

TAURIAN WORLD SCHOOL

Ranchi



Grade: IX

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 periods	Literature –i. Poem – ‘The road not taken’ ii. Poem – ‘The Brook’ Language –MCB-Unit 1 ‘People’ A,B Grammar - Articles, Determiners, Compounds, Personal pronouns	The decision we take today would have a huge impact in the future. We often have to choose between two choices which change the course of our lives. The beauty of nature always fascinates us. Learning the subtle idiosyncrasies of the nature, the sounds produced in the forest and beauty created by combining all the aspects of the nature. Various figures of speeches; Personification, alliteration, metaphor etc. To learn to read aloud with proper intonation and enjoy the rhythm of the poem. To develop the the grammaticality of the students to use determiners and personal pronouns appropriately and in the context.	<ul style="list-style-type: none"> ✓ silent reading, and loud reading in class.- improve pronunciation and enunciation ✓ Expressing personal responses- ✓ Recognize dominant ideas and secondary ideas. ✓ Infer meaning from the text and decipher the figures of speeches used. ✓ Read for information- Indian railways, typical station scene, travelling singular,etc. ✓ Recognize five elements of a short story. plot, theme, character, climax, anticlimax ✓ Summarize the poem <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • MCB-analyze,interpret, evaluate information, • Use mind maps- to recognize every element of the topic ***** • Grammar - Recognize the use of grammar in language structure – use sentences from literature / prose extracts 	Prose-Class work – Comprehension Worksheet – poem Draw a mind map – synopsis of the prose Group work – characterization. Write an informal letter Sequential writing –flow chart Write a narrative description <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Workbook pg 1-9

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
JUNE 15 periods	<p>‘How I taught my grandmother to read’</p> <p>Language-MCB MCB-Unit 1 ‘People’ A,B,C</p> <p>Language-MCB- Adventure -Unit 2- A,B</p> <p>Grammar- Verb forms, Present tenses, Past tense future tenses, ‘will’ & ‘shall’</p>	<p>To understand the relationship of grandparents and how they are deeply attached with their grand children.</p> <p>Condition of Indian villages few decades ago.</p> <p>We can learn from anyone, be it elders or even people younger than us.</p> <p>If we are determined we can learn at any age.</p> <p>To make the students identify the genre to of the story. To enhance the vocabulary.</p> <p>Learners will be able to know how verb forms change in relation to time.</p> <p>They will be able to use regular and irregular verbs to construct sentences.</p> <p>They will also be able to have a clear idea of expressing in present, past and future.</p>	<ul style="list-style-type: none"> • Retell main developments in the text. • Empathize with character • Explore geographical and historical settings • Making notes selecting relevant details • Writing to inform and persuade. • Use mind maps to organize content – sequential flow charts • Express personal responses orally and in writing- content / meaning / theme • Write a role play – creative expression • Identify poetic language-figures of speech • Increase vocabulary –identify meanings in context. • Listening to conversation for interpretation. • Identify main events chronologically • Future time references- presentation of dialogue deliveries pertaining to future happenings 	<p>Comprehension and flow charts worksheets Diary entry Message and reports Design a script to be enacted – group work. –</p> <p>.....</p> <p>Design a tourist brochure Write a description of self./ a place. Match headings to extracts –paragraph writing Write a descriptive article</p> <p>.....</p> <p>Draw up a tense table Work book – 31 - 37</p>

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
JULY 23 periods	Literature- ‘A dog named Duke’ Poem - ‘The Solitary Reaper’ Language – MCB- Unit 2-Adventure- A,B, C Grammar - Modals	<p>Pet animals can be our true and sincere friends.</p> <p>Determination can defeat all the odds in our lives</p> <p>Romanticism in English literature: The pioneers: William Wordsworth and Samuel Taylor Coleridge.</p> <p>Employment of various literary devices and Rhetorical expressions</p> <p>The learners should be able to use all the modal auxiliary verbs in context with clear understanding.</p>	<ul style="list-style-type: none"> ▪ Reading for meaning ▪ Identification and coherent expression of ideas raised by a text ▪ Making meaningful contributions to discussion ▪ Writing for an audience and purpose ▪ Utilizing descriptive language to create setting and mood <ul style="list-style-type: none"> • Analysis questions on key extracts, themes and characters <p>Contributions to class discussion and group work. Express personal feelings and ideas.</p> <ul style="list-style-type: none"> • Mind-mapping. • Having a sense of paragraphing, accuracy in punctuation, capitalization, spellings and use of apt vocabulary. • Identify poetic devices used in the poem. Explore Historical and Geographical settings <p>*****</p>	<ul style="list-style-type: none"> • Express personal responses orally and in writing. – characterization, comprehension • Summary of the poem • Rewrite in different styles. – an autobiography • Group work in role plays. • Write a different ending to the story ‘Adog named Duke’

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AUGUST 25 periods	Drama- ‘Villa for sale’ Poem – ‘Lord Ullin’s Daughter’ Language – MCB- Unit 3 - Environment –A,B, C Grammar - Direct & indirect speeches Connectors	make the students Analyze the difference between a story and drama. to inculcate in them the habit of reading. To learn how children become indifferent to their parents when they are independent adults. to develop the ability to appreciate and criticise the ideas. To get familiar with archaic words used in the poem. The greave of the father losing his daughter. Learners should be able to narrate in indirect speech using proper verb and pronouns.	<ul style="list-style-type: none"> ▪ Analysing the structure and style of a poem and its contribution to meaning ▪ Coherently expressing the themes and issues dealt with a by poetry. ▪ Annotating and responding to exam-style questions. • Role –play The students should be able to comment, both orally and in writing, on the content, meaning, themes and attitudes of a variety of issues brought out from the short stories • Identify the different genres They will also learn to compare and contrast the themes of the different short stories and recall, narrate, summarize, paraphrase and select relevant details.	They also will draw and structure sequences and support ideas with evidence from the text. <ul style="list-style-type: none"> • Flow chart • Summaries. • Debate. • Characterization. • Answering extract questions. • Letter-writing • Test • Contrasts and comparisons between two different poems
SEPTEMBER 22 periods	REVISION		REVISION	REVISION

