

TAURIAN WORLD SCHOOL

Ranchi



Grade VII

Curriculum 2017-18

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Subject: English

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|--------------------------|---|--|---|--|
| APRIL& MAY 25 DAYS | Literature Reader:- 1.Bonnie and the Fairies 2.Buying an Elephant A Multi skill Course book & Workbook :- 1.Celebration | 1.Test the students close reading of the passage 2. Longer text based questions test the student's ability to understand reproduce information in a coherent way. 4.Tests student's understanding of the new words and use them contextually Learn to use the term: Collocation Use a dictionary and thesaurus effectively to further develop vocabulary Use correct grammar, : Gerund and infinitive | In group students need to design an exciting trip to India and create a brochure to advertise the trip. Write about your favourite festival in 200 words. Write a poem about how would you celebrate the victory of your favourite sports team. | Students will be able to * reproduce information after reading a text * They will be able to analyse the what they have read * Develop grammatical control of complex sentences, manipulating them for effect |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|--|---|--|--|---|
| <p>JUNE 12 DAYS</p> <p>(Now to begin from June 20th)</p> | <p>Literature Reader:-</p> <p>3. Don't Give Up</p> <p>A Multi skill Course book & Workbook :-</p> <p>2. Music and Musicians</p> | <p>1. Identify and discuss the main analytical concepts used in analysing poetry.</p> <p>* Teaching words related to award and fame</p> <p>* Teaching main and subordinate clause</p> <p>* Teaching punctuation : commas</p> | <p>1. One minute oral presentation of the chapter "Indian Weavers"</p> <p>2. Answer questions from the stories</p> <p>Making a list of the sounds and categorizing them into likes and dislikes</p> <p>Writing a short dialogue of about 150 words between two friends . Friend 1 is suggesting an afternoon activity. Friend 2 does not want to do what has been suggested.</p> | <p>* Learn to use the terms image, simile, metaphor, onomatopoeia, setting and genre</p> <p>* Learn to express ideas precisely, using a growing vocabulary.</p> <p>* Learn how dialogue is set out and punctuated</p> |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|-----------------|---|--|---|---|
| JULY 25 days | Literature Reader:- 4. Young Florence saves A Shepherd's Dog 5.The Boatman from the Chin Hills Course Book & Workbook :- 3. War and Peace | 1.Test the students close reading of the passage 2. Longer text based questions test the student's ability to understand reproduce information in a coherent way. 3. Analyse the text for deeper meaning 4.Tests student's understanding of the new words and use them contextually 5.Tests student's on the structural aspect of verse such as rhyme and figure of speech * Contextual Vocabularies; ailments and their related organs, words related to war | * Think about the profession you admire and writing a job advertisement for the that job. * Imagine you are a boat owner. Write a letter to your friend describing how you lost all your boats. Wring your feelings when you leave your family and go somewhere. Make a list of all the people and things that you would miss | * Learners will reflect on variations in speech, and appropriate use of Standard English * Students will learn to prepare, practise and improve a writing presentation |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|----------------------|--|---|--|--|
| August 23 days | Literature Reader:- 6. Trees 7. Dal Delight Course book & Workbook :- Life Skills: Peer Pressure | 1. Test the students close reading of the passage 2. Analyse the text for deeper meaning 3. Tests student's understanding of the new words and use them contextually * To teach students the advantages and disadvantage of peer pressure . * Learn the skills to cope up with the peer pressure | Create a poster that conveys the essence of the poem 'Tree' A list of exercises will be given to test their understanding. Few questions to be given from real life experience to check student's practical approach | Learners will use spoken language well to persuade, instruct or make a case e.g. in a debate or presentation |
| September 22 days | | REVISION | REVISION | REVISION |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|----------------------|---|--|---|---|
| OCTOBER 18 days | Literature Reader:- 1.The Selfish Giant Course book & Workbook :- 4.Important people | 1.Test the students close reading of the passage 2. Analyse the text for deeper meaning 3.Tests student's understanding of the new words and use them contextually * Teach various aspects of grammar such as adjectives, non verbal collocation, synonyms and antonyms * Teaching them present and past perfect tense | Write a letter to the Giant, asking him questions, as well as tell about yourself. * Listening to a play and answering questions * Writing job application * Making a presentation on the people who inspire you | * Students will plan plot, characters and structure effectively in writing an extended story * Student will learn to use a range of vocabulary appropriate to their needs, and use language to clarify meaning |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------------|---|--|--|--|
| NOVEMBER 20 days | Literature Reader:- 9. God saves the beetle Course book & Workbook :- 12. The flower School | 1. Test the students close reading of the passage 2. Longer text based questions test the student's ability to understand reproduce information in a coherent way. 3. Analyse the text for deeper meaning * To teach students to recite poem by significant poets and compare style, forms and themes | * Writing an imaginary story between the beetle and the goldfish after the narrator has gone to bed. * Writing a letter to a close relative of * yours telling him or her about a place of great natural beauty. | * Students will learn how dialogue is set out and punctuated Learn to use the poetic terms image, simile, metaphor, onomatopoeia, setting and genre |

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|----------------------|--|---|---|--|
| DECEMBER 19 days | Literature Reader:- 13.Hamaguchi Gohei Course book & Workbook 1.Wild life | Help students to plan and take part in a brief dramatic scene * To teach use suffixes to form adjectives * To teach active and passive voice * Teaching pronunciation : stress on three syllable words * Listening to a passage and stating true or false | * Working with a partner and enacting the roles of the main characters * Preparing a brochure for your park as why people should visit it. Include information about travel and accommodation * Write a blog on something funny that your pet did | * Develop skills in solo, paired and group assignments, including role-play and drama. * Students will plan plot, characters and structure effectively in writing an extended story |
| JAN | Course book & Workbook Think Differently Literature reader 12 The flower school | * Test the students close reading of the passage * Tests student's understanding of the new words and use them contextually * Teaching them idiomatic expressions | * Designing a poster based on a ghost title : Come meet a Ghost * Think and write some innovative ways to help poor children who cannot afford books and school fees | Work in groups to formulate ideas and plans of action Use role-play to express feelings and ideas |

