



**TAGORE INTERNATIONAL SCHOOL**  
EAST OF KAILASH, NEW DELHI

PARENT SYLLABUS  
Class IX 2024 -2025

| MON TH | English  | Hindi   | French  | Social Science  | Sanskrit  | German   | Math   | CA   | Home Science   | Science  |
|--------|--|---|---|---|---|--|--|--|--|--|
| April  | <p><b>1. The Fun They Had</b></p> <p><b>Art Integration:</b><br/>Create a Time Capsule</p> <p><b>Activity:</b><br/><b>Debate:</b> A human teacher is better than a mechanical teacher</p> <p><b>Value:</b><br/>Human interaction in education and workplace</p> <p><b>2.The Road Not Taken</b></p> | <p>अधिगम सेतु</p> <p>व्याकरण के विषयों(अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय) तथा अनुच्छेद व पत्र लेखन</p> <p>स्पर्श- दुख का अधिकार</p> <p><b>कला समेकित गतिविधि</b></p> <p><b>नाटक प्रस्तुति</b></p> <p><b>मूल्य- समदर्शी</b></p> | <p><b>La famille</b></p> <p>Présenter quel qu'un</p> <p>Se Présenter</p> <p>Un arbre de famille</p> <p>Les Articles</p> <p><b>Values :</b></p> <p>Appreciating Family and friends</p> | <p><b>History: The French Revolution</b></p> <ul style="list-style-type: none"> <li>■ Storming of the Bastille</li> <li>■ Causes: French Society during the late 18th century</li> <li>■ The outbreak of the Revolution</li> <li>■ France becomes a Constitutional Monarchy</li> <li>■ France becomes a Republic</li> <li>■ Women's role in the revolution</li> </ul> <p>Slave Trade - abolition of slavery</p> | <p>कालांश- १</p> <p><b>अधिगम- सेतु</b></p> <p>कारक- प्रयोग व धातुरूपों का चित्र- वर्णन के लिए वाक्यों में प्रयोग।</p> <p><b>कालांश-</b></p> | <p><b>Revision of concepts done in the previous class.</b></p> <p><b>Lektion 1 : Allein zu Hause</b></p> <p>Konnektoren : wenn Zu + infinitiv Brauchen+ +zu+infinitiv v Email Dialog Genetiv Artikel Während Nomen mit Artikel</p> | <p><b>Topic:</b><br/>Number Systems</p> <p><b>Sub Topics:</b><br/>-Irrational numbers<br/>- Real numbers and their decimal expansions<br/>- Representing real numbers on the number line<br/>-Operations on real numbers<br/>- Laws of exponents of real numbers</p> <p><b>Life Skills</b><br/>Interpersonal relationships Problem</p> | <p>Topic : Cyber-safety</p> <p>Sub Topics: Safely browsing the web and using social networks: identity protection. proper usage of passwords, privacy, confidentiality of information cyber stalking, reporting cybercrimes Safely accessing websites:</p> | <p><b>Chapter 1-</b><br/>Concept and Scope of Home Science Education</p> <p><b>Chapter 2-</b><br/>Human Growth and Development</p> <p><b>Learning Outcomes</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>-Define and describe the fields of Home Science.</li> <li>-Tell about the career opportunities in different fields of home Science.</li> </ul> | <p><b>Physics-</b></p> <p><b>Topic-Motion</b></p> <p><b>Sub-topics-</b></p> <ul style="list-style-type: none"> <li>-Rest and motion</li> <li>-Describing motion</li> <li>*Reference point and origin</li> <li>-Motion along a straight line</li> <li>*Scalar and vector quantities</li> <li>*Distance and displacement</li> <li>-Uniform motion</li> </ul> |

|  |   |   |  |  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|--|--|
| <p><b>Art Integration:</b><br/>Draw a sketch of the roads through the wood and write a short dialogue relating it to life.</p> <p><b>Activity:</b><br/><b>Discussion:</b><br/>What are the factors that determine one's decisions?</p> <p><b>Theme:</b> Real Life Situation- where one has to choose between two options</p> <p><b>Life Skill:</b><br/>Decision Making</p> <p><b>Value:</b><br/>Happiness- comes from making the right decision</p> <p><b>Gender</b></p> | <p><b>भावना</b></p> <p><b>जीवन कौशल-</b></p> <p>बंधुत्व की भावना</p> <p><b>सामान्य जागरूकता-</b></p> <p>प्राणी मात्र के लिए संवेदनशीलता</p> <p>स्पर्श- पद(रैदास)</p> <p>व्याकरण</p> <p>शब्द और पद</p> <p>अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय, लेखन- चित्र वर्णन</p> <p>संवाद</p> | <p>Les Verbes</p> <p>Les Nombres</p> <p>La Carte de la France</p> <p>La Carte de l'Inde</p> <p><b>Expressi on Ecrite</b></p> <p>Décrivez votre famille / camarade</p> <p>Se presenter</p> <p><b>Learning Outcomes</b></p> | <p>■The Revolution and everyday life</p> <p>■Rise of Napoleon Bonaparte</p> <p>Mapwork of France and the world - as per CBSE Map syllabus</p> <p><b>ART INTEGRATION</b><br/>Origami- Paper craft - Phrygian cap</p> <p>Gender sensitivity: Role of women</p> <p>Gender Awareness: Images of the French Revolution</p> <p>Value: Liberty</p> <p>Life Skill: Critical thinking</p> <p>Health &amp; Wellness – Organizing yourself</p> <p><b>Learning Outcomes</b></p> <p>Each student will</p> | <p>७</p> <p>मणिका (प्रथमो भागः)</p> <p>अविवेकः परमापदां पदम्</p> <p><b>व्याकरण</b></p> <p>=</p> <p>कालांश- २</p> <p>वर्ण- उच्चारण स्थान</p> <p>कालांश- ३</p> <p>संधि-स्वर संधि- दीर्घ, गुण ।</p> | <p><b>Learning Outcomes</b></p> <p>Students will be able to –</p> <p>Give and take suggestions from each other</p> <p>Plan and organize Party, distribute responsibilities</p> | <p><b>Solving Values:</b><br/>Responsibility</p> <p><b>Gender Sensitivity</b><br/>Decision making</p> <p><b>Art Integration</b><br/>Students to collect / draw pictures of naturally occurring square root spiral</p> <p><b>Topic:</b><br/>Polynomials</p> <p><b>Sub Topics:</b><br/>-Polynomials in one variable<br/>-Zeroes of a polynomial<br/>-Remainder theorem</p> <p><b>Life Skills</b><br/>Interpretation Analytical skills</p> <p><b>Values:</b><br/>Discipline</p> <p><b>Health and Wellness:</b><br/>Importance of healthy eating</p> | <p>viruses and malware , aware</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:<br/>Identify and use safe browsing the web<br/>Enumerate at least 3 social networks<br/>Explain in 2 points on identity protection<br/>Identify and mention at least 3 examples of safe passwords.<br/>Define privacy &amp; confidentiality of information<br/>Identify the safely browsing methods, protection of</p> | <p>-Understand the concept of growth and development.<br/>-Understand all the changes we experience throughout our lifespan.</p> | <p>and non - uniform motion</p> <p>-Speed and velocity</p> <p>-Average speed and average velocity</p> <p>-Art Integration: Illustration of uniform motion and non-uniform motion</p> <p>-Experiential learning: Students will be asked to show the difference between distance and displacement using the materials or demonstrating the path across the corners of the room/ground. All the students in the class will reflect on the observations and inference.</p> <p><b>Values:</b></p> |
|--|---|---|--|--|--|--|--|--|--|

|   |  |  |   |  |  |   |   |  |  |
|---|--|--|---|--|--|---|---|--|--|
| <p><b>Sensitivity:</b><br/>Respect</p> <p><b>3.The Lost Child</b></p> <p><b>Art Integration:</b><br/>Make a sketch or a painting depicting a fair</p> <p><b>Life Skills:</b><br/>Communication, focus and self control</p> <p><b>Value:</b> Our priorities and how they change in an emergency situation</p> <p><b>Health &amp; Wellness:</b><br/>Importance of practising social distancing</p> <p><b>4.Descriptive Paragraph (Person)</b></p> <p><b>Value:</b> The art of</p> | <p>कला समेकित गतिविधि-<br/>उपसर्ग व प्रत्यय की रंगोली</p> <p>लिंग संवेदनशीलता-<br/>समानता व सम्मान</p> <p>मूल्य- समदर्शी भावना</p> <p>जीवन कौशल-<br/>बंधुत्व की भावना</p> <p>सामान्य जागरूकता-<br/>प्राणी मात्र के लिए संवेदनशीलता</p> | <p>Correctly relate the various members of the family and describe each member.</p> <p>Apply the correct articles before each noun.</p> <p>Conjugate all regular and irregular verbs in the present tense.</p> <p>Describe the physical features of France</p> | <p><b>be able to -</b></p> <p>locate places of historical importance on the maps of the world and France.</p> <p>explain the causes and effects of the French revolution</p> <p>analyse the legacy of French Revolution in India and the world</p> <p>differentiate between revolution and social change</p> <p>Interpret political symbols which stood for liberty, equality, and fraternity in France</p> <p><b>Geography: INDIA – SIZE AND LOCATION</b></p> <ul style="list-style-type: none"> <li>•Location and size of India</li> <li>• The Standard Meridian of India</li> <li>• Importance of</li> </ul> | <p>कालांश-<br/>२</p> <p>अव्ययपदानि-<br/>द्वि<br/>प्रकारक-<br/>स्थानबोध कानि-<br/>अत्र, तत्र, अन्यत्र,<br/>सर्वत्र, यत्र, एत्र,<br/>उभयत्र</p> <p>कालबोध कानि-<br/>यदा, तदा, सर्वदा,<br/>एकदा, पुरा,<br/>अधुना, अ</p> |  | <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>•Distinguish between rational and irrational numbers.</li> <li>•apply logical reasoning in classifying real numbers, proving their properties and using them in different situations.</li> <li>•identify/classify polynomials among algebraic expressions</li> <li>•factorise polynomials using appropriate algebraic identities and</li> </ul> | <p>passwords and keep the information confidentially.</p> <p>Identify different types of cyber-crimes and report them Safely access the websites and avoids different types of malwares entering into the system.</p> |  | <p>Respect rules (Traffic rules)</p> <p><b>Life Skills:</b><br/>Speed thrills but kills</p> <p><b>Gender Sensitivity:</b><br/>Gender discrimination (Women are bad drivers)</p> <p><b>Health and Wellness:</b><br/>Mental wellbeing</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-explain the state of rest and motion of an object</li> <li>-identify the reference point or origin in a given daily life situation</li> <li>-classify the scalar and</li> </ul> |
|---|--|--|---|--|--|---|---|--|--|

