>	<p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1. Classify the Executives</li> <li>2. Critically analyse the role of the President of India.</li> <li>3. Discuss the powers and functions of the Prime Minister.</li> <li>4. Highlight the role of the Cabinet.</li> <li>5. Distinguish between permanent and political executives</li> <li>6. Discuss the role of the president of India.</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual presentations</li> <li>2. Guided reading</li> <li>3. Experiential Learning</li> <li>4. Identification of key phrases</li> <li>5. Experiential learning</li> </ol> <p>Write a dialogue with the PM of India</p> <p><b>ASSESSMENT</b></p> <p>They will frame questions on Parliamentary Executive Worksheet</p>	<p>Background Knowledge</p> <p>Probe</p> <p>Empty Outlines</p> <p>Worksheet</p>
	<p><b>Legislature (7 classes)</b></p>	<p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1. Define bicameralism</li> <li>2. Explain merits and demerits of bicameralism</li> <li>3. Discuss the role of legislatures</li> <li>4. Compare the role of Rajya Sabha with Lok Sabha</li> <li>5. Debate on declining role of legislatures.</li> <li>6. Identify the instruments of Parliamentary control</li> <li>7. Trace the passage of a Bill</li> <li>8. Assess the role of the speaker</li> </ol>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>• Concept Mapping</li> <li>• Compare-Contrast Chart</li> <li>• Newspaper activity</li> </ul> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>• Question framing</li> </ul> <p>Prime Minister</p> <p>Think and share</p> <p>Students will discuss HOTS questions</p> <p>They will select key phrases and share in chatbox</p> <p><b>Experiential Learning</b></p> <p>Virtual tour of Indian Parliament</p>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Oral assessment</li> <li>• Participation in class discussion</li> <li>• Worksheet via Google Form</li> </ul>



<p><b>Economics</b></p>	<p><b>What is Economics and Statistics</b></p> <p>Introduction</p> <p>Collection of Data</p> <p>Organization of Data</p> <p>Presentation of Data</p>	<p>Differentiate between Economic and NonEconomic activities.</p> <p>Discuss functions and importance of statistics.</p> <p>Identify sources of Data.</p> <p>Draft a Questionnaire</p> <p>Organize data in the form of individual series and Frequency series</p> <p>Present the data in diagrammatic and Graphical presentation.</p>	<p>During the day, identify at least 10 activities undertaken by your family members and categorise them into economic and non-economic activities.</p>  <p>Mind map, group discussion, Brainstorming activities will be used for explaining good and bad impacts of Collected Data.</p> <p>Prepare a questionnaire on CCE vs Board exams in CBSE.</p>	<p>Class test</p> <p>Worksheets</p> <p>Google forms</p> <p>Kahoot</p>
<p><b>History</b></p>	<p><b>Topic:The Central Islamic Land</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ The Rise of Islam in Arabia</li> <li>■ The Caliphate</li> <li>■ The Umayyads &amp; the Centralisation of Polity</li> <li>■ The Abbasid Revolution</li> <li>■ Break - up of the Caliphate</li> </ul>	<p><b>Each student will be able to</b></p> <p>1)explain the journey of Prophet Muhammad from being a trader to becoming a religion preacher and a political leader;</p> <p>2)highlight the key factors that contributed to the rise in the popularity of Islam;</p> <p>3)give details about Caliphate and the</p>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪Reflective Discussion</li> <li>▪Random Questioning</li> <li>▪Think-n-Share</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪ Concept Mapping</li> <li>▪In-text Questions</li> </ul>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Peer Assessment</li> <li>• Summary Sessions</li> <li>• Assessment through Google Form</li> </ul>

	<p>&amp; the Rise of Sultanates</p> <ul style="list-style-type: none"> <li>■ The Crusades</li> <li>■ Economy - Agriculture, Urbanisation &amp; Commerce</li> <li>■ Learning &amp; Culture</li> </ul>	<p>contributions of the first 4 caliphates to Islam;</p> <p>4)describe the rise and features of the Umayyads;</p> <p>5)discuss the rise and features of the Abbasids;</p> <p>6)identify the causes for the rise of the Sultanates;</p> <p>7)write about the Crusades;</p> <p>8)elaborate on the various aspects of the economy of the Islamic State;</p> <p>9)share information on literary and cultural development in the Islamic tradition.</p>	<p><b>Art Integration + Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>▪ Sufi music</li> </ul>	
<b>Home Science</b>	<p><b>Food, Nutrition, Health and Fitness</b></p> <ul style="list-style-type: none"> <li>● Definition of each term</li> <li>● Balanced Diet and introduction to RDA</li> <li>● Food Groups</li> <li>● Food pyramid</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define the terms food, nutrition, health, fitness and balanced diet.</li> <li>● Outline the importance of balanced diet</li> <li>● List and explain the different types of food groups</li> <li>● Elaborate on the concept of food pyramid</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz for background knowledge probe</li> <li>● Random questioning</li> </ul> <p><b>PRACTICAL:</b> Record own diet for a day. Evaluate qualitatively for adequacy.</p>	<ul style="list-style-type: none"> <li>● Worksheet via google form</li> <li>● Assignment</li> </ul>

	<p><b>Adolescence And Their Eating Patterns</b></p> <ul style="list-style-type: none"> <li>● Diet for Adolescent</li> <li>● Factors influencing eating behaviors,</li> <li>● Eating disorders.</li> </ul> <p><b>Nutrition, Health &amp; Hygiene</b></p> <ul style="list-style-type: none"> <li>● Health and its dimensions</li> <li>● Health indicators</li> <li>● Nutrients, nutrition and health</li> <li>● Factors affecting nutritional well being</li> <li>● Water safety</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● List the common dietary patterns followed by an adolescent.</li> <li>● Highlight the factors influencing eating behavior.</li> <li>● Suggest ways to modify eating habits</li> <li>● Explain 2 types of eating disorders.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Discuss the importance of health and its dimensions</li> <li>● Outline the relationship between nutrition and health</li> <li>● Identify the consequences of under- and over- nutrition</li> <li>● Enumerate the functions and deficiency diseases of each nutrient.</li> <li>● Elaborate on properties of potable water and ways to make water safe to drink</li> </ul>	<p><b>PRACTICAL:</b> Plan and prepare a healthy snack (rich in protein or calcium or iron) for an adolescent. (EL Activity)</p> <p><b>AIL and EL activity-</b> Prepare a food thali (any cuisine) that has nearly all macro and micro nutrients. Make a small video presentation of the same.</p>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Assignment</li> <li>● Class test</li> </ul> <ul style="list-style-type: none"> <li>● Worksheet via Google form</li> <li>● Assignment</li> </ul>
<p><b>Psychology</b></p>	<p>17 classes <b>Ch. 3- The Bases of Human Behavior</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Understand the biological bases of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Homework questions</li> <li>● Assignments</li> <li>● Google jamboards</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the biological basis of human behavior?</li> <li>• How does culture impact behavior?</li> <li>• How to differentiate between different socialisation processes?</li> </ul> <p><b>Ch.4- Human Development</b></p> <ul style="list-style-type: none"> <li>• What is the meaning of development, growth and maturation?</li> <li>• What are the challenges of different developmental stages?</li> </ul>	<ul style="list-style-type: none"> <li>• Know the structure of nervous system and endocrine system and their relationship with behaviour</li> <li>• Understand and know the process of enculturation, socialisation and acculturation</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Understand the notion of development</li> <li>• Understand different life stages like infancy, adolescence, adulthood and old age</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual 3 D Tour</li> <li>• Movie clips</li> <li>• Group Discussion</li> </ul> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Videos</li> <li>• Case Studies</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Art Illustrations</li> </ul> <ul style="list-style-type: none"> <li>• Essay based questions</li> <li>• Group Presentations</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• Theory Prehistoric Rock Painting, including time of rock painting and differentiate each of them. They will try to compose with simplified forms of the</li> </ul>	<ul style="list-style-type: none"> <li>• Archeological reference Pre-Historic location,</li> <li>• Differentiate Pre - history and historic period on the basis of art form.</li> <li>• In the practical freehand drawing sense, and composition development</li> </ul>	<ul style="list-style-type: none"> <li>• Will show the PPT and show online reference.</li> <li>• Discussion about the history and painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short question</li> <li>• Open book assignment</li> </ul>

	<p>figurative painting and composition. Which refer to understanding rock painting.</p>			
<b>Geography</b>	<p><b>Minerals and Rocks</b></p> <ul style="list-style-type: none"> <li>-Minerals</li> <li>-Characteristics</li> <li>-Metallic and non-metallic minerals.</li> <li>-Rocks</li> <li>-Types</li> <li>-Rock cycle</li> </ul> <p><b>Geomorphic Processes</b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Geomorphic Processes</li> <li>-Endogenic Processes</li> <li>-Diastrophism</li> <li>-VolcanisM</li> <li>-Exogenic Processes</li> <li>-Weathering</li> <li>-Chemical weathering</li> <li>-Physical weathering</li> </ul>	<p><b>Each student will be able to</b></p> <p>Define minerals  List the characteristics of minerals.  Differentiate between metallic and non – metallic minerals.  Identify the types of rocks and its characteristics.  Understand relationship by Rock cycle between the major types of rocks</p> <p>Define geomorphic processes.  Identify types of geomorphic processes  Highlight role of gravity.  Classify diastrophism and describe epeirogenic and orogenic m.m  Define the term weathering  Classify the types of weathering  Highlight the importance of weathering  Describe the term mass wasting.  Discuss the slow and rapid movement</p>	<p>Diagram skill</p> <p>Think and Share  Mind mapping.  Peer tutoring</p> <p>Handout</p> <p>Diagram</p> <p>Concept building</p> <p>Technical integration</p>	<p>Worksheet  Assignment</p> <p>Worksheet</p> <p>Assessment sheet  Google form assessment</p>

