

## ENGLISH

### MONTH: APRIL

Content	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>Honeysuckle</li> <li>A Pact with the Sun</li> <li>Grammar– Kinds of Sentences, Articles</li> <li>Writing Skill– Diary Entry</li> <li>Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Honeysuckle</li> <li>Chapter 1 Who Did Patrick' s Homework</li> <li>Reading Comprehension</li> <li>Grammar</li> <li>Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Honeysuckle</li> <li>A House, A Home (Poem)</li> <li>A Pact With the Sun</li> <li>Chapter 1 A Tale of Two Birds</li> </ul>	<ul style="list-style-type: none"> <li>Writing Skill Diary Entry</li> <li>Grammar :</li> <li>Integrated Grammar</li> </ul>	<ul style="list-style-type: none"> <li>Honeysuckle</li> <li>Chapter 2 How the Dog Found Himself a new master</li> <li>Writing Skill</li> <li>Paragraph Writing</li> </ul>
<b>Learning Objectives</b>	It will enable the students to : <ul style="list-style-type: none"> <li>understand that self–help is the best help and only hard work is the key to success</li> <li>understand the meaning of the saying 'one is known by the company one keeps' learn to write the art of diary writing .</li> </ul>			
<b>Expected Learning Outcomes</b>	The learners will <ul style="list-style-type: none"> <li>understand the importance of hard work .</li> <li>become proficient in pronunciation and intonation . ask and answer questions logically and effectively .</li> <li>be able to use articles correctly .</li> <li>identify and explain the significance of essential elements in poetry .</li> </ul>			
<b>Suggested Activity</b>	The learners will be collecting information on pet and domesticated animals and share it in the class			
<b>Teaching Aids/Resources</b>	Smart Class Content, Dictionary			

### MONTH: MAY

Content	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
Honeysuckle A Pact With the Sun Grammar– Noun, Pronouns Writing Skill– Poster Making	Grammar : Nouns A Pact with the Sun Chapter 2 The Friendly Mongoose	Honeysuckle Chapter 3 Taro' s Reward The Kite (Poem)	Writing: Poster Making Grammar – Pronouns	<b>Summer Break commences</b>

<b>Learning Objectives</b>	<b>It will enable the students to –</b> <ul style="list-style-type: none"> <li>• understand the importance of good values, hard work, sincerity, care and respect for elders, especially one' s parents .</li> <li>• learn to comprehend the lesson and answer the questions .</li> <li>• identify and explain the significance of the essential elements of the writer' s craft in the given poem</li> </ul>
<b>Expected Learning Outcomes</b>	<b>The learners will be able to –</b> <ul style="list-style-type: none"> <li>• ask and answer questions logically and effectively .</li> <li>• engage in creative expression to captivate the audience</li> <li>• use nouns correctly .</li> </ul>
<b>Suggested Activity</b>	Speaking and Writing skills given on Pg . No 36 (Taros Reward)
<b>Teaching Aids/Resources</b>	Smart Class Content and Worksheets

### MONTH: JULY

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact with the Sun</b></li> <li>• <b>Grammar–</b> Prepositions</li> <li>• <b>Writing Skill–</b> Informal letter Writing</li> </ul>	<b>Honeysuckle</b> Chapter 4 An Indian American Woman in Space	<b>Writing Skill :</b> Informal Letter  <b>A Pact with the Sun</b> Chapter 3 The Shepherd' s Treasure	<b>Grammar–</b> Prepositions <b>*Discussion and Assessment of 'The magic Drum and other Favourite stories by Sudha Murthy'</b>	<b>Honeysuckle</b> Chapter 5 A Different Kind of School	<b>Honeysuckle</b> The Quarrel (Poem)  <b>A Pact With the Sun</b> Chapter 4 The OldClock Shop
<b>Learning Objectives</b>	<b>It will enable the students to</b> <ul style="list-style-type: none"> <li>• know about Kalpana Chawla and understand misfortune</li> <li>• understand the importance of good values</li> <li>• demonstrate and recognize the consistent and effective use of prepositions .</li> <li>• learn the art of writing a letter .</li> </ul>				
<b>Expected Learning Outcomes</b>	<b>The learners will :</b> <ul style="list-style-type: none"> <li>• engage in informal writing assignments that require utilization of all stages of the writing process .</li> <li>• be able to ask and answer questions logically and effectively .</li> </ul>				
<b>Suggested Activity</b>	Presentation on differently–abled learners and their achievements				
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary				

## MONTH: AUGUST

Content	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> & 6 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• Honeysuckle</li> <li>• A Pact with the Sun</li> <li>• Grammar– Tenses, Verb</li> <li>• Writing Skill– Biographical Sketch</li> </ul>	<b>Grammar :</b> Verbs, Conjunctions <b>Honeysuckle</b> Beauty (Poem)	<b>A Pact with the Sun</b> Chapter 5 Tansen	<b>Grammar–</b> Tenses (Present and Past)	<b>Grammar–</b> Tenses (Past and future) <b>Writing Skill–</b> Biographical Sketch <b>Integrated Grammar</b>
<b>Learning Objectives</b>	<b>It will enable the students to</b> <ul style="list-style-type: none"> <li>• understand what beauty is, identify the beauty of nature</li> <li>• identify the personality, know about tansen, about classical music demonstrate and recognize consistent control of tenses .</li> <li>• learn to write the biographical sketch using value points .</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The learners will be able to</b> correct inconsistent verb forms . ask and answer questions logically and effectively .			
<b>Suggested Activity</b>	ASL			
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary			

## MONTH: SEPTEMBER

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
	Revision	Revision	<b>Term End I</b>	<b>Term End I</b>
<b>Learning Objectives</b>	<b>It will enable the students</b> <ul style="list-style-type: none"> <li>• to test the learners' comprehension, writing skills, grammar and understanding of the prose and poetry .</li> <li>• to reinforce what was taught during the entire session .</li> <li>• to understand and correct the mistakes made in the answer sheets of sa 1 examination</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The learners will</b> <ul style="list-style-type: none"> <li>• understand and evaluate the errors and mistakes made in the paper and would be able to improve upon the Same through correction .</li> <li>• demonstrate literal and inferential comprehension of what was taught during classroom teaching .</li> <li>• engage in revision with appropriate organization and order of words, sentences and paragraphs within a writing skill</li> </ul>			
<b>Teaching Aids/Resources</b>	Answer sheets and suggested answers .			

## MONTH: OCTOBER

Content	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact With the Sun</b></li> <li>• <b>Grammar- Voice</b></li> </ul>	<b>Honeysuckle</b> Chapter 6 Who I Am <b>Grammar :</b> Subject verb Agreement	<b>A Pact With the Sun</b> Chapter 6 The Monkey and the Crocodile <b>Honeysuckle</b> The Wonderful Words <b>(Poem)</b>	<b>Grammar : Voice</b> (Active Voice and Passive voice)	<b>A Pact With the Sun</b> Chapter 7 The Wonder Called Sleep
<b>Learning Objectives</b>	<b>It will enable the students to</b> <ul style="list-style-type: none"> <li>• understand one's personality, identify how they are different from others, confidence building in learners</li> <li>• understand that one should value friendship</li> <li>• understand the importance of sleep in everybody's life .</li> <li>• comprehend the lesson and answer questions based on the same .</li> <li>• understand and use active and passive voice</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>The learners will</b> <ul style="list-style-type: none"> <li>• the learners should be able to identify different personalities, become self-motivated and confident</li> <li>• be able to ask and answer questions logically and effectively .</li> </ul>			
<b>Suggested Activity</b>	Activity "What's your Nature" given by P. No 78 (Who I Am) .			
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary			

## MONTH: NOVEMBER

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact with the Sun</b></li> <li>• <b>Grammar-Reported Speech, Adjective, Degrees of Adjective</b></li> <li>• <b>Writing Skill- Notice Writing</b></li> </ul>	<b>Grammar- Reported Speech</b> Where Do All the Teachers Go? <b>(Poem)</b>	<b>Grammar :</b> Adjectives <b>A Pact with the Sun</b> Chapter 8 A Pact with the Sun	<b>Grammar :</b> Degrees of Adjectives <b>Writing Skill:</b> Notice Writing	<b>Honeysuckle</b> Chapter 8 A Game of Chance <b>Honeysuckle</b> Chapter 7 Fair Play

<b>Learning Objectives</b>	<b>It will enable students to</b> <ul style="list-style-type: none"> <li>• understand the value of friendships and relationships, identify what is wrong and what is right</li> <li>• know about teachers through the eyes of a child, understand how special is a teacher for them</li> <li>• understand the importance of consulting a good physician and taking effective medicine and sound advice</li> <li>• form sentences keeping in mind the degrees of comparison .</li> </ul>
<b>Expected Learning Outcomes</b>	<b>The learners will</b> <ul style="list-style-type: none"> <li>• engage in informal and formal writing assignments .</li> <li>• become proficient in drafting speeches .</li> </ul>
<b>Suggested Activity</b>	Speaking and Writing skills given on Pg . .No 94 (Fair Play)
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary

## MONTH: DECEMBER

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact with the Sun</b></li> <li>• <b>Grammar</b>- Adverbs, Subject verb agreement</li> <li>• <b>Writing Skill</b>- Writing an autobiography</li> </ul>	<b>Grammar :</b> Articles  <b>Honeysuckle</b> Chapter 9 Desert Animals	<b>Writing Skill :</b> Writing an Autobiography  <b>A Pact with the Sun</b> Chapter 9 What Happened to the Reptiles	<b>Grammar :</b> Adverb  <b>Honeysuckle</b> Vocation <b>(Poem)</b>	<b>Prose :</b> A <b>Pact with the Sun</b>  Chapter 10 A Strange Wrestling march	<b>* Assessment of Listening Skills</b>
<b>Learning Objectives</b>	<b>It will enable students to</b> <ul style="list-style-type: none"> <li>• understand the lifestyle of different animals in the desert, identify the harsh conditions in which they survive</li> <li>• understand the importance of different animals in maintaining balance in the ecosystem, importance of peaceful coexistence</li> <li>• understand the importance of every job or piece of work .</li> </ul>				

	<ul style="list-style-type: none"> <li>• understand the usage of adverbs .</li> <li>• learn to write an autobiography .</li> </ul>
<b>Expected Learning Outcomes</b>	<b>The students will</b> <ul style="list-style-type: none"> <li>• acquire the skill of writing an autobiography .</li> <li>• identify and explain the significance of essential elements in poetry .</li> <li>• engage in formal writing assignments that require utilization of all stages of the writing process .</li> </ul>
<b>Suggested Activity</b>	Complete the conversation given on Pg . No 107 (A Game of Chance)
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary

## MONTH: JANUARY

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact With the Sun</b></li> <li>• <b>Grammar</b>- Article, Modals and Auxiliaries, Integrated Grammar</li> <li>• <b>Writing Skill</b>- Formal Letter</li> </ul>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Writing Skill : Formal Letter</b>  <b>Honeysuckle</b>  <b>What if (Poem)</b>	<b>Grammar : Modals and Auxiliaries</b>  <b>Integrated Grammar</b>	<b>Honeysuckle</b>  Chapter 10 The Banyan Tree
<b>Learning Objectives</b>	<b>It will enable the students to</b> <ul style="list-style-type: none"> <li>• describe about different wild animals, fight between cobra and mongoose, learn to write formal letters .</li> <li>• learn to convert sentences from direct to indirect speech .</li> <li>• write grammatically correct English</li> </ul>				
<b>Expected Learning Outcomes</b>	<b>The learners will</b> <ul style="list-style-type: none"> <li>• use correct expression in their written and spoken english .</li> </ul>				

	<ul style="list-style-type: none"> <li>• become proficient in converting sentences from direct to indirect .</li> <li>• engage in formal writing assignments that require utilization of all stages of the writing process .</li> </ul>
<b>Suggested Activity</b>	I did not get you . What did you say? (Listening Activity)
<b>Teaching Aids/Resources</b>	Smart Class Content, Worksheets and Dictionary

## MONTH: FEBRUARY

Content	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<ul style="list-style-type: none"> <li>• <b>Honeysuckle</b></li> <li>• <b>A Pact with the Sun</b></li> <li>• <b>Grammar</b> : Conjunctions, Reading comprehension and writing</li> <li>• <b>Writing Skill</b> : Paragraph Writing</li> </ul>	<b>Reading Comprehension</b>  <b>Integrated Grammar</b>	Revision	Revision	Revision
<b>Learning Objectives</b>	<b>It will enable learners to</b> <ul style="list-style-type: none"> <li>• write paragraph using correct expressions .</li> <li>• reinforce what was taught during the entire session .</li> </ul>			
<b>Expected Learning Outcomes</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• apply what was learned in classroom to novel situations .</li> <li>• demonstrate literal and inferential comprehension of what was taught during classroom teaching</li> <li>• engage in revision in the following areas :</li> <li>• language, information, style, voice and structure appropriate to the purpose and selected audience .</li> <li>• appropriate organization and order of words, sentences and paragraphs in a composition .</li> </ul>			
<b>Teaching Aids/Resources</b>	Worksheets, Assignments based on Term 2 topics, Smart Class Content			

## MONTH: MARCH

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
	<b>TERM END- II EXAM</b>	<b>TERM END- II EXAM</b>	<b>Result Preparation</b>	<b>Result Preparation</b>

## हिन्दी

मास : अप्रैल

पाठ विषय	प्रथम सप्ताह और द्वितीय सप्ताह	द्वितीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह
वसंत : पाठ 1, 2 व्याकरण : विलोम शब्द, भाषा और	छात्र परिचय भाषा और व्याकरण	वह चिड़िया जो विलोम शब्द (1-25)	अयोध्या में राम अपठित गद्यांश	बचपन

व्याकरण, वर्ण विचार, अपठित गद्यांश रामायण अध्याय 1	वर्ण विचार			
<b>शिक्षण उद्देश्य</b>	<p>पशु अपनी मधुर आवाज़ व अपनी परिस्थिति से प्रकृति की सुंदरता को बढ़ाते हैं ।</p> <p>जीवन में बचपन एक सुंदर पड़ाव है। बचपन पाठ के माध्यम से पीढ़ियों के अंतर को स्पष्ट करना।</p> <p>बच्चों के मन में पशु पक्षियों के बारे में जानने की सहज जिज्ञासा होती है। 'नादान दोस्त' पाठ के माध्यम से स्पष्ट करना।</p> <p>रामायण सदियों से जीवन मूल्यों को सहेजने वाली कथा रही है। छात्रों को जीवन से परिचित करवाना।</p> <p>भाषा की परिभाषा, भेद, व्याकरण की उपयोगिता के बारे में बताकर भाषिक क्षमता का विकास।</p>			
<b>अपेक्षित अधिगम</b>	<ul style="list-style-type: none"> <li>• छात्र चिड़िया के खाने पीने की वस्तुओं के प्रति उनकी रुचि को जानेंगे।</li> <li>• छात्र लेखिका के जीवन व तत्कालीन सामाजिक परिवेश से परिचित होंगे। नादानी में की गए- गलतियों के प्रति सचेत होंगे व उनके मन में जीवों के प्रति प्रेम भावना जागृत होगी।</li> <li>• भाषा की परिभाषा, भेद, व्याकरण की उपयोगिता के बारे में जानेंगे। राम के जन्म के विषय में जानेंगे व प्राचीन शिक्षा पद्धति से छात्र परिचित होंगे।</li> </ul>			
<b>गतिविधि</b>	<b>कविता पाठ ,अभिनय</b>			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			
<b>शिक्षण सामग्री</b>	व्याकरण सी • डी •, स्मार्ट बोर्ड मॉड्यूल			

**मास : मई**

पाठ विषय	प्रथम सप्ताह और द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह
<b>वसंत: पाठ 3, 4</b> रामायण: अध्याय 2 3 व्याकरण: वाक्यांशों के लिए एक शब्द , पत्र (औपचारिक)	नादान दोस्त  वाक्यांशों के लिए एक	चाँद से थोड़ी-सी गर्पे अनुच्छेद  पत्र (औपचारिक)	जंगल और जनकपुरी दशरथ के दो वरदान	<b>ग्रीष्मावकाश</b>

	शब्द (1-25)			
<b>शिक्षण उद्देश्य</b>	<p><sup>1</sup>पाठ के माध्यम से बच्चों की कल्पनाशक्ति विकसित करना व चंद्रमा के घटते व बढ़ने के कारणों से अवगत करवाना।</p> <p><sup>1</sup>जीवन में किसी को दिए गए वचन का बहुत महत्त्व होता है। राम की पितृभक्ति, विनम्रता व विद्वता के बारे में जानकारी देना।</p> <p><sup>1</sup>शब्द भंडार विकसित करना।</p>			
<b>अपेक्षित अधिगम</b>	<p><sup>1</sup>चौद में होने वाले परिवर्तनों (घटने और बढ़ने) के बारे में जानेंगे। नए- कल्पनाओं का विकास होगा।</p> <p><sup>1</sup>गुरु शिष्य संबंध व पितृ भक्ति आदि नैतिक मूल्यों का विकास होगा। राम के आदर्श- आचरण से अवगत होंगे।</p> <p><sup>1</sup>शब्द शक्ति का विकास होगा। छात्र अनौपचारिक पत्र लेखन के माध्यम से दूर रहने वाले सगे संबंधियों व मित्रों से अपने भावों की अभिव्यक्ति कर सकेंगे।</p>			
<b>गतिविधि</b>	<b>रुच परिचय</b>			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			
<b>शिक्षण सामग्री</b>	व्याकरण सी • डी •, स्मार्ट बोर्ड मॉड्यूल			