Subject: Hindi

| NO.OF PERIODS | TOPICS | OBJECTIVE | ACTIVITY | LEARNING OUTCOMES |
|---|---|--|--|---|
| 14 periods 7 periods | <p><u>व्याकरण</u> भाषा, वर्ण विचार, विलोम शब्द (1-20) पर्यायवाची (1-20) अनेकार्थक शब्द (1-20)</p> <p><u>मेधा</u> (पाठ-1) जय भारती (कविता)</p> | <p>भाषा का शुद्ध रूप का ज्ञान भेद, विशेषता वर्णों की जानकारी देना, लिपि की जानकारी देना, अर्थ समझना भावार्थ जानना कविता स्मरण करना राष्ट्र की भावना जागृत करना पठन पाठ प्रश्नोत्तर</p> | <p>क्रियात्मक गतिविधि-1 सारे स्पर्श व्यंजनों की एक सूची बनाएँ तथा स्वर ,व्यंजन तथा अयोगवाह वर्णों से अलग-अलग वृक्ष बनाएँ।</p> <p>क्रियात्मक गतिविधि-2 जय भारती कविता का सचित्र वर्णन स्टिक फाइल में करें। (ग्रीष्मावकाश गृहकार्य)</p> | <p>बच्चे भाषा के प्रकार को समझेंगे। राष्ट्रभाषा और राजभाषा के अंतर को समझेंगे। भाषा और बोली में अंतर को समझेंगे।</p> <p>ईश वंदना ,परोपकार ,सद्भावना का विकास होगा। धीरज धारण करना।</p> <p>प्रेम,त्याग समर्पण की भावना जागृत होना,कर्तव्य निष्ठा के भावना का विकास होना।</p> |
| 12 periods 2 periods | <p><u>मेधा</u> (पाठ-2) पुरस्कार (कहानी) (पाठ-5) तीर्थयात्रा (कहानी)</p> <p><u>व्याकरण</u> निबंध</p> | <p>कहानी पठन शुद्ध उच्चारण शब्दार्थ कठिन शब्द कविता वाचन भावार्थ स्पष्ट करना सुभद्रा कुमारी चौहान के बारे में बताना। शब्दकोश का प्रयोग तद्भव तत्सम् शब्दों की जानकारी। भाव स्पष्टीकरण।</p> | <p>क्रियात्मक गतिविधि-1 चरित्र चित्रण</p> | <p>दया और सहानुभूति और देश प्रेम की भावना का विकास होगा।</p> <p>अच्छाई और बुराई का निर्णय करना सीखेंगे।</p> |

| NO.OF PERIODS | TOPICS | OBJECTIVE | ACTIVITY | LEARNING OUTCOMES |
|---------------|--|--|---|---|
| 14 periods | मेधा (पाठ-6)साहसी पुत्र (एकांकी) (पाठ-7)वैज्ञानिक चेतना के वाहक (कहानी) | पठन पाठन आशय स्पष्टीकरण शुद्ध उच्चारण शब्दार्थ कठिन शब्द भाव स्पष्टीकरण परिचयात्मक लेख की जानकारी। शब्दविचार के अंतर्गत बच्चे शब्द की उत्पत्ति की जानकारी प्राप्त करेंगे। | | विज्ञान के प्रति रुचि, प्रेरणा, परिश्रम, निष्ठा लगन आदि के भाव जागृत होंगे। महान व्यक्तित्व के चरित्र से प्रेरणा ग्रहण करेंगे। करुणा और सहयोग की भावना जागृत होगी। औपचारिक एवं अनौपचारिक पत्र लिखना सीखेंगे। |
| 11 periods | व्याकरण शब्दविचार पत्र | | | |
| 12 periods | मेधा (पाठ-9) रोमांचकारी कुश्ती (पाठ-11) अन्याय के विरोध में (कहानी) | पठन पाठन शुद्ध उच्चारण शब्दार्थ कठिन शब्द अभिव्यक्ति कौशल आशय स्पष्टीकरण हिन्दी के घटना चित्र विद्या से अवगत कराना। निबंध लेखन की विधि सीख पाएँगे। | क्रियात्मक गतिविधि-2 दिए गए गद्यांश में से व्यक्तिवाचक, जातिवाचक व भाववाचक संज्ञाएँ छाँटिए। | जीवों में भी जीने की इच्छा और अपने आस्तित्व की रक्षा करने की भावना होती है बच्चे इसे जानेंगे। रोमांच की अनुभूति होगी। रविन्द्रनाथ टैगोर की कालजयी कथा से परीचित होंगे। कहानी के अंतर्गत एक पिता का अपनी पुत्री के स्नेहमयी प्रेम से भी परीचित होंगे। उपसर्ग और प्रत्यय के अंतर्गत बच्चे शब्दांश जोड़कर शब्द निर्माण करना सीखेंगे। निबंध के अंतर्गत बच्चे वाक्य कमबद्ध और सुसंबद्ध तरीके से लिखना सीखेंगे। |
| 13 periods | व्याकरण (निबंध) व्याकरण उपसर्ग और प्रत्यय संज्ञा ,निबंध | स्पष्ट लेखन भाषा सरल विराम चिह्न का प्रयोग विषय से संबंधित | | |
| SEPTEMBER | पुनरावृत्ति | | | |

| NO.OF PERIODS | TOPICS | OBJECTIVE | ACTIVITY | LEARNING OUTCOMES |
|---------------|--|--|---|--|
| 7 periods | मेधा (पाठ -13)काबुलीवाला (कहानी) (पाठ -14)नीति वचन (दोहे) | दोहा पाठन खड़ी बोली के शब्द दोहे का अर्थ अपठित गद्यांश सही/गलत का चुनाव शब्दार्थ जानेंगे व कठिन शब्दका उच्चारण कर पाएँगे प्रश्नोत्तर | क्रियात्मक गतिविधि-1 तुलसीदास के दोहे को सुंदर से चार्ट पेपर में करें। | नैतिक मूल्य,मीठे बोल,प्रेमपूर्वक रहना,समय का मूल्य,सत्संगति,परिश्रम परहित सत्यप्रिय भाषण जैसे भावों का विकास होगा। एकता,आदर,जातिगत सौहार्द जैसी भावनाओं का भी विकास होगा। सर्वनाम के भेदों का उपयोग करना सीखेंगे। विशेषण की अवस्थाओं का उपयोग करना सीखेंगे। |
| 7 periods | व्याकरण सर्वनाम विशेषण, | नए-नए शब्दों का ज्ञान होगा सर्वनाम एवं विशेषण की परिभाषा,भेदों के नाम,विशेषण-विशेष्य में अंतर,विशेषण की अवस्थाएँ। | | |
| 14 periods | मेधा (पाठ -16)प्यार की नींव (कहानी) (पाठ -18)काशी राज का न्याय (नाटक) | नाटक विद्या की जानकारी पात्र परिचय,पठन-पाठन,अर्थ स्पष्टीकरण, कठिन शब्दों का अर्थ ,प्रश्नोत्तर। विषय वस्तु का ज्ञान क्रिया की जानकारी क्रिया के भेदों के बारे में जानेंगे। कारक के चिह्नों की जानकारी प्राप्त करेंगे। | क्रियात्मक गतिविधि-1 कहानी लेखन | उनमें न्याय ,राजधर्म,प्रजा पालन जैसे भाव विकसित होंगे। अहिंसा,न्याय प्रियता जैसे गुण विकसित होंगे। क्रिया के विभिन्न भेदों का प्रयोग करना सीखेंगे। कारक और धातु में बच्चे अंतर करना सीखेंगे। कारक की विभक्तियों का प्रयोग कैसे किया जाता है इसकी जानकारी प्राप्त करेंगे। |
| 18 periods | व्याकरण क्रिया कारक, अनेकार्थक शब्द | | | |