|   |   |  |   |  |  |                          |  |  |   |
|---|---|--|---|--|--|--------------------------|--|--|---|
| <p>communication</p> <p><b>Activity:</b> Pair and Share</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Create a time capsule</li> <li>2. To enrich the vocabulary and utilise the same appropriately</li> <li>3. Analyse and compare ancient learning with virtual learning</li> <li>4. Comprehend the theme of the poem and analyse the speaker's decision</li> </ol> | <p>स्वास्थ्य एवं कल्याण-मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-पाठ में साहित्यिक उपकरणों की पहचान करना।</p> | <p>and compare them to those of India.</p> <p><b>Au Lycée</b></p> <p>Les Objets dans un sac</p> <p>Decrivez quel qu'un</p> <p>Les Adjectifs Possessifs</p> <p>Les Adjectifs Demonstratifs</p> <p>Les</p> | <p>strategic location of India</p> <ul style="list-style-type: none"> <li>India's Neighbours</li> <li>States and UTs</li> </ul> <p>Mapwork of India - as per CBSE Map syllabus</p> <p><b>Each student will be able to -</b></p> <p>locate and label places, states, union territories, their capitals on the map of India.</p> <p>explain important terms in Geography such as, Standard Meridian, IST</p> <p>describe the inter-relationships between various passes and sea ports in India for trade and communication since historical times</p> | <p>दृ, श्वः, ह्यः</p> <p>कालांश-४</p> <p>रचनात्मक-कार्य</p> <p>चित्र-वर्णन</p> <p>पत्र-पूर्ति</p> <p>कथा /संवाद-पूर्ति</p> <p>कालांश-१</p> <p>अपठित-गद्यांश</p> <p>कला समेकित गतिविधि-</p> <p>अविवेकः परमापदां</p> |  | <p>by factor theorem</p> |  |  | <p>vector quantities</p> <ul style="list-style-type: none"> <li>-differentiate between distance and displacement</li> <li>-calculate distance and displacement in real situations</li> <li>-analyse uniform and non-uniform motion</li> <li>-illustrate uniform and non-uniform motion</li> <li>-interpret data to identify uniform and non-uniform motion of an object</li> <li>-distinguish between speed and velocity</li> <li>-describe average speed and average velocity using daily life examples</li> <li>-calculate</li> </ul> |
|---|---|--|---|--|--|--------------------------|--|--|---|

|  |                      |  |  |  |   |  |  |  |  |  |
|--|----------------------|--|--|--|---|--|--|--|--|--|
|  | 5. Describe a person |  | <p>Adjectifs<br/>Qualificati<br/>fs<br/>Les<br/>Prépositi<br/>ons</p> <p><b>Lifeskills</b><br/>:</p> <p>How to pack a school bag with all the essential items.</p> <p><b>Expressi<br/>on<br/>écrite-</b><br/>Décrire<br/>une<br/>personne<br/>.</p> <p><b>Art<br/>Integrati<br/>on</b></p> <p>Jeu de<br/>rôle</p> <p><b>Learning<br/>Outcome<br/>s</b></p> |  | <p>पदम्</p> <p>भूमिका-<br/>निर्वहन</p> <p>कथा<br/>वाचन</p> <p>चित्रपट्टि<br/>का-<br/>निर्माण</p> <p>(वार्त्ती/मधु<br/>बनी<br/>कला)</p> <p>श्लोक<br/>गायन</p> <p>जीवन-<br/>मूल्य-</p> <p>समदर्शी<br/>भाव</p> <p>जीवन</p> |  |  |  |  | <p>speed, velocity, average speed and average velocity of an object</p> <p><b>Chemistry</b></p> <p><b>Topic-Matter in our surroundings</b></p> <p>Sub-topics</p> <ol style="list-style-type: none"> <li>1. Physical Nature of Matter</li> <li>2. Characteristics of Particles of Matter</li> <li>3. States of Matter</li> <li>4. Change in States of Matter</li> </ol> <p><b>Experiential Learning-</b><br/>Laboratory Experiment: Discover the principle of latent heat by determining the melting point of ice and boiling point of water.</p> |
|--|----------------------|--|--|--|---|--|--|--|--|--|

|  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|---|
|  |  |  | <p>Identify stationery items in French.</p> <p>Describe some famous personalities</p> <p>Name the nationalities of the various countries in French.</p> <p>various objects using the Describe a person using adjectives, characteristics, etc.</p> <p>Complete the</p> | <p>कौशल-<br/>बंधुत्व<br/>भाव</p> <p>सामान्य<br/>जागरूकता<br/>-</p> <p>प्राणियों के<br/>लिए<br/>संवेदनशीलता</p> <p>लिंग<br/>संवेदनशीलता-</p> <p>समानता व<br/>सम्मान</p> <p>स्वास्थ्य<br/>एवं<br/>कल्याण-<br/>मानसिक<br/>विकास</p> |  |  |  | <p><b>Art Integration</b><br/>Explore captivating patterns using water colours and water or any other liquid at different temperatures</p> <p><b><u>Learning Outcomes</u></b></p> <p>Each student will be able to:</p> <ol style="list-style-type: none"> <li>1. Classify matter into solids, liquids and gases based on characteristic properties of particles between them.</li> <li>2. Demonstrate that matter is made up of tiny particles.</li> <li>3. Conclude that particles of matter continuously move during interaction between various forms and change in</li> </ol> |
|--|--|--|--|--|--|--|--|---|

|  |  |  |  |   |  |  |  |  |
|--|--|--|--|---|--|--|--|--|
|  |  |  | <p>sentence s with the correct determin ers.</p> <p>Place the correct prepositio ns.</p> | <p><b>Learning Outcome s</b></p> <p>-श्रवण,<br/>पठन,<br/>चिन्तन व<br/>लेखन<br/>कौशल का<br/>विकास<br/>करना।</p> <p>-समाज<br/>में सभी<br/>प्राणियों के<br/>प्रति स्वस्थ<br/>दृष्टिकोण<br/>का<br/>विकास<br/>करना।</p> <p>-<br/>साहित्यिक<br/>तथा<br/>व्याकरण<br/>क</p> |  |  |  | <p>temperature changes the kinetic energy of particles.</p> <p>4. Conclude that particles of matter attract each other and depict the molecular arrangement of particles in the three states of matter, i.e., solids, liquids and gases.</p> <p>5. Explain the effect of change in temperature on states of matter.</p> <p>6. Relate the effect of pressure on different states of matter and its applications.</p> <p>7. Identify the various processes during change of substances from one physical state to another and classify substances on</p> |
|--|--|--|--|---|--|--|--|--|

|  |  |  |  |  |   |  |  |  |   |
|--|--|--|--|--|---|--|--|--|---|
|  |  |  |  |  | <p>उपविषयों<br/>को नियम<br/>सहित<br/>पहचानकर<br/>लेखन<br/>करना।</p> |  |  |  | <p>this basis.</p> <p>8. Postulate the reason for constancy of temperature during the change in states of matter.</p> <p><b>The Fundamental Unit of Life</b></p> <ul style="list-style-type: none"> <li>- Discovery of cell</li> <li>- Plasma Membrane &amp; the Cell Wall</li> <li>- Nucleus</li> <li>- Cell Organelles</li> <li>- ER</li> <li>- Golgi Apparatus</li> <li>- Lysosomes</li> <li>- Mitochondria</li> <li>- Plastids</li> </ul> <p><b>Art Integration:</b><br/><b>Toy Pedagogy:</b></p> |
|--|--|--|--|--|---|--|--|--|---|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI





TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

**Cell Riddles**

Making cue cards with riddles to guess the cell organelle.

**- Experiential Learning**

**Experiment (Biology Lab)**

- Preparation of stained temporary mounts of

(a) onion peel,

(b) human cheek cells & to record

observations and draw their labelled diagrams.

**Learning Outcomes**

1. state the three basic components of a living cell

2. differentiate



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

between cell membrane & cell wall, on at least point

3. compare the processes of osmosis & diffusion

4. distinguish between rough endoplasmic reticulum and smooth endoplasmic reticulum based on their structure & function

5. differentiate between prokaryotes & eukaryotes on at least three points

6. list at least three cell organelles and cite their functions

|     |   |   |                                       |  |   |  |   |   |  |  |
|-----|---|---|---------------------------------------|--|---|--|---|---|--|--|
|     |   |   |                                       |  |   |  |   |   |  | <p>7. classify plastids based on the substance they store</p> <p>8. write at least three points of differences between a plant cell and an animal cell</p> <p>9. draw diagram showing the plant cell and label at least four parts</p> <p>10. draw diagram showing the animal cell and label at least four parts</p> |
| May | <p><b>1.The Sound of Music</b></p> <p><b>Art Integration:</b><br/>Students will discuss</p> | <p>मई</p> <p>लिंग</p> <p>संवेदनशीलता-</p> | <p><u>Une journée de Pauline.</u></p> | <p><b>Political Science -</b></p> <p><b>What is Democracy? Why Democracy?</b></p> <p>■Simple meaning</p> | <p>कालाश-<br/>६<br/>मणिका<br/>(प्रथमो<br/>भागः)</p> | <p><b>Lektion 2 : Wir kaufen Nichts</b></p> <p>damit um..zu+</p> | <p><b>Topic:</b> Polynomials<br/><b>Sub Topics:</b><br/>-Factorization of Polynomials<br/>- Algebraic</p> | <p>Topic : Office tools<br/>-1<br/>Sub Topics: Introduction to a word</p> | <p><b>Chapter 3-</b> Family and Values<br/><b>PRACTICAL-</b><br/>-To observe motor skills in 3</p> | <p><b>Physics-</b></p> <p><b>Topic-Motion</b></p> <p><b>Sub-topics-</b><br/>-Rate of change</p>  |