**मास : जुलाई**

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह
वसंत : पाठ 6-7 रामायण : अध्याय - 4, 5 व्याकरण: संज्ञा, सर्वनाम, लिंग, पर्यायवाची शब्द, वचन	पार नजर के संज्ञा	राम का वन जाना दशरथ के दो वरदान	साथी हाथ बढ़ाना सर्वनाम	चित्रकूट में भरत लिंग	वचन, पर्यायवाची शब्द(1-20)
<b>शिक्षण उद्देश्य</b>	<ul style="list-style-type: none"> <li>● छात्र को उस बात से अवगत करवाया जाएगा कि यदि सूर्य अपना ताप व उर्जा देना बंद कर दे तो मनुष्य को यंत्रों के सहारे ज़मीन के नीचे जीवन बिताना पड़ेगा।</li> <li>● साथी हाथ बढ़ाना (गीत) के माध्यम से मिलकर काम करने व कठिनाइयों से न घबराने की भावना को विकसित किया जाएगा।</li> <li>● छात्र को राम को वन में होने वाली कठिनाइयों व भरत के भाव प्रेम से परिचित करवाया जाएगा।</li> <li>● रचनात्मक कौशल का विकास किया जाएगा।</li> </ul>				

अपेक्षित अधिगम	● पर्या-वरण के महत्त्व को जानेंगे. मिलकर काम करने व कठिनाइयों से न घबराने की भावना का विकास होगा। सहयोग की भावना का विकास होगा। भाव प्रेम से अवगत होंगे व नैतिक मूल्यों का विकास होगा। शब्द ज्ञान में वृद्धि होगी।
गतिविधि	श्रुतलेख
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।
शिक्षण सामग्री	व्याकरण सी० डी०, स्मार्ट बोर्ड मॉड्यूल

### मास : अगस्त

पाठ विषय	प्रथम सप्ताह और द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह और षष्ठ सप्ताह
वसंत : पाठ 9, 10 रामायण: अध्याय- 6 व्याकरण: मुहावरे, विशेषण अपठित गद्यांश, संवाद लेखन	टिकट एलबम	मुहावरे (1-10) विशेषण	दंडक वन में दस वर्ष	संवाद लेखन अपठित गद्यांश
<b>शिक्षण उद्देश्य</b>	<ul style="list-style-type: none"> <li>● छात्रों को 'एकांकी' से परिचित करवाया जाएगा. समय पर कार्य- करने के लिए प्रेरित किया जाएगा।</li> <li>● 'झाँसी की रानी' पाठ से देश पर कृपा-न होने वाली रानी लक्ष्मीबाई- की साहसिक जीवन गाथा से परिचित करवाया जाएगा.</li> <li>● प्रकृति की कोई- भी वस्तु व्यथ- नहीं होती। मनुष्य अपनी रचनात्मकता से सभी को श्रेष्ठ बना लेता है उससे अवगत रवाया जाएगा। भाषा में सरसता लाने के लिए मुहावरों का प्रयोग करना सीखेंगे व व्याकरण के माध्यम से भाषिक क्षमता का विकास होगा।</li> </ul>			
<b>अपेक्षित अधिगम</b>	<ul style="list-style-type: none"> <li>● एकांकी से परिचित होंगे। समय पर कार्य करने की सीख मिलेगी। देश भक्ति की भावना विकसित होगी। शहीदों के प्रति सम्मान का भाव जागृत होगा। दृढ़ निश्चय के बल पर कठिनाइयों का सामना करना सीखेंगे। छात्रों में संग्रह क्षमता विकसित होगी।</li> <li>● भाषा में सरसता लाने के लिए मुहावरों का प्रयोग करना सीखेंगे व व्याकरण के माध्यम से भाषिक क्षमता का विकास होगा।</li> </ul>			
<b>गतिविधि</b>	ऐसे ऐसे (अभिनय)			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			
<b>शिक्षण सामग्री</b>	व्याकरण सी० डी०, स्मार्ट बोर्ड मॉड्यूल			

**मास : सितम्बर**

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह और पंचम सप्ताह
वसंत, रामायण , व्याकरण, पत्र, संवाद लेखन	पुनरावृत्ति	प्रथम सत्र परीक्षा	प्रथम सत्र परीक्षा	प्रथम सत्र परीक्षा
<b>अपेक्षित अधिगम</b>	छात्र प्रथम सत्र परीक्षा की तैयारी करने में समर्थ होंगे तथा उनकी समस्याओं का निवारण हो सकेगा।			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			
<b>गतिविधि</b>	पुनरावृत्ति - विषय वस्तु, लेखन क्षमता, स्मरण शक्ति			

**मास : अक्टूबर**

पाठ विषय	प्रथम सप्ताह और द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह
वसंत: -पाठ 10, 11 रामायण :- अध्याय- 7 सीने का हिरण, सीता की खोज व्याकरण:-क्रिया, कारक	झाँसी की रानी	सीने का हिरण सीता की खोज	जो देखकर भी नहीं देखते	कारक क्रिया (कर्म के आधार पर)
<b>शिक्षण उद्देश्य</b>	<ul style="list-style-type: none"> <li>देख पाने की क्षमता ईश्वरीय का वरदान है जो जीवन को रंगों से भर देती है। छात्र ईश्वरीय की नियामत से अवगत होंगे।</li> <li>मनुष्य कभी-कभी बाहरी आँखों से जो देखता है वह सच नहीं होता और वह छलावे व भुलावे में पड़ कर अपने लक्ष्य से भटक जाता है उससे अवगत करवाया जाएगा।</li> <li>सीता की खोज में लगे राम की सहायता पशु-पक्षी , पेड़-पौधे भी करते हैं उसके द्वारा सहयोग की भावना जागृत करना।</li> </ul>			
<b>अपेक्षित अधिगम</b>	छात्र छलावे व भुलावे में न पड़ कर अपने लक्ष्य के प्रति समर्पित होंगे। प्रकृति की मनोहारी छटा का आनंद उठाएँगे। ईश्वरीय की देन (आँखें)के महत्त्व को समझेंगे व प्रकृति की हर वस्तु द्वारा दिए गए संदेश को समझ पाएँगे। क्रिया व कारक की पहचान होगी व प्रयोग करना सीखेंगे।			
<b>गतिविधि</b>	<b>स्वतन्त्रा सेनानी का परिचय</b>			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			

शिक्षण सामग्री	व्याकरण सी• डी•, स्मार्ट बोर्ड मॉड्यूल
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मास : नवम्बर

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह
वसंत: पाठ 12, 13, 14 व्याकरण : विलोम शब्द पर्यायवाची शब्द, अपठित गद्यांश	विलोम शब्द (26-50) संसार पुस्तक है	मैं सबसे छोटी होऊँ पर्यायवाची शब्द (21-40)	अपठित गद्यांश लोकगीत	लोकगीत
<b>शिक्षण उद्देश्य</b>	<sup>1</sup> संसार पुस्तक है के माध्यम से छात्र को देश - विदेश तथा प्रकृति संबंधी जानकारी देना। <sup>1</sup> माँ का आँचल बच्चों के लिए दुनिया की सबसे महफूज जगह होती है। उससे अवगत करवाया जाएगा। <sup>1</sup> व्याकरण के प्रयोग से भाषा दक्षता ग्रहण करेंगे।			
<b>अपेक्षित अधिगम</b>	<sup>1</sup> पं० नेहरू द्वारा लिखे 'पिता के पुत्र पुत्री के नाम' के माध्यम से संसार की उत्पत्ति व विकास के रहस्य को जानेंगे। माँ के प्रति बच्चों का प्यार, बच्चे <sup>1</sup> अपने बचपन के महत्त्व को जानेंगे। बड़ों की बात मानने की प्रवृत्ति का विकास होगा। मित्रता के महत्त्व को समझेंगे।			
<b>गतिविधि</b>	<b>कहानी वाचन</b>			
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।			
शिक्षण सामग्री	व्याकरण सी• डी•, स्मार्ट बोर्ड मॉड्यूल			

मास : दिसम्बर

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पञ्चम सप्ताह
वसंत:-पाठ : 14, 15 रामायण : अध्याय-9, 10 वाक्यांशों के लिए एक शब्द चित्र वर्ण, संवाद लेखन	लोकगीत (जारी) अनुच्छेद लेखन	नौकर	लंका में हनुमान, वाक्यांशों के लिए एक शब्द (26-49)	चित्र वर्णन संवाद लेखन	राम और सुग्रीव
<b>शिक्षण उद्देश्य</b>	<sup>1</sup> लोकगीत के माध्यम से ग्रामीण परिवेश व वहाँ के गीतों से अवगत करवाना।				

	<p><sup>1</sup>जीवन में श्रम का विशेष महत्त्व से अवगत करवाना। कार्य करने वाले (शारीरिक एवं मानसिक) वेतन भोगी मज़दूर नहीं होते। वे हमारे अपने के समान होते हैं। धैर्य और मन से किया गया कार्य निष्फल नहीं होता।</p> <p><sup>1</sup>निरंतर अभ्यास से अपनी रचनात्मक क्षमता को बढ़ाया जा सकता है।</p> <p><sup>1</sup>राम सुग्रीव की मित्रता से परिचित करवाना।</p>
<b>अपेक्षित अधिगम</b>	<p>लोकगीतों की परंपरा समझेंगे व ग्रामीण संस्कृति से जुड़ने का प्रयास करेंगे।</p> <p><b>सच्चा मित्र औषधि की तरह होता है'</b> छात्र भाषा के महत्त्व को जानेंगे। छात्रों की भाषिक क्षमता का विकास होगा।</p>
<b>गतिविधि</b>	<b>लोक गीत संग्रह</b>
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।
<b>शिक्षण सामग्री</b>	व्याकरण सी० डी०, स्मार्ट बोर्ड मॉड्यूल

**मास : जनवरी**

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह	पंचम सप्ताह
<p>वसंत:- पाठ : 16</p> <p>रामायण : अध्याय-11</p> <p>व्याकरण : पत्र लेखन (अनौपचारिक)</p>	<b>शीतकालीन अवकाश</b>	<b>शीतकालीन अवकाश</b>	वन के माग-में	लंका विजय	पत्र लेखन (अनौपचारिक)
<b>शिक्षण उद्देश्य</b>	<sup>1</sup> आपसी प्रेम से कठिनाइयों से भरा मार्ग भी सरल हो जाता है। राम-सीता व लक्ष्मण के वन गमन में नगरवासियों का रूनेह तीनों को अभिभूत कर देता है। सच्च की जीत होती है से अवगत करवाना।				
<b>अपेक्षित अधिगम</b>	<sup>1</sup> वनवास के समय राम व सीता को होने वाली कठिनार्यों व परेशानियों से छात्र अवगत होंगे। वे नेक प्रेम व दृढ़ इच्छा शक्ति से प्रेरणा ग्रहण कर जीवन में संघर्ष करना सीखेंगे।				
<b>गतिविधि</b>	<sup>1</sup> औपचारिक पत्र की रूपरेखा के माध्यम से कार्यालयी पत्र व्यवहार करना सीखेंगे।				
<b>गतिविधि</b>	पत्र लेखन				
आकलन	संबंधित पाठ सार्थक कक्षा परीक्षा (मौखिक व लिखित) रूप में व निर्दिष्ट पत्रिका द्वारा आकलन किया जाएगा।				
<b>शिक्षण सामग्री</b>	व्याकरण सी० डी०, स्मार्ट बोर्ड मॉड्यूल				

मास : फरवरी

पाठ / विषय	प्रथम सप्ताह		द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ- सप्ताह
रामायण : अध्याय-12	राम का राज्याभिषेक	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति
शिक्षण उद्देश्य	1.साहस व शौर्य से किया गया कार्य हमें मान सम्मान दिलाता है। राम के राज्याभिषेक द्वारा उस संदेश से अवगत करवाया जाएगा।				
अपेक्षित अधिगम	1.मर्यादा पुरूषोत्तम राम के जीवन व आदर्शों से परिचित होंगे व जीवन में अपनाने का प्रयास करेंगे। 1.छात्र वार्षिक परीक्षा की तैयारी करने में समर्थ होंगे।				

मास : मार्च

पाठ विषय	प्रथम सप्ताह	द्वितीय सप्ताह	तृतीय सप्ताह	चतुर्थ सप्ताह
	द्वितीय सत्र परीक्षा	द्वितीय सत्र परीक्षा	द्वितीय सत्र परीक्षा	उपलब्धि दिवस

## SANSKRIT

MONTH: APRIL

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
प्रथम:- द्वितीय: पाठ: व्याकरण-वर्ण-विन्यास एवं संयोजन, लिंग परिचय, त्रीणि लिंगानि, त्रयः पुरुषाः, त्रीणि वचनानि शब्द रूप- देव ,लता व तत् धातु रूप-लटलकारः स्वपरिचय	वर्णमाला , संयुक्ताक्षर , वर्ण-विन्यास-संयोजन, त्रीणि लिंगानि, त्रयः स्वपरिचय	अकारान्त पुल्लिंग शब्द रूप- देव सर्वनाम शब्द रूप-तत् एतत् पुल्लिंग	आकारान्त स्त्रीलिंग शब्द रूप- लता सर्वनाम शब्द रूप - तत् एतत् स्त्रीलिंग	धातु रूप-लट्- खेल्, भू, पठ गम । पुरुषाः, त्रीणि वचनानि
शिक्षण उद्देश्य	छात्रों को अकारान्त पुल्लिंग, आकारान्त स्त्रीलिंग, वर्ण-विन्यास एवं संयोजन, तीनों लिंग, पुरुष, और वचनों का ज्ञान कराना।			
अपेक्षित शिक्षण अधिगम	छात्रों को अकारान्त पुल्लिंग, आकारान्त स्त्रीलिंग, वर्ण-विन्यास एवं संयोजन, तीनों लिंग, पुरुष, और वचनों का ज्ञान प्राप्त होगा।			
रचनात्मक गतिविधि	चित्र चिपकाकर अकारान्त पुल्लिंग शब्दों का परिचय। चित्र चिपकाकर आकारान्त स्त्रीलिंग शब्दों का परिचय।			

शिक्षण सामग्री	शब्द कोश
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।

## MONTH: MAY

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
तृतीयः पाठः व्याकरण-शब्द रूप- फल ,सर्वनाम शब्द रूप – तत् नपुंसकलिंग , धातु रूप-लट्-गम	अकारान्त नपुंसकलिंग शब्द रूप- फल, चल, चर् सर्वनाम शब्द रूप – तत् एतत् नपुंसकलिंग, कृ, गर्ज	धातु रूप-लट्-गम् पुनरावृत्ति, अस्, धाव्	ग्रीष्म अवकाशाः	ग्रीष्म अवकाशाः
शिक्षण उद्देश्य	1- छात्रों को अकारान्त नपुंसकलिंग शब्दों से अवगत कराना। 2- संस्कृत भाषा में प्रयुक्त विभिन्न धातुओं का प्रथम व मध्यम पुरुष में प्रत्ययों की सहायता से कर्ता के साथ धातुओं का प्रयोग सिखाना।			
अपेक्षित शिक्षण अधिगम	1- छात्र अकारान्त नपुंसकलिंग शब्दों से अवगत होंगे। 2- संस्कृत भाषा में प्रयुक्त विभिन्न धातुओं का प्रथम व मध्यम पुरुष में प्रत्ययों की सहायता से कर्ता के साथ धातुओं का प्रयोग सिखाना।			
रचनात्मक गतिविधि	चित्र चिपकाकर नपुंसकलिंग शब्दों का वर्ण-विन्यास करें।			
शिक्षण सामग्री	शब्द कोश			
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।			

## MONTH: JULY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
चतुर्थः पाठः-पंचमः पाठः व्याकरण- धातु रूप – लृट लकार – क्रीड,भू,धातु रूप- लृट लकार-कूज्, पा, दृश्, वह् दा, वद्, खाद्	विद्यालयः	शब्द रूप-अस्मद्,युष्मद् धातु रूप – लृट लकार – दा, वद्, खाद्	वृक्षः, धातु रूप - क्रीड, भू	धातु रूप- लृट लकार – कूज्, पा, दृश्, वह्	शब्द रूप-अस्मद्,युष्मद् पुनरावृत्ति
शिक्षण उद्देश्य	सर्वनाम शब्द रूप और लृट लकार का प्रयोग सिखाना। छात्रों में अन्यथासमर्थ छात्रों के लिए सम्मान व संवेदनशीलता का विकास।				

अपेक्षित शिक्षण अधिगम	सर्वनाम शब्द रूप और लृट लकार का प्रयोग सीख सकेंगे। छात्रों में अन्यथासमर्थ छात्रों के लिए सम्मान व संवेदनशीलता का विकास होगा।
रचनात्मक गतिविधि	अन्यथासमर्थ बालकों के लिए विद्यालयों में दी जाने वाले सुविधाओं का चित्र सहित वर्णन।
शिक्षण सामग्री	शब्द कोश/इंटरनेट
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।

## MONTH. AUGUST

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> & 6 <sup>th</sup> Week
षष्ठः पाठः—सप्तमः पाठः व्याकरण— उपपद विभक्ति, अव्यय, धातु—लंग लकार दा, वद्, खाद्, धातु—लंग लकार दा, वद्, खाद्	समुद्र तटः	कारक परिचय, सरल अनुवाद रचना, उपपदविभक्ति: (द्वितीया से तृतीया)	वकस्य प्रतीकारः अव्यय, वद्, खाद्,	धातु—लङ् लकार दा, चिन्त्, कृ
शिक्षण उद्देश्य	छात्रों को समुद्र तट व उससे संबंधित आजीविका के बारे में जानकारी देना। छात्रों को लोक कथा की जानकारी देना।			
अपेक्षित शिक्षण अधिगम	छात्र समुद्र तट व उससे संबंधित आजीविका के बारे में जानेंगे। छात्र लोक कथा के बारे में जानेंगे।			
रचनात्मक गतिविधि	1—समुद्र से होने वाली आजीविका के बारे में जानकारी प्राप्त कर चित्र सहित दर्शाएँ।			
शिक्षण सामग्री	शब्द कोश			
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।			

## MONTH. SEPTEMBER

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति	संकलनात्मक परीक्षा	संकलनात्मक परीक्षा उत्तर पुस्तिका पर चर्चा
अपेक्षित शिक्षण अधिगम	छात्र प्रथम सत्र परीक्षा की तैयारी करने में समर्थ होंगे तथा समस्याओं का निवारण कर सकेंगे। पुनरावृत्ति के द्वारा छात्र पाठ्यक्रम का प्रत्यास्मरण कर सकेंगे।			