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
OCTOBER 15 periods	Prose – ‘The man who knew too much’ Poem – ‘The seven ages of man’ Language –MCB – ‘Mystery’ A, B,C Grammar – direct & indirect speech Prepositions	To learn how to describe a person. To enable the learners comprehend the lesson and develop a literary sensitivity in the learner Cultivate interest in classical poems. Learners should be able to know ‘The Bard’ of English Language. They should be able to appreciate the language through literary devices; extended metaphor, simile. They would be able to understand the metaphorical representation of the various stages in a man’s life. Learners should be well versed with usage of prepositions of time, place and special prepositions used with specific words.	<ul style="list-style-type: none"> • Reading expressively • Dramatization involving group and pair work • Independent reading <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Learn to distinguish opinions from simple affirmations through arguments and Discussions • Make notes. • Demonstrate basic performance skills • Have a sense of scripting, writing Simple scenes with plot setting and characters. • Use variety in teaching through smart class visuals 	<ul style="list-style-type: none"> • Summarizing • Writing an additional scene • debates • Interviews with characters <ol style="list-style-type: none"> 1. Vocabulary dictionaries and posters. 2. Interview with characters- 3. Vocabulary building and quizzes- Narratives- diary writing/ any autobiography producing advertisement Personal reflections- through articles

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<p>NOVEMBER</p> <p>13 periods</p>	<p>Prose ‘Keeping it from Harold’</p> <p>Poetry ‘Oh I wished I looked after my teeth’</p> <p>MCB –Environment Grammar – direct & indirect speech</p> <p>Prepositions</p>	<p><i>To sensitize the learners to family Bonding and values.</i></p> <p><i>The sacrifice made by the parents; they live their lives for their children and how they prefer their children over their personal choices.</i></p> <p>Learners shall know what is poetic license and anastrophe.</p> <p>The feeling of remorse of what we do in the past.</p>	<ul style="list-style-type: none"> • Reading expressively enjoying the music in the lyrics. • Responding to the poetry in a class discussion. • Selecting other poems to identify examples of the different figures of speech used. • Writing their own poems. • Summarizing and paraphrasing. <p>Using mind maps to note salient points of the poem.</p>	<ul style="list-style-type: none"> • Reading: Complete the book. • Make a poster for the cover. • Comprehension Questions • Characterization and Book Review. • Worksheet on grammar exercises-prepositions and reported speech • Discussion: Stitch in time saves nine
<p>DECEMBER</p> <p>18 periods</p>	<p>Literature – Drama – ‘The Bishop’s Candlesticks’</p> <p>Language – MCB – The class XI radio show</p> <p>Grammar –different kinds of sentences – simple, compound,</p>	<p>Learners shall be able to comprehend a religiously devoted life.</p> <p>How priests set an example of compassion and mercy.</p> <p>to make them aware of the noble deeds and the pursuit of happiness.</p>	<p>Defining: draws on prior knowledge to brainstorm and cluster ideas with teachers and peers develops focus questions using modeled techniques devises a time-management strategy to meet given deadlines</p> <p>Locating: recognizing the value of drama for specific topic (philanthropy)</p> <p>recognizes the need to locate a variety of resources representing a range of views</p>	<p>Flow chart – trace the process of a criminal to a better man.</p> <p>Write a letter to the editor on environmental degradation.</p> <p>Worksheets – different kinds of sentences.</p>

	complex	To inculcate the reading habit to improve the comprehension.	<p>Selecting skimming and scanning</p> <p>compares information from different sources for opposing viewpoints and accuracy</p> <p>Organising synthesize information from a variety of sources</p> <p>organizes ideas and information logically</p>	
JANUARY 22 periods	<p>Poem- 'Song of the rain'</p> <p>Language –MCB – 'Children' A&B</p> <p>Grammar –kinds of sentences – negative, affirmative, interrogative, Imperative, exclamatory</p>	<p>Learners shall know how the beauty of earth is dependent on the rain which is to be celebrated as the poem of the planet.</p> <p>How intense thoughts are to be interpreted and translated into simple language.</p> <p>Learners should be able to develop an intuitive understanding of the various types of sentences structurally.</p>	<ul style="list-style-type: none"> • Reading expressively • Expressing personal responses orally. • Summarizing • Paraphrasing <p>Writing individually and also in groups Students should be able to:-</p> <ul style="list-style-type: none"> • Be aware of drama as genre-Making notes from written and spoken sources. • Know the plot and character. • Gain an appreciation of the writing :-Range of types; depth of character development and use of descriptive imaginative language • Recognize the proof of an argument and distinguish opinions from simple affirmations. • Summarize simple scenes with plots, setting and character. • Plan, revise and redraft. • Express personal response orally and in writing, individually or in groups. 	<p>Independent reading-oral presentation in class</p> <p>Rewrite in different styles.</p> <p>Essays</p> <p>Newspaper reports</p> <p>Debates</p> <p>Empathetic exercises</p>

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FEBRUARY 22 periods	Literature – ‘The bestseller’ Language –MCB— ‘Children’ C, D ‘Sports and Games’ A,B Grammar – transformation of sentences.	To make the learners be adept in reading a long story. How idiomatic usage of the language is to be interpreted. Learners should be able to transform various sentences from active to passive and direct to indirect and vice versa.	<ul style="list-style-type: none"> • Brain storming session after which student write a short poem • Discuss poetic devices used- similes, metaphors, personification etc. • Reading expressively. • Express personal responses-orally ,in writing, in groups. • Summarizing and paraphrasing poems. <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Familiarization with social and scholarly vocabulary in a variety of contexts as used in the poem. • Analyze a summary, noting important words • Take simple notes. • Defend personal views in a discussion. • Write informal letters 	Write your own poem Comprehension exercises Write a summary Use of vocabulary – sentence making & paragraph writing
MARCH 25 periods	Revision			