| NO.OF PERIODS | TOPICS | OBJECTIVE | ACTIVITY | LEARNING OUTCOMES |
|-----------------------------|--|--|---|--|
| 7 periods 12 periods | मेघा (पाठ -19)चंद्रगहना से लौटती बेर (कविता) व्याकरण काल मुहावरा | पठन पाठन अर्थ समझना शुद्ध उच्चारण शब्दार्थ कठिन शब्द अभिव्यक्ति कौशल प्रेरणा ग्रहण। एक ही शब्दों का विभिन्न रूपों में प्रयोग। काल की परिभाषा ,काल के भेदों की जानकारी,मुहावरे और लोकोक्ति में अंतर स्पष्ट करना। | क्रियात्मक गतिविधि-2 कोई ऐसी कविता लिखें जिसमें गाँव के दृश्य का वर्णन हो। | बच्चों में सहायता,परोपकार,गंभीरता जैसे भाव विकसित होंगे।उनमें भी अडिगता आएगी।सच्चाई एवं ईमानदारी जैसे गुणों का विकास होगा। बच्चे वर्तमान, भूतकाल और भविष्यत काल के बीच के अंतर को समझेंगे। मुहावरे के अंतर्गत बच्चे यह समझेंगे कि यह एक ऐसे वाक्यांश हैं जिनका एक विशेष अर्थ होता है। |
| 8 periods 13 periods | मेघा (पाठ -21)सुनेली का कुआँ (लोककथा) व्याकरण श्रुतिसमिन्नार्थक, पर्यायवाची | पठन पाठन शब्दार्थ जानेंगे व कठिन शब्द का उच्चारण कर पाएँगे आशय स्पष्टीकरण प्रश्नोत्तर एक ही शब्दों का विभिन्न रूपों में प्रयोग। | | बच्चे नए शब्दों से परीचित होंगे।लोककथा को जानेंगे सामाजिक जिम्मेदारी को बच्चे समझेंगे।आत्मबल से कुछ भी हासिल किया जा सकता है बच्चे इसे जानेंगे। बच्चे एक ही शब्द के अनेक अर्थ को जानेंगे। |

| NO.OF PERIODS | TOPICS | OBJECTIVE | ACTIVITY | LEARNING OUTCOMES |
|---------------|--|--|----------|--|
| 6 periods | मेधा (पाठ - 22) कौशिक करने की कमी हार नहीं होती (कविता) | पठन पाठन शुद्ध उच्चारण शब्दार्थ | | पाठ के माध्यम से बच्चों में प्रेरणा, परिश्रम, लगन, कृतव्यनिष्ठा, कल्याण कामना जैसे भावों का विकास होगा। |
| 10 periods | व्याकरण निबंध ,पत्र | कठिन शब्द अभिव्यक्ति कौशल आशय स्पष्टीकरण कविता वाचन कविता का भावार्थ। कविता में अभिव्यक्त संदेश बच्चों तक पहुँचाना पत्र, निबंध। लेखन की विधि परिभाषा नियम शुद्ध उच्चारण। | | औपचारिक एवं अनौपचारिक पत्र लिखना सीखेंगे। |
| MARCH | पुनरावृत्ति | | | |

Subject: Science

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-------|----------------------|--|--|---|
| 22 | FOOD | Nutrition in plants | <ul style="list-style-type: none"> *To explain how plant use energy. *Distinguish between autotrophic and heterotrophic nutrition. *Understand differences between saprophytes and parasites. *Explain the phenomenon of symbiosis in lichens. | <ul style="list-style-type: none"> *To grow fungi. *To show that green parts of a plant can photosynthesize. | <ul style="list-style-type: none"> Organisms need energy for growth and maintenance. *Modes of nutrition in plants. *To understand that photosynthesis plays a vital role in food making in plants. *Replenishment of nutrition in soil. |
| | | Nutrition in animals | <ul style="list-style-type: none"> *To discuss various stages and body parts that helps in nutrition. *To know various organs and their role in digestion. *To know about plant eating animals and how they digest their food | <ul style="list-style-type: none"> *To study the effect of saliva on starch present in food. | <ul style="list-style-type: none"> To know importance of nutrition in animals. *Nutrition in Amoeba. *To know that the process of nutrition in animals is completed through certain stages. * Types of teeth and their function. *To understand that ruminants digest their food in two steps. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-----------|----------------------|---|---|--|
| 38 | Materials | Animal fibre | <ul style="list-style-type: none"> *Kinds of clothes worn according to the climate. *Different ways of obtaining fibres. *Sericulture. *Health conditions of the workers. | <ul style="list-style-type: none"> *Gather information on types of silk produced in different states of India. Collect pictures or samples of different types of silk fabrics, identify the states where each type of silk is made and paste the samples on the map of India. *Visit to sericulture farm. | <ul style="list-style-type: none"> *To understand the importance of clothes. *Investigate the steps involved in wool production *Health hazards in the wool industry *Silk production *Life history of silk moth *Health hazards in sericulture. |
| | | Structure of matter | <ul style="list-style-type: none"> *To know what is atom? *Differences between compounds and mixtures *To know symbols, formulae and chemical equation | | <ul style="list-style-type: none"> *To understand that all atoms are the smallest particle of an element. *Chemical symbols *Chemical formulae *To gain the knowledge of balancing the equation. |
| | | Heat and its effects | <ul style="list-style-type: none"> *Differentiate between heat and temperature *To identify different effects of heat | <ul style="list-style-type: none"> *To identify different parts of thermometer | <ul style="list-style-type: none"> *To understand that heat is a form of energy *Heat causes change in temperature, expansion, change of state and chemical |

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| | | | <ul style="list-style-type: none"> *Thermal expansion *Identify types and parts of thermometer | | <ul style="list-style-type: none"> changes *To enable to know about temperature and an instrument used to measure temperature. *To have a broad idea on types of thermometer and temperature scales. |
| | | Flow of heat | <ul style="list-style-type: none"> *Understand the basics of heat transfer: Conduction, convection and radiation | <ul style="list-style-type: none"> *To show that heat transfer in water is due to convection. | <ul style="list-style-type: none"> *To obtain the knowledge that heat is transferred from hot to cold body by conduction, convection and radiation *Preventing loss of heat |
| | | Acids, bases and salts | <ul style="list-style-type: none"> *Differentiate between manmade, naturally occurring acids, bases and salts. *Testing for acids and bases *Types and uses of acids, bases and salts. | <ul style="list-style-type: none"> *To demonstrate a neutralization reaction. | <ul style="list-style-type: none"> *Classification of substances into acids, bases and salts *To know types, properties of acids and reaction with metals, carbonates and bases. *To know that bases that dissolves in water are called alkalis *To understand certain reaction between acid and base. *To identify naming salts. *To understand that indicators are the substances that shows a change in colour when brought in contact with acids and bases. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-------------------------|---|--|--|--|
| 42 | The world of the living | Weather, Climate and Adaptation | <ul style="list-style-type: none"> *Understand the general distinctions between weather and climate *Elements of weather *Role of sun on climate *Ways of adaptation to extreme temperatures | *Students will design and build some of the same instrument that meteorologists use. | <ul style="list-style-type: none"> *To explore the differences between weather and climate. *To understand the factors that affects the climate on the earth. *To know the climate of the earth as a whole *Climate and weather of a place *How animals are adapted for different climates. |
| | | Soil | <ul style="list-style-type: none"> *Components of soil *Be familiar how soil layers are formed *Percolation rate of water in soil. *Absorption of water in soil *Moisture in soil Soil suitability for crops *Our dependence on soil. | *To study the soil texture. | <ul style="list-style-type: none"> *To investigate the process of soil formation *Factors affecting soil formation *To learn different horizons of soil profile *To understand composition, types and properties of soil *To identify types of soil, moisture content and the rate of percolation *To learn about kinds of crops that can be best grown in the region. *To sketch the different uses of soil in our daily life. |
| | | Respiration in organisms | <ul style="list-style-type: none"> *Organs and mode of respiration in plants *Mode of respiration in different animals *Role of different organs involved in respiration. | *To show that carbon dioxide is produced during respiration. | <ul style="list-style-type: none"> *To understand the difference between breathing and respiration *To know about respiratory system and mode of respiration in different organisms *Aerobic and anaerobic respiration |
| | | Transport of materials in Animals and plants. | *Explain the need for system of transport in | *Prepare a working model | *To understand the importance of transport of substance for different organ |