|   |  |  |  |   |  |   |  |   |  |
|---|--|--|--|---|--|---|--|---|--|
| <p>various musical instruments and their styles.</p> <p><b>Activity:</b><br/>Make a PPT or a short video of various musical instruments and renowned artists associated with it.</p> <p><b>Life Skill:</b><br/>Making connections</p> <p><b>Value:</b><br/>Patriotism, Inclusivity, Empathy</p> <p><b>Gender Sensitivity:</b><br/>Equality</p> <p><b>Health &amp; Wellness:</b><br/>Awareness about Glennie's condition</p> | <p>समानता व सम्मान</p> <p><b>मूल्य-</b><br/>समदर्शी भावना</p> <p><b>जीवन कौशल-</b><br/>बंधुत्व की भावना</p> <p><b>सामान्य जागरूकता-</b><br/>प्राणी मात्र के लिए संवेदनशीलता</p> <p><b>स्वास्थ्य एवं कल्याण-</b><br/>मानसिक विकास</p> <p><b>कक्षा गतिविधि-</b><br/>कहानी वाचन</p> | <p>L'Heure<br/>Les jours / Les mois<br/>Les Repas<br/>La vie quotidien<br/>ne<br/>Les verbes pronominaux<br/>Les messages<br/>La lettre</p> <p><b>Expression Écrite-</b><br/>Écrivez votre journée en utilisant enfin, d'abord, puis, etc.</p> <p><b>Values :</b><br/>Helping with household chores.</p> | <p>of democracy</p> <p>■Features of democracy</p> <p>■ summary/ definition</p> <p>Analytical Skills<br/>Problem solving skills</p> <p>Critical Thinking</p> <p>Gender sensitivity:<br/>Gender Equality</p> <p>General Awareness:<br/>Punctuality</p> <p>Health and wellness – To maintain social distancing</p> <p><b>Economics: The Story of Village Palampur</b></p> <p>■Introduction:<br/>Viewing village life through an imaginary village (Palampur)</p> <p>■Organisation of Production</p> | <p>पाथेयम्<br/><b>व्याकरण- कालांश- २</b><br/><b>प्रत्यय-</b><br/>क्त्वा,<br/>तुमुन्,<br/>ल्यप्<br/><b>कालांश- ४</b><br/><b>स्वर संधि-</b><br/>वृद्धि, यण्, अयादि<br/><b>कालांश- शब्दरूप-</b><br/>बालकवत्, लतावत्, फलवत्<br/>किम् (त्रिषु लिंगेषु)<br/><b>कालांश- १</b><br/><b>धातुरूप-</b><br/>अस्, गम्, कृ (पंच लकारेषु), सेव् (लट्- लृटलकार</p> | <p>infinitiv<br/>Email<br/>Dialog<br/>Vokabular</p> <p><b>Learning Outcomes</b></p> <p>Students will be able to –</p> <p>Use the concept of um zu and Damit in sentences to express their purpose in life<br/>And how one can live without money</p> | <p>Identities</p> <p><b>Subject Enrichment Activity:</b><br/>To verify the algebraic identities by paper cutting and pasting</p> $(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$ <p><b>Topic:</b><br/>Coordinate Geometry<br/><b>Sub Topics:</b><br/>Cartesian system, origin, axes, Quadrants, -Coordinates of a point on a plane<br/>-Locating points with given coordinates<br/>-Plot the given points(x,y) on a cartesian plane</p> <p><b>Subject Enrichment Activity</b></p> | <p>processor:<br/>create and save a document.<br/>Edit and format text:<br/>text style (B, I, U),<br/>font type,<br/>font size,<br/>text colour,<br/>alignment of text.<br/>Format paragraphs with line and/or paragraph spacing.<br/>Add headers and footers,<br/>numbering pages,<br/>grammar and spell check utilities,<br/>subscript and superscript, insert symbols,<br/>use print preview, and print a document.</p> | <p>year old child.</p> <p>-To prepare a chart or collage showing the role of Family Members.</p> <p><b>Learning Outcomes</b></p> <p>-Define family and its types.<br/>-Role of family in holistic development of an individual.<br/>-Describe the importance of girl child.<br/>-Importance of various factors in a family: Globalisation, Urbanisation, Migration, Technology and Media.</p> | <p>of velocity (Acceleration)</p> <p>*Uniform and non-uniform acceleration</p> <p>-Graphical representation of motion<br/>*Distance - time and velocity-time graphs</p> <p>Experiential learning –<br/>Demonstrate uniform motion and record the values of distance and time. Plot a distance vs time graph and interpret the result.</p> <p>-Art Integration Activity:<br/>Students will be divided into groups to design five multiple choice questions on distance-time and velocity-time graphs. This needs to be presented in a</p> |
|---|--|--|--|---|--|---|--|---|--|

|   |   |  |   |   |  |   |   |  |  |
|---|---|--|---|---|--|---|---|--|--|
| <p><b>2. Wind</b></p> <p><b>Art Integration:</b><br/>Design a poster depicting the visual image formed in your mind after reading the poem.</p> <p><b>Activity:</b><br/>Make a collage to show the image of destruction of wind.</p> <p><b>Life Skill:</b><br/>Critical Thinking, Self Awareness, Facing hardships</p> <p><b>Value:</b><br/>Conflict resolution</p> <p><b>Gender Sensitivity:</b><br/>Respect</p> <p><b>3. The Adventures of Toto</b></p> | <p>व्याकरण-</p> <p>अनुस्वार,<br/>अनुनासिक</p> <p>अर्थ के आधार पर वाक्य भेद</p> <p>रहीम के दोहे</p> <p>लिंग</p> <p>संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>मूल्य-</p> <p>समदर्शी भावना</p> <p>जीवन कौशल-</p> <p>बंधुत्व की भावना</p> <p>सामान्य जागरूकता-</p> | <p><b>Gender Sensitivity –</b></p> <p>Talk about boys and girls helping in the kitchen and equally distributing housework.</p> <p><b>Health &amp; Wellness</b><br/>: Eating a balanced meal.</p> <p><b>Art Integration-</b> une affiche (une fête à votre lycée)</p> <p><b>Learning Outcomes</b></p> | <p>■ Farming in Palampur:</p> <p>a) land is fixed</p> <p>b ) ways to increase production</p> <p>c) land sustainability</p> <p>d) land distribution</p> <p>e) labour providers</p> <p>f) capital sources</p> <p>g) sale of surplus production</p> <p><b>ART INTEGRATION-</b><br/>'Agriculture related festivals of India'</p> <p><b>Geography - PHYSICAL FEATURES OF INDIA</b></p> <p>1. The Northern Plains,</p> <p>2.The Peninsular Plateau,</p> <p>3.The Indian Desert,</p> | <p>योः)</p> <p>कालांश- १</p> <p>अपठित- गद्यांश</p> <p>कालांश- २</p> <p>रचनात्मक-कार्य</p> <p>कथा /संवाद- पूर्ति</p> <p>कालांश- १</p> <p>श्रवण कौशल</p> <p>कला</p> <p>समेकित गतिविधि-</p> <p>पाथेयम्</p> <p>-श्लोक- गायना</p> <p>-चित्र</p> <p>माध्यम से</p> |  | <p>Plot a figure using given coordinates and its mirror image</p> <p><b>Life skills</b><br/>Interpretation skill<br/>Problem solving skills<br/>Communication</p> <p><b>Values:</b><br/>Responsibility</p> <p><b>Health and Wellness:</b><br/>Mental and emotional well being</p> <p><b>Topic:</b> Linear equations in two variables</p> <p><b>Sub topics:</b><br/>-Standard form of linear equations in two variables</p> <p>-Solution of Linear equations</p> <p>-Graph of linear equation in</p> | <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Use the word processor</li> <li>• Create and save a document</li> <li>• Implement the formatting features on text</li> <li>• Add headers and footers and page numbers</li> <li>• Check the utilities</li> <li>• Use features available in the Home and Insert tab</li> <li>• Apply the formatting on paragraphs</li> <li>• Use the print preview feature and</li> </ul> |  | <p>creative manner using multimedia like powerpoint, word doc, etc. These questions can be answered by other groups.</p> <p>Lab activity:<br/>Determination of the speed of a pulse propagated through a stretched string/slinky.</p> <p><b>Values:</b><br/>Respect rules (Traffic rules)</p> <p><b>Life Skills:</b><br/>Speed thrills but kills</p> <p><b>Gender Sensitivity:</b><br/>Gender discrimination (Women are bad drivers)</p> <p><b>Health and Wellness:</b><br/>Mental wellbeing</p> <p><b>Learning Outcomes</b></p> |
|---|---|--|---|---|--|---|---|--|--|

|   |   |  |  |   |  |   |  |  |   |
|---|---|--|--|---|--|---|--|--|---|
| <p><b>4. Descriptive Paragraph (Event &amp; Situation)</b></p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <p>1. Acquaint with various musicians and instruments</p> <p>2. Enable students to get inspiration from real life experiences</p> <p>3. Discuss and list character traits of highly successful people</p> <p>4. Deduce the meaning of difficult words and enrich</p> | <p>प्राणी मात्र के लिए संवेदनशीलता</p> <p>स्वास्थ्य एवं कल्याण-</p> <p>मानसिक विकास</p> <p>कला समेकित गतिविधि-</p> <p>छात्र जल-संरक्षण की जानकारी प्राप्त करके नाटक में उनका उपयोग करेंगे।</p> <p>लेखन-</p> <p>अनुच्छेद व संवाद लेखन</p> <p>कक्षा परीक्षा</p> <p>कक्षा- गतिविधि</p> | <p>Conjugate pronominal verbs in the present, past and future tenses.</p> <p>Describe a day in their life using pronominal verbs.</p> <p>List the various food items eaten for each meal.</p> <p>Write messages in French.</p> <p>Tell time in French.</p> | <p>4.The Coastal Plains,</p> <p>5.The Islands</p> <p>6. The Himalayas</p> <p>7.Mapwork of India - as per CBSE Map syllabus</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to-</b></p> <p>describe political terms and concepts associated with democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary, accountability, rule of law</p> <p>outline the formation of democratic governance in different countries of the world</p> | <p>श्लोकाभा वार्था</p> <p>जीवन-मूल्य-</p> <p>विद्याधनं सर्वप्रधानम्</p> <p>जीवन कौशल-</p> <p>विद्या ददाति विनयम्</p> <p>सामान्य जागरूकता</p> <p>-</p> <p>प्राणियों के लिए संवेदनशीलता</p> <p>लिंग</p> |  | <p>two variable</p> <p><b>Life Skills</b></p> <p>Critical thinking</p> <p>Problem solving</p> <p><b>Gender Sensitivity</b></p> <p>Different roles different expectatio</p> <p><b>Values</b></p> <p>Holistic thinking</p> <p><b>Subject Enrichment activity</b></p> <p>Students will create riddles using concept of linear equations in two variables</p> <p><b>Learning Outcomes</b></p> | <p>print a document</p> <ul style="list-style-type: none"> <li>Enter page numbers on a document</li> <li>Use spelling and grammar feature</li> </ul> |  | <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-describe acceleration and derive the SI unit of acceleration</li> <li>-state examples of uniform and non-uniform acceleration</li> <li>-list the differences between positive and negative acceleration</li> <li>-determine positive and negative acceleration</li> <li>-plot and interpret the distance-time graph for different types of motion</li> <li>-construct and interpret the velocity-time graph for different types of motion</li> <li>-evaluate slope and area under the given graph</li> </ul> <p><b>Chemistry</b></p> |
|---|---|--|--|---|--|---|--|--|---|