	<p>-Biological weathering          -Significance of Weathering          Mass Movement          -Erosion and deposition          -Soil formation          -Process of soil formation          -Soil forming factors</p> <p><b>Composition and Structure of Atmosphere</b></p> <p>Composition of ATmosphere          Structure of Atmosphere          Elements of weather and climate</p> <p><b>Solar Radiation, Heat Balance and Temperature</b></p> <p>Solar Radiation          -Variability of Insolation at the surface of earth.          -Heating and cooling of Atmosphere.          -Terrestrial Radiation          -Heat Budget of the planet</p>	<p>Highlight on landslide          Differentiate between Erosion and deposition          Examine the importance of soil          Describe the soil forming factors &amp; processes.</p> <p>Discuss the composition of the Atmosphere.          Reason importance of gases ,water vapour and dust particles as important variables of Atmosphere          Describe the structure of Atmosphere          List elements of weather and climate</p> <p>Describe Insolation and its variability at the surface of earth.          Understand the impact of heating and cooling of Atmosphere          Conduction , convection , radiation And advection.          Differentiate between terrestrial radiation and Insolation</p>	<p><a href="http://study.com/academy/lesson/the-structure-of-the-atmosphere.html">http://study.com/academy/lesson/the-structure-of-the-atmosphere.html</a></p> <p>Diagram skill</p> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪Discussion</li> <li>▪Guided Reading Questions</li> <li>▪Graphic Organiser</li> </ul> <p><b>Practice activities</b></p>	<p>Worksheet          Assignment</p> <p>Fig 9.1,9.2,9.3,9.4,9.5</p> <p>EXP LEARNING</p> <p>Tabulate the temperature data for at least 15 days.          Calculate mean monthly temperature          Inquiry based learning</p>
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	Earth -Factors controlling Temperature -Distribution of Temperature	Describe Heat budget Examine Temperature and factors affecting it. Discuss the distribution of temperature.		Worksheet Google form assessment
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**AUGUST**

<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Limits &amp; Derivatives (contd)</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*define derivative of a function at a point.</li> <li>*relate to the geometrical interpretation of derivatives.</li> <li>*evaluate derivatives using the method of first principle.</li> <li>*list the formulae of derivatives of some standard functions.</li> <li>*explain the concept of chain rule, quotient rule and product rule.</li> <li>*apply the above learnt concepts in differentiating various functions.</li> </ul>	<p>Relate the concept of derivatives to other branches of science and Economics (EL)</p> <p>To verify the geometrical interpretation of Derivatives (ACTIVITY)</p>	<ul style="list-style-type: none"> <li>● HW from NCERT &amp; Assignment (uploaded in Google Classroom)</li> <li>● Google Form</li> <li>● Short Test.</li> </ul>


	<b>Complex Numbers and Quadratic Equations</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*recognize the need of a system of numbers beyond R</li> <li>*define <math>i</math>.</li> <li>*define a complex number</li> <li>* find the sum, difference, quotient and product of two complex numbers.</li> <li>*list the various properties of addition and multiplication of complex numbers.</li> <li>*define conjugate and modulus of <math>z</math>.</li> <li>*list the properties of modulus and conjugate of <math>z</math>.</li> <li>*recall the methods of solving quadratic equations of class X</li> <li>*find the roots of a quadratic equation with complex coefficients.</li> </ul>	<p>(LA)</p> <p>Discussion on topics read from NCERT and Solved examples of NCERT read by students at home will help in further solving questions from Exercises.</p> <p>Questions from Assignment on Complex No &amp; Quadratic Equations will be discussed.</p> <p>Students will find out the application of complex numbers in daily life and discuss . (EL)</p>	<ul style="list-style-type: none"> <li>● HW from NCERT (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Diksha Practice work</li> </ul> <p><a href="https://diksha.gov.in/cbse/play/content/do_313113591667089408132?contentType=PracticeQuestionSet">https://diksha.gov.in/cbse/play/content/do_313113591667089408132?contentType=PracticeQuestionSet</a></p>
<b>English</b>	<b>Albert Einstein at School</b>	<p><b>Each student will be able to</b></p> <p>Share anecdotes of school life.</p> <p>Read and analyze the lesson.</p> <p>Write speeches on the ideal student, the ideal teacher and the ideal education system.</p>	<p>Share anecdotes of school life.</p> <p><b>1) Watch the links:</b></p> <p><a href="https://www.dawn.com/news/601289/characteristics-of-the-ideal-teacher">https://www.dawn.com/news/601289/characteristics-of-the-ideal-teacher</a></p> <p><a href="https://www.aplustopper.com/">https://www.aplustopper.com/</a></p>	<p>HW from NCERT &amp; Assignment (uploaded in Google Classroom)</p> <p>Google Form</p> <p>Short Test.</p>



	<p><b>Poem -The Voice of the Rain (Walt Whitman)</b></p> <p><b>Writing Skill: Notice Writing</b></p> <p><b>Discovering Tut</b></p>	<p>Identify the elements of the water cycle in this poem and in The Song of the Rain studied in class IX.</p> <p>Understand the central theme, poetic devices, literal / connotative meanings.</p> <p>Analyze the relevance of the poem's message in a writer's life</p> <p>Understand the format, content and expression used in a notice.</p> <p>Comprehend the sequence of points to be listed. Write notices, in the correct style and format.</p> <p>Understand certain aspects of Egyptian culture and customs.</p> <p>Read the lesson to create a timeline for</p>	<p><a href="#">an-ideal-student-essay/#:~:text=An%20ideal%20student%20is%20one,of%20his%20duties%20and%20responsibilities.&amp;text=An%20ideal%20student%20should%20be,rules%20of%20conduct%20and%20discipline</a></p> <p>Water Cycle Chart.</p> <p><a href="https://www.noaa.gov/education/resource-collections/freshwater/water-cycle#:~:text=The%20water%20cycle%20shows%20the,form%20of%20rain%20and%20snow">https://www.noaa.gov/education/resource-collections/freshwater/water-cycle#:~:text=The%20water%20cycle%20shows%20the,form%20of%20rain%20and%20snow</a></p> <p>Practice different kinds of notices-School event, School trip, Lost and Found, Resident Welfare Association related.</p> <p>PPT</p> <p>Research work: Find out about</p>	<p>Worksheet</p> <p>Assignment</p>
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	<b>Grammar Revision</b>	<p>Tut's discoveries.</p> <p>Evaluate archaeology and advanced medical techniques of forensic analysis.</p> <p>Identify the appropriate determiners, articles, modals to be used to fill in the blanks.</p> <p>Write the answers for edits and omits.</p>	<p>the various burial methods of the Egyptians and the superstitions related to them.</p> <p>Class Discussion</p>	Revision Worksheet
<b>Political Science</b>	<b>Judiciary (7 Classes)</b>	<p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1. Discuss the need for an independent Judiciary</li> <li>2. Explain the constitutional provisions that ensure an Independent Judiciary in India</li> <li>3. Analyse the functions of Supreme Court</li> <li>4. Discuss the importance of Public Interest litigation</li> <li>5. Debate on Role of Supreme Court.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom activity</li> <li>2. Three Step interview</li> <li>3' Mind mapping</li> <li>4. Debate on committed judiciary</li> </ol> <p>The students will read material at home</p> <p>discuss HOTS questions</p> <p>This will be followed by individual work</p> <p><b>ASSESSMENT</b></p> <p>They will also identify key phrases on the PIL</p> <p>They will frame questions on Role of Judiciary</p> <p>Question Bank formulation</p>	<p>Worksheet (Objective)</p> <p>Quiz</p> <p>Word Journal</p> <p>ABC summary</p> <p>Peer review</p>



			success of Local Self Govt	
<b>Economics</b>	<p><b>Mean Median Mode</b></p> <p>Do computation of mean.</p> <p>Compute value of Median, Mode, and Quartiles and interpret its result.</p>	<p><b>Each student will be able to</b></p> <p>Do computation of mean.</p> <p>Compute value of Median, Mode, and Quartiles and interpret its result.</p>	<p>Newspaper articles on the topics discussed.</p> <p>Find average monthly expenditure for your household.</p> <p>Worksheet</p> <p>Activity to compute the three variables using playing cards.</p> 	<p>Class test</p> <p>Worksheets</p> <p>Google forms</p> <p>Kahoot</p>
<b>History</b>	<p><b>Topic: Nomadic Empires</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ Introduction: On Genghis Khan</li> <li>■ Social &amp; Political Background</li> <li>■ The Career of Genghis Khan</li> </ul>	<p><b>Each student will be able to</b></p> <p>1)List the key sources of information on the Mongolian rule &amp; Empire;</p> <p>2)elaborate on the background of Genghis Khan;</p> <p>3)explain the features of the society and politics of the Mongols;</p>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪Discussion</li> <li>▪Visualisation</li> </ul> <p><i>(based on Flipped Classroom technique)</i></p> <ul style="list-style-type: none"> <li>▪Graphic Organiser Designing</li> </ul> <p><b>Practice activities:</b></p>	<ul style="list-style-type: none"> <li>▪Thumbs Up/Down</li> <li>▪ Worksheet</li> <li>▪Oral Assessment</li> <li>▪ Muddiest Point</li> </ul>

	<ul style="list-style-type: none"> <li>■ The Mongols after Genghis Khan</li> <li>■ Social, Political and Military Organisation</li> <li>■ Situating Genghis Khan and the Mongols in World History</li> </ul> <p><b>Topic: The Three Orders</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ Introduction: To Feudalism</li> <li>■ France and England</li> <li>■ The Three Orders</li> <li>■ The Second Order: The Nobility</li> <li>■ The Manorial Estate</li> <li>■ The Knights</li> <li>■ The First Order: The Clergy</li> <li>■ Monks</li> <li>■ The Church &amp; Society</li> <li>■ The Manorial Estate</li> <li>■ The Third Order: Peasants, Free &amp; Unfree</li> <li>■ England</li> <li>■ Factors affecting Social &amp; Economic Relations</li> <li>■ The Fourth Order? New Towns &amp; Townspeople</li> </ul>	<p>4) describe the features of the Mongolian military under Genghis Khan;</p> <p>5) discuss the importance of Genghis Khan &amp; the Mongols in World History.</p> <p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1) specify the meaning of 'feudalism';</li> <li>2) elaborate on the Three Orders under the feudal system;</li> <li>3) describe and compare the socio-economic conditions and relations of the Three Orders;</li> <li>4) differentiate between the clerics and monks;</li> <li>5) analyse the role and influence of the Church on medieval European society;</li> <li>6) compare the lives of the peasants and serfs;</li> <li>7) explain the development of feudalism in England;</li> <li>8) describe the changes and their resultant effects in the field of agriculture during the time period under study;</li> <li>9) specify the key features of the cathedrals that came up in medieval Europe;</li> </ol>	<ul style="list-style-type: none"> <li>▪ Web Charts</li> <li>▪ Think-square-share</li> </ul> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Guided Reading Questions</li> <li>▪ Graphic Organiser Designing</li> </ul> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>▪ Web Charts</li> <li>▪ Think-n-share</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Listing the key learning</li> <li>• Question Framing Exercise</li> <li>• Building Connections</li> <li>• Assessment through Google Form</li> </ul>
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		10)give details about the factors that caused the European crisis of the 14th c.		
<b>Home Science</b>	<p><b>Nutrition, Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>● During infancy- Nutritional needs, Breastfeeding, Weaning foods, Immunization, Problems in infants</li> <li>● During pre-school stage: Nutritional needs, Healthy eating, Feeding CWSN, Immunization</li> <li>● For school-going children- Nutritional needs, Diet planning, Factors affecting diet</li> </ul> <p><b>Health &amp; Wellness</b></p> <ul style="list-style-type: none"> <li>● Health parameter like BMI</li> <li>● Fitness</li> <li>● Wellness and its dimensions</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Describe the nutritional needs of children at different stages of development</li> <li>● Plan balanced meals for children</li> <li>● Elaborate on the food habits</li> <li>● Outline health and nutritional problems of children</li> <li>● Describe the immunization schedule that is suitable for them</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Outline the importance of health and fitness</li> <li>● Explain the health concerns and challenges during adulthood</li> <li>● Describe the concept of wellness</li> </ul>	<p><b>AIL activity-</b> Prepare a healthy snack for an adolescent. List the essential nutrients provided by the snack and its importance for an adolescent.</p> <p>Quiz during class</p> <p>GROUP ACTIVITY: COVID has brought social distancing in our life. But that has led to isolation, loneliness, stress and anxiety. Outline the importance of mental health through any medium of</p>	<p>Worksheet via google forms</p> <p>Assignment</p> <p>Participation in class discussion</p> <p>Worksheet</p> <p>Assignment</p>