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| | | | <p>plants and animals.</p> <ul style="list-style-type: none"> *Explain the structure of xylem and phloem in plants *Importance of blood as a medium of transport *Explain the structure and function of human heart. *describe the composition of blood *Excretory system | <p>of human heart.</p> | <p>systems to work efficiently.</p> <ul style="list-style-type: none"> *To know that living organisms need needs a transport system to transport food, gases, minerals salts, hormones which is required for normal functioning. *Transportation of substances done by the circulatory system consists of blood, blood vessels and heart. *Identify different parts and functioning excretory or urinary system *To find out some methods to deal with the problem of removal of wastes. |
| | | Reproduction in plants | <ul style="list-style-type: none"> *Importance and modes of reproduction in plants *To study different parts of flower and their role in reproduction *Pollination *Fertilization *Seed formation *To find out the ways of artificial methods of vegetative reproduction | <ul style="list-style-type: none"> *To observe budding in yeast. *To dissect a flower and observe its parts. *Make a chart on different types of reproduction in plants with examples. | <ul style="list-style-type: none"> *Students would learn about how plant reproduces or multiplies. *To know about types of reproduction in plants *Investigate parts of flower and their role in sexual reproduction *Pollination and fertilisation *Understand the formation of seed and fruit and different agents of seed dispersal *To identify different methods of asexual and vegetative reproduction. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---------------------------------|-----------------|---|--|---|
| 16 | Moving Things, People and Ideas | Time and motion | <ul style="list-style-type: none"> *Basic relationship between time, speed and distance. *Explain motion and non uniform motion *Understand graphical representation of motion | <ul style="list-style-type: none"> *Collect the pictures of clocks that were used from ancient times to the present. Stick them on chart paper | <ul style="list-style-type: none"> *To understand the need to measure time *Investigate and identify the instruments used to measure time *Classify types of motion *To know that motion of a body can be fast or slow *To learn the techniques to measure and calculate the speed *To record the time periods of pendulums of different length and understand that the time period remain same *To learn to represent the data of distance and time |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-------------------|----------------------------|---|--|--|
| 24 | Natural Phenomena | Winds, storms and cyclones | <ul style="list-style-type: none"> *Natural calamities *Differences between wind and storm *The need of blowing wind and its effect in our daily life *Characteristics of wind *Wind current due to uneven heating *Weather forecasting | *Make an Anemometer | <ul style="list-style-type: none"> *To know common types natural disasters *Understand the atmospheric factors leading to the development of thunderstorms, cyclones and tornadoes. *Students are made to design activities to show lifting due to moving air. *To identify the adverse effects wind and storm *To learn about the precautions needs to be taken for cyclone prone regions. |
| | | Light | <ul style="list-style-type: none"> *To learn rectilinear propagation and reflection of light *Understand reflection of light *Discuss spherical mirrors *To understand dispersion of light | *To perform an activity that shows that light consists of seven colours with the help of prism | <ul style="list-style-type: none"> *To understand that light is a form of energy. *To understand the reflection of light *To develop an idea that light propagates in a linear path *List out the characteristics of image formed in a spherical mirror for various object distances. *Applications of spherical mirrors. *To acquire knowledge that white light consists of many colours. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-----------------|----------------------------------|--|-------------------------------|--|
| 14 | How things work | Electric current and its effects | <ul style="list-style-type: none"> *Basic components of an electric circuit *To know the heating and magnetic effect of electric current *Analyze the magnetic field pattern around a solenoid carrying current | *To make an electric circuit. | <ul style="list-style-type: none"> *Students will be familiarized with an electric circuit, circuit components and their respective functions and symbols. *To construct a simple electric circuit in the classroom and to explain how current flows and the bulb glows. *To introduce circuit diagram for a simple circuit. *To investigate the heating effect of electric current *To understand that electric fuse is a safety device that prevents large amounts of current from flowing into any appliance on device *To investigate the magnetic effect of electric current. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---|-------------------|----------------------------|---|---|--|
| 24 | Natural resources | Water: A Precious Resource | <ul style="list-style-type: none"> *Define natural resources *Differentiate between renewable and non renewable resources *Water exists in all states *To learn the process of water cycle *Methods of conservation of water *Rain water harvesting | *Case studies | <ul style="list-style-type: none"> *To understand that water exists in various forms in nature *Identify the effects of water scarcity on life *To identify various reasons of depletion of water table *Students are to carry out surveys to understand the availability of water in their neighbourhood. *Ways to conserve water |
| | | Our Forests | <ul style="list-style-type: none"> *Components of forest *Acquire the knowledge of the world around them through vegetation | *Case studies | <ul style="list-style-type: none"> *To enable to know the components of forest *To identify the connections and dependencies between organisms *To develop an idea that nature is a complex system with a vast number of participatory organisms. *Forests contribute to purification of air and water *Destruction and conservation of forests |
| | | Wastewater management | <ul style="list-style-type: none"> *Wastewater management *Need for management of sewage *Sources of water and domestic wastewater management *Vermicomposting toilet | *Activity for the treatment of polluted water | <ul style="list-style-type: none"> *To know what does sewage means *To find out the need for drainage system *To find out the alternative arrangement for sewage disposal *To learn about the method that treats human excreta. |
| Note: The highlighted portion would be covered in UOI | | | | | |