|  |   |  |   |   |  |  |  |  |  |   |
|--|---|--|---|---|--|--|--|--|--|---|
| <p>vocabulary</p> <p>5. Enable them to grasp and comprehend the theme of the poem</p> <p>6. Identify and locate the rhyme scheme and poetic devices</p> <p>7. Describe an event or situation</p> | <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास को विस्तार करना।</p> |  | <p>explain the process of change in democracies e.g. India</p> <p>identify democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality</p> <p>distinguish between different types of governments operating across the world</p> <p>list the various factors of production</p> <p>explain causes and impacts of economic issues such as, poverty, landlessness, and food insecurity</p> <p>Interpret pie and bar diagrams of data related to agricultural production</p> | <p>संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं कल्याण-मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास करना।</p> <p>- सु_भाषितों में</p> |  |  |  |  |  | <p><b>Topic: Matter in our Surroundings (continued)</b></p> <p>Sub-topics:</p> <p>1. Evaporation</p> <ul style="list-style-type: none"> <li>• Factors affecting evaporation</li> <li>• Evaporation causes cooling</li> </ul> <p>Topic: Is Matter Around Us Pure?</p> <p>Sub-topics:</p> <p>1. Homogeneous and Heterogeneous Mixtures</p> <p>2. Types of Pure Substances</p> <p><b>Experiential Learning Laboratory Experiment:</b></p> <p>To prepare a mixture and compound using iron filings and sulphur powder and distinguish them based on their</p> |
|--|---|--|---|---|--|--|--|--|--|---|

|  |  |  |   |  |  |  |  |   |
|--|--|--|---|--|--|--|--|---|
|  |  |  | <p>analyse the impact of green revolution in India</p> <p>classify physical features in our country and compare them with physical features of other places</p> | <p>वर्णित<br/>हितकारी<br/>वचनों को<br/>जीवन में<br/>आत्मसात<br/>करके<br/>अपने व<br/>समाज<br/>में सभी<br/>प्राणियों के<br/>प्रति स्वस्थ<br/>दृष्टिकोण<br/>का<br/>विकास<br/>करना।</p> <p>-<br/>साहित्यिक<br/>तथा<br/>व्याकरण<br/>क<br/>उपविषयों<br/>को नियम<br/>सहित</p> |  |  |  | <p>appearance, i.e., uniformity and non-uniformity, behaviour towards a magnet, behaviour towards carbon disulphide as a solvent and effect of heat.</p> <p><b>Art Integration</b><br/>Constructing a density tower using liquids of varying densities to gain insights on properties of heterogeneous mixtures</p> <p><b>Learning Outcomes</b><br/>Each student will be able to:</p> <ol style="list-style-type: none"> <li>1. Elucidate the factors due to which the rate of evaporation varies</li> <li>2. Provide explanation for life situations that demonstrate effects of evaporation.</li> </ol> |
|--|--|--|---|--|--|--|--|---|



|  |  |  |  |  |                                   |  |  |  |  |  |
|--|--|--|--|--|-----------------------------------|--|--|--|--|--|
|  |  |  |  |  | <p>पहचानकर<br/>लेखन<br/>करना।</p> |  |  |  |  | <p>3. Identify mixtures from the surroundings based on their characteristic properties.</p> <p>4. Differentiate between homogeneous and heterogeneous mixtures.</p> <p>5. Classify different substances based on their physical properties as metals, nonmetals and metalloids.</p> <p>6. Differentiate between elements and compounds to classify different materials based on their physical and chemical properties.</p> <p><b>Tissues</b></p> <p>- Plant Tissues</p> |
|--|--|--|--|--|-----------------------------------|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>- Epidermis</li> <li>- Meristematic Tissues</li> <li>- Parenchyma Tissues</li> <li>- Collenchyma Tissues</li> <li>- Sclerenchyma Tissues</li> </ul> <p><b>- Experiential Learning</b></p> <p><b>Experiment (Biology Lab)</b></p> <p>Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants from prepared slides. Draw their labeled diagrams.</p> <p><b><u>Learning Outcomes</u></b></p> <p>1. differentiate between plant tissues and animal tissues</p> |
|--|--|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

on at least two points

2. describe at least two characteristics of plant tissues

3. state at least three functions of the epidermis in plants

4. draw the diagram showing the location of different types of meristems

5. classify simple permanent tissues based on their cell walls

| MONTH | English                                      | Hindi                                | French   | Social Science   | Sanskrit   | German  | Math  | CA  | Home Science   | Science  |
|-------|--|--------------------------------------|--|--|--|---|---|---|--|--|
| July  | <b>Beehive (Prose)</b><br>1. The Little Girl | स्पर्श- एवरेस्ट:<br>मेरी शिखर यात्रा | <b>Les Saisons</b><br>exprimer la cause/conséquence<br>La météo<br>Les Saisons et Les Vêtements<br>Quel temps fait-il ?<br>L'Impératif<br>Le Futur Proche<br>Le Futur Simple<br>La Basilique de Fourvi | <b>History - Nazism and Rise of Hitler</b><br>■ Introduction: Fear of the Nazis after the fall of Hitler<br>■ Birth of the Weimar Republic<br>■ Hitler's rise to power<br>■ The Nazi worldview<br>■ Steps to death<br>■ Youth and women in Nazi Germany<br>■ Ordinary people and the crimes against humanity<br>Mapwork as per | मणिका (प्रथमो भागः)<br>कालांश-८<br>'विजयतां स्वदेशः'<br>व्याकरण-<br>कालांश- ३<br>व्यंजन संधि-<br>मोऽनुस्वारः,<br>(जशत्व)<br>वर्गीय-<br>प्रथमवर्णस्य<br>तृतीयवर्णे<br>परिवर्तनम्<br>कालांश- ३<br>उपपद-<br>विभक्तिः<br>द्वितीया-<br>समया / | • Revision of concepts done in the previous class.<br>Lektion 3 : Das würde ich nie tun !<br>• Vokabular<br>• Damit und um...zu<br>• Email<br>• Dialog<br>• Fragewort : Wo(r) + Präposition.<br>• Pronomen da(r) + Präposition.<br>• Würden + infinitiv.<br>• Wiederholung für UT-2 | <b>Topic: Linear equation in two variables</b><br>Solution of a linear equation<br><b>Representation of real life situations using linear equation</b><br><b>Heron's formula</b><br>-Introduction<br>-Formulae for Area of right triangle equilateral triangle and isosceles triangle.<br>-Area of a triangle by Heron's formula and its application<br><b>Introduction</b> | Topic : Office tools -1 (Contd.)<br>Sub Topics: Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells.<br>Use auto-format, track changes, review comments, use of drawing tools, shapes and | <b>Chapter 4- Food, Nutrition and Health</b><br><b>Practical-</b> To demonstrate the method of germination/ sprouting and fermentation<br><b>Learning Outcomes</b><br>-Definition of food, nutrition, health and nutritional status.<br>-Relationship between food, health and diseases.<br>-Concepts of balanced diet and malnutrition.<br>-Nutrients: Sources and functions. | <b>Physics-</b><br><b>Topic – Motion (Contd.)</b><br><b>Sub-topics:</b><br>-Equations of motion: qualitative analysis with numericals<br>-Uniform circular motion<br><b>Lab. Activity:</b> To determine the density of a solid (denser than water) by using a spring balance and a measuring cylinder.<br><b>Values:</b> Respect rules (Traffic rules)<br><b>Life Skills:</b> Speed thrills but kills<br><b>Gender</b> |

|   |   |  |  |   |   |  |   |  |
|---|---|--|--|---|---|--|---|--|
| <p>cooperation<br/><b>Think-Pair-Share-Square</b><br/>Ways to build the genius in you</p> <p><b>Beehive (Poetry)</b><br/>1. Rain on the Roof</p> <p><b>Collaborative Learning:</b><br/>CANVA Group Presentations<br/><b>Life Skills:</b><br/>Interpersonal and communication skills<br/><b>Emotional Intelligence</b>(self awareness and empathy)</p> <p><b>2. The Lake Isle of Innisfree Panel Discussion</b><br/>Flaw of Urbanisation</p> | <p>कक्षा परिचर्चा</p> <p>संचयन- स्मृति</p> <p>कला समेकित गतिविधि</p> <p>नाटक प्रस्तुति</p> <p>स्वर संधि</p> <p>संवाद लेखन, अनौपचारिक पत्र</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> | <p>ère<br/>· Le Théâtre de Guignol</p> <p><b>Learning Outcomes</b></p> <p><b>Describe each season of France and compare them with the seasons in India.</b></p> <p><b>List the various dresses which are worn in various seasons.</b></p> <p><b>Report the weather of a place in French.</b></p> | <p>CBSE map syllabus</p> <p><b>Learning Outcomes</b></p> <p><u>Each student will be able to:</u></p> <p>1)state the meaning of Nazism;</p> <p>2)analyse the effects of the Nazi rule on Europe;</p> <p>3)explain the reasons for the birth of the Weimer Republic;</p> <p>4)analyse the effects of the Treaty of Versailles on the Weimer Republic;</p> <p>5)describe the impact of political radicalism and economic crisis on Germany;</p> | <p>निकाषा, प्रति, विना, परितः, उभयतः</p> <p>तृतीया- सह/समम्/सार्धम्, विना, अलम्, हीन</p> <p>चतुर्थी –रुच्, दा(यच्छ), नमः, कुप्, अलम् (सामर्थ्ये)</p> <p>कालांश- २</p> <p>शब्दरूप- कविवत्, नदीवत्, अस्मद्, युष्मद्</p> <p>कालांश- २</p> <p>धातुरूप-</p> <p>भू, नम्, क्षाल् (पंच लकारेषु)</p> | <p><b>Learning Outcomes</b></p> <p>Each student will be able to-</p> <p>· Conjugate verbs with different konnektoren</p> <p>· Answer questions based on the lesson.</p> <p>· Use the concept of um zu and Damit in sentences to express their purpose in life And how one can live without money.</p> <p>· Express their opinions and ask the same to others How one can agree or disagree with the</p> | <p><b>to Euclid's geometry</b></p> <p>Introduction - Euclid's definitions, axioms and postulates</p> <p><b>Lines and Angles</b></p> <p>Basic terms and Definitions -Intersecting lines and non-intersecting lines -Pairs of angles</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>* Set up linear equations in one and two variables.</p> | <p>mathematical symbols.</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Insert pictures, bullets and numbering</p> <p>Insert and use tables, modify them</p> <p>use the tools available for auto-formatting, tracking the changes</p> <p>inset and use drawing tools and symbols</p> | <p><b>Sensitivity:</b><br/>Gender discrimination (Women are bad drivers)</p> <p><b>Health and Wellness:</b><br/>Mental wellbeing</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-solve numericals based on equations of motion</p> <p>-relate uniform circular motion with motion of celestial body</p> <p>-calculate speed of an object travelling in a uniform circular motion</p> <p><b>Topic – Force and Laws of Motion</b></p> <p><b>Sub-topics:</b></p> |
|---|---|--|--|---|---|--|---|--|