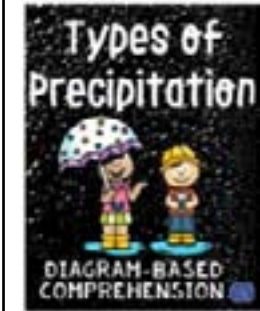
	<ul style="list-style-type: none"> <li>● Stress and coping with it</li> </ul> <p><b>Management of Resources</b></p> <ul style="list-style-type: none"> <li>● Classification of resources</li> <li>● Characteristics of resources</li> <li>● Steps in management or management process</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the steps to promote good health</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define the term 'resources'</li> <li>● Classify Resources</li> <li>● State the characteristics of resources</li> <li>● Recognize the importance of management</li> <li>● Apply management process in real life situations.</li> </ul>	<p>art. (AIL activity)</p> <p>EL activity: Identify the various resources you use in your day-to-day life. Categorise them into human and non-human resources.</p> <p>Frame a question activity.</p>	<p>Worksheet</p> <p>Assignment</p>
<b>Psychology</b>	<p>18 classes</p> <p><b>Ch.5-Sensory, Attentional and Perceptual Processes</b></p> <ul style="list-style-type: none"> <li>● What is the role of sensory processes in perception?</li> <li>● What are underlying perceptual processes governing mental processes?</li> <li>● What is attention? Theories of attention and ways to sustain it</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Understand sense modalities and perception</li> <li>● Define and understand the process of attention and associated theories</li> <li>● Understand principles of perceptual organization</li> <li>● Know and recognize illusions and their influence on perception</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Videos</li> <li>● Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Short tests</li> <li>● Art illustrations</li> </ul>

	<p><b>Ch.6- Learning</b></p> <ul style="list-style-type: none"> <li>• What is the nature of learning?</li> <li>• What are the key theories of learning?</li> <li>• What are the types of learning?</li> <li>• What are learning disabilities?</li> <li>• How to apply learning principles in daily life?</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Define and understand learning and its definitions</li> <li>• Understand classical and operant conditioning</li> <li>• Know observational, cognitive and verbal learning</li> <li>• Understand learning disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Presentation</li> <li>• Videos</li> <li>• Case excerpts</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Google jamboards</li> <li>• Assignments</li> <li>• Quiz</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• Indus Valley Civilisation history and creative development.</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• This Knowledge helps to understand the drawing sense for future object study</li> <li>• Textural observation</li> <li>• History Civilisation</li> </ul>	<ul style="list-style-type: none"> <li>• I will demonstrate the way of observation , showing the drawing with online reference.</li> <li>• Online reference and demostarite</li> </ul>	<ul style="list-style-type: none"> <li>• Short question</li> <li>• Assignment</li> </ul>
<b>Geography</b>	<p><b>WATER IN THE ATMOSPHERE</b></p> <p>-Humidity and its type  -Evaporation and condensation  -Types of condensation  -Types of clouds.  -Precipitation</p>	<p><b>Each student will be able to</b></p> <p>Define humidity and its types,  Differentiate between evaporation and condensation,  Describe the types of condensation  Classify the types of clouds.  Define the term precipitation</p>		<p>Worksheet</p> <p>Assignment</p>



-Types of rainfall  
-World distribution of rainfall

Classify the types of Rainfall.  
Discuss the world distribution of precipitation



**ART INTEGRATION -**

**Natures best poetry -  
photoshop / slide show -  
TYPES OF CLOUDS**

**Exp - learning**

<https://www.internetgeography.net/topics/what-is-convective-rainfall>

**Map Activity**

Technical integration



**Water (Ocean)**

-Hydrological cycle  
-Relief of the ocean floor  
-Minor relief features  
-Temperature of ocean waters  
-Salinity of ocean water  
-Horizontal dist of salinity

Recall the procedure of Hydrological cycle.  
Learn the factual knowledge of ocean Relief  
Explain significant features related to minor relief features,  
Reason the factors affecting temperature distribution of ocean salinity

**Movements of Ocean**

**Water**

Outline the definition of waves.  
List the chief characteristics of waves.  
Define the term Tide.  
Classify the types of tides.

Worksheet


Assignment

	<p>-Waves -Characteristics -Tides -Types -Ocean currents - movement</p> <p><b>Life on The Earth</b></p> <p>Ecology Habitat Types of ecosystem Structure and functions Types of Biomes Biogeochemical cycles The Water cycle The oxygen cycle The nitrogen cycle Ecological balance</p>	<p>Define ocean current. Classify the types of ocean currents. Trace the major ocean currents. and realize its effects</p> <p>Define and introduce new terms – ecology, habitat , ecosystem Outline biotic and abiotic factors Evaluate the importance of food chain and food web Highlight the importance of different cycles Define ecological balance List the measures needed to prevent ecological balance</p>	<p><b>EXPERIENTIAL LEARNING</b></p> <p><b>Ocean science in your Kitchen</b></p> <p><a href="https://www.y2mate.com/convert-youtube/oxAwn8nunGo">https://www.y2mate.com/convert-youtube/oxAwn8nunGo</a></p> <ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Presentation</li> <li>● Videos</li> <li>● Tables</li> </ul>	<p>Worksheet</p> <p>Assignment</p>
<b>SEPTEMBER</b>				
<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Linear Inequalities</b>	<p><b>Each student will be able to</b></p> <p>*recall the concept of</p>	<p>(LA) Extra questions based on Graphical and Algebraic</p>	<ul style="list-style-type: none"> <li>● HW given from NCERT(uploaded in</li> </ul>

	<p style="text-align: center;"><b>Permutations &amp; Combinations</b></p>	<p>linear equations</p> <ul style="list-style-type: none"> <li>*define a linear inequality.</li> <li>*list the rules of solving a linear inequation in one variable.</li> <li>*recall the method of plotting lines on a graph sheet.</li> <li>*explain the method of graphical solution of linear inequations in two variables.</li> <li>*define reference point, feasible solution and feasible region.</li> <li>*solve a system of linear inequalities using Graphical method.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*state the fundamental principle of Addition / Multiplication</li> <li>*define permutation.</li> <li>*find the number of permutations of n different objects with or without repetition.</li> </ul>	<p>methods will be done.</p> <p>Explore about Real world Inequalities (EL)</p> <p>To verify that the graph of a given inequality ,say <math>5x+4y-40&lt;0</math>, of the form <math>ax+by+c&lt;0</math>, <math>a,b&gt;0</math>, <math>c&lt;0</math> represents only one of the two half planes. (ACTIVITY)</p> <p>To construct a Pascal's Triangle and to write binomial expansion for a given +integral exponent. (ACTIVITY)</p> <p>(LA)</p> <p>Solved examples of NCERT read by students at home will help in further solving questions from Assignment and NCERT</p> <p>Few questions from Assignment on Permutations &amp; Combinations will be discussed.</p>	<p>Google Classroom)</p> <ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● Google Form</li> </ul> <ul style="list-style-type: none"> <li>● HW given from NCERT (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Diksha Practice work</li> </ul> <p style="text-align: center;"><a href="https://diksha.gov.in/c">https://diksha.gov.in/c</a></p>
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		<p>*find the number of permutations when all the objects are not distinct objects.</p> <p>*define combination.</p> <p>*differentiate btw P &amp; C</p> <p>* apply the various formulas of Pand C in solving statement questions.</p>	Who was the first Indian Mathematician to deal with the concept of P&C.	<a href="https://bse/play/content/do_3131142373369282561342?contentType=PracticeQuestionSet">bse/play/content/do_3131142373369282561342?contentType=PracticeQuestionSet</a>
<b>English</b>	<p><b>ASL –Listening Skills Assessment (TERM1)</b></p> <p><b>ASL-Speaking Skills Assessment(TERM 1)</b></p> <p><b>Report writing- Magazine and Newspaper</b></p> <p><b>Poem: Childhood</b></p>	<p><b>Each student will be able to</b></p> <p>Listen to the audio carefully and answer the questions given in the worksheet.</p> <p>Speak fluently and effectively, on the topics given.</p> <p>Describe the event in a formal and concise manner.</p> <p>Write a report according to the appropriate format and style.</p> <p>List down the content required for report writing. Identify the Understand perspectives of parents &amp; children (VALUE).</p> <p>Analyze the poems to identify the key elements. Judge the poem from a girl's</p>	<p>Audio file followed by a worksheet.</p> <p>Speaking Activity</p> <p>Explanation and discussion of samples through screen sharing.</p> <p>Charts and other stationery for the Childhood Tree.</p>	<p>Worksheet</p> <p>Assignments</p> <p>Worksheet</p> <p>Classwork</p>

	<p><b>Writing Skill: Debate</b></p>	<p>perspective (GENDER).</p> <p>Analyze the poem to identify the key elements.</p> <p>Understand and discuss why childhood is regarded as the best years of one's life.</p> <p>Identify the poetic devices used.</p> <p>Justify the relevance of the title.</p> <p>Understand the format, content and expression used in debate writing.</p> <p>Write debates- for/against the topic.</p>	<p>Sample critical appreciation.</p> <p>Watch the link given below:</p> <p><a href="https://oueducare.com/education/general-characteristics-of-childhood/">https://oueducare.com/education/general-characteristics-of-childhood/</a></p> <p>Write a debate based on the necessity of a proper environment while growing up for a child.</p>	<p>Assignment</p>
<p><b>Political Science</b></p>		<p><b>At the end of the lesson students will be able to</b></p> <ol style="list-style-type: none"> <li>1.Explain the need to study political theory.</li> <li>2.Discuss the meaning of Politics</li> <li>3.Suggest how political theory can be put into practice.</li> <li>4. Analyse how political concepts change over</li> </ol>	<ol style="list-style-type: none"> <li>1.Three step Interview</li> <li>2. Think Pair and Share</li> <li>3. Mind mapping.</li> <li>4. Peer tutoring</li> </ol>	<p>Invented Dialogues:</p> <p>Memory Matrix</p>