Subject: Mathematics

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|-----------|---|---|--------------------------------------|--|
| 12 | Integers | Negative number, Integers, Number line, Absolute value of a number, Addition and Subtraction of integers, Multiplication and Division of integers, Rules for operating on integers. | Students come to learn use of negative numbers in practical situation, perform calculations on integers, Represent numbers on number line and order them & use of mathematical symbols. | Work sheet / practice from exercise. | Use of negative numbers in practical situation, perform calculations on integers, Represent numbers on number line and order them & use of mathematical symbols. |
| 12 | Fractions | Fractions and Fractional numbers, as a part of a collection, Types of fractions, representation of fractions on number line, Equivalent, Like and unlike fractions, Comparison of fractions, Addition and Subtraction of fractions. | To understand the concept of the fraction“ the part of a whole”, Classification of fractions, representation on number line, addition and subtraction of fractions. | Work sheet / practice from exercise. | Students should understand the concept of the fraction” the part of a whole”, Classification of fractions, representation on number line, addition and subtraction of fractions. |
| 12 | Decimals | Decimal fractions, Like and unlike decimals, Comparing decimals, conversion Of decimal into a fraction and vice versa. Operation of decimals. | To understand fractions when divides the Numerator by denominator form decimals, from decimals to fraction and vice versa. Addition and subtraction of Decimals. | Work sheet / practice from exercise. | Recognize fractions. Perform calculation from decimals to fraction and vice versa. Addition and subtraction of Decimals. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---|--|---|--|--|
| 18 | Rational Numbers | Number system as a whole, properties of rational Number, presentation on number line , comparison. Addition, subtraction , Multiplication and division of Rational numbers. | To understand the number system as a whole. Recognize that previous all numbers are the part of rational numbers, come to learn all arithmetical operation. | Pen paper test/ practice from exercise.Activities on Real number line. | Recognize that previous all numbers are the part of rational numbers, come to learn all arithmetical operation. |
| 18 | Exponents | Exponential form or power notation, base and exponents or power, reciprocals, laws of exponents and Arithmetical operation on multiplication and division, zero and negative indices. | To understand the laws of indices, to use the standard form to express very large numbers or very small numbers. | Pen paper test/ practice from exercise.. | Students should understand the laws of indices, to use the standard form to express very large numbers or very small numbers. |
| 18 | Algebraic Expression with linear equation | Variables, Constant, co-efficient, Polynomial, some rules in algebra, use of brackets in simplification, Addition and subtraction of polynomials. Simple equation, solving simple equation, formulae, framing algebraic equation and find solution for it. | Students should understand basic arithmetical process algebraically, Substitute numbers for letters in formulae and expression. To solve simple algebraic equation, To construct simple equation from given situation and solve these equation. | Work sheet / practice from exercise. | Express basic arithmetical process algebraically, Substitute numbers for letters in formulae and expression. To solve simple algebraic equation, To construct simple equation from given situation and solve these equation. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|--|--|---|--|--|
| 10 | Ratio proportion unitary method | Ratio, Equivalent ratio, increase/ decrease, proportion with unitary method | To understand that ratio is the simplest form Find ratio, use direct and indirect proportion, Unitary | work sheet / practice from exercise. | Find ratio , use direct and indirect proportion, Unitary |
| 9 | Percentage, profit & loss , simple interest | Percentage and conversion of fraction into percentage, cost price, sell price, profit and loss and their percentage calculation. Calculation simple interest. | Conversion of percentages to fractional form d, decimal form and vice versa. Solve problems on personal & household financial transaction. | Work sheet / practice from exercise. | Conversion of percentages to fractional form d, decimal form and vice versa. Solve problems on personal & household financial transaction. |
| 12 | Lines and Angles, Properties of parallel lines. | Points, Line, intersecting lines , Angles- different kinds of angles, parallel lines , Constructing and measuring angles using a protractor. | Identify various types of angles, Calculate unknown angles involving adjacent angles on a line | work sheet/practice from exercise | Identify various types of angles, Calculate unknown angles involving adjacent angles on a line |
| 17 | Triangles and its properties | Different types of triangles. Angle sum property, exterior angles and its properties, Triangle inequality ,Pythagoras theorem and its triplets. | Identify various types of triangles based on sides and angles, various types of polygons, angle properties along with simple geometrical prob. | Work sheet / practice from exercise. | Identify various types of triangles based on sides and angles, various types of polygons, angle properties along with simple geometrical prob. |
| 17 | Congruency of triangles | Some types of congruent figures, Congruency of triangles with different criteria, proof of different congruence conditions. | To test for the congruency between two triangles. To solve problems involving congruent triangles. | Work sheet / practice from exercise. | To test for the congruency between two triangles. To solve problems involving congruent triangles. |

| NO. OF PERIOD | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|----------------------|------------------------------------|---|--|--|--|
| 10 | Constructions | Construction of parallel lines, Construction of triangles with different congruent criteria. | Students able to know how to construct different types of triangles applying different conditions. | Work sheet / practice from exercise. | Students able to know how to construct different types of triangles applying different conditions. |
| 5 | Three – Dimensional shapes | Concepts of solids like cube, cuboid, cylinder, cone and sphere, their faces, edges, vertices. Net of a three dimensional figures | Students able to learn the difference between two dimensional and three dimensional objects. | Work sheet / practice from exercise. Activities on different geometrical shapes. | Students able to learn the difference between two dimensional and three dimensional objects. |
| 22 | Mensuration | Perimeter and Area of different types of triangle, quadrilateral and circles. Area between two rectangles and two circles. | To find the perimeter and Area of simple geometrical figure, solving problems. | wok sheet/ practice from exercise | To find the perimeter and Area of simple geometrical figure, solving problems. |
| 20 | Data handling | Collection and organization of data, Measures of central tendency. Statistical diagram of bar graph and pictograph | Calculate, classify and tabulate data. Mean, Median & Mode, statistical diagram of Bar graph. | Work sheet / practice from exercise. Activities on drawing bar graph on graph paper. | Calculate, classify and tabulate data. Mean, Median & Mode. statistical diagram of Bar graph. |
| 12 | Reflection and Rotational Symmetry | Reflection symmetry of different object. Rotational symmetry. | Students should have a back ground understanding of basic reflective symmetry. | Work sheet / practice from exercise. | Students should have a back ground understanding of basic reflective symmetry. |

Subject: Social Science

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|----------------------------|---|---|----------------------------|---|
| 10 | Geog: The Environment | Components of the environment | To introduce about environment | Model Making: Soil Profile | To understand the environment in it's totality including various components both natural and human |
| | | Human Environment and the need for pollution control | How human beings are degrading the environment | | |
| | | Environmental Issues : Soil Degradation | Soil Pollution , Reasons & Causes | | |
| | | Depletion of plants and animal species. | How flora and fauna are becoming endangered / extinct due to human factors? | | |
| | | Exploitation of minerals and depletion of fossil resources | Minerals, Usage & Over usage | | |
| | | Atmospheric Pollution | Air Pollution | | |
| | | Disposal of Solid Waste | Cleaning of our Environment and reducing soil pollution | | |
| 4 | Hist : The Medieval Period | Indian History | | | To understand the history of Medieval period of India, developments, major sources and developments |
| | | Meaning of Medieval Period | | | |
| | | Major developments during the medieval period | Major Changes in India during the medieval period. | | |
| | | Sources of medieval History in India | Books, Chronicles & Travelogues | | |
| | | Name of prominent historians and scholars who wrote about the history of Medieval India | | | |