|   |   |  |  |   |  |  |  |  |
|---|---|--|--|---|--|--|--|--|
| <p><b>Experiential Learning</b><br/>Virtual tour of Mehrauli Archaeological Park</p> <p><b>Writing Skill - Diary Entry</b></p> <p><b>Peer &amp; Collaborative Learning:</b><br/>Frame questions, answers followed by peer checking</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention any one aspect of the story that they can relate to their own experiences</li> <li>- Relate at least one</li> </ul> | <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना।</p> | <p><b>Use the Imperative form of verbs in sentences.</b></p> <p><b>Differentiate when to use future simple and future progressive in sentences and conjugate the verbs correctly.</b></p> <p><b>Name the monuments of Lyon.</b></p> <p><b>Les Voyages</b></p> <p>Les moyens de Transport à</p> | <p>6)explain the effects of the Years of Depression;</p> <p>7)describe Hitler's rise to power;</p> <p>8)analyse the Nazi ideology and Hitler's worldview;</p> <p>9)explainthe establishment of the racial state and the racial utopia;</p> <p>10)describe the role of the youth in Nazi Germany;</p> <p>11)explain the reaction of the common people to Nazism;</p> <p>12) Share the knowledge about the Crimes against humanity in the form of the Holocaust.</p> <p><b>Political Science</b></p> | <p>कालांश – ३</p> <p>रचनात्मक-कार्य</p> <p>कथा/ संवाद-पूर्ति</p> <p>चित्र-वर्णनम्</p> <p>जीवन-मूल्य-</p> <p>देशरक्षा सर्वोपरि</p> <p>जीवन कौशल-</p> <p>स्वदेश प्रेम</p> <p>सामान्य जागरूकता-</p> <p>देशभक्ति</p> <p>लिंग संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं</p> | <p>statements And what they would like to become</p> | <p>* Identify the coefficients of the variables in the equations.<br/>* Find solutions of the linear equations in two variables</p> <p>*Finds areas of all types of triangles by using Heron's formula and apply them in real life situations</p> <p>*State basic terms and definitions related to types of angles and pairs of angles.<br/>* Apply the concepts behind types of angles to</p> |  | <p>-Force and its effects</p> <p>-Balanced and unbalanced forces</p> <p>-Galileo's experiment</p> <p>-Newton's first law of motion</p> <p>-Inertia and mass</p> <p>-Newton's second law of motion</p> <p>Activity: Demonstration of the property of inertia: Dust can be removed from a carpet by shaking it, or by beating it with a stick.</p> <p>-Experiential learning: - Students will observe the movement of the pendulum about its mean position, draw and measure the</p> |
|---|---|--|--|---|--|--|--|--|

|   |  |  |  |  |   |  |  |
|---|--|--|--|--|---|--|--|
| <p>memory triggered in him or her by rain</p> <p>- List factors that contributed to Einstein's success and prepare a concept map on Einstein</p> <p>- Present views on theme and message of the poem</p> <p>- Identify the poetic devices and rhyme scheme</p> <p>- Frame diary entry using appropriate writing skill and enhanced vocabulary</p> |  | <p>la Gare<br/>La Publicité<br/>Les Cartes<br/>s Postales<br/>Les Expressions<br/>avec être &amp; avoir<br/>Le Passé Composé</p> <p><b>Learning Outcomes</b></p> <p>Speak about SNCF, Air France and other modes of transport of</p> | <p><b>-Constitutional Design</b></p> <p>■Democratic Constitution in South Africa</p> <p>■Why do we need a Constitution?</p> <p>■ Making of the Indian Constitution</p> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>1) explain the meaning and relevance of constitution ;</p> <p>2) analyse the need for constitution in a nation;</p> <p>3) list the key factors that made constitution making a difficult task in India;</p> | <p>कल्याण-मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास करना।</p> <p>-देश के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित पहचानकर लेखन करना।</p> | <p>find unknown values of angles marked in a given figure</p> |  | <p>distance of the extreme position with respect to mean position and identify the three types of inertia.</p> <p><b>Values:</b><br/>Effective coordination</p> <p><b>Life Skills:</b>You reap, what you sow</p> <p><b>Gender Sensitivity:</b><br/>Gender responsibility</p> <p><b>Health and Wellness:</b> Yoga and fitness</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-list the effects of force</p> <p>-examine forces acting on a body in order to determine change in body's</p> |
|---|--|--|--|--|---|--|--|

|  |  |  |   |  |  |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|--|--|
|  |  |  | <p>France.</p> <p>Write dialogues for booking travel tickets.</p> <p>Write a postcard using the correct format.</p> <p>Conjugate all regular and irregular verbs in the past tense.</p> | <p>4) describe the making of the Indian Constitution;</p> <p>5) explain the importance of the Constituent Assembly;</p> <p>6) evaluate the importance of guiding values of the Indian Constitution;</p> <p>7) explain the philosophy of the Indian Constitution and its link with the institutional arrangements</p> <p><b>Art Integration:</b></p> <p>Calligraphy Art</p> <p>-Writing the Preamble content using this art form</p> <p><b>Economics</b></p> <p><b>-People as</b></p> |  |  |  |  |  | <p>motion as a consequence of resultant force</p> <p>-illustrate balanced and unbalanced forces</p> <p>-determine the impact of frictional force on the motion of an object</p> <p>-state Newton's first law of motion</p> <p>-identify examples and situations that illustrate the use of Newton's first law of motion and inertia</p> <p>-relate mass and inertia</p> <p>-state Newton's second law and apply it in daily life</p> <p>-interpret SI unit of force and use formulas to calculate mass</p> |
|--|--|--|---|--|--|--|--|--|--|--|



|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  | <p><b>Resource</b></p> <p>Importance of human resource</p> <ul style="list-style-type: none"> <li>■ Economic activities by men &amp; women</li> <li>■ Quality of population based on: <ul style="list-style-type: none"> <li>a) Education</li> <li>b) Health</li> </ul> </li> <li>■ Unemployment</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <ol style="list-style-type: none"> <li>1) explain the meaning of the expression, 'people as resource';</li> <li>2) analyse why people are termed as an asset to contribute to nation</li> </ol> |  |  |  |  |  | <p>of an object</p> <p>-apply Newton's second law of motion and calculate rate of change of momentum in objects</p> <p><b>Topic: Is Matter Around Us Pure?</b></p> <p>Sub-topics:</p> <ol style="list-style-type: none"> <li>1. Solutions <ul style="list-style-type: none"> <li>• Types of solutions</li> <li>• Concentration of a solution</li> </ul> </li> <li>2. Suspensions</li> <li>3. Colloids</li> <li>4. Tyndall Effect</li> </ol> <p><b>Experiential</b></p> |
|--|--|--|--|--|--|--|--|--|--|

|  |  |  |   |  |  |  |  |  |   |
|--|--|--|---|--|--|--|--|--|---|
|  |  |  | <p>building</p> <p>3)critically examine the economic activities rendered by men and women</p> <p>4)evaluate the role of health &amp; education in determining the quality of population;</p> <p>5) describe the meaning, types ,effects &amp; expanse of unemployment.</p> <p><b>Art integration</b></p> <p><i>Warli Art</i></p> <p><i>Depict People engaged in any economic activity</i></p> |  |  |  |  |  | <p><b>Learning:</b></p> <p>Testing the stability of solutions, suspensions and colloids</p> <p><b>Application to real life:</b></p> <p>Reading labels of various medicines to find out their concentration.</p> <p><b>Art Integration:</b></p> <p>Preparing a lamp using a colloidal solution and a laser light.</p> <p><b>Value:</b></p> |
|--|--|--|---|--|--|--|--|--|---|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

Embracing challenges

**Life Skill:**  
Finding concentration of various solutions

**Gender sensitivity:** Not

categorizing professions based on

gender

**Health and Wellness:**  
Knowledge

of medicines that are being

consumed

**Learning outcomes**

Each student will be able to:

1. Determine the effect of concentration

of solution on its physical



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

properties.

2. Deduce the concentration

of solution

3. Enlist the properties of solutions,

suspensions and colloids

4. Explain the phenomena of Tyndall

effect

**Tissues**  
(Contd.)

- Complex Permanent Plant Tissues

- Animal Tissues

- Epithelium Tissues

- Connective Tissues

- Muscular



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

Tissues

- Nervous  
Tissues

**Experiential  
Learning**

**Experiment  
(Biology Lab)**

- Identification of  
striped, smooth,  
and cardiac  
muscle fibers  
and nerve cells  
in animals, from  
prepared slides.  
Draw their  
labeled  
diagrams.

**Life Skill:**

Critical Thinking

**Health and  
Wellness:**

Reproductive  
Health

**Gender  
Sensitivity:**

Women's



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

Empowerment.