## MONTH: OCTOBER

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
अष्टमः—नवमः पाठः व्याकरण— उपपद विभक्ति—पंचमी	सूक्तिस्तबकः	कारक—उपपद—विभक्ति – (द्वितीया से चतुर्थी )	अङ्गुलीयकं प्राप्तम्	फलानाम्, शाकानाम् नामानि पुनरावृत्ति
शिक्षण उद्देश्य	पारंपरिक सूक्तियों के माध्यम से विद्यार्थियों को नैतिक शिक्षा का ज्ञान देना।			
अपेक्षित शिक्षण अधिगम	पारंपरिक सूक्तियों के माध्यम से विद्यार्थी नैतिक शिक्षा का ज्ञान प्राप्त करेंगे।			
रचनात्मक गतिविधि	1— महाकवि कालिदास द्वारा रचित अन्य नाटकों के नाम लिखें।			
शिक्षण सामग्री	शब्द कोश			
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।			

## MONTH: NOVEMBER

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
दशमः पाठः—एकादशः पाठः व्याकरण— सप्तमी विभक्ति, धातु—स्था, नश्	कृषिकाः कर्मवीराः सप्तमी विभक्ति	पुष्पोत्सवः	धातु—स्था, नश्, शरीरस्यांगनि	शरीरस्यांगनि पुनरावृत्ति
शिक्षण उद्देश्य	छात्रों को कृषि क्षेत्र में स्त्रियों के श्रम योगदान के बारे में जानकारी देना। छात्रों को पुष्पोत्सव की जानकारी देना।			
अपेक्षित शिक्षण अधिगम	छात्र कृषि क्षेत्र में स्त्रियों की कर्मठता के बारे में जानकारी प्राप्त करेंगे। छात्र फूल वालों की सैर के बारे में जानकारी प्राप्त करेंगे।			
रचनात्मक गतिविधि	देश के विभिन्न भागों में होने वाले पुष्पोत्सव और कृषि उत्सव के बारे में तर्कपूर्ण सूचना संकलन तैयार करें।			
शिक्षण सामग्री	शब्द कोश			
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।			

## MONTH: DECEMBER

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
द्वादशः पाठः—त्रयोदशः पाठः व्याकरण— संख्या— 1—10, लोट् लकार, अव्यय धातु— गण्, प्रच्छ, खाद्, पद्	संख्या— 1—20 धातु— खाद्, पद्	दशमः त्वम् असि	विमानयानं रचयाम	लोट् लकार, गण्, प्रच्छ	संख्या— 1—20 अपठित गद्यांश पुनरावृत्ति

शिक्षण उद्देश्य	छात्रों में सर्जनात्मक चिन्तन का विकास छात्रों को संस्कृत की गिनती की जानकारी देना। सर्वमंगल की भावना का विकास करना।
अपेक्षित शिक्षण अधिगम	छात्र संस्कृत की गिनती सीख सकेंगे। सर्वमंगल की भावना का विकास होगा।
रचनात्मक गतिविधि	गिनती के आधार पर चित्र चिपकाएँ।
शिक्षण सामग्री	शब्द कोश
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।

## MONTH: JANUARY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
चतुर्दशः पाठः— व्याकरण— अव्यय	शीतकालीन अवकाश	शीतकालीन अवकाश	अहह आः च	अव्यय	अपठित गद्यांश, चित्रवर्णन
शिक्षण उद्देश्य	कश्मीरी लोककथा के माध्यम से लोक बुद्धि की महत्ता की जानकारी देना।				
अपेक्षित शिक्षण अधिगम	कश्मीरी लोककथा के माध्यम से लोक बुद्धि की महत्ता की जानकारी प्राप्त होगी।				
रचनात्मक गतिविधि	1—आदर्श वाक्य संकलन ( मूल्यांकन बिंदु ) शुद्ध लेखन, शुद्ध चयन 2—अभ्यास कार्य— ( मूल्यांकन बिंदु ) शुद्ध उत्तर, शुद्ध वर्तनी				
शिक्षण सामग्री	शब्द कोश				
मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।				

## MONTH: FEBRUARY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
पंचदशः पाठः व्याकरण— कारक, विभक्ति परिचय, शब्द रूप, धातु रूप	मातुलचंद्र !! (बालगीतम)	कारक, विभक्ति परिचय, शब्द रूप, धातु रूप पुनरावृत्ति	पुनरावृत्ति	पुनरावृत्ति
शिक्षण उद्देश्य	छात्रों को सस्वर बालगीत गायन सिखाना।			
अपेक्षित शिक्षण अधिगम	छात्र सस्वर बालगीत गायन सीखेंगे।			
रचनात्मक गतिविधि	अन्य बालगीत गायन			
शिक्षण सामग्री	शब्द कोश			

मूल्यांकन	अभ्यास पत्रिका, कक्षा परीक्षा, मौखिक वाचन और कक्षा-कक्ष गतिविधियाँ।
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### MONTH: MARCH

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
-	संकलनात्मक परीक्षा	संकलनात्मक परीक्षा	संकलनात्मक परीक्षा	उत्तर पुस्तिका पर चर्चा

## MATHEMATICS

### MONTH: APRIL

Content/ Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 1:</b> Knowing Our Numbers  <b>Chapter 2:</b> Whole Numbers	Orientation for Students  <b>Chapter 1:</b>  Comparing numbers, ascending and descending order, place value  <ul style="list-style-type: none"> <li>International and Indian place value system,</li> </ul>	<b>Chapter 1:</b>  <ul style="list-style-type: none"> <li>Estimation,</li> <li>Word problems,</li> <li>Roman numerals</li> </ul>	<b>Chapter 2 :</b>  <ul style="list-style-type: none"> <li>Whole numbers, natural numbers, predecessor, successor,</li> <li>Number line, properties of whole numbers</li> </ul>	<b>Chapter 2 (Cont.)</b>  <ul style="list-style-type: none"> <li>Distributive property of multiplication over addition and subtraction</li> <li>Word problems and patterns</li> </ul>

<b>Learning Objectives</b>	<b>It will enable the students to :</b> learn Indian and International place value system <ul style="list-style-type: none"> <li>• familiarize with the rules for writing the Roman numerals .</li> <li>• understand various properties of whole numbers .</li> </ul>
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• develop the ability to compare Indian and International place value system .</li> <li>• apply the knowledge of numbers in real life situations .</li> <li>• estimation of sum, difference and multiplication to reinforce the skills of estimation</li> <li>• application of the properties of whole numbers in problem solving in real life situations</li> </ul>
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>▪ Distributive property of multiplication over addition</li> <li>▪ puzzle on whole numbers</li> </ul>
<b>Teaching aid/Resources</b>	Smart Class Content <ul style="list-style-type: none"> <li>• Teaching aids on properties of whole numbers</li> </ul>

## MONTH: MAY

Content/ Topic	1 & 2 Week	3 Week	4 Week	5 <sup>th</sup> Week
<b>Chapter 3</b> Playing with Number	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• Multiples and factors, even and odd numbers, prime and composite numbers, Divisibility rules of 2,3,4,5, 8, 9, 10, 11</li> </ul>	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• Some more Divisibility rules, Co-prime numbers</li> </ul>	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• H . C . F and L . C . M</li> </ul>	<b>Summer Break commences Break</b>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> familiarize the students with different types of numbers . <ul style="list-style-type: none"> <li>• acquaint them with various divisibility rules .</li> <li>• enable them to understand in detail the concept of HCF and LCM .</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• understand the concept of common factors and common multiples .</li> <li>• apply the concept of H . C . F and L . C . M in problem solving in real life situations .</li> </ul>			

<b>Lab Activity</b>	<b>Ppt on real life applications of HCF and LCM.</b>
<b>Teaching aid/Resources</b>	• Smart Class Content

## MONTH: JULY

<b>Content/ Topic</b>	<b>1 Week</b>	<b>2 Week</b>	<b>3 Week</b>	<b>4 Week</b>	<b>5 Week</b>
<b>Chapter 3</b> Playing with Numbers <b>Chapter 6</b> Integers <b>Chapter 4</b> Basic Geometrical ideas	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• Word problems based on H.C.F and L.C.M</li> </ul> <b>Chapter 6</b> <ul style="list-style-type: none"> <li>• Introduction of negative numbers, representation of integers on number Line .</li> </ul>	<b>Chapter 6</b> <ul style="list-style-type: none"> <li>• Addition and subtraction of integers on number line</li> </ul>	<b>Chapter 6 (Cont.)</b> <ul style="list-style-type: none"> <li>• operation of addition and subtraction of integers</li> </ul>	<b>Chapter 4</b> <ul style="list-style-type: none"> <li>• Line, line segment, ray, open and closed figure, intersecting lines, parallel and perpendicular lines, polygons , curves</li> <li>• Angles and its Components .</li> </ul>	<ul style="list-style-type: none"> <li>• Triangles, quadrilaterals and its components</li> </ul>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• enable the students to represent the integers on the number line .</li> <li>• familiarize the students with the concept of integers</li> <li>• apply various properties of addition and subtraction of integers and its application in real life situations</li> <li>• define and illustrate the terms point, line, line segment , plane , angle , triangle , quadrilateral and circle</li> <li>• differentiate between open and closed figures</li> <li>• explain the interior and exterior of an angle, triangle and quadrilateral .</li> </ul>				
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• apply the concept of H.C.F and L.C.M in problem solving in real life situations .</li> <li>• understand negative numbers and integers .</li> <li>• understand the application of integers in real life situations</li> <li>• understand the linkage of geometry in everyday experiences</li> </ul>				
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• Addition of integers using stickers</li> <li>• Floor games on Integers</li> </ul>				

<b>Teaching aid/Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class Content, Integer kit</li> <li>• Geometrical Instrument kit</li> <li>• Roller charts about angles</li> </ul>
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**MONTH: AUGUST**

Content/ Topic	1 &2 Week	3 Week	4 Week	5 Week
<b>Chapter 4</b> Basic Geometrical Ideas <b>Chapter 5</b> Understanding Elementary Shapes	<b>Chapter 4</b> (cont) <ul style="list-style-type: none"> <li>• Circles– centre, radius, sector, segment, arc and chord</li> </ul>	<b>Chapter5</b> <ul style="list-style-type: none"> <li>• Comparison and measurement of line segments, magnitude of angles, degree easure of an angle, kinds of angles</li> </ul>	<b>Chapter 5</b> (cont) <ul style="list-style-type: none"> <li>• Classification of triangles– based on sides and angles</li> <li>• Types of Quadrilaterals</li> </ul>	<b>Chapter 5</b> (cont) <ul style="list-style-type: none"> <li>• Polygons, three dimensional shapes</li> </ul>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• acquaint the various components of the circle</li> <li>• acquaint the various methods of measuring a line segment</li> <li>• draw and measure different angles</li> <li>• classify different types of angles, triangles and polygons</li> <li>• identify various properties of 2-D and 3-D shapes</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• understand the linkage of geometry in everyday experiences</li> <li>• understand various types of triangles , angles and quadrilaterals</li> <li>• relate the concept of three dimensional shapes in day to day life situations</li> </ul>			
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To make the cube and cuboids/ pyramid (3D) using net and count the number of faces, vertices and edges</li> <li>• Various component of Circle</li> </ul>			
<b>Teaching aid/Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Teaching aid on properties of quadrilaterals</li> <li>• Integer kit</li> <li>• Models on 3D shape</li> </ul>			

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Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
	<b>Revision</b>	<b>Term I exam</b>	<b>Term I exam</b>	<b>Term I exam</b>	Term 1 exams and Distribution and

					discussion of answer sheets and correction of the same .
<b>Learning Objectives</b>	To know and correct the mistakes done in the answer sheets of term 1 examination .				
<b>Expected Learning Outcomes</b>	The learners would be able to understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction .				
<b>Teaching aid</b>	Mock test paper Mind maps of all term 1 chapters Answer sheets and suggested answers .				
<b>Assessment</b>	Corrections in Term 1 paper .				

## MONTH: OCTOBER

Content/ Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter7</b> Fractions <b>Chapter8</b> Decimals	<b>Chapter 7 Fraction :</b> <ul style="list-style-type: none"> <li>• Fraction, representation of fraction on number line, proper and improper fractions .</li> <li>• Mixed fraction</li> <li>• Equivalent fraction, simplest form</li> <li>• Like and unlike fraction</li> </ul>	<b>Chapter 7 (Cont . )</b> <ul style="list-style-type: none"> <li>• Comparing fractions, addition and Subtraction of fraction .</li> <li>• Word problems related to addition and subtraction of fractions</li> </ul>	<b>Chapter 8</b> Review of the idea of a decimal Place value of Decimal Fraction	<b>Chapter8 (cont . )</b> Use of decimals in various Measurements <ul style="list-style-type: none"> <li>• Representation of decimals on number line</li> <li>• Fractions as decimals and decimals as fractions, Comparing decimals .</li> <li>• Addition of decimals</li> <li>• Subtraction of decimals</li> </ul>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• familiarise with different kinds of fractions .</li> <li>• represent the fractions on the number line .</li> <li>• understand the comparison of fractions .</li> <li>• explain addition and subtraction of fractions and their application in day to day life .</li> <li>• acquaint with decimal fractions and their types . • compare, add and subtract the decimal fraction .</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• familiarize with fraction and its properties</li> <li>• understand &amp; apply fractions in addition &amp; subtraction in problem solving situations</li> </ul>			

<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• Activity based on decimals addition using graph paper .</li> <li>• Error analysis of term 1 paper</li> </ul>
<b>Teaching aid/Resources</b>	<ul style="list-style-type: none"> <li>• Fractional Kit &amp; Smart Class Content</li> </ul>

### MONTH: NOVEMBER

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Chapter8</b> Decimals <b>Chapter 9</b> Data Handling <b>Chapter10</b> Mensuration	<b>Chapter8 (Cont . )</b> <ul style="list-style-type: none"> <li>• Word problem involving addition and subtraction of decimals</li> </ul>	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>• Data, collection, organization and interpretation of data, pictograph</li> </ul>	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>• Drawing a pictograph and bar Graph</li> <li>• Introduction and general understanding of perimeter using various shapes</li> </ul>	<b>Chapter 10</b> Concept of area Area of rectangle and square <ul style="list-style-type: none"> <li>• Area of ir-regular figures by counting the squares</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• <b>It will enable the students to :</b></li> <li>• apply the concept of addition and subtraction of decimals in problem solving situations .</li> <li>• acquaint the students with various terms related to statistics .</li> <li>• analyse, interpret and represent numerical data using pictograph and bar graph • familiarize with the concept of perimeter and area of plane figures .</li> <li>• derive and apply the formula for finding the perimeter and area of plane figures .</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• <b>Students will be able to</b></li> <li>• understand and apply addition and subtraction of decimals in problem solving situations</li> <li>• acquaint the students with various terms related to statistics .</li> <li>• represent and interpret the data through pictograph and bar graph</li> <li>• understand and apply of the concept of area and perimeter in our daily life</li> </ul>			
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• Activity on area using square lined paper</li> <li>• Activity on perimeter</li> </ul>			
<b>Teaching aid/Resources</b>	Smart Class Content <ul style="list-style-type: none"> <li>• Teaching aids on Area and Perimeter</li> </ul>			

### MONTH: DECEMBER

Content/ Topic	1 Week	2 Week	3 Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<b>Chapter10</b> Mensuration <b>Chapter11</b> Algebra <b>Chapter12</b> Ratio & Proportion	<b>Chapter 10</b> • Area of figures by splitting into rectangles	<b>Chapter 11</b> • Introduction of variables, Constant, expression, use of variables in common Rules • Equation, solving an equation	<b>Chapter12</b> • <b>Concept of ratio,</b> • Properties of ratio	<b>Chapter12 (Cont)</b> • Equivalent ratio Proportion • Unitary method, Word problems related to ratio and unitary method	<b>Chapter12 (Cont)</b> • Unitary method, Word problems related to ratio and unitary method
<b>Learning Objectives</b>	<b>It will enable the students to :</b> • derive and apply the formula for finding the perimeter and area of plane figures . • familiarize with the various terms related to algebra . • apply algebra in problem solving in real life situations . • apply ratio and proportion in problem solving in real life situations				
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> • understand and apply the concept of area and perimeter in our daily life • familiarize with the various terms related to algebra . • apply algebra in problem solving in real life situations • apply ratio and proportion in problem solving in real life situations				
<b>Lab Activity</b>	• Activity .on Area of irregular figure using square lined paper .				
<b>Teaching aid/Resources</b>	Smart Class Content & Model on lines of symmetry logical reasoning questions				

## MONTH: JANUARY

<b>Content/ Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Chapter 14</b> Practical Geometry <b>Chapter13</b> Symmetry	<b>Winter Break</b>	<b>Winter Break</b>	<b>Chapter 14</b> • Construction of Circles when radius is Known • Construction of perpendicular lines Copy of line segment	• Constructing Angles of various Measures	• Constructing Angle bisector
<b>Learning Objectives</b>	<b>It will enable the students to :</b> • recognize different geometrical instrument and understand their usage . • construct line segment, perpendicular lines, perpendicular bisector and angle bisector .				