<p><b>Economics</b></p>	<p><b>Supply</b></p> <p>Supply Concept, Supply schedule, function Law of Supply Price Elasticity</p>	<p><b>Each student will be able to</b></p> <p>Analyse changes that happen when price in the market changes and how the producer's behaviour changes keeping income given. Identify the concept of Supply Analyse the factors affecting Supply. Represent the movements and Shifts in supply curve diagrammatically Analyse the factors affecting supply Numerical Practice</p>	<p><a href="http://www.tutor2u.net/economics/reference/theory-ofsupply">http://www.tutor2u.net/economics/reference/theory-ofsupply</a> <a href="https://frbatlanta.org/education/classroom/economist/infographics/supply-anddemand/fullview.aspx">https://frbatlanta.org/education/classroom/economist/infographics/supply-anddemand/fullview.aspx</a> <a href="https://youtu.be/lqD Wi8p2CuU">https://youtu.be/lqD Wi8p2CuU</a></p> 	<p>Class test Worksheets Jamboards</p>
<p><b>History</b></p>	<p><b>Topic: Changing Cultural Traditions</b></p> <p>Concepts:  <ul style="list-style-type: none"> <li>■ The Revival of Italian Cities</li> <li>■ Universities And Humanism</li> <li>■ The Humanist View of History</li> </ul> </p>	<p><b>Each student will be able to</b></p> <p>1) state the causes for the revival of the Italian cities; 2) explain the meaning of Humanism and how it spread in Europe</p>	<ul style="list-style-type: none"> <li>▪ Guided Reading Questions</li> <li>▪ Working around a given question</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Assessment</li> <li>▪ Tell me why/how?</li> </ul>
<p><b>Home Science</b></p>	<p><b>Resources Availability And Management</b></p> <ul style="list-style-type: none"> <li>● Time Management</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Describe time and space as important resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Focussed listing</li> <li>● PRACTICAL: Record one day's activities and evaluate in terms of use</li> </ul>	<ul style="list-style-type: none"> <li>● Practical work evaluation</li> <li>● Worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>● Formulating a time plan</li> <li>● Steps of energy conservation</li> <li>● Space management: principles</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss ways of managing time and space</li> <li>● Enumerate the tools in time management.</li> <li>● Enlist the principles of space management.</li> </ul>	<p>of time and work accomplished.</p> <ul style="list-style-type: none"> <li>● Prepare a time plan for self to ensure maximum time utilization.</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment</li> </ul>
<b>Psychology</b>	<p>17 classes</p> <p><b>Ch. 7- Human Memory</b></p> <ul style="list-style-type: none"> <li>● What is memory?</li> <li>● What are the types of memory?</li> <li>● How is memory classified?</li> <li>● What are the ways to enhance memory?</li> </ul> <p><b>Ch. 8- Thinking</b></p> <ul style="list-style-type: none"> <li>● What is thought?</li> <li>● What are the higher order ways of thinking?</li> <li>● What is language?</li> <li>● How to develop thought and language?</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Understand memory and its types</li> <li>● Classify types of memories</li> <li>● Understand forgetting and its theories</li> <li>● Know ways of enhancing memory</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Understand thinking and its components</li> <li>● Understand problem solving, reasoning and decision making</li> <li>● Know the process and nature of creative thinking</li> <li>● Understand thought and language</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Presentation</li> <li>● Videos</li> <li>● Group Discussion</li> </ul> <ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Presentation</li> <li>● Videos</li> <li>● Flowchart</li> </ul>	<ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Quiz on google slides</li> </ul> <ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Art illustrations</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>● Art during Mauryan , Shunga, Kushana and</li> </ul>	<ul style="list-style-type: none"> <li>● Detail description of the four time period and sculptural development.</li> </ul>	<ul style="list-style-type: none"> <li>● Showing the pdf reference along with detailing and PPT</li> </ul>	<ul style="list-style-type: none"> <li>● Open book Assignment with hand written</li> </ul>

	<p>Gupta periods.</p> <ul style="list-style-type: none"> <li>• Discussion about each period and history</li> </ul>	<ul style="list-style-type: none"> <li>• Why is sculptural development established in India?</li> <li>• Characteristic different including history .</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary of this historic time.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short question</li> </ul>
<b>Geography</b>	<p><b>Biodiversity and Conservation</b></p> <ul style="list-style-type: none"> <li>-Biodiversity</li> <li>-Three levels</li> <li>-Importance</li> <li>-Three roles</li> <li>-Loss of biodiversity</li> <li>-IUCN –Classification</li> <li>-Conservation of biodiversity</li> </ul> <p><b>REVISION WORK</b> <b>HALF YEARLY</b></p>	<p><b>Each student will be able to</b></p> <p>Define biodiversity? Examine three levels of biodiversity Highlight their importance. Discuss –ecological , economic , and scientific roles of biodiversity Reason for the loss of biodiversity Explain classification Suggest the strategies for the conservation of biodiversity</p>	<p>Guided Reading Questions Focused listing</p> <p><b>EXPERIENTIAL LEARNING</b> Assessing – Locational skill Collect the names of national parks , sanctuaries and biosphere reserves of the state and show their location on the map of India?Also find out which animals are found?</p>	<p>Google form for ch-15, and 16</p> <p>worksheet</p> <p>Oral testing</p>
<b>OCTOBER</b>				
<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<p><b>Sequences &amp; Series</b> <b>Classes : 11</b></p>	<p><b>Each student will be able to</b></p> <p>*recall the definition of sequence &amp; series. *recall the definition of an A.P and the formula for its nth term.</p>	<p>(LA) Discussion on the Video seen at home. Questions from Assignment on Sequences&amp; Series will be</p>	<ul style="list-style-type: none"> <li>• HW given from NCERT (uploaded in Google Classroom)</li> <li>• Oral Questions</li> <li>• Google Form</li> </ul>





	<p><b>The Ailing Planet</b></p> <p><b>Reading Skills: Comprehension</b></p>	<p>Write grammatically accurate language in the letter.</p> <p>State qualifications and work experience in a concise manner.</p> <p>Realise the importance of the environment.</p> <p>Answer the questions correctly and meaningfully.</p>	<p>the story thus far. Identification of key themes and resolving the question bank in Groups.</p> <p>PPT</p> <p>Learning to harvest water, set up a recycle bin at home and reuse waste materials.</p> <p>Understanding and analyzing the need for resources and sustainable development. Working in groups to create reusable items from waste materials.</p> <p>Brainstorming sessions on passages given for practice</p>	<p>Assignment</p>
<p><b>Political Science</b></p>	<p><b>Equality</b></p> <p><b>6 classes</b></p>	<p><b>At the end of the lesson students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between various types of equality</li> <li>2. Explain the idea of feminism and of socialism</li> <li>3. Suggest ways of promoting equality</li> <li>4. Explain Affirmative action</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive Reading Guide</li> <li>3. Whole Group Instruction</li> <li>4. Socratic Questioning</li> </ol> <p><b>EXPERIENTIAL</b></p> <p>Case studies will be given from there they will infer the meaning of discrimination and equality'</p>	<p>RSQC2</p> <p>Student-Generated Test Questions</p> <p>Worksheet</p>

	<p><b>Freedom (6 classes)</b></p>	<p><b>At the end of the lesson students will be able to</b></p> <p>Highlight the ideal of freedom Identify the sources of Constraints Discuss the need for constraints Explain the harm principle Distinguish between Negative and Positive liberty</p>	<p>1. Three step Interview 3. Think Pair and Share 4. Mind mapping. 2. Peer tutoring</p>	<p>Invented Dialogues:On what you have learnt</p> <p>Memory Matrix</p> <p>Worksheet</p>
<p><b>Economics</b></p>	<p>Cost</p> <p>Revenue</p> <p>Production function and Returns to a Factor Cost and Revenue</p>	<p><b>Each student will be able to</b></p> <p>Identify cost and revenue</p> <p>Discuss the different types of costs and revenues.</p> <p>Derive the condition for equilibrium at the producers level.</p> <p>Derive the relationships between different costs and total revenue and marginal</p> <p>Calculate the different costs and revenue applying the formulae.</p> <p>Numericals</p>	<p><b>Electricity Bills</b> to elicit the concept of fixed cost and variable cost.</p> <p><b>Survey</b> to be conducted by students to assess the cost and revenue</p> <p><a href="https://frbatlanta.org/education/publications/extra-credit/2015/fall/lessons-and-activities/highschool/microeconomics/supply-and-demand-activity-activity-sheet">https://frbatlanta.org/education/publications/extra-credit/2015/fall/lessons-and-activities/highschool/microeconomics/supply-and-demand-activity-activity-sheet</a></p> <p><a href="http://teacherlink.ed.usu.edu/tlre/sources/units/byrnes-literature/LBREEDER/lesson3.html">http://teacherlink.ed.usu.edu/tlre/sources/units/byrnes-literature/LBREEDER/lesson3.html</a></p>	<p>Class test</p> <p>Worksheets</p> <p>Jamboards</p>