**Value:**

Integrity

Learning  
Outcomes

1. differentiate between xylem & phloem tissues based on their structure & function

2. state at least three types of epithelial tissues & their location in the animal body

3. distinguish among tendon, ligament & cartilage

4. state at least three components of blood along with their functions

5. differentiate between striated and un-striated muscles based

|  |   |  |   |   |   |  |   |  |   |  |
|--|---|--|---|---|---|--|---|--|---|--|
|  |   |  |   |   |   |  |   |  | <p>on their structure &amp; function</p> <p>6. draw the diagram of the three types of muscle fibres</p> <p>7. describe at least one function of the nerve cell</p> <p>8. draw diagram showing the structure of a neuron and label at least cell body, axon &amp; dendrite</p> |  |
| <p>August</p> <p>Syllabus</p> <p>Learning Outcomes</p> | <p><b>Beehive (Prose)</b><br/> <b>1. The Snake and the Mirror</b></p> <p><b>Research Method</b><br/> Research about the author and his writings</p> <p><b>Class Discussion</b><br/> Crises make</p> | <p>स्पर्श-<br/> तुम कब जाओगे, अतिथि</p> <p>लिंग<br/> संवेदनशीलता-<br/> समानता व सम्मान</p> | <p><b>Les Loisirs et les Sports</b><br/> Les Loisirs<br/> Les Sports<br/> L'Imparfait<br/> Exprimer l'Obligation<br/> La Tour de France</p> | <p><b>Geography</b><br/> <b>Climate</b></p> <p>Difference between weather, climate &amp; season</p> <p>■ Climatic controls</p> <p>■ Factors affecting India's climate</p> | <p>मणिका (प्रथमो भागः)<br/> कालांश-८<br/> विद्यया भान्ति सद्गुणाः<br/> कालांश- १<br/> कला</p> | <p>Lektion 3<br/> Das würde ich nie tun !<br/> · Feste Präpositionen<br/> · Dialog<br/> · Email<br/> · Partzip Perfekt<br/> · Redemittals<br/> · Modalverben</p> | <p><b>Topic: Triangles</b><br/> <b>Topic: Triangles(18)</b><br/> <b>Sub topics:</b><br/> -Introduction<br/> -Congruence of triangles<br/> -Criteria for congruence of triangles<br/> -Properties of a triangle</p> <p><b>Statistics</b></p> | <p>Topic : Presentation tool</p> <p>Sub Topics: Understand the concept of slide shows, basic elements of a slide, different types of slide</p> | <p><b>Chapter 5- Fiber and Fabric</b></p> <p><b>Practical-</b><br/> Identify fabric on the basis of burning test.</p> <p><b>Learning Outcomes</b><br/> -Definition of fiber and yarn.<br/> -Classification of Fibre.<br/> -Characteristics</p>                                | <p><b>Physics-</b></p> <p><b>Topic – Force and Laws of Motion (Contd.)</b></p> <p><b>Sub-topics:</b><br/> -Newton's third law of motion</p> <p>Experiential learning: Lab. Activity:<br/> To determine the density of a solid (denser than water) by</p> |

|  |  |  |   |   |   |   |  |  |   |
|--|--|--|---|---|---|---|--|--|---|
| <p>people turn to God for help</p> <p><b>Group Activity</b><br/>Design a word puzzle</p> <p><b>2. My Childhood</b></p> <p><b>Research Method</b><br/>Documentary - A Missile Man</p> <p><b>Group Activity</b><br/>List books authored by Dr. A.P.J Abdul Kalam</p> <p><b>Life Skills</b><br/>Problem solving, dealing constructively with problems.</p> <p><b>Values</b><br/>love, unity</p> <p><b>Gender Sensitivity</b><br/>Discrimination</p> | <p>मूल्य- सत्कार की भावना</p> <p>जीवन कौशल- परिश्रम व लगन</p> <p>कक्षा गतिविधि- कॉमिक स्ट्रिप</p> <p>संचयन- कल्लू कुम्हार की उनाकोटी</p> <p>कला समन्वित गतिविधि- लोक कथा की सामूहिक प्रस्तुति</p> <p><u>Learning Outcomes</u></p> <p>-पठन कौशल व लेखन कौशल</p> | <p><u>Learning Outcome</u></p> <p>List the various hobbies of french students and compare them with those of the Indian students .</p> <p><b>Conjugate verbs in the Imparfait form and use them in sentences.</b></p> <p><b>Understand a comprehension passage</b></p> | <p>■The seasons</p> <p>■Distribution of Rainfall</p> <p>■Monsoon as a unifying bond</p> <p><u>Learning Outcomes</u></p> <p><u>Each child will be able to:</u></p> <p>1) draw a comparison between weather, climate and season;</p> <p>2) identify the key factors that serve as climatic control for an area;</p> <p>3) explain the factors affecting India's climate;</p> <p>4) describe the four seasons of India;</p> <p>5) explain the idea of monsoon as a</p> | <p>समेकित कार्य</p> <p>कालांश- ८</p> <p>व्याकरण -</p> <p>(४) उपपद-विभक्ति: -</p> <p>पंचमी -विना, बहिः, भी, रक्ष्</p> <p>षष्ठी -उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः</p> <p>सप्तमी - स्निह्, विश्वस्, निपुण, कुशल</p> <p>(२) विसर्ग संधि - उत्त्वम्</p> <p>(२) संख्या(१-५०), (१-४ केवलं प्रथमा-विभक्तौ)</p> <p>कालांश- २</p> | <p>Konnektor en</p> <p><u>Learning Outcomes</u></p> <p>Each student will be able to-</p> <p>Conjugate verbs in Partizip perfekt.</p> <p>· Answer questions based on the lesson.</p> <p>· Express about their past experience s.using partizip perfekt</p> <p>· Create Dialog and Email using fixed Präposition</p> <p>· Create sentences using modal verben</p> | <p>-Introduction</p> <p>-Collection of data</p> <p>-Presentation of data in the form of frequency distribution table</p> <p>-Graphical representation of data (a) Bar graph b)- Introduction</p> <p>-Collection of data</p> <p>-Presentation of data in the form of frequency distribution table</p> <p>-Graphical representation of data : Bar graph , Histogram Frequency polygon</p> <p><u>Learning Outcomes</u></p> <p><u>Each child will be able to:</u></p> | <p>layouts, create and save a presentation , and learn about the different views of a slide set – normal view, slide sorter view and hand-outs.</p> <p><u>Learning Outcomes</u></p> <p>Each student will be able to:</p> <p>Identify the difference between Presentation tool and Word processor.</p> <p>Create simple presentations</p> <p>Switch between various</p> | <p>of Textile fibers</p> <p>-Ways of selection of fabric for different age groups.</p> | <p>using a spring balance and a measuring cylinder.</p> <p><b>Values:</b><br/>Effective communication</p> <p><b>Life Skills:</b> You reap, what you sow</p> <p><b>Gender Sensitivity:</b><br/>Gender discrimination</p> <p><b>Health and Wellness:</b> Food and nutrition</p> <p><u>Learning Outcomes</u></p> <p>Each student will be able to:</p> <p>-state Newton's third law and apply it in practical life</p> <p>-illustrate Newton's third law of motion.</p> <p>-list simple examples on</p> |
|--|--|--|---|---|---|---|--|--|---|



|   |  |  |   |   |  |              |   |
|---|--|--|---|---|--|--------------|---|
| <p><b>Beehive (Poetry)</b><br/>1. A Legend of the Northland</p> <p><b>Research Method</b><br/>Difference between Myths, Legends and Fables</p> <p><b>Collaborative Learning</b><br/>PPT Group Presentations</p> <p><b>Values</b><br/>Kindness, Empathy</p> <p><b>2. No Men Are Foreign</b></p> <p><b>Class Discussion</b><br/>Russia-Ukraine War</p> <p><b>Art Integration</b><br/>Design a</p> | <p>का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना</p> | <p><b>on Tour de France and answer questions based on it.</b></p> <p><b>L'argent de poche.</b></p> <p>Comment</p> <p>gagner / Comment dépenser /</p> <p>Comment économiser</p> <p>La Carte junior</p> <p>Les Adjectifs interrogatifs</p> | <p>unifying bond in India.</p> <p><b>Art Integration</b></p> <p><b>Pictorial Art</b></p> <p><b>Sketching from nature and surrounding- Pencil sketch- depicting any element</b></p> <p><b>Political Science.</b></p> <p><b>Electoral politics.</b></p> <ul style="list-style-type: none"> <li>• Why elections?</li> <li>• What makes an election democratic?</li> <li>• Is it good to have political competition?</li> <li>• What is our system of elections?</li> <li>• What</li> </ul> | <p>रचनात्मक-कार्यम्-</p> <p>कथा /संवाद-पूर्ति</p> <p>पत्र-पूर्ति</p> <p>कालांश- २</p> <p>वाचन कौशल</p> <p>जीवन-मूल्य-</p> <p>विद्याधनं सर्वप्रधानम्</p> <p>जीवन कौशल-</p> <p>विद्या ददाति विनयम्</p> <p>सामान्य जागरूकता-</p> <p>अक्षरधनम् आवश्यकम्</p> <p>लिंग संवेदनशील</p> | <p>Define the concept of congruence</p> <p>* Recall and list the various congruence conditions *</p> <p>State and prove SAS, ASA , SSS, RHS congruence criteria.</p> <p>* Apply the congruence conditions to solve the questions</p> <p>Collect, analyze and interpret data.</p> <p>* Explain different measures of central tendency.</p> <p>* Represent the data graphically using bar graphs *</p> | <p>Views</p> | <p>action-reaction forces</p> <p>-identify situations that demonstrate the application of Newton's third law of motion</p> <p><b>Topic – Gravitation</b></p> <p><b>Sub-topics:</b></p> <p>-Basics of gravitation</p> <p>-Centripetal force and centripetal acceleration</p> <p>-Universal law of gravitation</p> <p>-Free fall</p> <p>-Art Integration Activity: Make a video to compare and analyse whether acceleration due to gravity is the same on all objects despite their mass or</p> |
|---|--|--|---|---|--|--------------|---|