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| | Geog: Inside the Earth | Interior of the Earth | Layers of the earth | Poster making: rock cycle, Layers of the Earth | To understand the composition of earth, its different layers, rock, rock cycle, formation, importance |
| | | Rocks and Minerals | Rock Cycle, layers of the earth | | |
| 6 | Civics: Democracy and Equality | Equality in constitution | Laws in constitution safeguarding the rights of the citizens of India | Pen – Paper test | The students will understand the concept of Equality, Universal Adult Franchise and inequalities existing in our society. |
| | | Universal Adult Franchise | Voting Rights | | |
| | | Inequalities existing in the society | Discrimination in our society | | |
| | | The challenge of democracy | | | |

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|----------------------------|--|--|-------------------------|--|
| 5 | Geog: Our Changing Earth | Movements that originate within the earth's crust | To understand the Endogentic, movements of the earth and formation of land forms due to it. | Model Making: Volcano | They will know the cause of Earthquakes, formation of volcanoes |
| | | Creation of faults | Plate Tectonics | | |
| | | Formation of Volcanoes | Reasons & effects | | |
| | | Earthquakes | Reasons & effects | | |
| | | Case Study: Earthquakes in India | Disaster caused & it's after effects | | |
| 10 | Hist : The Delhi Sultanate | The Sultans who ruled Delhi at different times | The student will come to know about The Turkish Rulers, Khalji dynasty, Tughlaq, Sayyis and Lodi | Class Work / HW | To understand the development of political institutions and relationships amongst rulers, strategies of military control and resource mobilization, court records. |
| | | The dynasties to which the sultans belonged | | | |
| | | Political Institutions and developments during the period | | | |
| | | Strategies of Military Control | Military Expeditions | | |
| | | Economic Policies, Revenue administration and maintenance of land records. | Sources of Income | | |

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|--|---|---|-------------------------------|--|
| 6 | Civics : Introduction to the State Government | Division of functions between the Centre and the State Governments | The students will come to know about the working style of central & state governments | Staging of Mock Vidhan Sabha. | To understand the domain of power and authority exercised by the state govt over people's lives. |
| | | Legislative, Executive and Administrative aspects of the state government | Election process | | |
| | | Process involved in choosing an MLA | | | |
| | | Functioning of the state government | State Govt machineries | | |
| | | Powers and role of chief minister and the council of ministers. | Chief minister of a state and his powers and functions | | |

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|----------------------|--|--|---|---|
| 6 | Geog: The Atmosphere | Composition of Atmosphere | The students will come to know about the various gases of the Atmosphere, the different layers - | Chart Making: Various Layers of the Atmosphere | To understand Atmosphere, it's composition, elements of weather and climate. |
| | | Atmospheric Layers of varying densities | Troposphere, Stratosphere, Mesosphere, Inosphere, Thermosphere & Exosphere | | |
| | | Insolation and measurement of the degree of heat | Atmospheric Conditions, elements of weather & climate | | |
| | | Weather and Climate | | | |
| | | Instruments used in determining and forecasting weather | Windvane, Wet & Dry Thermometer, Rain Guage etc | | |
| | | Factors that affect temperature and atmospheric pressure | Latitude, Altitude, Distance from the sea, wind systems | | |
| | | Cyclones and Jet Streams | Reasons & effects | | |
| 8 | | History- Establishment of the Mughal Empire | The students will come to know about the Arrival of Babur and third battle of panipat | Solving of the questions at the back of the chapter | The students learnt about the history of the 16 th and 17 th century, understand the impact of an imperial administration at the local and regional levels. |
| | | Babur the founder of Mughal Empire | | | |

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| 6 | | | Political situation in India | | |
| | | Mughal Kings | Babur, Humayun, Akbar, Jahangir, Shahjahan & Aurangzeb. | | |
| | | Important events of the Mughal Period | | | |
| | | Mughal rulers, their relations with other rulers. Administration, court and agriculture | Mughal administration In India | | |
| | Civics : Gender Discrimination and Equality | Gender Discrimination in past and present | Reasons for Gender Discrimination | Pen paper test | To understand the past and present condition of women and steps taken to improve their condition |
| | | Steps undertaken to promote Gender equality | Laws in constitution safeguarding the rights of the women | | |

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---------------------------|--|---|---|---|
| 10 | Geog: Weather and Climate | Weather and Climate | The student will know the Elements of Weather & Climate | Visit to a Local Weather Station and study the process of weather recording and prediction. | To understand the elements of weather and climate and it's impact. |
| | | Difference between Weather and Climate | | | |
| | | Factors affecting / controlling the weather and climate of a place | Latitude, Altitude, Distance from the sea, wind systems, Atmospheric Pressure, Topography | | |
| 4 | Geog: Water | Fresh and Saline Water | Hydrosphere & it's distribution | Pen paper test | To understand Hydrosphere, it's components and it's usage. |
| | | Distribution of Major Water Bodies | Ocean, Seas, Gulf, Bays, River | | |
| | | Ocean Water and their circulation | Waves, Tides & Currents | | |
| | | Tsunami , Case Study of 2004 Indian Tsunami | Reasons & Effects | | |
| 6 | Hist : Tribal Communities | The meaning of tribe | Indigenous people | Map Work: Mark and the trace the states of India where Tribal live. | To understand political developments in specific regions, convey an idea of long term social change and movements of the people in the sub-continent. |
| | | Chief characteristics of a tribe | Traditions & Customs | | |
| | | Important tribes in India | Tribal population in India | | |
| | | Major areas / states having a | Distribution of Tribal population in | | |

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| 4 | Civics : Role of women in a changing world | large population of tribes | India | Gender Role | To do a research work on the role of women in India | To understand about women empowerment |
| | | Feminism | | | | |
| | | Women's organization | | | | |
| | | Moving towards gender equality | | | | |
| 10 | Geog: Natural Vegetation and Wildlife | Natural Vegetation and wild life zones of the earth | Various Vegetative Zones | Chart Making: The various vegetative zones of the world. | The student will know the nature of diverse flora and fauna in the world. | |
| | | The Equatorial Regions | | | | |
| | | Tropical Grasslands | | | | |
| | | Tropical Monsoon Regions | | | | |
| | | Mediterranean Regions | | | | |
| | | Hot Deserts | | | | |
| | | Temperate Grasslands | | | | |
| | | Cold Desert Regions | | | | |
| 6 | Hist : Religion and Philosophy in Medieval India | Meaning of Bhakti and Bhakti Movements | Religious reform movements in India | Short Note on: Guru Nanak / Kabir | Indicate the major religious ideas and practices that began during this period. | |
| | | Popular religious beliefs of Bhakti Saints | | | | |
| | | Meaning of Sufism and Sufi Movement | | | | |