			$\text{PROFIT} = \text{REVENUE} - \text{COST}$ <p style="text-align: center;"> <span style="color: red;">↑</span>                      <span style="color: red;">↑</span>                      <span style="color: red;">↑</span>  <span style="color: red;">TO INCREASE</span>    <span style="color: red;">- INCREASE</span>    <span style="color: red;">- OR DECREASE</span>  <span style="color: red;">PROFIT</span>                      <span style="color: red;">PROFIT</span>                      <span style="color: red;">PROFIT</span> </p>	
<b>History</b>	<p><b>Topic: Changing Cultural Traditions (Contd.)</b>  Concepts:</p> <ul style="list-style-type: none"> <li>■ Science &amp; Philosophy: The Arab's Contribution</li> <li>■ Artists &amp; Realism</li> <li>■ Architecture</li> <li>■ The First Printed Books</li> <li>■ A New Concept of Human Beings</li> <li>■ The Aspirations of Women</li> </ul> <p><b>Topic: Confrontation of Cultures</b>  <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>■ Communities of the Caribbean &amp; Brazil</li> <li>■ The State Systems of Central &amp; South America</li> <li>■ The Aztecs</li> <li>■ The Mayas</li> <li>■ The Incas of Peru</li> <li>■ Voyages of Exploration by Europeans</li> <li>■ The Atlantic Crossing</li> </ul>	<p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1) state the causes for the revival of the Italian cities;</li> <li>2) explain the meaning of Humanism and how it spread in Europe;</li> <li>3) elaborate on the effects of Humanism on art, architecture and books;</li> <li>4) highlight the influence of humanism on women</li> </ol> <p><b>Each student will be able to</b></p> <ol style="list-style-type: none"> <li>1) speak about the Arawaks, Tupinambas of Brazil;</li> <li>2) list the key features of the Aztecs, the Mayans &amp; the Incas;</li> <li>3) enumerate the features of voyages of explorations among Europeans and the effects of the same on Americas, Europe &amp; Africa;</li> <li>4) give details about the contributions made by Cortes, Pizarro &amp; Cabral in the</li> </ol>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Think-n-share</li> <li>▪ Concept mapping</li> <li>▪ Brainstorming</li> </ul> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>▪ Guided Reading Questions</li> <li>▪ Working around a given question</li> </ul> <p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Playing around a word</li> <li>▪ Think-square-share</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪ Concept Mapping</li> <li>▪ Worksheet.</li> </ul>	<p>Assessment Methods:</p> <ul style="list-style-type: none"> <li>• Assignment Questions</li> <li>• Oral Assessment</li> <li>▪ Tell me why/how?</li> <li>▪ Tableau Set - up</li> <li>▪ Peer Assessment</li> <li>• Assessment through Google Form</li> </ul> <p>• Oral Questions (using the AMP Box)</p> <ul style="list-style-type: none"> <li>▪ KWL chart</li> <li>▪ Peer Assessment</li> <li>▪ What did you learn today?</li> <li>▪ Identifying and listing the key words</li> </ul>

	<ul style="list-style-type: none"> <li>■ Spain Establishes an Empire in America</li> <li>■ Cortes &amp; the Aztecs</li> <li>■ Pizarro &amp; the Incas</li> <li>■ Cabral and Brazil</li> <li>■ Conquest, Colonies &amp; the Slave Trade</li> </ul>	<p>establishment of foreign rule in various parts of South America;</p> <p>5) Write about Christopher Columbus and his voyage of exploration.</p>		
<b>Home Science</b>	<p><b>Family Income And Income Management</b></p> <ul style="list-style-type: none"> <li>● Financial management</li> <li>● Types of family income</li> <li>● Family budget and formulations</li> <li>● Record of expenses</li> </ul> <p><b>Savings And Investments</b></p> <ul style="list-style-type: none"> <li>● Meaning of saving and investment</li> <li>● Principles of investment</li> <li>● Enumerate the features and advantages of various bank investment schemes, insurance and PF schemes</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Understand the meaning and concept of financial management</li> <li>● Know the different types of family income</li> <li>● Explain the steps of making family budget</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define meaning of savings and investments</li> <li>● List the various bank schemes in which money can be investment</li> <li>● Compare the different schemes based on their pros and cons</li> <li>● Elaborate the principles of investment</li> </ul>	<ul style="list-style-type: none"> <li>● Case study based questions</li> <li>● Budget planning</li> <li>● Concept mapping</li> </ul> <p><b>Activity:</b> Discuss with your parents about various investment schemes in which they have invested their money. Ask the reason for the choice of investment scheme.</p> <p>Learning to fill a cheque</p>	<ul style="list-style-type: none"> <li>● Muddiest point</li> <li>● Worksheet</li> <li>● Assignment</li> </ul> <p>Worksheet</p> <p>Assignment</p>

	<p><b>Fabrics Around Us</b></p> <ul style="list-style-type: none"> <li>● Fibres and its classification</li> <li>● Characteristics and suitability to use of- cotton, silk, wool, rayon, nylon, polyester, blended fabrics</li> <li>● Yarn making</li> <li>● Textile finishing</li> </ul> <p><b>Our Apparel</b></p> <ul style="list-style-type: none"> <li>● Clothing functions</li> <li>● Selection of clothes</li> <li>● Understanding clothing needs of children- infancy, toddlers, school-going, adolescence</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define and differentiate between fibre and yarn.</li> <li>● Classify fibres</li> <li>● List the properties of each fibre type</li> <li>● Analyse the suitability of various fibres.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Enumerate the functions of food</li> <li>● Outline criteria for selection of clothing for children across different age group</li> <li>● Elaborate on the clothing needs of CWSN</li> </ul>	<p><b>AIL activity:</b> Collect samples of different types of fabrics easily available at home. Make a collage with the same</p> <p><b>PRACTICAL</b></p> <p>a) Record the fabrics and apparel used in a day</p> <p>b) Categorize them according to functionality</p>	<p>Quiz</p> <p>Objective type worksheet</p> <p>Assignment</p> <p>Worksheet</p> <p>Assignment</p>
<b>Psychology</b>	<b>12 classes</b> <b>Ch. 9- Motivation and Emotion</b>		<ul style="list-style-type: none"> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• What is motivation?</li> <li>• What are the theories of motivation?</li> <li>• How is the expression of emotions managed?</li> <li>• What are the theories of emotion?</li> <li>• How to enhance positive emotions?</li> </ul> <p><b>Practicals</b></p> <ul style="list-style-type: none"> <li>• 1 Project and 2 Experiments based on CBSE guidelines</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• Understand the nature of motivation, types of motives</li> <li>• Know Maslow's hierarchy of needs</li> <li>• Understand emotions, its physiological bases, expressing emotions and managing negative emotions and enhancing positive emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Videos</li> <li>• Group Discussion</li> <li>• Flowcharts</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Test</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• Art of Ajanta Cave. Detailing of the cave including artwork description</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop Vocabulary / terminology of the Art.</li> <li>• Knowing the detail of the Cave, Brief knowledge about buddhism.</li> <li>• Stylisation of the panting along with techniques they are using during time.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing documentary of the Ajanta cave</li> <li>• Group Discussion</li> <li>• Online reference of the history and PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Open book assignment</li> <li>• MCQ</li> </ul>
<b>Geography</b>	<p><b>Location And Space Relations</b></p> <p>-Geographical and cultural</p>	<p><b>Each student will be able to</b></p> <p>Define location and space relations of</p>	<p>Map based teaching</p> <p>Map – India states and union territories</p>	<p>Google Forms</p> <p>Worksheet</p> <p>Google Forms</p>

	<p>India          -Political India          -Size and extension          -India in the Eastern World</p> <p><b>Geological Structure And Physiography</b></p> <p>-Geological History          -Physiography          -Northern Mountain          -Great plains          -Thar Deserts          -Central Highlands          -Peninsular plateau          -Coastal plains          -Islands</p> <p><b>Drainage System</b></p> <p>-Drainage,patterns,classificati on          – drainage systems          –himalayan and peninsular rivers,-Indus ,ganga and Brahmaputra system          -River system of peninsular drainage,small rivers of east and west</p>	<p>India</p> <p>Discuss geography and cultural India</p> <p>Examine the location of India in the eastern world</p> <p>Understand geology and Physiographic divisions of India</p> <p>Understand their extension, location and characteristics of different Physiographic divisions of India</p> <p>Understand concepts of river basins          Trace the route Himalayan and peninsular Rivers          Define the term river Regime          Diff bet Himalayan and peninsular river system.          List problem in using river water why are rivers polluted?</p>	<p>Audio – visuals          Video(s)(downloaded &amp; saved          Map – Location of India in the eastern world</p> <p>MAP based learning</p> <p>Research on          1.Periyar diversion scheme          2.Kurnool – cuddapah canal          3.Beas – satluj link canal          4.Ganga – kaveri link canal</p> <p>With the help of Map trace the routes of rivers of India</p>	<p>Worksheet</p> <p>Google Forms Worksheet</p> <p>Google Forms worksheet</p> <ul style="list-style-type: none"> <li>● HW given from NCERT (uploaded in Google Classroom)</li> </ul>
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	- River Regimes Usability of Rivers Flood prone Areas			<ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Diksha Practice Work</li> </ul>
<b>NOVEMBER</b>				
<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Straight Lines</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*define inclination of a line.</li> <li>*define the slope of a line.</li> <li>*find the slope of a line using various formulas</li> <li>*list the various forms of equations of line.</li> <li>*find the equation of a line using the various forms of line.</li> <li>*calculate the distance of a point from a line.</li> <li>*define concurrency of lines</li> <li>* interpret the given data to form the equation of line.</li> </ul>	<p>Draw a Rangoli pattern using the Kolam art form of South India. (AIL)</p> <p>Questions from Assignment will be discussed.</p>	<ul style="list-style-type: none"> <li>● HW given from NCERT (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> </ul>
	<b>Conic Sections</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*analyze a conic section as a</li> </ul>	<p>Students will identify the various conic sections around them (EL)</p>	<ul style="list-style-type: none"> <li>● ·HW given from</li> </ul>

		<p>section of double-napped cone.</p> <p>*define a conic section.</p> <p>*list the various types of conic sections.</p> <p>*recognize the standard equation of various conic sections.</p> <p>* define a circle.</p> <p>* find radius and circle of a given circle using its equation.</p> <p>* form the equation of a circle using the various conditions given.</p> <p>*define centre, vertex,latus rectum,vertex, focus for a parabola.</p> <p>*define major and minor axis, transverse and conjugate axis.</p> <p>*apply the knowledge gained in finding the vertex, foci, centre length of latus rectum, length of axis of ellipse and hyperbola.</p>	<p>An alternative method of constructing a parabola. (ACTIVITY)</p>	<p>NCERT (uploaded in Google Classroom)</p> <ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Diksha Practice Work</li> </ul> <p><a href="https://diksha.gov.in/cbse/play/content/do_31310774832458956813582?contentType=PracticeQuestionSet">https://diksha.gov.in/cbse/play/content/do_31310774832458956813582?contentType=PracticeQuestionSet</a></p>
<b>English</b>	<p><b>Prose –Ranga’s Marriage</b></p> <p><b>Play –Mother’s Day</b></p>	<p><b>Each student will be able to</b></p> <p>Enact key scenes based on reading done at home (FLIPPED).</p> <p>Analyze the lesson to resolve the question bank.</p> <p>Evaluate the status and definition of</p>	<p>Watch the link given below:</p> <p><a href="https://timesofindia.indiatimes.com/astrology/others/benefits-of-love-marriage/articleshow/68205887.cms">https://timesofindia.indiatimes.com/astrology/others/benefits-of-love-marriage/articleshow/68205887.cms</a></p> <p>Collaborative learning</p>	<p>Worksheet</p> <p>Assignments</p>