Subject: Hindi

NO.OF PERIODS	TOPICS	OBJECTIVE	ACTIVITY	LEARNING OUTCOMES
5	क्षितिज - गद्य खंड 1. प्रेमचंद-दो बैलों की कथा	<ul style="list-style-type: none"> कृषक समाज और पशुओं के भावात्मक संबंध को जानना 	क्रियात्मक गतिविधि-1	<ul style="list-style-type: none"> बच्चे कृषक समाज और पशुओं के भावात्मक संबंध को जानेंगे।
6	कृतिका 1. इस जल प्रलय में - फणीश्वरनाथ रेणु	<ul style="list-style-type: none"> पठन पाठ प्रश्नोत्तर 	1. प्रश्नोत्तरी शब्द निर्माण	<ul style="list-style-type: none"> परोपकार ,सदभावना का विकास होगा। धीरज धारण करना।
5	व्याकरण शब्द निर्माण - उपसर्ग , प्रत्यय	<ul style="list-style-type: none"> नए-नए शब्दों की जानकारी 	क्रियात्मक गतिविधि-2	<ul style="list-style-type: none"> प्रेम,त्याग समर्पण की भावना जागृत होना। पटना के 1975 की प्रलयकारीबाढ़ के बारे में जानकारी प्राप्त करेंगे।
5	5. कबीर - साखियाँ एवं सबद	<ul style="list-style-type: none"> दोहा पठन खड़ी बोली के शब्द दोहे का अर्थ 	2.किन्ही पाँच भक्तिकालीन कवियों की जीवनी एवं उपलब्धि पर चर्चा।	<ul style="list-style-type: none"> उपसर्ग और प्रत्यय के अंतर्गत बच्चे शब्दांश जोड़कर शब्द निर्माण करना सीखेंगे। साखियाँ और सबद के अर्थ ग्रहण करेंगे। कबीर के जन्म और मृत्यु के बारे में अनेक किंवदंतिया है,बच्चे इसे जानेंगे।

NO.OF PERIODS	TOPICS	OBJECTIVE	ACTIVITY	LEARNING OUTCOMES
5 5 6 6	<p>क्षितिज - गद्य खंड</p> <p>2. राहुल सांकृत्यायन - ल्हासा की ओर</p> <p>काव्य खंड</p> <p>6. ललधद - वाख</p> <p>व्याकरण</p> <p>समास</p> <p>रचना</p> <p>पत्र , निबंध , संवाद लेखन, अपठित गद्यांश , अपठित काव्यांश</p>	<p>कहानी पठन</p> <p>शुद्ध उच्चारण शब्दार्थ कठिन शब्द</p> <p>भावार्थ स्पष्ट करना</p> <p>ललधद के बारे में बताना।</p> <p>शब्दकोश का प्रयोग</p> <p>समास की जानकारी</p> <p>समास के भेदों के बारे में जानेंगे।</p> <p>समास विग्रह की जानकारी प्राप्त करेंगे</p>	<p>क्रियात्मक गतिविधि-1</p> <p>1. अपने किसी यात्रा के दौरान हुए अनुभवों को लिखकर प्रस्तुत करें।</p> <p>2. ललधद कश्मीरी कवयित्री है। कश्मीर पर एक अनुच्छेद लिखिए।</p>	<ul style="list-style-type: none"> • बच्चे 1929-30 में नेपाल से तिब्बत के दुर्गम रास्तों का रोमांचक अनुभव को जानेंगे। • वहाँ के सामाजिक महौल के बारे में जानकारी प्राप्त करेंगे। • ललधद की काव्य शैली को बच्चे जानेंगे। • बच्चे भक्तिकाल के व्यापक जनचेतना और उसके अखिल भारतीय स्वरूप से परिचित होंगे। • निबंध के अंतर्गत बच्चे वाक्य कमबद्ध और सुसंबद्ध तरीके से लिखना सीखेंगे। • समास के भेद एवं समास विग्रह करना जानेंगे। • ण-नए शब्दों की जानकारी प्राप्त करेंगे।
5 5 7 7	<p>क्षितिज - गद्य खंड</p> <p>3. श्यामाचरण दुबे - उपभोक्तावाद की संस्कृति</p> <p>4. झाबिर हुसैन — साँवले सपनों की याद</p> <p>व्याकरण</p> <p>अर्थ की दृष्टि से वाक्य भेद</p> <p>रचना</p> <p>पत्र , निबंध , अपठित गद्यांश , अपठित काव्यांश संवाद लेखन</p>	<p>पठन पाठन</p> <p>आशय स्पष्टीकरण</p> <p>शुद्ध उच्चारण शब्दार्थ</p> <p>कठिन शब्द लेख की जानकारी।</p> <p>वाक्य का प्रयोग किसी न किसी प्रयोजन में होता है इसकी जानकारी प्राप्त करेंगे।</p>	<p>किसी एक वस्तु पर विज्ञापन तैयार करना।</p>	<ul style="list-style-type: none"> • बदलती जीवन शैली के बारे में जानेंगे। • विज्ञापन का हमारे जीवन पर प्रभाव • उपभोक्तावादी संस्कृति का प्रसार के बारे में जानेंगे। • पक्षी-प्रेमी सालिम अली के व्यक्तित्व के बारे में बच्चे जानेंगे। रोमांच की अनुभूति होगी।