<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>Construct perpendiculars, perpendicular bisector, angles, angle bisector using compasses</li> </ul>
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>Activity on Perpendicular bisector</li> <li>Angle bisector using paper folding</li> </ul>
<b>Teaching aid/Resources</b>	<ul style="list-style-type: none"> <li>Smart Class Content&amp;Geometrical Instrument kit</li> </ul>

## MONTH: FEBRUARY

Content/ Topic	1 Week	2Week	3week	4Week
	<b>Chapter13</b> <ul style="list-style-type: none"> <li>Introduction of symmetry, lines of symmetry, Reflection Symmetry</li> </ul>	<b>Revision</b>	<b>Revision</b>	<b>TERM II EXAM</b>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>explain and relate the symmetry with the surroundings .</li> <li>acquaint with various types of symmetry .</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>understand and apply concept of symmetry in environment around us</li> </ul>			
<b>Lab Activity</b>	Activity on lines of symmetry by paper folding			
<b>Assessment</b>	Lab Activity Exam			
<b>Teaching aid/Resources</b>	Model on reflection symmetry			

**MONTH: MARCH**

<b>Content/ Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> &amp; 5<sup>th</sup> Week</b>
	<b>TERM END- II EXAM</b>	<b>TERM END- II EXAM</b>	<b>Result Preparation</b>	<b>Result Preparation</b>

## SCIENCE

**MONTH: APRIL**

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<p><b>Chapter 1</b> : Food : Where Does It Come From</p> <p><b>Chapter 2</b>: Components of Food</p> <p><b>Chapter3</b>: Fibre to Fabric</p>	<p>Orientation for Students</p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Food variety and ingredients</li> <li>• Food materials and sources</li> <li>• Plant parts as food</li> <li>• Animal product as food</li> <li>• What do animals eat?</li> </ul>	<p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Omnivores, herbivores and carnivores</li> </ul> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>• What do different food items contain?</li> <li>• Nutrients</li> <li>• Test for starch</li> <li>• Test for proteins</li> <li>• Test for fats</li> </ul>	<p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>• Functions of carbohydrates, fats, proteins, vitamins and minerals, dietary fibres</li> <li>• Balanced Diet</li> <li>• Deficiency Diseases</li> </ul>	<p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Variety in fabrics</li> <li>• Yarn</li> <li>• Fibres</li> <li>• Natural fibres and Synthetic fibres</li> <li>• Some plant fibres</li> </ul>
<b>Learning Objective</b>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• become aware of the nutrients in a diet .</li> <li>• learn functions of the nutrients in a diet .</li> <li>• learn cause and remedy of deficiency diseases .</li> <li>• differentiate between natural and artificial fibers</li> <li>• their uses in daily life .</li> </ul>			
<b>Expected Learning Outcome</b>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• understand food and its necessity</li> <li>• differentiate between herbivores, carnivores, and omnivores</li> <li>• identify the nutrients required to maintain good health , balanced diet and its necessity</li> <li>• understand the uses of carbohydrates, fats, proteins, vitamins, minerals and water</li> <li>• list the diseases that result from nutrient deficiencies</li> <li>• learn about different types of cloth materials</li> <li>• study about cotton and jute plant fibres</li> </ul>			
<b>Teaching Aid</b>	Food Pyramid, Deficiency Diseases Chart, Samples of Fibres and Fabric			
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Test of Starch, Fat &amp; Protein</li> <li>• Visual quiz on deficiency diseases</li> <li>• Activity to make diet plan, collection and identification of different types of fabrics</li> </ul>			
<b>Assessment</b>	Class and home assignments worksheets			

## MONTH: MAY

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<p><b>Chapter3</b> : Fibre to Fabric Contd .</p> <p><b>Chapter 4</b> : Sorting Materials into Groups</p>	<p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Ginning, Spinning, Weaving</li> <li>• Knitting</li> <li>• History of Clothing Material</li> </ul> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Objects around us</li> <li>• Objects and the materials : different types of objects that are made from same material</li> </ul>	<p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Properties of objects</li> <li>• Shiny or Dull appearance</li> <li>• Soft or Hard objects</li> <li>• Soluble or Insoluble objects</li> <li>• Transparent objects</li> <li>• Opaque objects</li> </ul>	<p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Translucent objects</li> <li>• Floating objects</li> <li>• Objects that sink in water</li> <li>• Grouping of materials</li> </ul>	<p><b>Summer Break</b></p>
<b>Learning Objective</b>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand the concept of making fabric from fibre .</li> <li>• understand the importance of classification and grouping materials based on similarities and differences of properties .</li> </ul>			
<b>Expected Learning Outcome</b>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• know about the development of clothing materials</li> <li>• learn to group things on the basis of common properties</li> <li>• collect and group things on the basis of appearance, lustrous or non-lustrous, texture, solubility in water, floating/sinking ability, transparency transparent, translucent or opaque etc</li> <li>• know the importance of classification</li> </ul>			
<b>Teaching Aid</b>	Different types of materials as samples			
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Identification of materials as soluble and insoluble objects</li> <li>• Identify different types of objects transparent, translucent and opaque</li> <li>• Floating and Sinking ability of various objects</li> </ul>			
<b>Assessment</b>	Class and home assignments, Worksheets, Class tests			

**MONTH: JULY**

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<p><b>Chapter 5</b> : Separation of Substances</p> <p><b>Chapter 6</b> : Changes Around Us</p>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Need of separation of substances</li> <li>• Handpicking</li> <li>• Threshing</li> <li>• Winnowing</li> <li>• Sieving</li> </ul>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Sedimentation</li> <li>• Decantation</li> <li>• Loading</li> <li>• Filtration</li> <li>• Evaporation</li> <li>• Condensation</li> </ul>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Use of more than one method of separation</li> <li>• Solution</li> <li>• Saturated solution</li> </ul> <p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Meaning of change</li> <li>• Reversible change</li> <li>• Irreversible change</li> <li>• Difference between reversible and irreversible change</li> </ul>	<p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Conditions leading to reversible and irreversible change</li> <li>• Physical change</li> <li>• Chemical change</li> <li>• Difference between physical and chemical change</li> </ul>	<p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Causes of physical and chemical change</li> </ul>
<p><b>Learning Objective</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand the need for separation</li> <li>• comprehend the different methods of separation and the principles on which they are based</li> <li>• differentiate between different kinds of changes</li> </ul>				
<p><b>Expected Learning Outcome</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• understand the need of separation of substances</li> <li>• study and understand different methods of separation</li> <li>• know what a saturated solution is</li> <li>• understand that some changes are reversible while others are irreversible</li> <li>• know that a change can be physical or chemical</li> </ul>				
<p><b>Teaching Aid</b></p>	<p>Lab . Apparatus Separating Funnel, Filtration Set up, Decantation etc .</p>				
<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>• Short activity to explain sedimentation, decantation, loading and filtration</li> <li>• Activity to explain saturation and saturated solution</li> <li>• Group activity on reversible and irreversible changes</li> </ul>				

<b>Assessment</b>	Class and home assignments, Worksheets, Class tests
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**MONTH: AUGUST**

<b>Content /Topic</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> &amp; 6<sup>th</sup> Week</b>
<b>Chapter 7:</b> Getting to Know Plants  <b>Chapter 8:</b> Body Movements	<b>Chapter 7</b> <ul style="list-style-type: none"> <li>• Herbs, Shrubs, Trees</li> <li>• Creepers</li> <li>• Climbers</li> <li>• Functions of stem and roots</li> </ul>	<b>Chapter 7</b> <ul style="list-style-type: none"> <li>• Structure of leaf</li> <li>• Venation and its types</li> <li>• Types of roots</li> <li>• Photosynthesis</li> <li>• Structure of flower</li> </ul>	<b>Chapter 8</b> <ul style="list-style-type: none"> <li>• Human body and its Movement</li> <li>• Ball and Socket joint</li> <li>• Hinge joint</li> <li>• Pivotal joint</li> <li>• Fixed joint</li> </ul>	<b>Chapter 8</b> <ul style="list-style-type: none"> <li>• Movement of earthworm</li> <li>• Locomotion of snake, cockroach, fish and snail</li> <li>• Locomotion of Bird</li> </ul>
<b>Learning Objective :</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• study different parts of a plant and their functions</li> <li>• learn about the functions of human skeletal system</li> <li>• understand the process of locomotion in various animals</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• identify the various parts of a flowering plant</li> <li>• list the functions of leaf, roots, stem and flower</li> <li>• explain the structure of the flower</li> <li>• understand bones and joints</li> <li>• study locomotion in different animals</li> </ul>			
<b>Teaching Aid</b>	Plant Samples Weed, Grass, School Garden, Human Skeleton			
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Field trip</li> <li>• Pasting of leaves on the basis of different types of venation</li> <li>• Dissection and identification of different parts of a flower</li> <li>• Models to explain the type of movement in different joints in human body .</li> <li>• Observation of skeleton in the lab</li> </ul>			
<b>Assessment</b>	Class and home assignments, Worksheets, Class tests			

## MONTH: SEPTEMBER

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week & 5 <sup>th</sup> Week
	Revision	Revision Term End- 1 exams	Term End-1 exams	Term End- 1 exams, Distribution and discussion of answer sheets and correction of the same .
<b>Learning Objectives</b>	It will enable the students to know and correct the mistakes done in the answer sheets of Term End- 1 examination .			
<b>Expected Learning Outcomes</b>	The learners would be able to understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction .			
<b>Teaching aid</b>	Answer sheets and suggested answers .			
<b>Assessment</b>	Corrections in Term I paper .			

## MONTH: OCTOBER

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 9</b> : The Living Organisms Characteristics and Habitats  <b>Chapter 10</b> : Motion and Measurement of Distances	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>Habitat</li> <li>Types of Habitat</li> <li>Adaptations</li> <li>Biotic and abiotic components</li> <li>Adaptations of animals in desert</li> </ul>	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>Adaptations of animals in mountain region</li> <li>Adaptations of animals living in grass land</li> <li>Prey and predators</li> </ul>	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>Adaptations of animals living in aquatic habitat</li> <li>Characteristics of living organisms</li> <li>Respiration</li> <li>Excretion</li> <li>Reproduction</li> </ul>	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>Story of transport</li> <li>Measurement</li> <li>Standard units of measurement</li> <li>Correct measurement of length</li> <li>Measuring the length of a curved line</li> </ul>
<b>Learning objective :</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>understand adaptations of animals living in different habitats .</li> <li>distinguish between living and non- living organisms based on life processes .</li> <li>understand the importance of standard unit in the measurement of a physical quantity .</li> </ul>			

<b>Expected Learning Outcome</b>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• understand habitat and adaptation</li> <li>• comprehend types of habitat</li> <li>• study biotic and abiotic components of habitat</li> <li>• understand the need and importance of measurement</li> <li>• know the correct method of measurement</li> </ul>
<b>Teaching Aid</b>	Lab Apparatus, Pendulum, Stop Watch etc .
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Video clipping /PPT of different habitats and adaptation, measuring and comparing measurements using handspan and standard measuring items .</li> <li>• Quiz based on topics covered in CH -9</li> </ul>
<b>Assessment</b>	Class and home assignments, Worksheets, Class tests

## MONTH: NOVEMBER

<b>Content /Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter 10:</b> Motion and Measurement of Distances Contd. <b>Chapter 11:</b> Light, Shadows and Reflections <b>Chapter 12:</b> Electricity and Circuits	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>• Rest, Motion</li> <li>• Types of motion</li> <li>• Circular motion</li> <li>• Periodic motion</li> <li>• Rectilinear motion</li> </ul>	<b>Chapter 11</b> <ul style="list-style-type: none"> <li>• Luminous and Nonluminous bodies</li> <li>• Sources of light</li> <li>• Light travels in a straight line</li> </ul>	<b>Chapter 11</b> <ul style="list-style-type: none"> <li>• Shadow and conditions for shadow formation</li> <li>• Solar eclipse and Lunar eclipse</li> <li>• Pinhole camera</li> <li>• Mirrors and Reflection</li> </ul>	<b>Chapter 11</b> <ul style="list-style-type: none"> <li>• Images</li> <li>• Difference between image and shadow</li> </ul> <b>Chapter 12</b> <ul style="list-style-type: none"> <li>• Sources of electricity</li> <li>• Structure of electric Cell</li> <li>• Battery</li> <li>• Caution with Electricity</li> </ul>

<b>Learning objective :</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• identify different types of motion</li> <li>• distinguish between luminous and non-luminous objects</li> <li>• understand the formation of an image in a plane mirror</li> <li>• comprehend the propagation of light</li> <li>• understand the working of a pinhole camera</li> <li>• be able to distinguish between an image and a shadow</li> <li>• understand the working of a dry cell .</li> </ul>
<b>Expected Learning Outcome</b>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• know whether an object is in motion or at rest</li> <li>• study different types of motion</li> <li>• differentiate between luminous and non-luminous objects</li> <li>• study the formation of a shadow</li> <li>• learn to make and use a pinhole camera</li> <li>• understand difference between image and shadow</li> <li>• understand the structure of a dry cell and electric bulb</li> </ul>
<b>Teaching Aid</b>	Optics Kit, model showing rectilinear properties of light, dry cell
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Measuring the length of classroom using footsteps and comparing with different students or any other activity</li> <li>• Shadow formation, Shadow formation with hands</li> <li>• Making of a pin hole camera</li> <li>• Showcase of different types of mirrors</li> <li>• Activity to show that light travels in a straight line and mirror bends the path of light</li> </ul>
<b>Assessment</b>	Class and home assignments, Worksheets, Class tests

**MONTH: DECEMBER**

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<b>Chapter 12:</b> Electricity and Circuits  <b>Chapter 13:</b> Fun with Magnets  <b>Chapter 14:</b> Water	<b>Chapter 12 (cont.)</b> <ul style="list-style-type: none"> <li>• How to connect a bulb to an electric cell?</li> <li>• Electric Switch</li> <li>• Electric circuit</li> <li>• Inside view of a torch</li> </ul>	<b>Chapter 12</b> <ul style="list-style-type: none"> <li>• Applications of Conductors and Insulators</li> </ul> <b>Chapter 13</b> <ul style="list-style-type: none"> <li>• Discovery of magnets</li> <li>• Magnetic and Nonmagnetic materials</li> <li>• Poles of magnet</li> </ul>	<b>Chapter 13</b> <ul style="list-style-type: none"> <li>• Shapes of magnet</li> <li>• Uses of magnet</li> <li>• Magnetic compass</li> <li>• Finding directions with magnetic compass</li> <li>• Interaction of poles</li> <li>• Demagnetization &amp; storing of magnets</li> </ul>	<b>Chapter 14</b> <ul style="list-style-type: none"> <li>• Occurrence of water</li> <li>• Sources of water</li> <li>• Uses of water</li> <li>• Water cycle</li> </ul>	<b>Chapter 14</b> <ul style="list-style-type: none"> <li>• Condensation</li> <li>• Evaporation</li> <li>• Transpiration</li> </ul>
<b>Learning objective :</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• comprehend the components of an electric circuit .</li> <li>• understand the parts of a torch .</li> <li>• comprehend the principle /laws of magnetism and the use of magnets for various purposes .</li> <li>• realize the importance of water</li> </ul>				
<b>Expected learning outcome</b>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• comprehend conductors and insulators, their applications</li> <li>• study properties of magnets</li> <li>• understand magnetic and non-magnetic substances</li> <li>• learn the use of magnet for finding direction</li> <li>• understand the importance of water</li> <li>• know the occurrence and sources of water</li> <li>• study the water cycle in nature</li> <li>• comprehend the importance of conservation of water</li> </ul>				
<b>Teaching Aid</b>	Electric Circuit, Different types of magnets, Iron filings				
<b>Activity</b>	Making a simple circuit using a bulb, electric cell and connecting wires List out the items having magnets at home / Group activity-to show magnetic and non-magnetic materials / Activities on magnetic properties, Chart on water cycle , MCIs				
<b>Assessment</b>	Class and home assignments, Worksheets, Class tests				

## MONTH: JANUARY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<p><b>Chapter 14:</b> Water Contd . <b>Chapter 15:</b> Air around Us</p>	<p><b>Winter Break</b></p>	<p><b>Winter Break</b></p>	<p><b>Chapter 14</b></p> <ul style="list-style-type: none"> <li>• Formation of clouds</li> <li>• What if it does not rain for a long time?</li> <li>• What if it rains heavily?</li> <li>• Conservation of water</li> <li>• Rainwater harvesting</li> </ul>	<p><b>Chapter 15</b></p> <ul style="list-style-type: none"> <li>• Introduction of chapter</li> <li>• Air is present everywhere</li> <li>• Composition of air water vapour</li> <li>• Oxygen</li> <li>• Nitrogen</li> <li>• Carbon dioxide</li> <li>• Dust and smoke</li> </ul>	<p><b>Chapter 15</b></p> <ul style="list-style-type: none"> <li>• How does oxygen become available to animals and plants living in water and soil?</li> <li>• How is oxygen in atmosphere replenished?</li> </ul>
<p><b>Learning objective :</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand different sources and methods to conserve water .</li> <li>• understand the properties of different components of air their importance and uses</li> <li>• apply the knowledge of causes of air pollution so that it can be prevented</li> <li>• distinguish between biodegradable and non- biodegradable wastes</li> <li>• apply the knowledge of waste management to limit garbage generation</li> </ul>				
<p><b>Expected Learning Outcome</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• learn about the various components of air and their uses</li> <li>• understand that aquatic animals use oxygen dissolved in water</li> <li>• check whether air is present in soil</li> <li>• understand the importance of air</li> </ul>				
<p><b>Teaching Aid</b></p>	<p>Lab Apparatus Oxygen supports burning</p>				
<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>• To understand various properties of air</li> <li>• Cross word puzzle or Oral quiz to assess application, recall, mental alertness</li> <li>• Model of rain water harvesting</li> <li>• Poster on 'conservation of water'</li> </ul>				
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Class and home assignments</li> <li>• Worksheets</li> <li>• Class tests</li> </ul>				

**MONTH: FEBRUARY**

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Chapter 16:</b> Garbage in, Garbage out	<b>Chapter 16</b> <ul style="list-style-type: none"> <li>• Biodegradable and non-biodegradable wastes</li> <li>• Ways to manage solid, Liquid, and gaseous waste</li> <li>• Vermicomposting</li> <li>• Recycling of paper Plastic –Boon or a Curse?</li> </ul>	Revision	Revision	Revision
<b>Learning objective</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• focus on minimizing the use of plastics</li> <li>• focus on the concept of Reduce, Reuse &amp; Recycle</li> </ul>			
<b>Expected Learning Outcome</b>	<b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• learn classification of wastes</li> <li>• comprehend management of wastes</li> <li>• learn hazards caused by waste accumulation</li> </ul>			
<b>Teaching Aid</b>	Vermicompost pit, Paper Recycling Unit			
<b>Activity</b>	Project Work on “Garbage in, Garbage out” Collection of garbage from respective houses and separating them into bio degradable and non-biodegradable, Making vermicompost /Recycling of paper Collection of E-waste and showcase of documentary on the same .			
<b>Assessment</b>	Class and home assignments /Worksheets /Class tests			