	<p><b>Writing Skill-Speech</b></p> <p><b>Play – The Browning Version.</b></p>	<p>mothers in the 21<sup>st</sup> Century. (GENDER)</p> <p>Understand the pivotal role mothers' play in a family set-up.</p> <p>Write a speech according to the appropriate format.</p> <p>Understand the content required for a speech.</p> <p>List the key points to be written in a speech.</p> <p>Identify the flow of plot, character traits and theme of the play.</p> <p>Understand new terms unfamiliar in the Indian Education System.</p> <p>Analyze and evaluate the role of teachers' in a student's life</p>	<p>(enactment).</p> <p>Buzz sessions to solve the question bank.</p> <p>Linguistic task based on retrospection.</p> <p>Accepting different members of the family with their unique characteristics like different coloured gems in a packet.</p> <p>PPT</p> <p>Samples explained and discussed through screen sharing.</p> <p>1)Debate – Science gets all the slackers</p> <p>OR</p> <p>Frank would have been a better teacher for Taplow.</p> <p><b>Experiential Learning:</b> <b>Interview</b> your favourite teacher</p>	<p>Google classroom</p> <p>Worksheet</p>
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			in school on an ideal student-teacher relationship. Note down why you like him/her the most.	
<b>Political Science</b>	<b>Justice (6 classes)</b>	<p><b>At the end of the lesson students will be able to</b></p> <ul style="list-style-type: none"> <li>•Identify some of the principles of justice which have been put forward in different societies and at different periods of time.</li> <li>•Explain what is meant by distributive justice.</li> <li>•Discuss John Rawls' argument that a fair and just society would be in the interest of all members defended on rational grounds.</li> </ul>	<p>Think pair and share activity on affirmative action followed by a debate.</p> <p>ASSESSMENT</p> <p>Bloom's Taxonomy questions which will test the higher order thinking skills</p> <p>Concept Map</p> <p>Reaction Sheets</p> <p>Experiential</p> <p>Discussion of any personal injustice they have experienced</p>	<p>Assignment Questions</p> <ul style="list-style-type: none"> <li>• Listing the key learning</li> <li>• Question Framing Exercise</li> </ul> <p>Google Form</p>
	<b>Rights (5 classes)</b>	<p><b>At the end of the lesson students will be able to</b></p> <p>Define Rights</p> <p>Trace the history of rights</p> <p>Identify sources of Rights</p> <p>Establish relationship between legal rights and state</p> <p>Highlight the link between rights and responsibilities</p>	<p>Small group discussion</p> <p>Think pair and share</p> <p>Small Group interaction</p> <p>KWL sheet</p> <p>Fish Bowl discussion</p> <p>Activity based on photographs</p> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>•Concept Mapping</li> </ul>	<p>Worksheet</p> <p>Categorizing Grid</p> <p>Quiz</p> <p>Worksheet</p>

	<b>Secularism (6 classes)</b>	<p><b>At the end of the lesson students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Define secularism</li> <li>2. Distinguish between Indian and western concept of secularism</li> <li>3. Analyse whether India needs secularism</li> <li>4. Argue whether criticisms against Indian secularism is justified or not</li> </ol>	<p>▪Worksheet.</p> <p>Three step Interview 3. Think Pair and Share 4. Mind mapping. 2. Peer tutoring</p> <p>Practice activities: ▪Concept Mapping ▪Worksheet. Question Framing</p>	<p>Concept Maps</p> <p>Directed Paraphrasing</p> <p>Student-Generated Test Questions</p>
<b>Economics</b>	<b>Standard Deviation, Correlation</b>	<p><b>Each student will be able to</b></p> <p>Calculate standard deviation. Compute correlation by karl pearson's method</p>	<p><a href="http://www.blog.gurukpo.com/wp-content/uploads/2012/04/Methods-of-Determining-Correlation.jpg">http://www.blog.gurukpo.com/wp-content/uploads/2012/04/Methods-of-Determining-Correlation.jpg</a></p> <p>Activity based learning</p> 	<p>Class test</p> <p>Worksheets</p> <p>Google forms</p>
<b>History</b>	<b>Topic: Displacing</b>	<b>Each student will be able to</b>	<b>Application</b>	▪Question chain

	<p><b>Indigenous Peoples</b></p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>■ European Imperialism</li> <li>■ North America – The Native Peoples</li> <li>■ Encounters with Europeans</li> <li>■ Mutual Perceptions</li> <li>■ The Native Peoples Lose their Land</li> <li>■ The Gold Rush, and the Growth of Industries</li> <li>■ Constitutional Rights</li> <li>■ Australia</li> </ul>	<p>1) share the sources of information on the indigenous people of N.America &amp; Australia;</p> <p>2) discuss the reasons behind and key features of the expansion of European rule in America, Asia &amp; Africa;</p> <p>3) elaborate on the native American Culture and the European influence on them;</p> <p>4) tell about the mutual perceptions of the Europeans &amp; the native Americans about the situations they found themselves in;</p> <p>5)give details about the formation of the present day U.S.A &amp; Canada;</p> <p>6)analyse the developments that led to the loss of land by the native Americans &amp; the effects of the same on them;</p> <p>6) state the meaning of 'Gold Rush' &amp; list its effects</p>	<p><b>activities:</b></p> <ul style="list-style-type: none"> <li>▪ Think-square-share</li> <li>▪Guided reading Questions</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪Worksheet</li> <li>▪ 'Act it out! '</li> <li>▪Question Framing</li> </ul>	<ul style="list-style-type: none"> <li>▪Reflections</li> <li>▪Random questioning (using AMP Box)</li> <li>▪Stating a "Did you know?" fact</li> </ul>
<p><b>Home Science</b></p>	<p><b>Care &amp; Maintenance of Fabrics</b></p> <ul style="list-style-type: none"> <li>● Laundry and stain removal</li> <li>● Different methods of cleaning</li> <li>● Fabric finishes</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Enumerate the various aspects of care and maintenance</li> <li>● Outline the procedure for removal of different types of stains</li> </ul>	<p><b>PRACTICAL:</b></p> <p>(a) Analyze label of any one garment with respect to: Clarity, fiber content, size and care instructions.</p> <p>(b) Prepare one care label of any garment.</p> <p>(c) Analyze two different fabric</p>	<p>Practical work evaluation</p> <p>Worksheet</p> <p>Assignment</p>

	<ul style="list-style-type: none"> <li>● Properties of fabrics and the methods of care</li> <li>● Care labels</li> </ul> <p><b>Relationships And Interactions With Significant Others</b></p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Functions</li> <li>● Communication in family</li> </ul> <p><b>Survival, Growth And Development</b></p> <ul style="list-style-type: none"> <li>● Growth and development</li> <li>● Domains of development- physical, motor, social, cognitive, emotional, social</li> <li>● Stages of development</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the role of soaps and detergents</li> <li>● Describe the correct process of care of different types of fabrics</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain the importance of family and its functions</li> <li>● Analyse family dynamics</li> <li>● Outline the importance of effective communication within family</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain survival, growth and development</li> <li>● Differentiate between growth and development</li> <li>● Elaborate on the characteristics of different domains of development at each stage of life till adolescence</li> <li>● Outline developmental milestones</li> </ul>	<p>samples for color fastness.</p> <p><b>PRACTICAL:</b> List the areas of agreement and disagreement of self with parents, siblings, teachers and peers.  <b>ESSAY:</b> The only constant in our lives, during the 1.5 year of pandemic has been our family.</p> <p><b>AIL activity:</b> Relive your childhood: To develop a scrap book or video or presentation with pictures, anecdotes from parents, grandparents or siblings to trace your phase of infancy.</p>	<p>Essay evaluation  Assignment</p> <p>Objective type worksheet  Quiz during the topic  Assignment</p>
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	<ul style="list-style-type: none"> <li>Development in different domains across age</li> </ul>			
<b>Psychology</b>	<b>Practicals -</b> 2 Experiments and 1 Project	Students will write and conduct experiments and project based on CBSE guidelines	Write material provided	Presentation of files
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Indian Temple culture , Technical and religious sense of temple architecture, Sculpture, Iconography, including name of the stage .</li> </ul>	<b>Each student will be able to</b> <ul style="list-style-type: none"> <li>They will learn the temple name and architectural detail and philosophical context of the temple sculpture .</li> <li>Cause of Different sculpture in the temple area , Iconography Structural sense etc .</li> </ul>	<ul style="list-style-type: none"> <li>Showing online reference</li> <li>Group discussion</li> <li>Showing PPT</li> <li>Create word Game</li> </ul>	<ul style="list-style-type: none"> <li>MCQ game to identify the terminology</li> <li>Assignment</li> </ul>
<b>Geography</b>	<b>NATURAL VEGETATION</b> -Introduction. -Types -Forest policy and conservation of forests. -forest cover in India. -Wild life	<b>Each student will be able to</b> Differentiate between vegetation and natural vegetation. Classify the types of vegetation on the basis of climate and location. List forest policy in order to conserve the forest Analyse the forest cover in India. Account wildlife in India. Highlight the conservation of wild life - Differentiate between National park	Discussion . Technical integration .Interdisciplinary approach Reflective Inquiry Think Pair and Share	<ul style="list-style-type: none"> <li>HW given from NCERT (uploaded in Google Classroom)</li> <li>Oral Questions</li> <li>Google Form</li> <li>Diksha Practice Work</li> </ul>



	<p><b>Soils</b></p> <p>Classification of soils Alluvial soil Black soil Red and yellow soil Laterite soil Arid soil Saline soil Peaty soil Forest soil Soil erosion Soil conservation</p>	<p>Identify major types (ICAR's classification) of soil.</p> <p>Examine under the following headings -</p> <ol style="list-style-type: none"> <li>1. Distribution</li> <li>2. Classification</li> <li>3. Colour</li> <li>4. Types</li> <li>5. Rich and poor in nutrients</li> </ol> <p>Define soil degradation Define soil erosion Examine the role of nature and human Differentiate between sheet and gully erosion. Analyse the importance of soil conservation</p>	<p>KWL Technical integration Interdisciplinary approach Reflective Inquiry Think Pair and Share</p> <p>Map skill</p>	<ul style="list-style-type: none"> <li>● HW given from NCERT (uploaded in Google Classroom)</li> <li>● Oral Questions</li> <li>● Google Form</li> <li>● Diksha Practice Work</li> </ul>
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**DECEMBER**

<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Probability</b>	<p><b>Each student will be able to</b></p> <p>*recall the concept of probability *recall the definition of random experiment, sample space</p>	<p>(LA) Discussion on the Video seen at home.</p>	<ul style="list-style-type: none"> <li>● HW given from NCERT (uploaded in Google Classroom)</li> <li>● Quiz</li> </ul>