| NO OF PERIODS | TOPICS | SUB TOPICS | OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---------------------------------------|---|---|---|---|
| 4 | Civics : Media, A pillar in democracy | Media , it's meaning and types | Media it's origin and current status | Project Work: Various News channels around us. | To understand the role of media in facilitating interaction between the govt and citizens. Understand the link between information and power. |
| | | Role of media in a democracy | Media as the Forth Pillar of our democracy | | |
| | | Media as a watchdog in a democracy | | | |
| 4 | Geog: Life in the Deserts | Sahara - Location, Climate, Natural vegetation and animal life, People and economic activities | Hot Desert & it's characteristics | Compare the People, vegetation, lifestyles , flora and fauna of hot and cold deserts. | To understand the complex inter relationships of human and natural environment. |
| | | Ladakh - Location, Climate, Natural vegetation and animal life, People and economic activities. | Cold Desert & it's characteristics | Map Work | To compare life in one's own surrounding with life of other environment settings. To appreciate the cultural differences existing in the world. |
| 6 | Geog: Transport And Communication | Various Means of communication | Communication in day-to-day life | Pen paper test | To appreciate the need of transport and communication for development of the community |
| 4 | Hist : The decline of Mughal Empire | The disintegration of the Mughal Empire | Breaking up of the Mughal Empire after the death of Aurangzeb | | |
| | | Causes of the disintegration of the Mughal empire | Wars, Death of Aurangzeb, Weak Successor, Rise of Regional Powers | Project on the Rise of the Sikhs and Sikh Gurus / Marathas and the Peshwas | Student will understand the disintegration of Mughal Empire. Rise of various regional power centres. |

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|-------|---|--|--|---|--|
| | | Rise of several independent states | | | |
| | | Rise of the Sikhs, Rajputs and Marathas | Sikhs, Jats, Rajputs & Marathas | | |
| 10 | Geog: Life in the Tropical and Sub-Tropical Regions | Amazon Basin : Location, Climate, Natural vegetation and animal life, People and economic activities | Location, Extent & Flora & Fauna found over here, people and their economic activities | Compare the People, vegetation, lifestyles , flora and fauna of Equatorial Rainforests. | To understand the complex inter relationships of human and natural environment. |
| | | | | Map Work. | |
| | | Ganga – Brahmaputra Basin: Location, Climate, Natural vegetation and animal life, People and economic activities | Location, Extent & Flora & Fauna found over here, people and their economic activities | Compare the People, vegetation, lifestyles , flora and fauna of Gangetic Plains. | The student will be able to compare life in one’s own surrounding with life of other environment settings. To appreciate the cultural differences existing in the world. |
| 6 | Civics: People For Equality | understanding Equality, Struggle for Equality in India, Narmada River, Constitution | Provision of Equality as per our constituion, People fighting for equality | The students will have to search the articles that deals with Equality and make a note of it. | Understanding Equality |
| March | Revision for S. A. 2 | Revision for S. A. 2 | | Revision for S. A. 2 | Revision for S. A. 2 |

Subject: French

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---|---|--|---|
| 7 periods | 1- UN COUP D'OEIL SUR LA FRANCE. 2- VOILA LE FRÈRE ET LA SOEUR DE MANUEL | *Give knowledge about FRANCE Culture and Civilization *Learn body parts *Learn "ER" ending verb conjugation | Chart paper presentation based on Body parts Exercise Book | Able to speak about France culture and civilization Able to describe the body parts Able conjugate 'ER" ending verb |
| May | SUMMER VACATION | | Exercise Book | Revise the Topic |
| 7 periods | 1- Â LA CAFETERIA | *Learn new words, *Learn plural of nouns * Learn "IR" ending verb conjugation | Text Book Exercise Book. Reading Test based on chapter A la cafeteria | Able to conjugate IR ending verb Develop their ability to structure writing in different way |
| 7 periods | 1- MON PAYS : LA FRANNCÉ | *Learn Map of France. *Country and nationality. *Agreement of adjective | Oral communication based on " MON PAYS : LA FRANNCÉ " | Able to make agreement of Adjectives (masculine and feminine form). Enhance the communication skills. |
| 8 periods | 1- LES PARENTS DE MANUEL | <ul style="list-style-type: none"> • Learn about profession in french. • Learn how to make negative sentence. • Learn "ger" ending verbs conjugation. • Make questions and answer based on What is this? / Who is this? | Make ID card | Able to write professions in French. Able to transform a sentence into negative form. Know how to make question and answer about objects and people |

| NO. OF PERIOD | TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|----------------------------------|--|---|--|
| 3 periods | Revision | revision | Exercise book | Apply their knowledge about what they have learnt |
| 9 periods | 1 - DANS UN GRAND MAGASIN | <ul style="list-style-type: none"> • Learn new words based on dress. • Learn contracted articles. • Learn how to make interrogative sentence and irregular verbs. | Making Collage based on dress | Able to communicate in a shop in French |
| 9 periods | 1- C'EST NOEL | <ul style="list-style-type: none"> • Learn Festivals and seasons • Learn Negation and Expression with "Faire" verb • Learn how to conjugate eter, eler, cer ending verb | Describe the seasons in Chart Paper. Exercise book. | Able to know about France cultures. Able to use faire verbs with expression in communication. |
| 7 periods | 1- Allons à l'école | <ul style="list-style-type: none"> • Learn about prepositions of places. • Learn Ordinal and cardinal number in French. • Learn Re and irregular verbs | Worksheet based on prepositions. Dictation from text book (chapter Allons à l'école) | Develop listening and writing skills. Knowledge about prepositions and uses. |
| 4 periods | Les Repas (meals) | Learn about French food. Learn partitive articles. | Make a chart based on meal. | Know about French food and communicate with food items in their daily meals |
| 3 periods | Revision | Revision | Revision | Revision |

Subject: Sanskrit

| NUMBER OF PERIODS | CHAPTER/UNIT TITLE | ACTIVITIES | TESTS |
|-------------------|--|-------------------------------------|------------------------|
| 5 | पाठ 1 2 स्वर एवं व्यंजन उच्चारण स्थान | श्लोक गायन | FA- 1/Round-1 |
| 2 | पाठ 3 एवं स्वर सन्धि पारिभाष | शुद्ध उच्चारण | |
| 5 | पाठ 4 5 एवं स्वर सन्धि आदि | सन्धि विगृह्य शब्द निर्माण | FA -1 /Round-2 |
| 6 | पाठ 6 7 अ एवं इ कारान्त शब्द रूप | शुद्ध उच्चारण एवमं लेखन | FA-2/Round-1 |
| 6 | पाठ 8 9 आ कारान्त उ ऊ कारान्त शब्दरूप | संख्या वाचक पद एवं वाक्य निर्माण | FA-2/Round-2 |
| 6 | पाठ 10 11 अ कारान्त नपुंसक लिंग धातु रूप लट लकार | श्लोक अर्थ एवमं गायन | Summative assessment-1 |
| 6 | पाठ 12 13 एवमं कारक प्रकरण | श्लोक गायन | |

| NUMBER OF PERIODS | CHAPTER/UNIT TITLE | ACTIVITIES | TESTS |
|-------------------|---|--------------------------------------|--------------|
| 5 | पाठ 14 15 पृत्यय त्वा आदि | पृत्यय द्वाराशब्द निर्माण एवं प्रयोग | FA-3/Round-1 |
| 5 | पाठ 16 चिः वर्णन वाक्य निर्माण | लकार प्रयोग संस्कृत गीत गायन | FA-3/round-2 |
| 7 | पाठ 17 18 पुनरावृत्ति पः लेखन समास वर्णन | | FA-4/ROUND-1 |
| 6 | पाठ पुनरावृत्ति पः लेखन समास वर्णन | | FA-4/ROUND-2 |
| 5 | पाठ पुनरावृत्ति | | |
| | | | |