**MONTH: MARCH**

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
	<b>TERM END- II EXAM</b>	<b>TERM END- II EXAM</b>	<b>Result Preparation</b>	<b>Result Preparation</b>

## SOCIAL SCIENCE

**MONTH: APRIL**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
<p><b>History</b></p> <p><b>Chapter 1</b> : What, Where, How and When</p> <p><b>Geography</b></p> <p><b>Chapter 1</b> : The Earth in the Solar System</p> <p><b>Political Science</b></p> <p><b>Chapter1</b> : Understanding Diversity</p> <p><b>Chapter 2</b> : Diversity and Discrimination</p>	<p><b>History</b></p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• What can we know about the past?</li> <li>• Where did people live?</li> <li>• Names of the land</li> <li>• Finding out about past</li> <li>• One past or many what does dates mean .</li> </ul>	<p><b>Geography</b></p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Celestial bodies stars and planets The Solar System</li> <li>• The Sun</li> <li>• Planets</li> <li>• The Earth</li> <li>• The Moon</li> </ul>	<p><b>Geography</b></p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Asteroids</li> <li>• Meteoroids</li> <li>• Political Science</li> </ul> <p><b>Political Science</b></p> <p><b>Chapter1</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Making friends</li> <li>• What does diversity add to our life?</li> <li>• How do we explain diversity?</li> </ul>	<p><b>Political Science</b></p> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>• Difference and Prejudice</li> <li>• Creating Stereotype</li> <li>• Inequality and Discrimination</li> <li>• On Being Discriminated against Striving for Equality?</li> </ul>
<p><b>Learning Objectives</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand the specific nature of the discipline .</li> <li>• understand why we study History .</li> <li>• understand and identify the different sources that are used to reconstruct History .</li> <li>• understand the significance of the title of the book .</li> <li>• understand about hunting and gathering as a way of life and its implications .</li> <li>• learn about our galaxy and Milky Way .</li> <li>• learn about the Sun and its planetary system and to understand why life exists on the earth .</li> </ul>			

<b>Expected Learning Outcome</b>	<p><b>The students will learn about :</b></p> <ul style="list-style-type: none"> <li>• history, prehistory and protohistory .</li> <li>• the time frame in history .</li> <li>• the geographical features of india and its influence in forming history .</li> <li>• how the universe was formed?</li> <li>• stars, constellation, the solar system, the eight planets, the moon, meteoroids and comets • what makes the earth a unique planet</li> <li>• the meaning ,scope and significance of the term diversity</li> <li>• the linguistic, religious, regional and cultural diversity in India</li> <li>• the term 'unity in diversity' in the context of India</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Globe</li> <li>• Diagrams on the black board</li> <li>• Time line chart</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Cross word/Diary entry</li> <li>• Map work</li> <li>• Class Work</li> </ul>

## MONTH: MAY

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<p><b>History</b></p> <p><b>Chapter 2:</b> On the Trail of the Earliest People</p> <p><b>Geography</b></p> <p><b>Chapter 2 :</b> Globe: Latitudes &amp; Longitudes</p>	<p><b>History</b></p> <p><b>Chapter 2:</b></p> <ul style="list-style-type: none"> <li>• Why were the earliest people on the move?</li> <li>• How do we know about these people?</li> <li>• Choosing a place to live</li> <li>• in</li> </ul>	<p><b>History</b></p> <p><b>Chapter 2:</b> (Contd .)</p> <ul style="list-style-type: none"> <li>• Finding out about fire</li> <li>• Rock paintings and what they tell us</li> <li>• Who did what?</li> <li>• A closer look –</li> </ul>	<p><b>Geography</b></p> <p><b>Chapter 2:</b></p> <ul style="list-style-type: none"> <li>• Axis</li> <li>• Parallels of latitudes</li> <li>• Heat Zones of the earth</li> <li>• Longitude and time</li> <li>• Why do we have</li> </ul>	<p><b>Summer Break</b></p>	<p><b>Summer Break</b></p>

	• Making stone tools	Hunsgi	standard time?		
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• learn about stone tools and their use .</li> <li>• learn about the significance of fire and changing environment to early humans .</li> <li>• understand how prejudice and stereotyping lead to inequality and discrimination .</li> <li>• find out how the Constitution of India upholds our right to equality .</li> <li>• understand the shape of the Earth .</li> </ul>				
<b>Expected Learning Outcome</b>	<b>The students will learn about –</b> <ul style="list-style-type: none"> <li>• the various stone tools used during this period</li> <li>• the life of the early humans</li> <li>• stereotypes, prejudice and discrimination</li> <li>• the reasons of inequality prevalent in india</li> <li>• the axis of the Earth, the poles, latitudes, heat zones and longitudes .</li> <li>• how to calculate time, local time, standard time and time zones of the Earth</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Charts, Atlas</li> <li>• Map</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Diagrams</li> <li>• Class Work</li> </ul>				

**MONTH: JULY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<p><b>History</b></p> <p><b>Chapter 3 :</b> From Gathering to Growing Food</p> <p><b>Chapter 4 :</b> In the Earliest Cities</p> <p><b>Geography</b></p> <p><b>Chapter 3 :</b> Motions of the Earth</p> <p><b>Chapter 4 :</b> Maps</p> <p><b>Political Science</b></p> <p><b>Chapter 3 :</b> What is Government?</p>	<p><b>History :</b></p> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Varieties of foods</li> <li>• The beginning of farming and herding</li> <li>• Domestication</li> <li>• A new way of life</li> <li>• Storing animals</li> <li>• First farmers and herders</li> <li>• Towards a settled life</li> </ul> <p>Case study – Mehrgarh, Daojali Hading</p>	<p><b>Geography</b></p> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Rotation</li> <li>• Revolution</li> </ul> <p><b>Political Science</b></p> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Need and functions of a government</li> <li>• Levels of government</li> </ul>	<p><b>Political Science</b></p> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Types of government</li> </ul> <p><b>History</b></p> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• The Story of Harappa</li> <li>• What is so special About these Cities</li> <li>• Houses, Drains, Streets</li> <li>• Life in the city and crafts</li> <li>• Food</li> </ul>	<p><b>History</b></p> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Case study Dholavira and Lothal</li> <li>• Decline</li> </ul> <p><b>Geography</b></p> <p><b>Chapter : 4</b></p> <ul style="list-style-type: none"> <li>• Map ,atlas and globe</li> <li>• Types of maps</li> </ul>	<p><b>Geography</b></p> <p><b>Chapter : 4</b></p> <ul style="list-style-type: none"> <li>• Components of maps</li> <li>• A sketch</li> <li>• A plan</li> </ul>
<p><b>Learning Objectives</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand the transition from hunting gathering to settled life .</li> <li>• identify the material culture of humans of this period .</li> <li>• learn about the new discoveries that were made during this period .</li> <li>• understand the transition from pastoral phase to urban phase .</li> <li>• understand the meaning of civilization and urbanization .</li> <li>• find out the extent and spread of the Harappan culture .</li> <li>• understand what causes day and night and seasons .</li> <li>• learn the relation between Equinox and Solstices .</li> <li>• understand the importance of maps and their components and how to see direction .</li> <li>• understand the importance and usage of scale on a map and different symbols used as map keys .</li> <li>• learn about the different types of government and to study the functions, levels and organs of the government .</li> </ul>				

<b>Expected Learning Outcome</b>	<p><b>Students will learn about : -</b></p> <ul style="list-style-type: none"> <li>• the Neolithic Age and changes that occurred during the age .</li> <li>• the concepts of domestication .</li> <li>• the customs and practices of this age and the implication of food production .</li> <li>• the meaning of civilization .</li> <li>• the indus valley civilization–its economy, society, town planning and its decline .</li> <li>• rotation, revolution and its effects .</li> <li>• globes, maps, different types of maps, essential features, sketches and plan .</li> <li>• meaning of government and why we need it .</li> <li>• three levels of government and its forms .</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Newspaper</li> <li>• Diagrams on the black board</li> <li>• Globe</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Project/ Artifacts</li> <li>• Maps</li> <li>• Class Work</li> </ul>

**MONTH: AUGUST**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<p><b>History</b></p> <p><b>Chapter :5</b> What Books and Burials Tell Us</p> <p><b>Chapter : 6</b> Kingdoms, Kings and Early Republics</p> <p><b>Political Science</b></p> <p><b>Chapter 4</b> Key Elements of Democratic Government</p> <p><b>Chapter 5</b> Panchayati Raj</p>	<p><b>History :</b></p> <p><b>Chapter : 5</b></p> <ul style="list-style-type: none"> <li>• Books–Rig veda and how historians study it</li> <li>• Cattle, horses and chariots</li> </ul>	<p><b>History :</b></p> <p><b>Chapter : 5</b></p> <ul style="list-style-type: none"> <li>• Words to describe people</li> <li>• Silent guards– The Megaliths</li> <li>• Finding social differences through burials</li> </ul> <p>Case Study : Inamgaon</p>	<p><b>History :</b></p> <p><b>Chapter : 6</b></p> <ul style="list-style-type: none"> <li>• Idea of Kinship</li> <li>• Janapadas</li> <li>• Mahajanapadas</li> <li>• Taxes</li> <li>• Changes in Agriculture</li> <li>• Case Study : Bihar, Magadha and Vajji</li> </ul>	<p><b>Political Science</b></p> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Apartheid</li> <li>• Participation</li> <li>• Other ways of participation</li> <li>• Need to resolve a conflict</li> <li>• Equality and Justice</li> </ul>	<p><b>Political Science</b></p> <p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Gram Sabha •</li> <li>Gram Panchayat</li> <li>Functions of the Panchayat</li> <li>• Sources of income</li> <li>• Three levels of the Panchayati Raj</li> </ul>
<p><b>Learning Objectives</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• learn about Vedas and to understand the Vedic Philosophy .</li> <li>• understand the reconstruction of the past on the basis of textual evidence .</li> <li>• appreciate different developments that were taking place in different parts of the subcontinent simultaneously .</li> <li>• introduce simple strategies of textual analysis .</li> <li>• reinforce the skills of archaeological analysis already developed .</li> <li>• introduce the concept of the state and its varieties .</li> <li>• examine the transformation of the ancient society from a tribe to a territory, and subsequently into a kingdom .</li> <li>• understand what apartheid is .</li> <li>• understand why people should participate in governance and accountability of the government .</li> <li>• understand how conflicts are resolved between people .</li> <li>• develop an appreciation for equality and justice .</li> <li>• understand what a panchayat is and how it is elected .</li> <li>• understand the decision making rights of the panchayat .</li> <li>• find out how the decisions taken by the panchayat are implemented .</li> </ul>				

	<ul style="list-style-type: none"> <li>• understand about the Gram Sabha, its role and the role of the women in panchayat .</li> </ul>
<b>Expected Learning Outcome</b>	<p><b>Students will be able to learn about : -</b></p> <ul style="list-style-type: none"> <li>• the vedic age, social and economic life during this age .</li> <li>• the janapadas and mahajanapadas</li> <li>• concept of state formation and the various types of states</li> <li>• the rigidity of the varna system .</li> <li>• anti-apartheid struggle in south africa .</li> <li>• the structure, main elements and the constitution of india .</li> <li>• the key elements, which influence the functioning of a democracy-, develop an understanding of the government role in resolving conflicts and how justice and equality are the two important principles of democracy .</li> <li>• local levels of government in the villages and structure and composition of Gram Sabha and Gram Panchayat</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content, Newspaper, Map</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Map Work</li> <li>• Group discussion</li> <li>• Quiz</li> <li>• Class Work</li> </ul>

### MONTH: SEPTEMBER

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week & 5 <sup>th</sup> week
<b>Revision for Term End- I</b>	<b>Revision</b>	<b>Revision &amp; TERM END-1</b>	<b>TERM END- 1</b>	<b>Term End- 1 exams, Distribution, and discussion of answer sheets and correction of the same .</b>
<b>Learning Objectives</b>	It will enable the students to know and correct the mistakes done in the answer sheets of Term End- 1 examination .			

<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• The learners would be able to understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction .</li> <li>• . Students will be able to recall and remember all the concepts</li> </ul>
<b>Teaching Aids</b>	Answer sheets and suggested answers .
<b>Assessment</b>	Corrections in Term End– I paper .

## MONTH: OCTOBER

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week &amp; 5<sup>th</sup> week</b>
<b>History :</b> <b>Chapter 7</b> New Questions and Ideas <b>Chapter 8</b> Ashoka the Emperor Who Gave Up War <b>Geography</b> <b>Chapter 5</b> Major Domains of the Earth <b>Political Science</b> <b>Chapter 6</b> Rural Administration <b>Chapter 7 :</b> Urban Administration	<b>Geography</b> <b>Chapter 5</b> <ul style="list-style-type: none"> <li>• Lithosphere</li> <li>• Hydrosphere</li> <li>• Atmosphere</li> <li>• Biosphere</li> </ul>	<b>Political Science</b> <b>Chapter 6</b> <ul style="list-style-type: none"> <li>• A quarrel in the village</li> <li>• The work at the police station</li> <li>• Maintenance of land records</li> <li>• A new LawHindu Succession Act</li> </ul>	<b>Political Science</b> <b>Chapter 7</b> <ul style="list-style-type: none"> <li>• The ward councillor and the administrative staff</li> <li>• Composition and organization of a Municipality or a Municipal Corporation</li> <li>• Sources of income and functions • Case study– A community protest</li> </ul>	<b>History Chapter7 :</b> <ul style="list-style-type: none"> <li>• The Story of Buddha</li> <li>• Upanishads</li> <li>• Jainism</li> <li>• The Sangha</li> <li>• Monasteries</li> </ul>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• understand the concept of empire .</li> <li>• understand the expansion of the Mauryan Empire .</li> <li>• understand how inscriptions are used as sources for reconstruction of the past .</li> <li>• learn about the four realms of the Earth : atmosphere, lithosphere, hydrosphere, and biosphere .</li> <li>• understand the interrelationship between the realms of the Earth .</li> <li>• understand the formation and functioning of police stations .</li> </ul>			

	<ul style="list-style-type: none"> <li>• find out how taxes are collected and land records are maintained .</li> <li>• understand how districts are divided for collecting taxes .</li> <li>• understand the law of inheritance .</li> </ul>
<b>Expected Learning Outcome</b>	<p><b>The students will learn about :</b></p> <ul style="list-style-type: none"> <li>• the philosophies of the upanishads .</li> <li>• the causes that led to the rise of new religious sects</li> <li>• the founder of buddhism and jainism and their teachings</li> <li>• the concept of an empire and the uniqueness and greatness of Ashoka' s rule</li> <li>• lithosphere and the seven continents, hydrosphere and the four oceans, layers of atmosphere and the biosphere, ecosystem and ecological balance .</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Physical Map of World</li> <li>• Diagrams/Flow chart</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Map Activity</li> <li>• Role play</li> <li>• Class Work</li> </ul>

## MONTH: NOVEMBER

Content/Topic	1 <sup>st</sup> Week & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> week
<p><b>History :</b>  <b>Chapter 8</b> Ashoka the Emperor  Who Gave Up War  <b>Chapter 9</b> Vital Villages, Thriving Towns  <b>Geography</b>  <b>Chapter 6</b> Major Landforms of the Earth</p>	<p><b>History :</b>  <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• A Very Big kingdom or Empire</li> <li>• Dynasty</li> <li>• Ruling the Empire</li> <li>• Ashoka – A Ruler of his Own Class</li> <li>• Ashoka' s Kalinga War</li> <li>• Ashoka' s Dhamma Edicts</li> <li>• A Very Big kingdom or Empire</li> </ul>	<p><b>History :</b>  <b>Chapter 8</b> (cont . )</p> <ul style="list-style-type: none"> <li>• Dynasty</li> <li>• Ruling the Empire</li> <li>• Ashoka – A Ruler of his Own Class</li> <li>• Ashoka' s Kalinga War</li> </ul> <p><b>Geography</b>  <b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Earth movements</li> <li>• Formation of mountains</li> <li>• Formation of plateaus</li> <li>• Formation of Plains</li> </ul>	<p><b>History</b>  <b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• Iron tool and agriculture</li> <li>• Irrigation</li> <li>• Who lived in villages?</li> <li>• The Villagers</li> <li>• Literature</li> <li>• Coins</li> <li>• Multi Functional cities</li> </ul>	<p><b>History : (cont . )</b>  <b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• Crafts and their Makers</li> <li>• Case Study Arikamedu</li> </ul>

<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• understand how inscriptions are used as sources for reconstruction of the past</li> <li>• understand the reasons for the second urbanization in sixth century BC</li> <li>• understand the implications of the widespread use of iron on agriculture</li> <li>• learn about the way of life in the villages</li> <li>• understand the organization of the craftsmen and the merchants under guilds</li> <li>• understand the formation of major landforms of the earth : mountains, plateaus, plains</li> <li>• understand the characteristic feature of each of the landform and find out how external and internal processes lead to the formation of various landforms .</li> <li>• learn about the kingdoms in Central India</li> <li>• understand the implication of Central Asian invasions .</li> <li>• learn about South India during the Sangam Age and understand the implications of journeys within the subcontinent</li> </ul>
<b>Expected Learning Outcome</b>	<b>Students will acquire knowledge and learn about :</b> <ul style="list-style-type: none"> <li>• major landforms and their formation .</li> <li>• the types and importance of mountains, plateaus and plain</li> <li>• using map to locate and classify major landforms</li> <li>• the growth of agriculture and trade that led to the second urbanization</li> <li>• the types and categories of towns and cities</li> <li>• life of the people in towns and villages .</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Physical Map of the World</li> <li>• Atlas</li> <li>• Textual illustrations such as copy of land records, story narration and poems .</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• MCI' s</li> <li>• Map work</li> <li>• Flow chart</li> <li>• Class Work</li> </ul>