	<p style="text-align: center;"><b>Class XII</b></p> <p style="text-align: center;"><b>Matrices</b></p>	<p>*write the sample space of a random experiment</p> <p>*list the various kinds of events mutually exclusive and exhaustive events.</p> <p>*prove events to be mutually Exclusive or exhaustive.</p> <p>*express the formulae for probability of an event.</p> <p>*state the Addition formulae of probability</p> <p>*apply the concepts learnt in solving problems.</p> <p><b>Each student will be able to</b></p> <p>*identify a element of a matrix</p> <p>*apply the basic operations of + , * , -</p> <p>*define various types of matrices</p> <p>*solve the problem of equality of matrices.</p> <p>*define transpose of a matrix</p> <p>*define symmetric and skew symmetric matrices.</p> <p>*find the transpose of a matrix</p> <p>*differentiate between symmetric. and skew symmetric matrices.</p> <p>*define inverse of a matrix.</p> <p>*find the inverse using transformation method.</p>	<p>To write the sample space, when a coin is tossed once, two times, three times and four times. (ACTIVITY)</p> <p>Students will read specific topics from NCERT along with the solved examples at home that will help in further solving questions from Exercises.</p> <p>The whole class can be regarded as a matrix and students can identify the rows and columns. (EL)</p>	<ul style="list-style-type: none"> <li>● Diksha Practice Work <a href="https://diksha.gov.in/cbse/play/content/do_31311334091370496011758?contentType=Pr">https://diksha.gov.in/cbse/play/content/do_31311334091370496011758?contentType=Pr</a></li> <li>● Through small tests in fundamentals.</li> <li>● · Class Work.</li> <li>● · Google Form</li> </ul>
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		cartoons	answers	
<b>Economics</b>	<p>Index Numbers</p> <p>Market Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply.</p>	<p><b>Each student will be able to</b></p> <p>Identify 3 reasons for the need to find indices for economic growth and compare.</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions discuss the derivation of the changes in the equilibrium price and quantity under different market conditions.</p>	<p>Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur correspondingly.</p> 	<p>Class test</p> <p>Worksheets</p> <p>Kahoot</p>
<b>History</b>	<b>Topic: Displacing Indigenous Peoples (Contd.)</b>	<p><b>Each student will be able to</b></p> <p>1)specify the ways in which the changes post the 1920s in N.America affected the indigenous peoples;</p> <p>2)spell out the features and facts of the native Australians;</p> <p>3)share the ways in which the European settlers affected the lives of the Aborigines &amp; vice versa;</p> <p>4) reason out the changes that occurred in the white Australian settlers' perceptions of the native Australians.</p>	<p><b>Application activities:</b></p> <ul style="list-style-type: none"> <li>▪ Think-square-share</li> <li>▪ Guided reading Questions</li> </ul> <p><b>Practice activities:</b></p> <ul style="list-style-type: none"> <li>▪ Worksheet</li> <li>▪ 'Act it out!'</li> <li>▪ Question Framing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflections</li> <li>▪ Random questioning (using AMP Box technique)</li> </ul>

	<p><b>Class 12 Syllabus: Topic: Mahatma Gandhi &amp; The Nationalist Movement</b></p>	<p><b>Each student will be able to</b></p> <p>1) Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</p> <p>2) Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</p> <p>3) Analyze the perceptions and contributions of different communities towards the Gandhian movement.</p> <p>4) Analyze the ways of interpreting historical sources such as newspapers, biographies and auto-biographies diaries and letters.</p>	<ul style="list-style-type: none"> <li>▪ Think-square-share</li> <li>▪ Guided reading Questions</li> <li>▪ Concept Mapping</li> <li>▪ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral Questions (using the AMP Box)</li> <li>▪ Assignment Questions</li> <li>▪ Peer Assessment</li> <li>▪ What did you learn today?</li> <li>▪ Identifying and listing the key words</li> </ul>
<p><b>Home Science</b></p>	<p><b>Media And Communication Technology</b></p> <ul style="list-style-type: none"> <li>● Classification</li> <li>● Communication process</li> <li>● Media: classification and functions</li> <li>● Communication technology</li> </ul>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● define the concept of communication</li> <li>● discuss the significance of communication in everyday life.</li> <li>● enlist the different types of communication</li> <li>● describe the process of communication</li> <li>● explain the classification and functions of media.</li> </ul>	<p><b>AIL activity:</b> Importance of communication in human life (represented though any art form- poem, song, dance, art, music)</p>	<p>Worksheet</p> <p>Assignment</p>

	<p><b>Effective Communication Skills</b></p> <ul style="list-style-type: none"> <li>● Meaning</li> <li>● Types</li> <li>● Non-verbal communication</li> </ul> <p><b>Perspective In Communication</b></p> <ul style="list-style-type: none"> <li>● Influences of various factors on communication</li> </ul>	<ul style="list-style-type: none"> <li>● analyse the various communication technologies.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● explain the meaning of communication skills.</li> <li>● discuss the importance of communication</li> <li>● describe various communication skills.</li> <li>● develop one's own communication skills further.</li> </ul> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● know the meaning of and processes within communication</li> <li>● analyse the influence of age, education, gender, cultural background and exposure on communication</li> </ul>	<p><b>AIL activity</b> (group activity)- A skit or role play or song or dance to send socially relevant messages</p> <p>Discussion: Changing views on competition, fashion, relationship status (across age, generations)</p>	<p>Class discussion</p> <p>Assignment</p> <p>Peer assessment</p> <p>Participation in class discussion</p> <p>Assignment</p>
<p><b>Psychology</b></p>	<p><b>Revision Ch.1-4</b></p>	<p>Students will give sample papers and practice questions, enact role plays and use creative methods to explain learned concepts</p>	<ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Oral quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Role play case based enactment</li> <li>● Written mock exam</li> </ul>

<p><b>Fine Arts</b></p>	<ul style="list-style-type: none"> <li>• Some Artistic Aspects of Indo - Islamic architecture</li> </ul>	<ul style="list-style-type: none"> <li>• Detail description Qutub Minar, Taj Mahal , Jama Masjid</li> <li>• Talks about motif and script</li> </ul>	<ul style="list-style-type: none"> <li>• Showing Documentary of each architecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short Question</li> </ul>
<p><b>Geography</b></p>	<p><b>Land Resource and Agriculture</b></p> <ul style="list-style-type: none"> <li>-Importance</li> <li>- Agricultural land use categories in India</li> <li>-differentiate between geographical area and reporting area</li> <li>-land use changes</li> <li>-changes in the share of land use categories</li> <li>-common property resources</li> <li>-Importance of land resources for the people dependent on agriculture.</li> <li>-cropping Intensity</li> <li>- Cropping seasons in India</li> <li>-types of farming based on moisture and irrigation</li> <li>- Cropping Pattern-Cereals, Pulses, oil seeds, Fibre crops, other crops.</li> <li>- Agricultural development in India.</li> <li>- Growth of Agricultural output</li> </ul>	<p><b>Each student will be able to</b></p> <p>Highlight the importance of land Resource</p> <p>Define land use</p> <p>Differentiate bet reporting area and cover</p> <p>Outline the changes in the land use pattern with the help of Bar diagram</p> <p>Outline the changes India has undergone within the economy</p> <p>Define CPR</p> <p>Value land resource for the people dependent on agriculture</p> <p>Define and calculate cropping intensity</p> <p>Outline cropping seasons</p> <p>Classify farming on the basis of moisture and irrigation</p> <p>Understand characteristics and distribution of a variety of crops.</p> <p>Discuss Agricultural development in India.</p> <p>Outline the growth of Agricultural output and technology.</p> <p>Analyse the problems of Indian Agriculture.</p>	<p>Picture identification ,</p> <p>Map</p> <p>Data</p> <p>Think and share</p> <p>Datas</p> <p>Pie diagram</p> <p>videos</p>	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral questioning</li> <li>• collectively summarizing</li> </ul>



	<p><b>Water Resource</b></p> <ul style="list-style-type: none"> <li>-Water – cyclic resource</li> <li>-water resource of India</li> <li>-surface and underground water</li> <li>-water demand and utilization</li> <li>-demand of water for irrigation</li> <li>-emerging water problems</li> <li>-deterioration of water quality</li> <li>-water conservation and management</li> <li>--prevention of water pollution</li> <li>-- recycle and reuse</li> <li>- watershed management</li> <li>rainwater harvesting</li> <li>-Indian national water policy</li> <li>- Ralegaon siddhi (Ahmadnagar Maharashtra)</li> </ul> <p><b>Planning and sustainable development in India context</b></p> <ul style="list-style-type: none"> <li>- Overview planning</li> </ul>	<p>List and share remedial measures</p> <p>Highlight importance of water resource Diff between surface and underground water</p> <p>Evaluate water demand for irrigation Discuss water problems Give reasons for deterioration of water quality Reason and justify conservation methods Suggest measures prevention of water pollution</p> <p>Understand the importance of recycle and reuse Exp and outline watershed management and rainwater harvesting. Outline their objectives Highlight key features of Indian national water policy.</p> <p>Define planning Highlight its relevance Overview of plans of India Differentiate between regional and sectoral planning</p>	<p>Collaborative learning</p> <p>Presentation</p> <p>Discussion</p> <p>DAtas</p> <p>Case study</p> <p>Maps</p>	<p>Google form</p> <ul style="list-style-type: none"> <li>• Written</li> </ul> <p>Assign Google form</p> <p>Worksheet</p> <ul style="list-style-type: none"> <li>• Oral questioning</li> </ul>
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	<p>perspective Regional and sectoral planning</p> <ul style="list-style-type: none"> <li>- Target area planning</li> <li>- Hill area development programme</li> <li>- drought prone area programme.</li> <li>- case study - ITDP</li> <li>- sustainable development</li> <li>- Indira Gandhi canal command area</li> <li>- measures for promotion of sustainable development</li> </ul> <p><b>Geographical perspective on selective issues and problems</b></p> <ul style="list-style-type: none"> <li>- Environmental pollution</li> <li>-pollution and pollutant</li> <li>- water pollution</li> <li>- air pollution</li> <li>- Noise pollution</li> <li>- Effects of air pollution</li> </ul>	<ul style="list-style-type: none"> <li>- Define target area planning</li> <li>Identify area specific programme</li> <li>Eg . hill area development programme , drought prone area programme</li> <li>Highlight their resource base and development goals</li> <li>Examine 2 case studies under the following headings – physical extent , problem area ,suggestive measures and success / failures</li> <li>Discover the journey from development to sustainable development</li> <li>- List character and factors responsible for different development</li> <li>- outline history and important features of Indira Gandhi canal command area.</li> <li>-list measures for promotion of sustainable development</li> </ul> <ul style="list-style-type: none"> <li>-define environmental pollution</li> <li>-difference between pollution and pollutant</li> <li>- Identify different sources of pollution – water,air ,noise</li> <li>- List human and natural factors which has resulted in this pollution</li> <li>Discuss environmental degradation under different headings</li> <li>Analyse their consequences and effects</li> </ul>	<p>Case study</p> <p>KWL</p> <p>Think Pair and Share</p> <p>EXP</p> <p>WATCH A</p> <p>Movie based on Dharavi</p>	<ul style="list-style-type: none"> <li>• collectively summarizing</li> </ul> <p>Google form</p> <p>Worksheet</p>
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	<ul style="list-style-type: none"> <li>- Water pollution.</li> <li>- Land pollution.</li> <li>- Urban waste disposal problems.</li> <li>-case study - Daurala</li> <li>- rural – urban migration</li> <li>- case study –Ramesh migration</li> <li>- problems of slum</li> <li>- land degradation</li> <li>- case study – Dharavi</li> <li>- Land degradation</li> <li>-case study - Jhabua</li> </ul>	<p>Analyse the problems of urban waste disposal problem</p> <ul style="list-style-type: none"> <li>- Appreciate efforts taken to restore ecology and safeguard human health in Daurala.</li> </ul> <p>Identify other problems apart from pollution – like rural urban migration</p> <p>Give reasons for the same.</p> <p>Give reasons – migration pattern of ramesh.</p> <p>Reason why rural urban migration stream is dominated by males.</p> <p>-highlight the problems</p>		
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**JANUARY**