NO.OF PERIODS	TOPICS	OBJECTIVE	ACTIVITY	LEARNING OUTCOMES
5 5 7 5	क्षितिज - गद्य खंड 7. रसखान - सवैये कृतिका 2. मेरे संग की औरतें - मृदुला गर्ग व्याकरण अलंकार 8. माखनलाल चतुर्वेदी - कैदी और कोकिला	पठन पाठन शुद्ध उच्चारण शब्दार्थ कठिन शब्द अभिव्यक्ति कौशल आशय स्पष्टीकरण अलंकार के भेद अलंकार से तात्पर्य	क्रियात्मक गतिविधि प्रश्नोत्तरी	<ul style="list-style-type: none"> बच्चे कवि रसखान के जीवन परिचय से अवगत होंगे एवं भाषा शैली के बारे में जानेंगे। बच्चे लेखिका के परिवार से अवगत होंगे और यह जानेंगे कि परंपरागत तरीके से जीते हुए भी लोक से हटकर कैसे जिया जा सकता है। बच्चे कविता 'कैदी और कोकिला' के द्वारा भारतीय स्वाधीनता सेनानियों के साथ जेल में किए गए दुर् व्यवहारों और यातनाओं के बारे में जानेंगे।
5 5 5	क्षितिज - गद्य खंड 5. चपला देवी - नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया 9. सुमित्रानंदन पंत - ग्राम श्री कृतिका 3. रीढ़ की हड्डी - जगदीश चंद्र माथुर	पठन पाठन मातृभूमि की स्वतंत्रता के लिए अपना प्राण न्योछावर कर दिए उनके गौरव और सम्मान की बात को जानेंगे। कविता का अर्थ नाटक विद्या की जानकारी पात्र परिचय, पठन-पाठन, अर्थ स्पष्टीकरण, कठिन शब्दों का अर्थ, प्रश्नोत्तर।	क्रियात्मक गतिविधि वाद-विवाद	<ul style="list-style-type: none"> देशप्रेम की भावों का विकास होगा। एकता, आदर, सौहार्द जैसी भावनाओं का भी विकास होगा। गाँव की प्राकृतिक सुषमा और समृद्धि से अवगत होंगे। राष्ट्रीय शिक्षा के महत्त्व को जानेंगे।

NO.OF PERIODS	TOPICS	OBJECTIVE	ACTIVITY	LEARNING OUTCOMES
6 6 6 6	क्षितिज - गद्य खंड 6. हरिश्चंद्र परसाई - प्रेमचंद के फटे जूते 11. सर्वेश्वर दयाल सक्सेना - मेघ आए 5. किस तरह आखिरकार मैं हिंदी में आया - शमशेर बहादुर सिंह कृतिका 4. माटी वाली - विद्या सागर नौटियाल	पठन पाठन अर्थ समझना शुद्ध उच्चारण शब्दार्थ कठिन शब्द अभिव्यक्ति कौशल प्रेरणा ग्रहण।	क्रियात्मक गतिविधि संवाद लेखन	<ul style="list-style-type: none"> • प्रेमचंद के सादगी के बारे में जानेंगे • समाज के दिखावे की संस्कृति के बारे में जानेंगे। • ग्रामीण संस्कृति में मेहमान के आने पर जो वातावरण बनता है उसे जानेंगे। • बच्चे विस्थापन की समस्या के बारे में जानेंगे। • श्रमिक वर्ग इस समस्या से कैसे जूझते हैं इसे जानेंगे।
5 5 5	क्षितिज - गद्य खंड 7. महादेवी वर्मा — मेरे बचपन के दिन 12. चंदकांत देवताले - यमराज की दिशा कृतिका 5. किस तरह आखिरकार मैं हिंदी में आया - शमशेर बहादुर सिंह	पठन पाठन अर्थ समझना शुद्ध उच्चारण शब्दार्थ कठिन शब्द अभिव्यक्ति कौशल प्रेरणा ग्रहण।		<ul style="list-style-type: none"> • बच्चे महादेवी वर्मा के कुछ बचपन प्रसंग तथा उनके देशप्रेम की भावना से प्रेरित होंगे। • इस कविता के द्वारा बच्चे भारतीय समाज में फैले अंध विश्वास को जानेंगे। • इस संस्मरणमय लेख के द्वारा बच्चे लेखक के अन्य कवियों के साथ बिताए क्षणों के बारे में जानेंगे।
5 6 6	क्षितिज - गद्य खंड 8. हजारी प्रसाद द्विवेदी - एक कुत्ता और एक मैना 13. राजेश जोशी - बच्चे काम पर जा रहे हैं पत्र , निबंध , संवाद लेखन, अपठित गद्यांश , अपठित काव्यांश	पठन पाठन शब्दार्थ जानेंगे व कठिन शब्द का उच्चारण कर पाएँगे आशय स्पष्टीकरण प्रश्नोत्तर		<ul style="list-style-type: none"> • बच्चे रवींद्रनाथ की पशु-पक्षियों के प्रति मानवीय प्रेम से अवगत होंगे • बच्चे कविता के माध्यम से उन बच्चे के बारे में जानेंगे जो खेल ,शिक्षा और जीवन की उमंग से वंचित हैं।

Subject: Science

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
09	Unit –Food Production Chapter-Food	Improvements in crops yield. Crop variety improvement, Crop production management, Manure, Fertilizers, Crop protection management, Storage of grains, Animal Husbandry, Egg and Broiler Production.	Learning how to do improvement in food resources	<ul style="list-style-type: none"> • Test for starch in the food sample; metanil yellow in dal 	Learners will learn about the plant and animal breeding and selection for quality improvement and management; use of fertilizers, manures; protection from pests and diseases; organic farming.
13	Unit-Motion Force and Work Chapter-Motion	Describing Motion, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, derivation of equations of motion by graphical method; elementary idea of uniform circular motion.	Learning about Motion and its various aspects.	<ul style="list-style-type: none"> • Presentation by students • Worksheets 	Learners will learn about the distance and displacement, velocity; uniform and non uniform motion along a straight line; acceleration, distance time and velocity time graph, Equations of motion by graphical method; elementary idea of uniform circular motion.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
7	Unit-Matter Its Nature and Behaviour Chapter- Matter in our surroundings	Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.	What are the Matter in our surroundings and its various aspects?	1. To prepare a true solution of common salt. 2. To prepare a solution of soil, chalk powder and fine sand in water. 3. To determine the melting point of ice and the boiling point of water. 4. To separate components off mixtures of sand, common salt AlCl ₃ by sublimation.	Definition of matter; solid liquid and gas; characteristics-shape, volume, density; change of state-melting, freezing, evaporation, condensation, sublimation.
7	Chapter- Is Matter around us pure	Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions.	To understand and learn about Matter around us .	1. To carry out some reactions and classify them as physical and chemical change. 2. To prepare a mixture and a compound. A colloidal of starch in water and egg albumin in water and distinguish between these on the basis of transparency, filtration criterion and stability.	Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures, colloids and suspensions