Subject: Information Technology

| NO.OF PERIODS | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|------------------------------|--------------------------|--|--|-------------------------|--|
| 4 | Number System | * Decimal Number System | Introduction To Various Number Systems Followed By Computer & Number System In Computing | Class Room Lecture | Student Will Understand The Various Methematical Approach To Perform Computation |
| | | * Binary Number System | | | |
| | | * Conversion Of Decimal Number Into Binary And Vice Versa | | | |
| | | * Octal Number System | | | |
| | | * Hexadecimal Number System | | | |
| | | * Computer Arithmetic | | | |
| 4 | Windows Operating System | * Binary - Addition/Subtraction/Multiplication/Division | Introduction To Control Panel To Perform Various Settings In Computer | Lab Activity | Students Can Handle The Basic And Advance Settings Of Computer |
| | | * Using Windows Explorer | | | |
| | | * Viewing Files & Folders | | | |
| | | * Working With Control Panel | | | |
| | | * Changing Date / Time | | | |
| | | * Working With Fonts | | | |
| | | * Hardware Detection - Mouse Not Working, On-Screen Keyboard, Changing Mouse Setting, Double Click Setting Etc | | | |
| | | * Avoid Pressing Two Keys Together | | | |
| * Computer Sleep Mode/Weekup | | | | | |

| NO.OF PERIODS | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|----------------------------|-------------------------------------|---|-----------------------------------|--|
| 5 | Spreadsheet Package | * Microsoft Excel - Using Worksheet | Introduction To Various Types Of Formula And Functions In Spreadsheet Package | Lab Activity / Class Room Lecture | Student Will Understand The Use Of Formula And Functions In Excel Sheet To Perform Advance Goals |
| | | * Creating A Basic Formula | | | |
| | | * Using Compound Formula | | | |
| | | * Using Text Formula | | | |
| | | * Using Range In Formula | | | |
| | | * Types Of Cell References | | | |
| | | * Renaming,Hide,Unhide Sheets | | | |
| | | * Excel Functions And Rules | | | |
| | | * Common Spreadsheet Functions | | | |
| 5 | Using Ms-Excel As Database | * Using A Form To Enter Data | To Understand The Data Handling Features In Excel | Lab Activity / Project Work | Student Will Able To Deal With Data Using Advance Data Handling Techniques In Excel |
| | | * Adding New Record In A Form | | | |
| | | * Searching / Deleting A Record | | | |
| | | * Sorting / Filtering Data | | | |
| | | * Using Advanced Filter Techniques | | | |
| | | * Using Data Validation | | | |
| | | * Adding Subtotal In Database | | | |
| | | * Analyzing Data With Pivot Table | | | |

| NO.OF PERIODS | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---------------------------|--|--|-----------------------------|---|
| 10 | Advance Features Of Excel | * Components Of A Chart | To Develop Expert Level Of Knowledge In Excel Using Special Tools Available In Excel | Lab Activity / Project Work | Student Will Become Proficient In Excel To Perform Advance Task |
| | | * Creating A Chart | | | |
| | | * Chart Types | | | |
| | | * Formatting A Chart / Legend | | | |
| | | * Changing Scale Of Value / Axis | | | |
| | | * Formatting Data Series | | | |
| | | * Inserting Picture | | | |
| | | * Using Goal Seek | | | |
| | | * Consolidating Data | | | |
| | | * Grouping Worksheet | | | |
| 8 | Working With Flash Cs3 | * Introduction To Flash | Introductio To Flash Software & Use Of Commonly Use Tools | Lab Activity | Student Will Learn The Use Of Basic Tools |
| | | * Open Flash, Workspace | | | |
| | | * Setting Document Properties | | | |
| | | * Drawing An Object & Grouping Outline With Fill | | | |
| | | * Applying Gradient Fill | | | |
| | | * Creating A New Gradient | | | |
| | | * Modifying A Linear Gradient | | | |
| | | * Editing Objects | | | |
| | | * Importing Graphics | | | |
| | | * Animation In Flash | | | |
| | | * Tint Tweening | | | |
| | | * Creating A Simple Text Shape Tween | | | |

| NO.OF PERIODS | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|---------------------------|---|--|-----------------------------|---|
| 12 | Advance Flash | * Working With Layers | To Understand The Layers In Animation Design Using Flash | Lab Activity / Project Work | Student able To Perform Animation Design Using Layers |
| | | * Selecting / Renaming Layer | | | |
| | | * Adding New Layer/Changing Order | | | |
| | | * Hide And Show Layers | | | |
| | | * Lock A Layer | | | |
| | | * Masking In Flash | | | |
| | | * Rotation With Masking Effect | | | |
| 12 | Graphics In Qbasic | * Introduction To Qbasic Programming | Introduction To Graphics In Qbasic Programming | Lab Activity | Student Will Learn The Use Of Graphics And Sounds In Qbasic |
| | | * Constants & Variables | | | |
| | | * Qbasic Statements | | | |
| | | * Using Graphics | | | |
| | | * Screen Statement | | | |
| | | * Color/Line/Circle/Drawing Boxes Statement | | | |
| | | * Creating Sound In Qbasic | | | |
| | Qbasic- Control Statement | * The For....Next Loop | To Understand The Use Of Control Structure In Qbasic Programming | Lab Activity | Able To Use Different Control Structures In Programming |
| | | * For...Next With Step | | | |
| | | * Nested For...Next | | | |
| | | * While....Wend Statement | | | |
| | | * Do.....Until Statement | | | |

| NO.OF PERIODS | TOPIC | SUB-TOPIC | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED | ASSESSMENT / ACTIVITIES | LEARNING OUTCOMES |
|---------------|------------------------------|--|--|-----------------------------|---|
| 4 | Surfing Net And Email | * Blogs/Twitter & Microblogging | Introduction To Blog, Newsgroup Etc | Lab Activity / Project Work | Student Will Get An Idea About Blog/Newsgroup In Internet |
| | | * Communication Services On The Internet | | | |
| | | * Newsgroup & Mailing List/E-Greetings | | | |
| | The Virus & Security Threats | * Types Of Virus | Introduction To Various Security Threats In Computer | Class Room Lecture | Student Will Understand And Identify The Various Security Threats To Computer And How To Resolve It |
| | | * Virus Symptoms | | | |
| | | * Preventing A Virus Infection | | | |
| | | * Antivirus Software | | | |
| | | * Using An Antivirus Software | | | |