<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	<b>Determinants</b>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>*define determinant.</li> <li>*list the properties of determinants.</li> <li>*apply the properties of determinants in solving questions.</li> <li>*define adjoint and inverse of a matrix.</li> <li>*calculate the area of the</li> <li>*calculate the inverse of a matrix</li> </ul>	<p>Students will read specific topics from NCERT along with the solved examples at home that will help in further solving questions from Exercises.</p>	<ul style="list-style-type: none"> <li>● ·Class Work.</li> <li>● Oral Questions.</li> <li>● HW given from NCERT (uploaded in Google Classroom)</li> </ul>

		*solve the given system of equations upto three variables.		
<b>English</b>	<b>ASL Activity</b>  <b>Prose-Landscape of the Soul.</b>  <b>Reading Skill: Comprehension (Revision)</b>	<b>Each student will be able to</b>  Listen to the audio carefully and answer the questions given in the worksheet.  Speak fluently and effectively, on the topics given.  Read the lesson.  Identify the theme of the lesson.  Explain the necessity of Art form.  Answer the questions appropriately and meaningfully.	Audio file, Worksheet  Speaking Assessment.  Differentiate Oriental Art form European Art form.  PowerPoint Presentations on different Art forms- Pair and Square. (Collaborative and Experiential Learning)  Class discussion	Worksheet  Oral Questions  Assignment  Worksheets
<b>Political Science</b>	<b>End of Bipolarity 10 classes</b>		1. Three step Interview 3. Think Pair and Share 4. Mind mapping. 5. Peer tutoring 6. Concept Mapping 7. Brainstorming	Word Journal  ABC summary  Peer review

			<p><b>PRACTICE ACTIVITIES</b></p> <p>Students in pairs will solve HOTS questions</p> <p>They will discuss and review the answers</p>	
<p><b>Economics</b></p>	<p><b>Indian Economy on the Eve of Independence Five Year Plans</b></p> <p>Common Goals of Five Year Plans Meaning of Five Year Plans Objectives of Planning. Analysing the importance of Planning in development.</p> <p>Features of Economic Policy under Planning till 1991.</p> <p>Achievement of the Goals of planning f. Failures of Planning</p>	<p>Agriculture sector and industrial sector on the eve of independence with the help of concept mapping. Foreign trade, demographic conditions, Infrastructure, occupational structure on the eve of independence with the help of BALA, real life examples and storytelling methods. Good and bad impacts of British government on Indian Economy with the help of think pair and share method</p> <p>The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method. Identify the goals of five year plan Analyze the importance of planning in development and the achievements as well as the failures of planning with concept mapping</p>	<p>Talk to your Parents and Grandparents and gather information on the situation of Indian population during the British raj.</p> <p>Students will be asked to write positive and negative impacts of British Government on Indian Economy(L) .</p> <p>Oral questions will be asked on meaning de-industrialization, Zamindari system ,Mahalwari system,Ryotwari system (AB)</p> <p>Planning an activity in school</p>	<p>Worksheets</p> <p>Google forms</p>
<p><b>History</b></p>	<p><b>Class 12 Syllabus: Topic: Partition through Oral Sources</b></p>	<p><b>Each student will be able to</b></p> <p>1) Examine the developments that helped in the culmination of communal</p>	<ul style="list-style-type: none"> <li>▪ Think-square-share</li> <li>▪ Guided reading Questions</li> <li>▪ Concept Mapping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral Questions (using the AMP Box)</li> <li>▪ Assignment Questions</li> <li>▪ Peer Assessment</li> </ul>

	Revision of class 11's syllabus	<p>politics in the earlier decades of the twentieth century in order to understand the causes, events and consequences of partition of India.</p> <p>2) Summarize and Contextualize the events and opinions surrounding the Partition of India.</p> <p>3) Infer and interpret the experiences of people in order to understand the differential aspects of partition.</p> <p>4) Examine the nature, relevance and limitations of oral testimonies in reconstruction of history as a source.</p>	▪ Brainstorming	<p>▪ What did you learn today?</p> <p>▪ Identifying and listing the key words</p>
<b>Home Science</b>	<p><b>CLASS XII TOPIC</b></p> <p><b>Development Communication</b></p> <p><b>REVISION</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Explain the concept 'development communication'</li> <li>● Enumerate the objectives of development communication</li> <li>● Case studies</li> </ul>	Identify advertisement on Indian television that aid in development communication	Assignment
<b>Psychology</b>	Revision Ch.5-9	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>● Define concepts articulately</li> <li>● Conceptualize understanding of</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Group presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Written mock examination</li> </ul>

		topics through group discussions and in written format		
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>● Indian Bronze Sculpture</li> <li>● Sculpture Mudra</li> <li>● Time of the sculpture with history</li> </ul>	<ul style="list-style-type: none"> <li>● Students will learn the Iconography of the sculpture .</li> <li>● History</li> <li>● Aesthetics sense</li> </ul>	<ul style="list-style-type: none"> <li>● Showing online reference</li> <li>● Discussion about the Iconography and history of that.</li> <li>● PPT for showing image and discussion</li> </ul>	<ul style="list-style-type: none"> <li>● MCQ</li> <li>● Assignment</li> </ul>
<b>Geography</b>	<p><b>Natural Hazards And Disasters</b></p> <p>Introductions-hazard and disaster  Earthquakes- def,dist,zones,consequences, effects,hazard mitigation  Tsunami – def,dist  Floods –causes , consequences ,control  Droughts – def , type , consequences.  Landslides – def , zones , consequences , mitigation  Disaster management Bill</p> <p><b>Atmospheric Circulation and Weather System</b></p>	<p><b>Each student will be able to</b></p> <p>Define the term Disaster management  Outline the factors governing it.  Define all the hazards.  Outline their consequences and Effects.  Define the term Disaster management.  List do's and don'ts regarding natural disasters  Divide them into zones  Three stages involved in disaster mitigation and management</p> <p>Define Pressure.  Explain the vertical and horizontal</p>	<p>Presentation  Group work</p> <p>Maps</p>	<p>Oral Questions (using the AMP Box)</p> <ul style="list-style-type: none"> <li>▪Assignment Questions</li> <li>▪Identifying and listing the key words</li> </ul>

	<p>-Atmospheric Pressure          -Vertical and Horizontal distribution of Pressure.          -World distribution of Pressure          -Factors affecting the velocity and direction of wind          General circulation of the Atmosphere          -Types of winds          Air mass, fronts, cyclones, Tornadoes</p> <p><b>landform and their evolution</b>          Introduction  <b>Running water</b>          Flow          Three stages          Erosional landforms          Depositional landforms  <b>Ground water</b>          -erosional landforms-pools, sink holes, lapis, limestone pavement          -depositional features stalactites, stalagmite, pillars.  <b>Wind</b>          – erosional features pediments, pediplains, playas, deflation</p>	<p>distribution of Pressure          Examine the world distribution of Pressure.          Examine the factors affecting velocity and direction of wind          Explain the circulation of atmosphere          Identify winds and its types.          Define Air masses, fronts, cyclones, and tornadoes.          And differentiate it from each other.</p> <p>Evolution of landforms.</p> <p>Diff bet flow and linear flow          Exp 3 stages of rivers          Explain the formation of different erosional and depositional features formed by the river .with the help of diagram          Exp the importance of diff agents like ground water , wind          Examine the role of erosion , tpt and deposition in formation of diff landforms          Explain the formation of diff features formed due to erosion and deposition          By ground water and wind action .Explain the ev</p>	<p>Teaching with help of diagrams, maps</p> <p>Technical Integration</p> <p>Hand outs</p> <p>Diagrams</p> <p>Technical Integration</p>	<p>Oral Questions (using the AMP Box)</p> <ul style="list-style-type: none"> <li>▪Assignment Questions</li> <li>▪Identifying and listing the key words</li> </ul> <p>Oral Questions (using the AMP Box)</p> <ul style="list-style-type: none"> <li>▪Assignment Questions</li> <li>▪Identifying and listing the key words</li> </ul>
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	hollow,caves,mushroom rock Depositional features – sand dunes. <b>Glacier and waves - table format</b>			
<b>FEBRUARY &amp; MARCH</b>				
<b>Subject</b>	<b>Topics Covered/ No. of Periods</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>Mathematics</b>	REVISION FOR ANNUAL EXAMINATION			
<b>English</b>	REVISION	REVISION FOR ANNUAL EXAMINATION	TEST	TEST
<b>Political Science</b>	REVISION	<b>Each student will be able to</b> Gain practice in board questions Clarify doubts	Quiz Solving sample questions Question Bank formulation	
<b>Economics</b>	REVISION FOR ANNUAL EXAMINATION			
<b>History</b>	Revision			
<b>Home Science</b>	REVISION			
<b>Psychology</b>	Practicals Revision	<b>Each student will be able to</b> <ul style="list-style-type: none"> <li>● Administer and answer practical related questions</li> </ul>	<ul style="list-style-type: none"> <li>● Viva voice practice</li> <li>● Short mock demo administration</li> </ul>	<ul style="list-style-type: none"> <li>● Mock administration</li> <li>● Individual and group viva sessions</li> </ul>

<b>Fine Arts</b>	REVISION	<ul style="list-style-type: none"><li>• Everyday discussion</li><li>• Week end question answer session</li></ul>	Online and hand written	CBSE norm question paper
<b>Geography</b>	REVISION AND FINAL EXAMINATIONS	<b>Each student will be able to</b> Revise for final examination		