**MONTH: DECEMBER**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week & 5 <sup>th</sup> Week
<p><b>History</b>  <b>Chapter 10</b> Traders, Kings and Pilgrims  <b>Chapter 11</b> New Empires and Kingdoms  <b>Geography</b>  <b>Chapter 7</b> Our Country – India  <b>Political Science</b>  <b>Chapter 8</b> Rural Livelihood</p>	<p><b>Geography</b>  <b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• Locational setting</li> <li>• Political and Administrative divisions</li> <li>• Physical divisions</li> </ul>	<p><b>Political Science</b>  <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Work of the people in the villages</li> <li>• Problems people face in the villages</li> <li>• Case studies</li> </ul> <p><b>History</b>  <b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• Trade and traders</li> <li>• New kingdoms along the coast</li> </ul>	<p><b>History</b>  <b>Chapter 10 (Cont)</b></p> <ul style="list-style-type: none"> <li>• The story of the Silk Route</li> <li>• The spread of Buddhism</li> <li>• The quest of the pilgrims</li> <li>• The beginning of Bhakti</li> </ul> <p><b>History</b>  <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>• Prashastis</li> <li>• Samundragupta</li> </ul>	<p><b>History</b>  <b>Chapter 11 (Cont)</b></p> <ul style="list-style-type: none"> <li>• Geneology</li> <li>• Harshavardhan</li> <li>• Pallavas, Chalukya and Pulakshin' s prashatis</li> <li>• Anew kind of Army</li> <li>• Assemblies in South India</li> </ul>
<p><b>Learning Objectives</b></p>	<p><b>It will enable the students to :</b></p> <ul style="list-style-type: none"> <li>• understand the spread of Buddhism from North India to Central India</li> <li>• introduce the idea and strategies of expansion, and their logic</li> <li>• learn about the Pallavas and Chalukyas</li> <li>• describe the empires, which came up in Northern India, around 2<sup>nd</sup> and 3<sup>rd</sup> century– Development of different administrative systems –Use of Prashasti as source of political history .</li> <li>• comprehend broad physiographic divisions of India .</li> <li>• know about the locations and characteristics of India' s mountains, plains, plateaus, deserts and water bodies .</li> <li>• find out about the different types of farming practiced in villages and about the condition of women in villages .</li> </ul>			
<p><b>Expected Learning Outcome</b></p>	<p><b>Students will learn about : -</b></p> <ul style="list-style-type: none"> <li>• the post–Mauryan dynasties of North India, Deccan and South India</li> <li>• how Buddhism spread during this period the concept of Bhakti</li> <li>• the Gupta Empire and the role of prashastis as a source of history • the kingdoms of Harshavardhana, the Pallavas and the Chalukyas</li> <li>• location, political, physical and the geographical unity of india .</li> <li>• the conditions and opportunities for making a livelihood in a village and various types of means of living prevalent in the rural areas .</li> </ul>			

<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> <li>• Physical and Political map of the India</li> <li>• Atlas</li> <li>• Illustrations in the text book</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• PSA/Role play</li> <li>• Collage on urban and rural livelihood</li> <li>• Class Work</li> </ul>

## MONTH: JANUARY

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Geography</b> <b>Chapter 8: India</b> – Climate, Vegetation and Wildlife <b>Political Science</b> <b>Chapter 9:</b> Urban Livelihood <b>History</b> <b>Chapter 12 :</b> Building, Paintings and Books	<b>Winter Break</b>	<b>Winter Break</b>	<b>Geography</b> <b>Chapter 8</b> <ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Major seasons of India</li> <li>• Factors affecting climate of India</li> <li>• Natural vegetation</li> <li>• Why are forests necessary?</li> <li>• Wild life</li> </ul>	<b>Political Science :</b> <b>Chapter 9</b> <ul style="list-style-type: none"> <li>• Working on the street</li> <li>• In the Market</li> </ul> <b>Case Studies :</b> Harpreet and Vandana <ul style="list-style-type: none"> <li>• In the factory– Workshop area</li> <li>• In the office area</li> </ul>	<b>History :</b> <b>Chapter 12</b> <ul style="list-style-type: none"> <li>• Brick and Stone Buildings</li> <li>• Stupas and Temples</li> <li>• Paintings</li> <li>• The World of Books</li> <li>• The iron pillar Building in brick and stone</li> </ul>
<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• describe the influence of land, climate , and wild life on human life;</li> <li>• appreciate the need for conserving natural vegetation and wildlife .</li> <li>• enable students to understand conditions that underlines and impact life strategies of various groups of people .</li> <li>• enable students to understand that these conditions and opportunities for making a living are not equally available to all .</li> <li>• develop a sense of appreciation of textual and visual traditions of the period .</li> <li>• introduce excerpts from texts and visual material for analysis and appreciation .</li> </ul>				

<b>Expected Learning Outcomes</b>	<b>Students will learn to : -</b> <ul style="list-style-type: none"> <li>• evaluate the conditions and opportunities for making a livelihood in a city and the various type of livelihood prevalent in city</li> <li>• comprehend the various type of livelihoods in urban areas – help the students to learn the difference between self-employed and regular employment</li> <li>• understand the literary and archaeological achievements of Ancient India , which are a part of our diverse culture</li> <li>• analyze the role of climate in influencing the natural vegetation and lifestyles in our country, examine the distribution of various types of flora and fauna found in different parts of the country and also appreciate the need for conserving the natural vegetation and wildlife .</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content, Chart of different monuments</li> <li>• Map</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Worksheet, Oral Questions</li> <li>• Class Work</li> <li>• Poster/ Quiz/Collage</li> </ul>

## MONTH: FEBRUARY

Content/ Topic	1 <sup>st</sup> Week & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>History</b> <b>Chapter 12</b> Building, Paintings and Books	<b>History</b> <b>Chapter 12</b> <ul style="list-style-type: none"> <li>• Stupas and temples</li> <li>• Painting</li> <li>• The world of books</li> <li>• Recording and preserving old stories</li> <li>• Stories told by old people</li> <li>• Writing books on science</li> <li>• Revision</li> </ul>	<b>Revision</b>	<b>TERM END-II EXAM</b>	<b>TERM END-II EXAM</b>

<b>Learning Objectives</b>	<b>It will enable the students to :</b> <ul style="list-style-type: none"> <li>• reinforce and appreciate the importance of literature like puranas and epics</li> <li>• outline the significance of architecture like stupas, temples etc .</li> <li>• recognize the importance of paintings and sculpture of the past</li> <li>• appreciate the literary and architectural skills in the ancient times .</li> </ul>
<b>Expected Learning Outcomes</b>	<b>The students will learn about :</b> <ul style="list-style-type: none"> <li>• the progress and development in the field of art, literature, science and education .</li> <li>• the discoveries in the field science and invention in technology .</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Smart Class Content</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Revision tests</li> <li>• Class Work</li> <li>• Quiz</li> </ul>

**MONTH: MARCH**

<b>Content/ Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> &amp; 5<sup>th</sup> Week</b>
	<b>TERM END- II EXAM</b>	<b>TERM END- II EXAM</b>	<b>Result Preparation</b>	<b>Result Preparation</b>

## GENERAL KNOWLEDGE AND CURRENT AFFAIRS

### MONTH: APRIL

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <b>General Awareness</b>	<ul style="list-style-type: none"> <li>• Orientation for students</li> </ul> <b>Page no . 5 - 7</b> <ul style="list-style-type: none"> <li>• Spectacular places</li> <li>• Metros of the world</li> <li>• Wading birds</li> </ul>	<b>Page no . 8 - 9</b> <ul style="list-style-type: none"> <li>• Coffee with</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Page no . 10 - 12</b></li> <li>• Grand slams</li> <li>• It' s all about money</li> </ul> Parliament of countries	<b>Page no . 13-15</b> <ul style="list-style-type: none"> <li>•Common Chemicals</li> <li>•Phobia Trivia</li> <li>• Non-Governmental Organization</li> </ul>

### MONTH: MAY

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <b>General Awareness</b>	<b>Page no . 16- 17</b> <ul style="list-style-type: none"> <li>• Top to bottom</li> <li>• Immortal characters</li> <li>• <b>Current affairs</b></li> </ul>	<b>Page no . 18-21</b> <ul style="list-style-type: none"> <li>• Books And Author</li> <li>•Page On Computer</li> <li>•How A Doorbell Works</li> <li>Artic plants</li> <li>OLYMPIAD/ TALENT SEARCH</li> <li>•<b>Practice Paper-1</b></li> <li>Science</li> </ul>	<b>Summer Break</b>	<b>Summer Break</b>

### MONTH: JULY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <b>General Awareness</b>	<b>Discussion on Current Affairs</b>	<b>Page no . 22-25</b> <ul style="list-style-type: none"> <li>• Modern Music Genres</li> <li>• Inspiring Personalities</li> </ul>	<b>Page no . 26 - 27</b> <ul style="list-style-type: none"> <li>• Climbing high</li> <li>• Academy awards</li> <li>•</li> </ul>	<b>Page no . 28 - 31</b> <ul style="list-style-type: none"> <li>•Abbreviations</li> <li>•Words of wisdom</li> <li>•Social media</li> </ul>	<b>Page no . 32 - 33</b> <ul style="list-style-type: none"> <li>•Famous people</li> <li>•fossils</li> <li><b>Current Affairs</b></li> </ul>

## MONTH: AUGUST

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> & 6 <sup>th</sup> Week
<b>Content :</b> <b>General Awareness</b> <b>Women Achievers</b>	<b>Page no . 34 – 36</b> <ul style="list-style-type: none"> <li>• New Gadgets</li> <li>• Food Adulteration</li> <li>•</li> </ul>	<b>Page no .38 – 41</b> <ul style="list-style-type: none"> <li>• Cuisines of the world</li> <li>• Major international bodies</li> <li>• Rapid Fire</li> </ul>	<b>Page no . 42</b> •Kiran Mazumdar–Shaw	<b>Page no . 43</b> <ul style="list-style-type: none"> <li>• Maria Montessori</li> <li>• <b>Discussion on some more Female Political Leaders and freedom fighters</b></li> </ul> <b>Quiz &amp; Current Affairs</b>

## MONTH: SEPTEMBER

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
<b>Oral Revision</b>	Term End –I Exam	Term End –I Exam	Term End –I Exam	<b>Fun Quiz Sudoku (From Newspaper)</b>

## MONTH: OCTOBER

Content /Topic	1 <sup>st</sup> & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <b>Aptitude &amp; Reasoning</b>	<b>Page no . 44– 47</b> <ul style="list-style-type: none"> <li>• Mixed series</li> <li>• Puzzle</li> <li>• Cloze test</li> <li>• Analogy</li> </ul>	<b>Page no . 48–50</b> <ul style="list-style-type: none"> <li>• Sentence Reconstruction</li> <li>• Choosing the correct sentence</li> </ul>	<b>Page no . 51– 52</b> <ul style="list-style-type: none"> <li>• Choosing the correct sentence</li> <li>•Spelling test</li> </ul>	<b>OLYMPIAD/ TALENT SEARCH</b>  <b>Practice Paper–2 Mathematics</b>

## MONTH: NOVEMBER

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week

<ul style="list-style-type: none"> <li>• <b>Content :</b></li> <li>• <b>English Language &amp; Drills</b></li> <li>• <b>Health &amp; Physical Education</b></li> </ul>	<b>Current Affairs</b>	<b>Page no . 54 – 56</b> <ul style="list-style-type: none"> <li>• New words in dictionary common</li> <li>• writing errors in English</li> <li>• amazing words</li> </ul>	<b>Page no . 57 – 58</b> <ul style="list-style-type: none"> <li>• A bit of language</li> <li>• Foreign words in the english language</li> </ul>	<b>Page no . 60</b> <ul style="list-style-type: none"> <li>• Good Dental Hygiene</li> </ul>
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### MONTH: DECEMBER

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <ul style="list-style-type: none"> <li>• <b>Life skill &amp; Moral Values</b></li> </ul>	<b>Current Affairs</b>	<b>Page no . 62-63</b> <ul style="list-style-type: none"> <li>• Shop wisely guest .</li> <li>• host</li> </ul>	<b>Page no . 64- 67</b> <ul style="list-style-type: none"> <li>• stay safe</li> <li>• teenage challenges</li> </ul>	<b>Page no . 68 – 70</b> <ul style="list-style-type: none"> <li>• be determined</li> <li>• be positive</li> </ul> safe electricity	<b>Page no . 71-72</b> <ul style="list-style-type: none"> <li>• be positive</li> <li>• safe electricity</li> </ul>

### MONTH: JANUARY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Content :</b> <b>Incredible India</b>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Page no . 73 – 76</b> <ul style="list-style-type: none"> <li>• Indian Nobel Laureates</li> <li>• famous first</li> <li>• history of India</li> </ul>	<b>Page no . 77 – 80</b> <ul style="list-style-type: none"> <li>• amazing India</li> <li>• Noted Indians</li> <li>• our rich heritage</li> <li>• Indian defence forces</li> </ul>	<b>Page no . 90 – 93</b> <b>OLYMPIAD/</b> <b>TALENT SEARCH</b> <b>Practice Paper-3</b> <b>Cyber</b>

### MONTH: FEBRUARY

Content /Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	<b>Revision &amp; Assignment</b>	<b>Revision &amp; Assignment</b>	<b>Term-II</b>	<b>Term-II</b>

### MONTH: MARCH

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
	<b>TERM END- II EXAM</b>	<b>TERM END- II EXAM</b>	<b>Result Preparation</b>	<b>Result Preparation</b>

## LIFE SKILLS

**MONTH: APRIL**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Introduction to Life Skills</b>  <b>Cleanliness : A Decisive Virtue</b>	<ul style="list-style-type: none"> <li>•Orientation to life skills</li> <li>•Introduction to the virtue of cleanliness (Page 7–8)</li> <li>Moral Minds 6 ;</li> <li>Rohan book Company</li> </ul>	<b>Activity</b> Storyboard RBC : ‘What I see what I learn’ (Page 10) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Picture Card : Brainstorming session for students (Page 11) Moral Minds 6 ; Rohan book Company	<b>Activity</b> : Explanation of the quote with a short discussion Recap of the topic (Page 6–7) Moral Minds 6 ; Rohan book Company
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To explore the concepts of Life Skills</li> <li>• To acquaint student with the Life Skills they can use in their day to day life</li> <li>• To gain awareness towards self and environment in a critical manner</li> <li>• To understand that cleanliness is must for a healthy living</li> <li>• To encourage social work as a civic duty with pride by all</li> </ul>			
<b>Expected Learning Outcome</b>	Students will be able to – <ul style="list-style-type: none"> <li>• gain insight about the concept of life skills</li> <li>• apply life skills in day to day life</li> <li>• enhance the understanding of life skills by relating it through stories</li> <li>• understand that it is our moral duty to maintain cleanliness in their surroundings</li> <li>• perform social activities that promote cleanliness</li> </ul>			
<b>Assessment</b>	Worksheets, Activities and Story narration, project			

**MONTH: MAY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
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<b>Time Management</b>	Introduction to Time Management (Page 11 to 12) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Storyboard : 'What I see what I learn' on time management Brainstorming session with the help of question answer (Page 13-14) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Prepare a time table for yourself and follow it for a week .	<b>Summer Break</b>	<b>Summer Break</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To understand the importance of time management</li> <li>To develop skills of organization and planning in their work</li> </ul>				
<b>Expected Learning Outcome</b>	Students will be able to – <ul style="list-style-type: none"> <li>Be regular in studies and more disciplined</li> <li>Organize and plan work</li> <li>Focus on the work and be punctual</li> <li>Understand that hard work, involvement and commitment is must for completing a task</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Worksheets, Story narration, Questionnaire and Activities</li> </ul>				

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> &amp; 5<sup>th</sup> Week</b>
<b>Content: English Language Drills Health and Physical Education Life Skills and Moral Values</b>	Current Affairs (Discussion)	<b>Page no . 54-56</b> <ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>New Words</li> <li>What is the Good Word?</li> </ul>	<b>Page no . 57-59</b> Fitness Junkie Brain Health	<b>Page no . 60-62</b> <ul style="list-style-type: none"> <li>Health Pyramid</li> <li>Eat Well, Stay Healthy</li> <li>Be Smart, Be Safe</li> </ul>

<p><b>Helping People who are Disabled</b></p> <p><b>Simple Living</b></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Understanding the concept of "Disabled" (Page 20–21) Moral Minds 6; Rohan book Company</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Storyboard : animated presentation</li> <li>Picture Card : Brainstorming session (Page 23–24) Moral Minds 6 ; Rohan book Company</li> </ul>	<p><b>Introduction</b></p> <p>"Why are people dissatisfied and unhappy?" (Page 25–28) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Group Activity : "shake hands with yourself"</li> <li>Fashion Show showcasing 'simplicity and elegance' . (Page 30) Moral Minds 6 ; Rohan book Company</li> </ul>
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>To understand that we should not treat the visually impaired with the pity but as friends .</li> <li>To make a difference in other' s life by enriching each other world constantly by giving and taking .</li> <li>To inculcate the virtue of 'simple living high thinking' .</li> <li>To understand that knowledge and values is of utmost importance in life .</li> </ul>			
<p><b>Expected Learning Outcome</b></p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>See disabled as differently abled so as to respect them and regard their worth .</li> <li>Understand that comparison is meaningless as it gives rise to jealousy and envy .</li> <li>Develop the habit of sharing and caring among their peer groups .</li> </ul>			
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>Worksheets and Activities</li> </ul>			

**MONTH: AUGUST**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week
<p><b>Being Determined like Rita</b></p>	<p><b>Introduction</b></p> <p>Story Narration– "Being Determined like Rita' . (page 31–33) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b></p> <p>Group Discussion (Page 35) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b></p> <p>Success story of P . V Sindhu and discuss her determination to meet the challenges . (Page</p>	<p><b>Activity</b></p> <p>Shake Hands with Yourself (Page 35) Moral Minds 6 ; Rohan book Company</p>

			35) Moral Minds 6 ; Rohan book Company	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To develop a sense of discipline among students .</li> <li>• To encourage hardwork and determination among students</li> <li>• To prepare them to face the challenges of life .</li> </ul>			
<b>Expected Learning Outcome</b>	Students will be able to understand that– <ul style="list-style-type: none"> <li>• Life is full of challenges and we should face them with open arms</li> <li>• Positive attitude helps to overcome our weakness</li> <li>• Persistence, commitment, hardwork are important for success .</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Worksheets and Activities</li> </ul>			