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
13	Unit- Organization in the living world Chapter- Fundamental Unit of life	Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.	What is the fundamental Unit of life, its structure etc.	1. To prepare stained temporary mounts of Onion peel. 2. To prepare stained temporary mounts of human cheek cells. 3. To determine the mass percentage of water imbibed by raisins.	Learners will learn about the cell as basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, golgi apparatus; nucleus, chromosomes- basic structure and number.
13	Unit-Motion Force and Work Chapter- Force and Laws of motion	Force and Motion, Newton's Laws of Motion, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum, Action and Reaction forces.	Learn about the Force and Laws of motion.	1. Establishment of relationship between weight of a rectangular wooden block lying on a horizontal table.	Learners will learn about the Force and motion, Newton's laws of motion, inertia of a body, inertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.
14	Unit- Organization in the living world Chapter- Tissue	Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).	What is Tissue and its structure?	To identify stripped muscle fibres and nerve cells in animals from prepared slides	Learners will learn about the Tissues, organs, organ system, organisms. Structure and functions of animal and plant tissues.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
14	Unit-Motion Force and Work Chapter- Gravitation	Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.	What is Gravitation?		Learners will learn about the Gravitation, universal laws of gravitation, force of gravitation of the earth, Acceleration due to gravity; mass and weight; free fall
08.	Chapter- Floatation	Thrust and Pressure. Archimedes' Principle; Buoyancy; Elementary idea of Relative Density.	Learn about Floatation and various phenomenon associated with it.	<p>1 To determine the density of solid by using a spring balance and a measuring cylinder.</p> <p>2 To establish the relation between the loss in weight of a solid when fully immersed.</p> <p>3 To observe and compare the pressure exerted by a solid iron cuboid on fine sand /wheat flour while resting on its three different cases.</p>	Thrust and pressure. Archimedes' principal, buoyancy, elementary idea of relative density.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
20	Unit- Organization in the living world Chapter- Diversity in Living Organisms	Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).	The Diversity in Living Organisms, their classification and various other facts.	To observe and draw the given specimens- earthworm, cockroach, bony fish and bird.	Learners will learn about the Diversity of plants and animals-basic issues in scientific naming, basis of classification. Hierarchy and Major groups of animals.
15	Unit-Motion Force and Work Chapter- Work and Energy	Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy.	What is Work and Energy and their types etc.?	To verify the laws of sound.	Learners will learn about the Work done by force, energy, power; kinetic and potential energy; law of conservation of energy.
10	Unit- Organization in the living world Chapter-Why do we fall ill	Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.	Why do we fall ill and what are the various common diseases, their prevention and cure?	To study the life cycle of mosquito.	Learners will learn about the Health and its failure, Personnel and community issues, Distinction b/w Healthy and Disease free, Diseases and its' causes, Infectious diseases.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
15	Unit-Our Environment Chapter- Natural Resources	Physical resources : Air, Water, Soil. Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India. Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages. Bio-geo chemical cycles in nature: Water, Oxygen, Carbon and Nitrogen.	Learn about our Natural Resources	To study the external features of root, stem, leaf and flower of monocot and dicot plants.	Learners will learn about the Resources on earth, Air, rain. Water, water pollution Mineral riches in the soil. Biogeochemical cycle- the water cycle, the nitrogen cycle, the carbon cycle, the oxygen cycle. The ozone layer
10	Unit-Matter Its Nature and Behaviour Chapter- Atoms and Molecules	Atoms and molecules. Law of constant proportions. Atomic and molecular masses. Mole Concept : Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.	What are Atoms and Molecules?	To verify the law of conservation of mass in chemical reactions.	Atoms and molecules. Law of constant proportions. Atomic and molecular masses. Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
7	Chapter-Sound	Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).	Learn about Sound and phenomenon associated with it.	To determine the velocity of a pulse propagated through a stretched string/slinky	Learners will learn about the Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR.
07	Unit-Matter Its Nature and Behaviour Chapter- Structure of The Atom	Electrons, protons and neutrons; Isotopes and isobars.	What is the Structure of The Atom?		Electrons, protons and neutrons, isotopes and isobars.

Subject: Mathematics

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
20	Number systems	Irrational numbers, real numbers, decimal expansion, Number line representation, Laws of exponents	Recognition of numbers	Practice Sheet	To recognize all numbers on one number line.
20	Polynomials	In one variable, zeros of a polynomials, Remainder theorem, Factorization, Algebraic Identities.	Roots and factors of polynomials	Practice Sheet	To find degree and zeros of a polynomial. Use of Remainder theorem and factor theorem
8	Coordinate Geometry	Cartesian system, plotting point	Cartesian plane	Practice Sheet	To plot points on plane.
10	Linear equations in two variables	Linear equations and solution, graph of linear equation in 2 variables	Graphical solution of linear equations	Practice Sheet	To find solution of linear equation in 2 variables. To draw graph of a line.
10	Introduction to Euclid's geometry	Euclid's definitions, Axioms and postulates, Euclid's Fifth postulate	Euclid's postulates	Practice Sheet	To understand Euclid's geometry
20	Lines and angles	Intersecting and non-intersecting lines, pair of angles, parallel lines and a transversal, Lines parallel to the same line, Angle sum property of a triangle.	Theorems based on intersecting and non-intersecting lines.	Practice Sheet	To understand theorems based on intersecting and non-intersecting lines.
20	Triangles	Congruence, criteria for congruence, properties of triangles, Inequalities in a triangle	Theorems based on congruence of triangles	Practice Sheet	To learn theorems based on congruence of triangles