|   |  |   |  |  |  |  |  |  |   |
|---|--|---|--|--|--|--|--|--|---|
| <p>Poster on the theme peace</p> <p><b>Life Skills</b><br/>Problem solving, dealing constructively with problems.</p> <p><b>Values</b><br/>love, unity</p> <p><b>Gender Sensitivity</b><br/>Discrimination</p> <p><b>Moments</b><br/>1. Iswaran the Storyteller</p> <p><b>CANVA Digital Storytelling</b><br/>Create a digital story on CANVA (Group Activity) followed by class presentation and peer feedback</p> <p><b>Collaborativ</b></p> |  | <p>Les Pronoms Personnels</p> <p>La Négation</p> <p><b>Learning Outcomes</b></p> <p>Talk about pocket money – how to earn it, how to spend it, how to save it, etc.</p> <p>Open a bank account.</p> <p>Convert sentences into their negative forms.</p> | <p>makes elections in India democratic?</p> <p>- Challenges to free &amp; fair elections</p> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>1)analyse the idea of representative democracy;</p> <p>2)reason out the need for elections;</p> <p>3) critically examine the conditions necessary to make an election democratic;</p> <p>4)analyse the effects of political competition;</p> <p>5) describe the</p> | <p>ता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं कल्याण-</p> <p>मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास करना।</p> <p>-विद्या के महत्त्व को जानकर, एकाग्र होकर विद्या प्राप्त करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों</p> |  | <p>Understand, analyze and interpret various daily life situations like changes in Sensex, weather forecasting, population growth,</p> <p>*Recapitulate the concepts done</p> <p>-Answer the questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>-Participate in the revision discussion and activitiesRepresent the data</p> |  |  | <p>not.</p> <p>Experiential learning: -To demonstrate the dependence of air resistance on surface area(using a stone and a sheet of paper).</p> <p><b>Values:</b><br/>Interpersonal relationship</p> <p><b>Life Skills:</b><br/>Respect for everyone</p> <p><b>Gender Sensitivity:</b><br/>Gender stereotype</p> <p><b>Health and Wellness:</b><br/>Fitness</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-explain the role of centripetal force in real life situations</p> <p>-generalise the</p> |
|---|--|---|--|--|--|--|--|--|---|

|  |  |  |   |  |  |  |  |  |   |
|--|--|--|---|--|--|--|--|--|---|
| <p><b>e Learning</b><br/>Report<br/>Writing</p> <p><b>Group Task</b><br/><b>Role Play</b><br/>Prepare the outline of a ghost story and perform in class</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Identify the Instances of humour in the story</li> <li>- Recall some interesting facts about Dr Kalam</li> <li>- Express opinions on Kalam's humility and his contributions to the country</li> </ul> |  |  | <p>Indian system of elections;</p> <p>6) evaluate the democratic nature of elections in India</p> | <p>को नियम सहित पहचानकर लेखन करना।</p> |  | <p>diagrammatically with the help of bar graphs, histograms.</p> <ul style="list-style-type: none"> <li>* Identifies and classifies the daily life situations in which mean, median and mode can be used.</li> <li>* Analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram.</li> </ul> |  |  | <p>topic to revolution of planets, celestial bodies, etc.</p> <ul style="list-style-type: none"> <li>-relate Newton's third law of motion and gravitational force to explain the motion of bodies</li> <li>-state the law of gravitation</li> <li>-derive the formula for force of gravitation</li> <li>-calculate gravitational force and its impact on objects</li> <li>-assess the force of gravitation exerted and compute mass of an object on earth and moon</li> <li>-illustrate and explain the term 'free fall'</li> <li>-estimate the acceleration due to gravity acting</li> </ul> |
|--|--|--|---|--|--|--|--|--|---|

|  |  |  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>- Analyse the title, tone, theme literary devices used in the poem</li> <li>- List some legendary stories/myths read</li> <li>- Infer the theme of the poem and it's universal appeal</li> <li>- List some factors that contribute good storytelling</li> </ul> |  |  |  |  |  |  |  |  | <p>on a body<br/>         -relate change in acceleration due to gravity to Earth's shape and weight of objects<br/>         -calculate the magnitude of acceleration at different points on the path when the object is in motion<br/>         -interpret the relation between universal constant and acceleration due to gravity</p> <p><b>Topic: Atoms and Molecules</b><br/> <b>Sub-topics:</b><br/>         1. Laws of Chemical Combination<br/>         2. Dalton's Atomic Theory<br/>         3. Features of an atom: size,</p> |
|--|--|--|--|--|--|--|--|--|--|---|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

symbol and mass  
**Experiential Learning:**  
Verification of Law of Conservation of Mass (to be conducted in the laboratory).  
**Application to real life:**  
Elements and compounds present in various healthcare products, cosmetics and food items  
**Art Integration:**  
Illustrate the formation of new bonds in a chemical reaction  
**Value:** Team work and collaboration  
**Life Skills:**  
Deriving inspiration from the life of



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

John Dalton who revolutionized the field of Chemistry with his atomic theory

**Gender Sensitivity:**

Inclusivity in the scientific community

**Health and Wellness:**

Various elements present in our body and their importance

**Learning outcomes**

Each student will be able to:

1. Apply the Law of Conservation of Mass to determine the mass of elements in a mixture.
2. Calculate the mass ratio of



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

atoms in a molecule to validate law of constant proportions.  
3. Apply the Law of Constant Proportions to estimate the amount of elements required in a chemical substance and identify postulates of Dalton's atomic theory.  
4. Elucidate the features of an atom: its size, symbol and mass.

**Improvement In Food Resources**

- What are Food Resources?
- Desirable characters in Plants
- Hybridisation in



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

GM crops  
-Factors for  
Variety  
Improvement

**Life Skill:**

Decision Making

**Health and  
Wellness:**

Nutrition and  
Balanced Diet

**Gender  
Sensitivity:**

Sex and Gender  
Stereotypes.

**Value:** Integrity

**Learning  
Outcomes**

1. describe what are food resources
2. state at least three desirable characteristics in plants
3. differentiate



|      |   |   |  |   |  |   |   |  |  |
|------|---|---|--|---|--|---|---|--|--|
|      |   |   |  |   |  |   |   |  | <p>between rabi crops &amp; kharif crops</p> <p>4. classify the major groups of activities for improving crop yields</p> <p>5. compare intervarietal, interspecific and intergeneric crossing</p> <p>6. explain the advantages of genetically modified crops</p> |
| Sept | <p><b>Moments 1. In the kingdom of Fools</b></p> <p><b>Art Integration Group Task</b><br/>Design a Comic Strip</p> <p><b>Class Discussion</b><br/>Role of fool in</p> | <p>व्याकरण-<br/>अनुस्वार,<br/>अनुनासिक,<br/>उपसर्ग व प्रत्यय</p> <p>विराम चिह्न</p> <p>चित्र वर्णन</p> <p>अनुच्छेद लेखन</p> | <p><b>Revision for the Half-Yearly exam</b></p> <p><b>Les temps des Verbes</b><br/><b>Les verbes</b></p> | <p><b>GEOGRAPHY - Population</b></p> <ul style="list-style-type: none"> <li>■ Meaning &amp; importance</li> <li>■ Population size &amp; distribution</li> <li>■ Population growth &amp; processes of</li> </ul> | <p>कालांश- १०</p> <p>पुनरावृत्ति</p> <p>मणिका (प्रथमो भागः)</p> <p>समस्त व्याकरण</p> <p>रचनात्मक</p> | <p>Revision for Mid-term exams</p> <p><b>Learning Outcomes</b></p> <p>- Recapitulate the concepts done</p> <p>-Answer the</p> | <p><b>Statistics (Contd.)</b></p> <p>-Graphical representation of data (a) data-Frequency polygon</p> <p><b>Revision for Mid-term exams</b></p> <p><b>Learning Outcomes</b></p> <p>Recapitulate</p> | <p>Revision for Mid-term exams</p> <p><b>Revision for Mid-term exams</b></p> <p><b>Learning Outcomes</b></p> <p>-Recapitulate the concepts done.</p> <p>- Answer the different type of questions given in revision worksheets.</p> | <p><b>Physics- Topic – Gravitation (Contd.)</b></p> <p><b>Sub-topics:</b></p> <p>-Mass and weight with numericals</p> <p><b>Values:</b><br/>Interpersonal relationship</p>   |

|  |   |  |   |   |   |  |  |   |
|--|---|--|---|---|---|--|--|---|
| <p>plays (Browse through Shakespeare's plays such as King Lear, As You Like It, etc.)</p> <p><b>2. The Happy Prince</b></p> <p><b>Values</b><br/>Brotherhood, Selflessness</p> <p><b>Collaborative Learning</b><br/>Concept mapping – theme and plot</p> <p><b>Think-Pair-Share-Square Activity</b><br/>Analysis of characters</p> <p><b>Mid-Term Exam Revision</b><br/>Collaborative learning</p> <p>Assessment</p> | <p>स्वर संधि</p> <p>संवाद लेखन</p> <p>अनौपचारिक पत्र</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना</p> | <p><b>pronominaux La Lettre</b></p> <p><b>La Carte Postale</b></p> <p><b>Learning Outcome s</b></p> <p><b>Practise conjugation of all regular and irregular verbs and pronominal verbs in all the tenses done so far.</b></p> <p><b>Identify which tense the verb should</b></p> | <p>population change</p> <p><b>Learning Outcomes</b></p> <p>Each child will be able to:</p> <p>1) state the meaning of 'census';</p> <p>2) tell about the chief features of a population study;</p> <p>3) analyse the processes of population change;</p> <p>4) explain the common characteristics of population (taking India as an example);</p> <p>5) list the provisions of the NPP, 2000 and its provisions with respect to the adolescent population.</p> | <p>कार्य</p> <p>अपठित गद्यांश</p> <p>जीवन-मूल्य-</p> <p>विद्याघनं सर्वप्रधानम्</p> <p>जीवन कौशल-</p> <p>विद्या ददाति विनयम्</p> <p>सामान्य जागरूकता-</p> <p>अक्षरघनम् आवश्यकम्</p> <p>लिंग संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं कल्याण-</p> <p>मानसिक</p> | <p>questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>- Participate in the revision discussion and activities</p> | <p>the concepts done</p> <p>-Answer the questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>-Participate in the revision discussion and activities</p> <p>-Clear doubts if any.</p> |  | <p><b>Life Skills:</b><br/>Respect for everyone</p> <p><b>Gender Sensitivity:</b><br/>Gender stereotype</p> <p><b>Health and Wellness:</b><br/>Fitness</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-list the differences between mass and weight</p> <p>-solve the numericals on mass and weight</p> <p><b>Topic: Atoms and molecules</b></p> <p><b>Sub-topics:</b></p> <p>1. Molecules<br/>2. Ions<br/>3. Writing chemical formulae</p> <p><b>Experiential</b></p> |
|--|---|--|---|---|---|--|--|---|