**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Assessment</b>	Assessment and Grading the Students on Different Descriptors	<b>TERM END -1</b>	<b>TERM END -1</b>	<b>TERM END -1</b>

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Knowing God</b> <b>Moving On</b>	<b>Introduction</b> Discussion on 'what the students know about God' (Page 36) Moral Minds	<b>Activity</b> Group Activity : 'discussing the message conveyed	<b>Introduction</b> Story narration Discussing moral of the story (Page 41) Moral	<b>Activity</b> 'Close your eyes and think of your mistakes' 'Why is it important to move on after a confession?' Page 45) Moral Minds 6 ; Rohan book Company

	6 ; Rohan book Company	through the sayings' (Page 39) Moral Minds 6 ; Rohan book Company	Minds 6 ; Rohan book Company	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To enhance spirituality among students</li> <li>• To inculcate in the students virtues of gratitude, dedication, kindness and honesty</li> <li>• To understand that it is very important to move on in life</li> <li>• To understand the importance of forgiving self</li> </ul>			
<b>Expected Learning Outcome</b>	<p>Students will be able to –</p> <ul style="list-style-type: none"> <li>• Develop the virtues of gratitude, dedication, kindness and faith</li> <li>• Understand that once we face challenges we become stronger, more confident and wiser in life</li> <li>• Develop a sense of gratitude for god</li> <li>• Understand that forgiving oneself is very important</li> <li>• Develop self- acceptance and repentance</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Worksheets and Activities</li> </ul>			

**MONTH: NOVEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> &amp; 5<sup>th</sup> Week</b>
<b>Being Responsible</b>	<p><b>Introduction</b>            Story Narration and discussion on the quote– ‘Winners take responsibility, losers blame others’ (Page 46) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b>            Role play (Page 50) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b>            Think and answer (Page 50) Moral Minds 6 ; Rohan book Company</p>	<p><b>Activity</b>            Group Activity            Listing your responsibilities towards your class and school . (Page 50) Moral Minds 6 ; Rohan book Company</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To become more responsible by taking charge of oneself</li> <li>• To inculcate leadership qualities among students</li> <li>• To develop a sense of accountability for their actions</li> </ul>			

<b>Expected Learning Outcome</b>	Students will be able to – <ul style="list-style-type: none"> <li>• Understand the importance of discipline in their life</li> <li>• Develop leadership skills</li> <li>• Learn different ways in which they can demonstrate their responsible behaviour</li> <li>• Be their own role model</li> </ul>
<b>Assessment</b>	•Worksheets and Activities

**MONTH: DECEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> &amp; 5<sup>th</sup> Week</b>
<b>Avoid Spreading Rumours</b>	<b>Introduction</b> Case study (Page 51) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Group Discussion How does awareness help to check the spread of rumours? (Page 54) Moral Minds 6 ; Rohan book Company	<b>Activity</b> “Rumour grows as it goes” (Page 55) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Role Play Negative Impact of rumours on the society Shake hands with yourself (Page 54) Moral Minds 6 ; Rohan book Company
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To enhance awareness and truthfulness among students</li> <li>• To develop a sense of responsibility to speak the truth</li> <li>• To develop the importance of awareness of our surroundings</li> </ul>			
<b>Expected Learning Outcome</b>	Students will be able to – <ul style="list-style-type: none"> <li>• Report the truth fearlessly</li> <li>• Become more aware about their surroundings</li> <li>• Be more responsible</li> <li>• Understand that spreading rumours is a very irresponsible act</li> </ul>			
<b>Assessment</b>	Worksheets and Activities			

**MONTH: JANUARY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Deep Breathing and Success</b>	<b>Winter Break</b>	<b>Winter Break</b>	<b>Introduction</b> Benefits of Deep Breathing (Page 58) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Group Discussion "How can efficiency and success be linked to high energy levels?" (Page 60) Moral Minds 6 ; Rohan book Company	<b>Activity</b> Nature Walk Yoga and deep breathing exercises with their benefits (Page 60) Moral Minds 6 ; Rohan book Company
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the importance of physical and mental health</li> <li>• To understand the benefits of deep breathing and yoga</li> <li>• To develop the sense of discipline and optimism</li> <li>• To inculcate the concept of mindfulness among students</li> </ul>				
<b>Expected Learning Outcome</b>	Students will be able to – <ul style="list-style-type: none"> <li>• Understand the importance of hardwork and discipline through physical activities</li> <li>• Learn values such as being healthy, joyful and optimistic</li> <li>• Understand that physical fitness helps to reduce stress levels</li> </ul>				
<b>Assessment</b>	• Worksheets and Activities				

**MONTH: FEBURARY**

Content/Topic	1 <sup>st</sup> Week & 2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> & 5 <sup>th</sup> Week	Content/Topic
<b>Assessment</b>	Assessment and grading the students on different descriptors <b>Term End -II</b>	<b>Term End -II</b>	<b>Term End -II</b>	<b>Assessment</b>

## COMPUTER

### MONTH: APRIL

Topic	Content
<b>Chapter 1:</b> Computer Story	<ul style="list-style-type: none"><li>• Generations of Computers</li><li>• Components used in various Generations</li><li>• Classification of Computers- Mini Computer, Micro computer, Mainframe Computer, Super Computer</li><li>• Exercise and Question-Answers</li></ul>
<b>Learning Objectives</b>	• To understand about the Generations and classification of Computer.
<b>Expected Learning Outcome</b>	• To learn the Generation of Computers.
<b>Assessment/ Activity</b>	• Gather information on Generation of Computers prepare a presentation.
<b>Teaching Aids /Resources</b>	• Demonstration of the topic through Presentation, Internet and examples in Lab.

### MONTH: MAY

Topic	Content
<b>Chapter 2:</b> Language and Software Story	<ul style="list-style-type: none"><li>• Learning about Computer Languages- Machine Language, Assembly Language and High Level Language.</li><li>• Software and its type- System Software, Application Software and Utilities.</li></ul>
<b>Learning Objectives</b>	• To learn about Computer languages and types of softwares.
<b>Expected Learning Outcome</b>	• To give awareness regarding different types of languages of computer.
<b>Assessment/ Activity</b>	• Design a software chart using Open Office Writer as a software tool.
<b>Teaching Aids /Resources</b>	• Live Demonstration of the topic through Software in Lab.

## MONTH: JULY

Topic	Content
<b>Chapter 5:</b> Programming techniques using Flow Charts	<ul style="list-style-type: none"><li>• Learning about Flowcharts.</li><li>• Various Boxes and their purpose</li><li>• About various Programming Constructs- Sequence, Decision and Repetitions.</li><li>• Understanding Counters and Accumulators.</li><li>• Exercise and Question Answers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• To familiarize students about flowcharts and its usage in solving a problem.</li></ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"><li>• To give awareness regarding different types of languages of computer.</li><li>• To give the awareness on how to create graphical representation to solve problems</li></ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"><li>• Create a presentation showing the usage of flowcharts.</li></ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"><li>• Demonstration of the topic through Presentation, Internet and Text Book.</li></ul>

## MONTH: AUGUST

Topic	Content
<b>Chapter 6:</b> Introduction to Scratch	<ul style="list-style-type: none"><li>• Basic Interface</li><li>• Introduction to commands in various blocks.</li><li>• Using Repeat Block</li><li>• Exercise and Question-Answers</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• To enable students to know fundamental ideas about computers and programming, and develop some basic problem-solving and design skills.</li></ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"><li>• Learning about the scratch software and its basic interface.</li><li>• Understanding various commands related to the software.</li></ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"><li>• Practical based on Scratch.</li></ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"><li>• Demonstration of the topic through Software in Lab.</li></ul>

**\*\*SEPTEMBER (1<sup>st</sup> week): Computer Theory Exam**

**MONTH: OCTOBER**

<b>Topic</b>	<b>Content</b>
<b>Chapter 3:</b> Working in Open Office Calc 4.1.1	<ul style="list-style-type: none"> <li>• Understanding Electronic Spreadsheets.</li> <li>• Basic Terms and its meaning- Cell Address, Worksheet, Workbook</li> <li>• Components of Calc Screen</li> <li>• Types of data in a Worksheet- Text, Numeric etc.</li> <li>• Applying Formula</li> <li>• Auto sum and Sorting</li> <li>• Understanding the concept of Relative referencing, Absolute and Mixed Referencing</li> <li>• Exercise and Question-Answers</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To familiarize students about Calc, its basic structure and concept.</li> <li>• To enable students to know about basic formatting options and their description so that they create a worksheet with basic formatting.</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• To understand concept of Open Office Calc and its usage in calculation.</li> <li>• To learn usage of Open Office Calc.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Enter marks of students in three subjects and calculate the sum and average. Now calculate the same for another 10 students using the concept of relative referencing. Format the sheet</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Demonstration of the topic through Software in Lab.</li> </ul>

**MONTH: NOVEMBER**

<b>Topic</b>	<b>Content</b>
<b>Chapter 4:</b> Formatting and more in Open Office Calc	<ul style="list-style-type: none"> <li>• To understand the worksheet structure.</li> <li>• Formatting data in a worksheet- changing Font Type, Size, Style, Colour, Background Colour, Setting the Alignment and Applying the Border.</li> <li>• Formatting the Worksheet Structure.</li> <li>• File Operations- Opening, Saving and Closing a Workbook.</li> <li>• Printing the Worksheet/Workbook</li> <li>• Exercise and Question – Answers.</li> <li>• Activity:</li> <li>• To insert a column in a Worksheet after a particular column.</li> <li>• To change the width of a column.</li> <li>• To change the height of a row.</li> <li>• To Insert a Blank row.</li> </ul>

<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To familiarize students about formatting and printing the worksheet.</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>To learn usage of Open Office Calc.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>Practical based on Open Office Calc</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>Demonstration of the topic through Software in Lab.</li> </ul>

**MONTH: DECEMBER**

<b>Topic</b>	<b>Content</b>
<b>Chapter 7: Mailing and mining</b>	Working with multiple sprites. Adding Dialogues Working with e-mails Understanding Compose Window and its common fields- To, Cc, Bcc and Subject Managing the Address Book- Adding, Editing and Deleting a Contact <ul style="list-style-type: none"> <li>Adding Signature</li> </ul>
	<ul style="list-style-type: none"> <li>SPAM and its significance</li> <li>To send an Attachment.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To enable students to know about Email and its working.</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>Understanding various terms and rules related to internet.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>Hold a discussion in class regarding good and bad practices while using E-mails.</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>Demonstration of the topic through Internet and Text Book.</li> </ul>

**MONTH: JANUARY**

<b>Topic</b>	<b>Content</b>
	<ul style="list-style-type: none"> <li>Revision</li> </ul>

**\*\*FEB (2<sup>nd</sup> week): Computer Theory Exam**

## **SPORTS**

The students will be able to :

1. Understand given instructions / components
2. Develop the starting and finishing technique in sprint
3. Learn skill and techniques used in the games of Athletics, basketball, volley ball, football and cricket .
4. Correct postures for healthy lifestyle
5. Learn the 12 pose needed in Suryanamashkar .
6. Develop a greater sense of body self-esteem and appreciation for the art of yoga
7. Introduction to scoring and umpiring .
8. Realize that good health is a person's most valuable asset and gain insight into personal hygiene in general, protection of skin, foot hygiene, diseases, and exercise .
9. Gain insight into good nutrition and related aspects .
10. Work on teamwork and communication skills

### **Learning Objectives**

### **Learning Outcomes**

1. Perform sprinting techniques which emphasize on different phases of the sprint : correct style sprint, correct foot placing, high knee action, correct trunk and head position, sprint through finishing line .
2. Will learn various skills needed for playing basketball, football, cricket, volleyball correctly .
3. Demonstrate skills associated with volleyball, including passing, setting, serving, attacking (spiking) , and blocking .
4. Demonstrate basic skills associated with athletics including strength and flexibility, balance and coordination .
5. Develops flexibility .
6. Learn the 12 poses needed in Suryanamashkar .
7. Understand basic rules, terminology, safety concerns and scoring procedures .

**Fitness test Parameters and Rubrics for PE Assessment  
Classes VI to VIII (Term-1)**

CLASS VI-VII	ENDURANCE 600 BOYS	ENDURANCE 600 GIRLS	FLEXIBILITY/ CO-ORDINATION- SIT AND REACH TEST/ ANY 3 ASANAS Tadasana/Trikonasana/ Paschimottanasana/ Bhujangasana Ardhchakrasana	STRENGTH TEST- VERTICAL/ BROAD JUMP	DISCIPLINE	ACHIEVEMENT/ PARTICIPATION
	Below 2.30min	Below 2.45min	Perfect Posture (Toe Touching) with Retention for 5 sec .	Vertical- above 50cm BROAD JUMP Above 1.50m (B) Above 1.25m (G)	As Per Teacher' s Observation	Place in Inter-School/Inter -Class/Inter- House/Others
	2.30- 2.45min	2.45- 3.00min	Perfect Posture (Toe Touching) with Retention for 3 sec .	Vertical- above-45cm BROAD JUMP -1.00- 1.50m (B) 0.75- 1.25m (G)	As Per Teacher' s Observation	Place in Inter-School/Inter -Class/Inter- House/Others
	Above2.45min	Above3.0min	Perfect Posture (Toe Touching) with	Vertical- Below45cm	As Per Teacher' s	Place in Inter-School/Inter -Class/Inter- House/Others

			Retention for 1 sec .	BROAD JUMP Below 1.00m (B) Below 0.75m (G)	Observation	
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<b><u>Rubrics of PE Assessment</u></b>	
<b>Endurance</b>	<b>5 marks</b>
<b>Flexibility/Coordination-Sit &amp; Reach test /3 Asanas</b>	<b>5 marks</b>
<b>Strength Test-Vertical/Broad Jump</b>	<b>5 marks</b>
<b>Discipline</b>	<b>5 marks</b>
<b>Achievement/Participation</b>	<b>5 marks</b>
<b>18-25</b>	<b>A</b>
<b>11-17</b>	<b>B</b>
<b>Below -11</b>	<b>C</b>

**Fitness test Parameters and Rubrics for PE Assessment**  
**Classes VI to VIII (Term-2)**

<b>CLASS -VI- VII</b>	<b>SPEED 100 BOYS</b>	<b>SPEED 100 GIRLS</b>	<b>FLEXIBILITY/ SIT AND REACH TEST/ ANY 3 ASANAS Tadasana/Trikonasana/ Paschimottanasana/ Bhujangasana Ardhchakrasana</b>	<b>STRENGTH TEST- VERTICAL/ STANDING BROAD JUMP</b>	<b>DISCIPLINE</b>	<b>ACHIEVEMENT/ PARTICIPATION</b>
	Below 15sec	Below16sec	Perfect Posture (Toe Touching) with Retention for 5 sec.	Vertical- above 50cm <b>BROAD JUMP</b> Above 1.50m(B) Above 1.25m(G)	As Per Teacher's Observation	Place in Inter-School/Inter –Class/Inter- House/Others
	15-17sec	16-18sec	Perfect Posture (Toe Touching) with Retention for 3 sec.	Vertical-above- 45cm <b>BROAD JUMP</b> -1.00-1.50m(B) 0.75-1.25m(G)	As Per Teacher's Observation	Place in Inter-School/Inter –Class/Inter- House/Others
	Above17-sec	Above18sec	Perfect Posture (Toe Touching) with Retention for 1 sec.	Vertical- Below45cm <b>BROAD JUMP</b> Below 1.00m(B) Below 0.75m(G)	As Per Teacher's Observation	Place in Inter-School/Inter –Class/Inter- House/Others

<b>Rubrics of PE Assessment</b>	
<b>Endurance</b>	<b>5 marks</b>
<b>Flexibility/Coordination-Sit &amp; Reach test /3 Asanas</b>	<b>5 marks</b>
<b>Strength Test-Vertical/Broad Jump</b>	<b>5 marks</b>
<b>Discipline</b>	<b>5 marks</b>
<b>Achievement/Participation</b>	<b>5 marks</b>
<b>18-25</b>	<b>A</b>
<b>11-17</b>	<b>B</b>
<b>Below -11</b>	<b>C</b>

<b>MONTH</b>	<b>TOPIC</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>	<b>Assessment/ Activity</b>	<b>Teaching Aids/Resources</b>
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul> <p><b><u>VOLLEYBALL</u></b></p> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Basic position</li> <li>• Movement on court</li> <li>• Types of service</li> <li>• Types of passes</li> </ul> <p>Cool-Down Exercises</p> <p><b><u>ATHLETICS</u></b></p> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Track And Field Events Categorization</li> <li>• Type of starts</li> <li>• Rules and regulations</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• understand given instructions / command</li> <li>• develop the starting and finishing technique in sprints</li> <li>• Learn skill and techniques used in the game of basketball and athletics</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• apply the knowledge of rules of volleyball</li> <li>• Demonstrate skills associated with volleyball, including passing, setting, serving, attacking (spiking) , and blocking . good posture of students</li> <li>• Start with the correct starting technique using the commands : "on your marks", "set", "go" .</li> <li>• perform sprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball Match</li> <li>• AAPHER Test Grading</li> </ul>	<ul style="list-style-type: none"> <li>• Marking Cones, stop-watch, a pair of Clapper, limestone powder</li> <li>• Whistle, basketballs court</li> </ul>