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
18	Quadrilaterals	Angle sum property of a Quadrilateral, Types of quadrilateral, properties of a parallelogram, condition of a quadrilateral to be parallelogram, The Mid-Point Theorem.	Quadrilateral and their properties	Practice Sheet	To study different quadrilateral and their properties. To apply Mid-Point theorem.
18	Areas of parallelograms and triangles	Figures on Same base and between the same parallels, Parallelogram and triangles on Same base and between the same parallels,	Areas of parallelogram and triangles	Practice Sheet	To find areas of parallelogram and triangles
22	Circles	Related terms, Angle subtended by a chord at a point, perpendicular from the centre to a chord, circle through three points, equal chords and their distances from the centre, Angle subtended by an arc of a circle, cyclic quadrilaterals	Theorems based on circles and chords.	Practice Sheet	To study different theorems based on circles and chords.
10	Constructions	Basics, Construction of triangles.	Construction	Practice Sheet	To construct triangles of given specifications.
8	Heron's Formula	Area of a triangle, Area of Quadrilateral using Heron's formula	Heron's formula for finding area of triangle and quadrilateral.	Practice Sheet	To apply Heron's formula for finding area of triangle and quadrilateral.
15	Surface area and volumes	Of Cuboid, cube, right circular cylinder/cone, sphere	Surface area and volume.	Practice Sheet	To study concept of surface area and volume.

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
15	Statistics	Collection of data, presentation of data - tabular form, ungrouped / grouped, bar graphs, histograms, frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data. Mean, median, mode of ungrouped data.	Graphs, bar diagram, histograms, frequency polygon, Mean, median and mode	Practice Sheet	To draw graphs, bar diagram, histograms, frequency polygon. To find Mean, median and mode
10	Probability	An experimental Approach.	Probability of simple experiments	Practice Sheet	To find probability of simple experiments

Subject: Social Science

History & Civics

NO. OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
TERM 1 HISTORY					
10	The French Revolution	(a)The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Compulsory Chapter-1)	In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.	Show how written, oral and visual material can be used to recover the history of revolutions.	Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.
	Map pointing from French Revolution				

10	Socialism in Europe and the Russian Revolution	(a)The crises of Tzarism. (b) The nature of social movements between 1905and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy.	Explore the history of socialism through a study of the Russian revolution	Group Discussion	Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.
				Worksheets	
OR					
10	Nazism and the Rise of Hitler	(a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler’s rise to power. (c) The ideology of Nazism. (d) The impact of Nazism.	Discuss the critical significance of Nazism in shaping the politics of modern world	Group Discussion Worksheets PPT presentation Pen – Paper test	Familiarize students with the names of people involved, the different types of ideas that inspired the revolution Familiarize students with the speeches and writings of Nazi leaders

TERM 2					
10	Forest Society and Colonialism	(a)Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia.	The students will learn the social and cultural world of forest communities through the study of specific revolts. Understand how oral traditions can be Used to explore tribal revolts. Point to the varying patterns of developments within pastoral societies in different places.	Worksheets and Pen-Paper test	The students will come to know about the impact of colonialism on forest societies, and the implication of scientific forestry. Show the different processes through which agrarian transformation may occur in the modern world.
	Map pointing from chapter on Forest Society and Colonialism				

10	Clothing: A Social History	(a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi	The students will come to know how clothing has been the focus of intense social battles.	Worksheets and Pen-Paper test	The students will learn how clothing has a history, and how it is linked to questions of cultural identity Discuss how clothing has been the focus of intense social battles.
	Map pointing from chapter on Forest Society and Colonization				

CIVICS					
TERM 1					
10	<p>Democracy in the Contemporary</p> <p>World & What is Democracy? Why</p> <p>Democracy</p>	<p>What are the different ways of defining democracy?</p> <p>Why has democracy become the most prevalent form of government in our times?</p> <p>What are the alternatives to democracy?</p> <p>Is democracy superior to its available alternatives?</p> <p>Must every democracy have the same institutions and values?</p> <p>(Chapter 1&2)</p>	<p>Develop conceptual skills of defining democracy</p> <p>Understand how different historical processes and forces have promoted democracy.</p> <p>Developing a sophisticated defence of democracy against common prejudices</p> <p>Develop a historical sense of the choice and nature of democracy in India.</p>	<p>Worksheets</p> <p>Group Discussions</p> <p>Pen-Paper test</p>	<p>The students will develop a historical sense of the choice and nature of democracy in India.</p> <p>Introduction to the process of Constitution making</p>

10	Constitutional Design	<p>How and why did India become a democracy?</p> <p>How was the Indian constitution framed? What are the salient features of the Constitution?</p> <p>How is democracy being constantly designed and redesigned in India? (Chapter 3)</p>	<p>The students will develop respect for the Constitution and appreciation for Constitutional values</p> <p>Recognise that constitution is a living document that undergoes changes. Introduce the idea of representative democracy via competitive party politics</p>	<p>Field Trip</p> <p>Panel Discussion</p>	<p>The students will learn about their country's constitution , will come to know about the values of the constitution.</p>
<u>TERM 2</u>					
6	Electoral Politics	<p>Why and how do we elect representatives?</p> <p>Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p>	<p>Develop an appreciation of citizen's increased participation in electoral politics</p> <p>Recognise the significance of the Election Commission</p>	<p>Group Discussion</p> <p>Debate</p>	<p>The students will know about the electoral procedures of their own country</p>

10	Working of Institutions	How is the country governed?	Provide an overview of central governmental structures	Group Discussion	Understand the parliamentary system
		What does Parliament do in our democracy?		Debate	of executive's accountability to the
		What is the role of the President of India, the Prime Minister and the Council of Ministers?	Sensitise to the key role of the Parliament and its procedures		legislature
		How do these relate to one another? (Chapter 5)	Distinguish between nominal and real executive authorities and functions		
4	Democratic Rights	Why do we need rights in a constitution?	Develop citizens awareness of their rights	Mock Parliament	The students will learn about the fundamental rights that they can enjoy in their country.
		What are the Fundamental Rights enjoyed by the citizen under the Indian constitution?	Introduction to and appreciation of the Fundamental Rights Recognition of the ways in which these rights are exercised and denied in real life situations.		
		How does the judiciary protect the Fundamental Rights of the citizen?	Introduction to judicial system and key institutions like the Supreme Court,		
		How is the independence of the judiciary ensured? (Chapter 6)	High Courts and National Human Rights Commission.		

Geography

Number of Periods	Topics	Sub-Topics	Objectives and Skills to be developed	Assessment / Activities	Learning Outcomes
4	<i>Chapter 1</i> India - Size and Location	Location of India. Latitudinal & Longitudinal Extent, Neighbouring countries , Important Latitudes & Longitudes	To understand the Location, Latitudinal & Longitudinal extent of India. Identifying the neighbouring countries of India. Physical boundaries of India.	Map Work. Locate and mark the Neighbouring countries of India. Locate the Suez Canal and mark the sea routes passing through it.	To understand the Location, Extent and Importance of India in S.E Asia
8	<i>Chapter 2</i> Physical Features of India	Physiographic divisions of India, viz: Northern Mountains , Northern Plains, Plateau, Coastal Plains, Desert & Islands	To understand the major landform features and the underlying geological structure , their association with various rocks and minerals as well as nature of soil types	Map Work. Locate and mark the different Physiographic Divisions of India. To prepare a model of India with it's different physiographic divisions	To understand the various physiographic divisions of India
8	<i>Chapter 3</i> Drainage	Drainage, Drainage Basins, Water Divide, Drainage Patterens, Rivers of Northern & Southern India, River Basins & it's extent. Lakes & Seas. Role of rivers in Indian economy.	To understand the river systems of the country and explain the role of rivers in the evolution of human society	Map Work. Locate and mark the important rivers, lakes & river basins of India. Model Making :- Drainage Patterns, Water Divide, Stages of River, U & V Shaped Valleys.	To understand about the importance of rivers in India.

16	Chapter 4	Weather & Climate definition & difference. Factors affecting the climate of a place & India. Seasons in India, the mechanism of Monsoon Winds (Advancing & Retreating), Winter Rainfall in India, Impact of Western Disturbances. Importance of Monsoon and it's role as an unifying bond in India.	To identify the various factors influencing the climate and explain the climatic variation of our country and it's impact on the life of the people.	Map Work	To understand the importance of monsoon and it's role as an unifying bond in India.
	Climate			Locate the states receiving rainfall from Advancing & Retreating Monsoon, Western Disturbances, and Direction of the Monsoon winds.	

8	Chapter 5	Natural Vegetation and Wild Life: Vegetation types, distribution as well as altitudinal variation and need for conservagtion and various measures. Major species and their need for conservation and various measures.	To find out the nature of diverse flora and fauna as well as their distribution. To develop concern about the need to protect the biodiversity of our country.	Map Work	To understand the importance of the diverse flora & fauna in our country.
	Natural Vegetation and Wild Life			Locate the various types of Natural Vegetative Zones, National Parks, Wild Life Sanctuaries and Biosphere Reserves India.	
6	Chapter 6	Size, distribution, age-sex composition, population change, migration as a determinat of population change, literacy, health, occupational structure and National Population Policy,	To analyse the uneven nature of population distribution and show their concern about the large size of our population. To understand the various occupations of people and to explain various factors of population change , various dimensions of national population policy and to understand the needs of adolescents as under served group.	Map Work	To Understand the importance of Population as a resource in India.
	Population			Locate the states with Highest & Lowest population density, Highest & Lowest Sex-Ratio.	

Economics

NO OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
Unit-1(16 Periods)	The story of village Palampur :	The economic story of Palampore: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)	Familiarizing the children with some basic concepts through an imaginart story of village	Chart work on factors of production	Student will be able to understand Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced.

NO OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
Unit-2 (16 Periods)	People as Resource:	People as Resource: Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non-utilisation of human resource; socio-political implication in simple form. (Chapter 2)	Familiarization of few population related concepts and sensitization of child that people as assets can participate and contribute in nation building	Discussion on the impact of unemployment, debate on whether all the activities done by women should be included or not	Student will explain about how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non-utilisation of human resource; socio-political implication in simple form.
Unit-3 (16 Periods)	Poverty as a Challenge:	Poverty as a Challenge: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)	Understanding of poverty as a challenge and sensitization of the learner. Appreciation of the government initiative to alleviate poverty	Pen paper test and	Children can explain: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.

NO OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
Unit-4(16 Periods)	Food Security in India:	Food Security in India: Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)	Exposing the child to an economic issue which is basic necessities of life. Appreciate and critically look at the role of government in ensuring food supply	Pen paper test and group discussion	Students will learn about Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies)

Subject: French

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
16	<ul style="list-style-type: none"> • La Famille 	<ul style="list-style-type: none"> • Learn about family members in French. • Learn salutation • Learn how to introduce himself/herself and other person 	Exercise Book	<p>Able to introduce himself/herself and other person</p> <p>Able to greet people in formal and informal way.</p>
12	<ul style="list-style-type: none"> • La famille 	<ul style="list-style-type: none"> • Learn grammar portion (“er” ending group verbs conjugation, the numbers, definite and indefinite articles) 	Chart paper presentation based on my family and write few sentences about them.	<p>Able to conjugate “ER” ending verbs.</p> <p>Able to use articles in sentences.</p> <p>Able to know how to describe the family tree.</p>
16	<ul style="list-style-type: none"> • Au Lycée 	<ul style="list-style-type: none"> • Learn new words • Learn about profession in French. • Describe the person. • Make questions and answer based on What is this? / Who is this? 	<p>Text Book</p> <p>Exercise Book.</p> <p>Reading Test based on chapter “Au Lycée”.</p>	<p>Ability to structure sentences.</p> <p>Know about professions in French.</p> <p>Able to write or speak about a person.</p>