	<ul style="list-style-type: none"> <li>• Cool-Down and stretching Exercises</li> </ul> <p>The</p>		<p>technique with emphasize on different phases of the sprint : correct style sprint, correct foot placing, high knee action, correct trunk and head position, sprint through finishing line .</p>		
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul> <p><b><u>BASKETBALL</u></b></p> <ul style="list-style-type: none"> <li>• Terminology / game strategies</li> <li>• Ball Control/Familiarization</li> <li>• Dribbling</li> <li>• Passing</li> <li>• Receiving</li> <li>• Lay-Up Shot</li> </ul> <p><b><u>YOGA</u></b></p> <ul style="list-style-type: none"> <li>• History, Diet</li> <li>• Correct standing, sitting and lying posture</li> <li>• <b>SUMMER CAMP</b></li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• learn basic terminologies related to volley ball</li> <li>• learn about history of yoga</li> <li>• Correct postures for healthy lifestyle</li> <li>• Concentration on work</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Will learn various skills needed for playing basketball correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Summer Camp</li> <li>• Selfassessment</li> <li>• Basketball match</li> <li>• Demonstrate of yoga posture</li> </ul>	<ul style="list-style-type: none"> <li>• Marking cones, limestone powder Whistle, volleyball and Yoga mats</li> </ul>
<b>JULY</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul> <p><b><u>YOGA</u></b></p> <ul style="list-style-type: none"> <li>• Suryanamashkar</li> <li>• Standing asanas (any three)</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Develop flexibility .</li> <li>• Learn the 12 pose needed in Suryanamashkar</li> <li>• Learn self discipline</li> </ul>	<p>The students will : Be more flexible and physically aware about the benefits of yoga .</p>	<ul style="list-style-type: none"> <li>• Accuracy of posture</li> <li>• Observation</li> <li>• Selfassessment</li> </ul> <p>Grading</p>	<p>Marking cones, stop-watch</p> <p>Yoga mats</p>

	<ul style="list-style-type: none"> <li>• Cool-Down Exercises Assessments</li> <li>• March past •</li> </ul> <p style="text-align: center;"><b><u>KHO KHO</u></b></p> <p>Tracing the roots of Kho Kho</p> <ul style="list-style-type: none"> <li>• History of Kho Kho</li> <li>• Common terms in Kho Kho</li> <li>• Area of play</li> <li>• Rule book</li> <li>• How to play Kho Kho</li> <li>• Duties of Defender</li> <li>• Duties of Chaser</li> <li>• Skills Required in Kho Kho</li> <li>• Role of Referee</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• learn basic terminologies related to kho kho</li> <li>• learn about history of kho kho</li> <li>• To develop skills used in game</li> <li>• enjoy participation in games</li> <li>• work on teamwork and communication skills</li> </ul>	<p>Demonstrate skills associated with kho kho, including:-</p> <p><b>Chasing skills:</b></p> <ol style="list-style-type: none"> <li>1.Pole diving</li> <li>2.Sudden Change of direction</li> <li>3.Tapping</li> <li>4.Diving</li> <li>5.Grasping Direction</li> <li>6.Fake Kho</li> <li>7.Late Kho</li> <li>8.Giving Kho</li> <li>9.Getting in square and getting off from square</li> </ol> <p><b>Running Skills :</b></p> <ol style="list-style-type: none"> <li>1 . Running : Zig Zag</li> <li>2 . Avoiding</li> </ol>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assessment Grading</li> </ul>	<ul style="list-style-type: none"> <li>• Marking cones, stop-watch, limestone powder</li> <li>• Kho kho playground</li> </ul>
<b>AUGUST</b>	<p>Commands and instructions</p> <ul style="list-style-type: none"> <li>• Warm-up exercises</li> </ul> <p><b><u>FOOTBALL</u></b></p> <ul style="list-style-type: none"> <li>• Terminology</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• develop skills used in football</li> <li>• Understand the</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• demonstrate basic skills associated with football</li> <li>• use appropriate</li> </ul>	<p>Jumps</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Selfassessment Grading</li> </ul>	<p>Marking cones, stop-watch, a pair of Clapper, limestone powder Whistle, football, athletic track, jumping pit</p>

	<ul style="list-style-type: none"> <li>• Ball Control/Familiarization</li> <li>• Dribbling</li> <li>• Passing</li> <li>• Trapping</li> <li>• Goal keeping</li> </ul> <p><b><u>ATHLETICS (LONG JUMP)</u></b></p> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Approach run</li> <li>• Take off</li> <li>• Landing</li> <li>• Holding Position</li> <li>• Cool-Down</li> </ul> <p>Exercises</p>	<p>event and improve his technique</p> <ul style="list-style-type: none"> <li>• Game playing strategies</li> </ul> <p>The</p>	<p>passing skills</p> <p>Demonstrate basic skills associated with athletics including strength and flexibility, balance and coordination .</p>		
<b>SEPTEMBER</b>	<b>TERM I EXAM</b>			<ul style="list-style-type: none"> <li>• Parameters Grading</li> </ul>	<p>Marking cones, stop-watch, a pair of Clapper, limestone powder and Whistle</p>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul> <p><b><u>CRICKET</u></b></p> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Batting techniques</li> <li>Defense Drive</li> <li>• Bowling techniques</li> <li>Pace bowling Spin bowling</li> <li>• Fielding</li> </ul> <p><b><u>ATHLETICS (THROWS)</u></b> • Shot-put Holding the shot Standing in throwing</p>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• develop the throwing technique</li> <li>• Introduction to basic skills of cricket .</li> <li>• participate in the shotput and discus throw technique</li> <li>• perform the different shot put and discus throw techniques by putting balls, or other round objects from a standing</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• Improve fielding techniques</li> <li>• Improve concentration on work</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket Match</li> <li>• Observation</li> <li>• Selfassessment</li> </ul> <p>Grading</p> <ul style="list-style-type: none"> <li>• Correct body posture</li> </ul>	<ul style="list-style-type: none"> <li>• Marking cones, stop-watch, a pair of Clapper, limestone powder</li> <li>• Whistle, Discus, Cricket kit</li> <li>• Yoga mats</li> </ul>

	<p>circle Throwing technique</p> <ul style="list-style-type: none"> <li>• Discuss throw</li> </ul> <p>Holding the disc Throwing technique Cool-Down Exercises</p> <ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Cool down, stretching exercises</li> </ul> <p><b><u>YOGA</u></b></p> <ul style="list-style-type: none"> <li>• Pranayama (any 3)</li> <li>• Meditation Standing posture (any 3 asanas)</li> </ul>	<p>position with variations, such as :</p> <p>putting at a target, putting over a rope, putting over distance lines, grip and position of shot, stance in the circle, landing, delivery .</p> <ul style="list-style-type: none"> <li>• develop a greater sense of body self-esteem and appreciation for the art of Yoga .</li> </ul>			
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul> <p><b><u>FOOTBALL</u></b></p> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Trapping</li> <li>• Kicking</li> <li>• Game tactics</li> </ul> <p><b><u>YOGA</u></b></p> <ul style="list-style-type: none"> <li>• Pranayama (any 3)</li> <li>• Meditation</li> <li>• Lying asanas (any 3 asanas)</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Build on existing knowledge of different games .</li> <li>• introduction to scoring and umpiring</li> <li>• realize the importance of good posture gain insight into good nutrition and related aspects</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• Understand basic rules, terminology, safety concerns and scoring procedures .</li> <li>perform proper techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Football Match Grading</li> </ul>	<p>Marking cones, stop-watch, limestone powder</p>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• Commands and instructions</li> <li>• Warm-up exercises</li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Improve basic skills by use of</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• cultivate positive values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of posture</li> <li>• Observation Self assessment</li> </ul>	<p>As per requirement</p>

	<p><b><u>BASKETBALL</u></b></p> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Receiving</li> <li>• Lay-Up Shot</li> <li>• Game tactics</li> </ul> <p>Cool-Down Exercises</p> <p><b><u>HEALTH PROMOTION</u></b></p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Balance diet</li> <li>• Healthy eating habits</li> </ul>	<p>small game situations . revise and strengthen the skills learnt</p> <ul style="list-style-type: none"> <li>• gain theoretical knowledge of healthrelated aspects</li> <li>• realize that good health is a person's most valuable asset and gain insight into personal hygiene in general, protection of skin, foot hygiene, diseases, and exercise</li> </ul>	<p>Demonstrate an understanding of health problems associated with inadequate fitness levels .</p> <ul style="list-style-type: none"> <li>• Understand what is meant by good posture while standing, sitting, walking, lifting, carrying, etc . Realize the importance of good posture while standing, sitting, or walking</li> <li>• Understand what is meant by balanced diet and how to control one's weight .</li> <li>• Demonstrate and understanding of sound nutritional practices as related to health and physical performance .</li> </ul>		
<b>JANUARY</b>	<p><b><u>WINTER BREAK GAMES</u></b></p> <ul style="list-style-type: none"> <li>• Lead-up games</li> <li>• Dodging games</li> <li>• Races and relays</li> <li>• Traditional games</li> </ul> <p>Recreational games</p> <p><b><u>ASSESMENTS</u></b></p>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• enjoy participation in games</li> <li>• Work on teamwork and communication skills</li> </ul>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• play dodging games like circle dodge-ball</li> <li>• Demonstrate proper etiquette and good sportsmanship . Enjoy and have fun playing with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Selfassessment</li> </ul> <p>Grading</p>	As per the requirement of games
<b>FEBRUARY</b>	<b><u>ASSESMENTS</u></b>			<ul style="list-style-type: none"> <li>• Parameters</li> </ul> <p>Grading</p>	Marking cones, stop-watch, a pair of Clapper, limestone powder and Whistle

## ART & CRAFT

MONTH	TOPIC/ CONTE NT	LEARNING OBJECTIVE	LEARNING OUTCOME	TEACHING AIDS /RESOURCES	ASSESSMENT/ACTIVITY
<b>TERM I</b>					
<b>April</b>	<b>Animal /birds study</b>	To enable the students to study the animal anatomy .	The students will be able to include the contemporary skill of art with animal anatomy and sketches .	Pencils (2B, 4B, 6B) , markers . Visuals animal anatomy or sketches shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>May</b>	<b>Nature study</b>	To enable the students to relate vividness of nature and its elements through their expression of creativity .	The students will be able to relate themselves with nature and to express through their creativity .	Pencils (2B, 4B, 6B) , black ball pen, poster colours, brushes, oil pastels . Visuals, foliage or outdoor study, monuments shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>July</b>	<b>Still life</b>	To enable students to analyse the object forms, shapes, colour, texture, material and it' s behaviours with light .	The students will be able to arrange the elements within a composition .	Poster colours, brushes, Oil pastels, Pencils (2B, 4B, 6B) . Visuals, Still life by prominent artist shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>August</b>	<b>Human study</b>	To enable the students to study the	The students will be able to include the	Pencils (2B, 4B, 6B) . Visual human anatomy or	Sketch, paints and understands the importance of colours .

		human anatomy .	contemporary skill of art with human anatomy and sketches .	sketches shown on smart board . Book ref: Art Aesthetics .	Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>September</b>	<b>Poster design</b>	To enable the students to visualize and to communicate a message in a creative manner .	The students will be able to make poster using different techniques and medium of colours .	Poster colours, oil pastels, markers, brushes etc . Visual poster shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>Term II</b>					
<b>October</b>	<b>Folk art</b>	To enable the students to draw and paint on utensils, textiles, pottery and various other items of daily use .	The students will be able to decorate on the utensils, textiles and various other items of daily use .	Handmade sheet, poster colours, brushes, marker pen . Visuals Folk Art, miniature paintings shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>November</b>	<b>Craft work</b>	To enable the students to use waste material in a creative manner .	The students will be able to utilize the waste materials in a creative manner .	Waste materials, pair of scissors . Visuals best out of waste models shown on smart board .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .

<b>December</b>	<b>Compositions</b>	To enable the students to recollect earlier topics like elements of Art, still life etc . and illustrate theme .	The students will be able to draw and paint the topic related to real life according to their creativity .	Poster colours, brushes and drawing board . Visual compositions shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . <del>Shows Aesthetic sensibilities .</del>
<b>January</b>	<b>Compositions</b>	To enable the students to recollect earlier topics like elements of Art, still life etc . and illustrate theme . Revision .	The students will be able to draw and paint the topic related to real life according to their creativity . Revision .	Poster colours, brushes and drawing board . Visual compositions shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>February</b>	<b>Revision</b>				

<b>MONTH</b>	<b>TOPIC/CONTENT</b>	<b>LEARNING OBJECTIVE</b>	<b>LEARNING OUTCOME</b>	<b>TEACHING AIDS /RESOURCES</b>	<b>ASSESSMENT/ACTIVITY</b>
<b>TERM I</b>					
<b>April</b>	<b>Animal /birds study</b>	To enable the students to study the animal anatomy .	The students will be able to include the contemporary skill of art with animal anatomy and sketches .	Pencils (2B, 4B, 6B) , markers . Visuals animal anatomy or sketches shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .

<b>May</b>	<b>Nature study</b>	To enable the students to relate vividness of nature and its elements through their expression of creativity .	The students will be able to relate themselves with nature and to express through their creativity .	Pencils (2B, 4B, 6B) , black ball pen, poster colours, brushes, oil pastels . Visuals, foliage or outdoor study, monuments shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>July</b>	<b>Still life</b>	To enable students to analyse the object forms, shapes, colour, texture, material and it' s behaviours with light .	The students will be able to arrange the elements within a composition .	Poster colours, brushes, Oil pastels, Pencils (2B, 4B, 6B) . Visuals, Still life by prominent artist shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>August</b>	<b>Human study</b>	To enable the students to study the human anatomy .	The students will be able to include the contemporary skill of art with human anatomy and sketches .	Pencils (2B, 4B, 6B) . Visual human anatomy or sketches shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>September</b>	<b>Poster design</b>	To enable the students to visualize and to communicate a message in a creative manner .	The students will be able to make poster using different techniques and medium of colours .	Poster colours, oil pastels, markers, brushes etc . Visual poster shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .

**Term II**

<b>October</b>	<b>Folk art</b>	To enable the students to draw and paint on utensils, textiles, pottery and various other items of daily use .	The students will be able to decorate on the utensils, textiles and various other items of daily use .	Handmade sheet, poster colours, brushes, marker pen . Visuals Folk Art, miniature paintings shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>November</b>	<b>Craft work</b>	To enable the students to use waste material in a creative manner .	The students will be able to utilize the waste materials in a creative manner .	Waste materials, pair of scissors . Visuals best out of waste models shown on smart board .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>December</b>	<b>Compositions</b>	To enable the students to recollect earlier topics like elements of Art, still life etc . and illustrate theme .	The students will be able to draw and paint the topic related to real life according to their creativity .	Poster colours, brushes and drawing board . Visual compositions shown on smart board . Book ref: Art Aesthetics .	Sketch, paints and understands the importance of colours . Experiments with different mediums . Displays observation skills and co-relates with real life . Takes an innovative and creative approach . Shows Aesthetic sensibilities .
<b>February</b>	<b>Revision</b>				

## MUSIC (vocal)

<b>MONTH</b>	<b>Content/Topic</b>	<b>Learning objectives</b>	<b>Learning Outcomes</b>	<b>Assessment/ Activity</b>	<b>Teaching Aid/ Resources</b>
<b>APRIL</b>	Basic knowledge of tuning and shudh swar with the help of alankaars/sargam .	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals/Raga/Songs/ Handbeats	Knowledge of swars & To Understand the own voice	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>MAY</b>	Knowledge of different notes/ aroh avroh in shudh swaras / alankaar /saptak	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals/Raga/Songs/ Handbeats	To understand all notes and bols	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>JULY</b>	Prayer /basic terms of music /teen taal /breathing exercisecs	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals/Raga/Songs/ Handbeats	To understand prayer teentaal	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>AUGUST</b>	teen taal /song/ basic music definition and difference between shuddh and komal swar .	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals/Raga/Songs/ Handbeats	Student will be able to understand teen taal /song	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>SEPETMBER</b>	REVISION GRADING	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals/Raga/Songs/ Handbeats	Student will be able to understand teen taal /song	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations

<b>OCTOBER</b>	Dadra taal ,taal with hand beats ,introduction of taal rupak, basic tuning of voice culture and introduction of teevra swar .	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals / Raga / Songs / Handbeats	To develop sense of music	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>NOVEMBER</b>	Knowledge of octave / light music / holding of voice and breathing exercise, any folk song of different language .	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals / Raga / Songs / Handbeats	Student will be able to understand / shudh komal swar / light music	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>DECEMBER</b>	Different alankars / prayer / dadra revision with hand beat and different types of paltas .	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals / Raga / Songs / Handbeats	To develop Rhythmic sense	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>JANUARY</b>	Notation of one prayer / Different alankars revision	To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals / Raga / Songs / Handbeats	understand the Notation ,alankars	Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations
<b>FEBRURAY</b>		To Understand Verbal & Written Music / Sing / Recite / Perform / the Bandish / Taals / Raga / Songs / Handbeats		Assessment through group activity related to the lesson taught	Audio, Video C . D' S and personal demonstrations

## DANCE

<b>MONTH</b>	<b>TOPIC</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>	<b>Assessment/ Activity</b>	<b>Teaching Aids/ Resources</b>
<b>APRIL</b>	Definitions of dance, basic footwork of classical dance form and basic western dance movements .	Students should have knowledge about different aspects of dance theory/practical	Students should be thorough with the concept of dance	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>MAY</b>	Guru vandana (classical) , western dance steps .	Students should have knowledge about different aspects of dance theory/practical	Students should be thorough with the dance movements	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>JULY</b>	Introduction of hastaks,hast mudras,basic contemporary dance movements.	Students should have knowledge about different aspects of dance theory/practical	coordination of movements taught on music	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>AUGUST</b>	Usage of hast mudras and hastaks in our classical dance forms,contemporary dance continued.	Students should have knowledge about different aspects of dance theory/practical	coordination of movements taught on music	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>SEPTEMBER</b>	<b>REVISION AND GRADING</b>				

<b>OCTOBER</b>	Definition of taal,introduction of teentaal and jhaptaal with hand beats	Students should have knowledge about different aspects of dance theory/practical	students should be able to know different taal thoroughly	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>NOVEMBER</b>	Basic tukdaas in teentaal,hastak,and tatkaar in different speeds	Students should have knowledge about different aspects of dance theory/practical	students should be able to learn the movements based on taal	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>DECEMBER</b>	Different dances of India (any one folk dance)	Students should have knowledge about different aspects of dance theory/practical	students should have knowledge about of different dances of India	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>JANUARY</b>	Folk dance of India to be continued ,practice of teentaal (classical) ,fusion dance (classical with	Students should have knowledge about different aspects of dance theory/practical	make the base of strong rhythm sense	Assessment through group activity related to the lesson taught	Audio, Video C .D' S and personal demonstrations
<b>FEBRUARY</b>	Revision and Grading				