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
18	<ul style="list-style-type: none"> Au Lycée Une Journée de Pauline 	<ul style="list-style-type: none"> Learn IR ending group verbs conjugation. Learn prepositions Learn adjectives with agreements. Learn how to describe about the daily routine. Learn time in French. Learn pronominal verbs conjugation. 	<p>Assignment (based on grammar)</p> <p>Chart paper presentation based on daily routine</p>	<p>Able to conjugate IR ending verb.</p> <p>Able to make agreement of Adjectives (masculine and feminine form).</p> <p>Enhance the communication skills with the help of describing their daily routine.</p>
18	<ul style="list-style-type: none"> Les saisons Les voyages 	<ul style="list-style-type: none"> Learn new words. Learn seasons in french Learn how to describe climate in French. Learn “futur proche and futur simple” and “imperative” conjugation. Learn about transportation in French. 	<p>Weather forecast</p>	<p>Able to describe the climate. Enhance the communication skill.</p> <p>Able to use “futur proche and futur simple” and imperative” conjugation in sentences.</p>
10	<ul style="list-style-type: none"> Les voyages Reviision 	<ul style="list-style-type: none"> Learn the conjugation of passé compose. Learn expressions with être and avoir verbs. revision 	<p>Assignment (based on grammar)</p> <p>Exercise book</p>	<p>Able to express their feelings with the help of expressions.</p> <p>Apply their knowledge about what they have learnt</p>

NO. OF PERIOD	TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
16	<ul style="list-style-type: none"> Les loisirs et les sports L'argent de poche 	<ul style="list-style-type: none"> Learn new words. Learn how to make negative sentences in different forms. Learn about France culture(based on chapter: like how to earn pocket money) 	<p>Write Post card</p> <p>Dictation</p>	<p>Enhance writing and listening skill.</p> <p>Able to communicate in French.</p>
16	<ul style="list-style-type: none"> Faire des achats Un diner en famille 	<ul style="list-style-type: none"> Learn new words. Learn pronouns. Learn about menu card in restaurant and how to communicate. 	<p>Exercise book.</p> <p>Chart paper presentation based on Menu.</p>	<p>Able to know about French cultures and foods.</p> <p>Able to communicate in restaurant in French.</p>
18	<ul style="list-style-type: none"> La Mode Les fêtes 	<ul style="list-style-type: none"> Learn new words Learn how to make questions. Learn comparative and superlative degree in French. Learn the conjugation of conditional present. Learn letter writing in French. 	<p>Project based on festivals in France.</p> <p>Exercise book</p>	<p>Develop listening and writing skills.</p> <p>Knowledge about French culture and civilization.</p>
20	<ul style="list-style-type: none"> La Francophonie Revision Summative Assessment- 2 	Learn about France culture and civilization.	<p>Exercise book</p> <p>Revision</p>	<p>Knowledge about French culture and civilization.</p> <p>Recapitulate all the grammar portion.</p> <p>Revision</p>

Subject: Sanskrit

NUMBER OF PERIODS	CHAPTER/UNIT TITLE	ACTIVITIES& TESTS
19	पाठ 1 2 3 स्वर एवं व्यंजन उच्चारण स्थान	श्लोक गायन
6	पाठ 4 एवं स्वर सन्धि पारिभाष	उच्चारण एवं अर्थ
15	पाठ 5 एवं स्वर सन्धि यण गुण अयादि आदि	सन्धि विगृह शब्द निर्माण
24	पाठ 6 7 एवं व्यंजन सन्धि विसर्ग सन्धि अ एवं इ कारान्त शब्द रूप	पत्र लेखन अभ्यास एवं शुद्ध उच्चारण
26	पाठ 8 9 आ कारान्त उ ऊ कारान्त शब्दरू	संख्या वाचक पद एवं वाक्य निर्माण
24	पाठ 10 11 अ कारान्त नपुंसक लिंग धातु रूप लट लृट लोट लकार	श्लोक अर्थ अन्वय भाषार्थ
17	पाठ 12 13 धातु रूप आत्मने पद परस्मै पद उप पद विभुक्ति प्रयोग	श्लोक गायन
15	पाठ 14 पृत्यय त्वा ल्यप तुमुन शानच अनीयर आदि	पृत्यय द्वाराशब्द निर्माण एवं प्रयोग
19	पाठ 7 8 9 पुनरावृत्ति चित्र वर्णन वाक्य निर्माण	ळाकार प्रयोग संस्कृत गीत गायन
23	पाठ 10 11 पुनरावृत्ति पत्र लेखन समास वर्णन	
23	पाठ 12 13 14 पुनरावृत्ति पत्र लेखन समास वर्णन	
16	पाठ पुनरावृत्ति	

Subject: Information Technology

NO OF PERIOD	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	ASSESSMENT / ACTIVITIES	LEARNING OUTCOMES
5	Unit 1: Basics of Information Technology	* Convergence of Technologies	To understand the various parts of Computer system, Memory, storage devices and types of software & its applications	Class room lecture, PP Test	Students getting familiar with various parts of system and its associated areas
		* Computer System			
		* Memory & its Units			
		* Storage Devices			
		* Types of Software			
5	Unit 1: Communication Technology	* Computer networking	Introduction to Computer network & its types	Class room lecture, PP Test	Getting familiar with networking and its types
		* Wired networking tools			
		* Wireless networking tools			
		* Content technologies			
9	Unit 2: Information Processing Tools	* Operating Systems	Introduction to various applications of IT tools	Class room lecture, Lab work, PP Test	Students will understand the use of various office tools in real life application areas
		* Basic components of GUI Window			
		* Office tools - Word processing			
		* Presentation tools			
		* Spreadsheet tools			

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3	Unit 3: Societal Impact of IT	* Benefits of ICT in different areas like	Understanding the societal impact of IT in daily life with getting idea of various domains	Class room lecture, PP Test	Students will understand how the ICT effects our daily life in different domains
		a) Healthcare			
		b) Education			
		c) Governance			
		d) Business			
		e) Plagiarism			
		f) Privacy			
* Career in IT					
10	Unit 4: IT Applications	Working on different domains like	Project based hands-on activity using tools	Class room lecture, PP Test	Students will apply knowledge gain in curriculum through project work
		a) Multi lingual documentation			
		b) Presentation			
		c) Analysis reporting			
		d) Spreadsheet			
IT Application Report File					