|  |  |  |  |   |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|
| <p>through revision worksheets</p> <p>Oral questioning in the class using the AMP technique</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Recall some interesting facts about the author AK Ramanujan</li> <li>- Justify the title of the story</li> <li>- List some character traits of main characters</li> <li>- Express opinions on whether the story is in the genre of a fairy tale</li> <li>- Recall main</li> </ul> |  | <p><b>be conjugated in depending on the sentence</b></p> |  | <p>विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास करना।</p> <p>-विद्या के महत्त्व को जानकर, एकाग्र होकर विद्या प्राप्त करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहित पुनरावृत्ति करना।</p> |  |  |  |  | <p><b>Learning:</b><br/>Calculating the molecular mass of a compound and comparing it with measuring in laboratory</p> <p><b>Application to real life:</b><br/>Identifying various ionic compounds used in daily lives</p> <p><b>Art Integration:</b><br/>Illustration of molecule formation using different shapes</p> <p><b>Value:</b> The joy of giving</p> <p><b>Life Skills:</b><br/>Deriving inspiration from the formation of molecules by sharing electrons and becoming a stable entity</p> <p><b>Gender Sensitivity:</b><br/>Equal responsibilities</p> <p><b>Health and</b></p> |
|--|--|--|--|---|--|--|--|--|--|

|  |   |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|
|  | <p>value points of the stories and poems for revision</p> <p>- Attempt the given worksheets</p> |  |  |  |  |  |  |  |  | <p><b>Wellness:</b> Being aware of the chemical formulae of various substances found in our kitchen which are beneficial for our health</p> <p><u>Learning Outcomes</u></p> <p><u>Each student will be able to:</u></p> <ol style="list-style-type: none"> <li>1. Determine the number of atoms present in an element on the basis of their atomicity.</li> <li>2. Apply the law of constant proportions to calculate the mass ratio of atoms in a molecule.</li> <li>3. Write chemical formulae using symbols &amp; valences.</li> <li>4. Identify ionic</li> </ol> |
|--|---|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  | <p>compounds whose formula unit mass can be calculated.</p> <p>5. Calculate the relative molecular mass of commonly known chemical compounds</p> <p><b>Improvement In Food Resources</b><br/>(Contd.)</p> <ul style="list-style-type: none"> <li>- Nutrient Management</li> <li>- Macronutrient</li> <li>- Micronutrient</li> <li>- Manure &amp; Fertilizers</li> </ul> <p><b>Life Skill:</b><br/>Resilience and Adaptability</p> <p><b>Health and Wellness:</b><br/>Healthy Aging</p> |
|--|--|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  | <p>and Senior Care</p> <p><b>Gender Sensitivity:</b></p> <p>Consent and Healthy Relationships</p> <p><b>Value:</b><br/>Responsible use of biotechnology</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. differentiate between macronutrients and micronutrients</li> <li>2. compare the advantages and disadvantages of using manure and fertilizer</li> <li>3. distinguish between the methods of composting and vermicomposting</li> </ol> <p>Revision for mid-term examinations</p> |
|--|--|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

|     |   |   |  |   |   |   |  |   |   |   |
|-----|---|---|--|---|---|---|--|---|---|---|
|     |   |   |  |   |   |   |  |   |   | <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-recapitulate the concepts done</li> <li>-answer the questions based on the syllabus covered</li> <li>-develop an understanding of the concepts done</li> </ul> <p>-participate in the revision discussion and activities</p> |
| Oct | <p><b>Beehive (Prose)</b></p> <p><b>1. Reach for the Top</b></p> <p><b>Group Activity</b></p> <p><b>Role Play</b></p> <p>Success Comes To Those Who Will and Dare</p> | <p>स्पर्श-</p> <p>वैज्ञानिक चेतना के वाहकः चंद्रशेखर वेंकटरामन्</p> <p>व्याकरण- अनुस्वार,</p> | <p><b>Les Pronoms personnels</b></p> <p><b>Faire des achats.</b></p> | <p><b>History – SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION</b></p> <p>Introduction</p> <p>Industrial society and social changes</p> | <p>मणिका (प्रथमो भागः)</p> <p>कालांश-६</p> <p>कर्मणा याति संसिद्धिम्</p> <p>कालांश- १</p> | <p><b>Lektion 4: Hamburg, wir kommen</b></p> <p>Wo ist Tina?</p> <ul style="list-style-type: none"> <li>· Konjunktiv II: sollen</li> <li>· Konjunktion</li> </ul> | <p><b>Topic: Quadrilaterals</b></p> <p><b>Learning Outcomes</b></p> <p>Each child will be able to</p> <ul style="list-style-type: none"> <li>- Identify different</li> </ul> | <p>Topic : Presentation tool:</p> <p>Sub Topics:</p> <p>Edit and format a slide: add titles, subtitles, text, background,</p> | <p><b>Chapter 6- Resource Management</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>-Define resources and their classification.</li> <li>-Elaborate on waste</li> </ul> | <p><b>Physics- Topic – Gravitation (Contd.)</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>-Mass and weight</li> <li>-Thrust and Pressure</li> <li>-Buoyancy</li> </ul> <p>Activity: To</p>   |

|     |  |   |  |  |   |  |  |   |   |
|-----|--|---|--|--|---|--|--|---|---|
| mes | <p><b>Panel Discussion</b><br/>Women excelling in all areas of life<br/><b>Experiential Learning</b><br/>Interview an athlete</p> <p><b>Values:</b><br/>Diligence, Hard Work and Dedication</p> <p><b>Beehive (Poetry)</b><br/>1. On Killing a Tree</p> <p><b>Group Task CANVA</b><br/>Design a short film 'Save Trees'</p> <p><b>Collaborative Learning</b><br/>PowerPoint Presentations</p> <p><b>Values:</b><br/>Perseverance and</p> | <p>अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लिंग</p> <p>संवेदनशीलता-समानता व सम्मान</p> <p>मूल्य-संवेदनशीलता</p> <p>जीवन कौशल-परिश्रम</p> <p>सामान्य जागरूकता-अध्ययन के प्रति रुचि</p> <p>कक्षा चर्चा</p> <p>संचयन- मेरा छोटा सा निजी पुस्तकालय</p> | <p><b>Les Centres commerciaux.</b></p> <p><b>Les boutiques specialisés.</b></p> <p><b>Les mots de quantité</b></p> <p><b>Learning Outcomes</b></p> <p><b>Replace nouns with the respective pronouns.</b></p> <p><b>Distinguish the various specializ</b></p> | <p>Russian Empire</p> <p>Causes of the Revolution</p> <p>The February Revolution in Petrograd</p> <p>The October Revolution</p> <p>Bolsheviks</p> <p>Global influence of the Russian Revolution and the USSR</p> <p>Mapwork as per CBSE map syllabus</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Explain the Crisis of Tzarism</p> | <p>कला समेकित कार्य</p> <p>कालांश- ५</p> <p>व्याकरण –</p> <p>अव्ययपदानि- द्वि प्रकारक</p> <p>प्रश्नबोधकानि –</p> <p>किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्</p> <p>अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव</p> <p>शब्दरूप - भवत् (उभयलिंग), साधुवत्, तत् (त्रिषु लिंगेषु)</p> <p>धातुरूप – प्रच्छ्, ज्ञा, नी</p> | <p>Während, Bevor</p> <p>· Konjunktion: dass, weil, deshalb</p> <p>· Email Schreiben Dialog Schreiben</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to-</p> <p>· Give and take suggestions.</p> <p>· Create sentences using different Konnektors</p> <p>· To talk where they would like to travel and why</p> | <p>types of quadrilaterals</p> <p>- Recall the definition of quadrilateral and its properties</p> <p>- Define different quadrilaterals under given conditions</p> <p>-state and prove theorem 8.1- the diagonal divides a parallelogram into two congruent triangles.</p> <p>state conditions for a quadrilateral to be a parallelogram</p> <p>-Do the lab activity on sum of interior angles of a quadrilateral as <math>360^\circ</math> by themselves and write</p> | <p>and watermark, headers</p> <p>and footers, and slide numbers.</p> <p>Insert pictures from files, create animations, add sound effects, and rehearse timings.</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Edit and format a slide</p> <p>Add watermark, headers and footers</p> <p>Insert pictures, create animations</p> | <p>management with 3Rs.</p> <p>-Ways of disposing kitchen and other wastes.</p> <p>observe the pressure exerted by the water coming out from holes at different heights in the bottle.</p> <p>Experiential learning: -To figure out and analyze the face of the cuboidal block that will exert more pressure on the table.</p> <p>Lab activity: Establishing the relation between the loss in weight of a solid when fully immersed in a) Tap water b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.</p> <p><b>Values:</b><br/>Interpersonal relationship</p> <p><b>Life Skills:</b></p> |
|-----|--|---|--|--|---|--|--|---|---|



|   |  |  |   |   |  |   |   |  |   |
|---|--|--|---|---|--|---|---|--|---|
| <p>Nurturing</p> <p><b>2. A Slumber Did My Spirit Seal</b></p> <p><b>Research Work</b></p> <p><b>Romanticism -</b></p> <p>Well known poems of William Wordsworth</p> <p><b>Class Discussion:</b></p> <p>The Grieving Process: Coping with Death</p> <p><b>Moments</b></p> <p><b>1. The Last Leaf</b></p> <p><b>Art Integration</b></p> <p>Reviving a life (Leaf Art)</p> <p><b>Think-Pair-Share</b></p> <p>Qualities of a True Friend</p> | <p>पुस्तक आवरण पृष्ठ की रचना</p> <p>लेखन- अनुच्छेद, पत्र</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का</p> | <p><b>ed shops and the things they sell.</b></p> | <p>Justify the reasons for social movements between 1905 and 1917 in Russia</p> <p>Explain Stalin's Collectivisation Programme</p> <p>Differentiate between communism and socialism</p> <p>Explain the causes of the February Revolution in Petrograd</p> <p>Distinguish between Bolsheviks and Mensheviks</p> <p>Analyse the circumstances which led to the October Revolution</p> <p><b>ECONOMICS –</b></p> | <p>(पंच लकारेषु), लभ् (लट्- लृट् लकारयोः )</p> <p>प्रत्यय- शतृ</p> <p>संख्या-(१-१००), संख्यावाची- शब्दरूप (१-४ केवलं प्रथमा- विभक्तौ)</p> <p>रचनात्मक- कार्य –१</p> <p>चित्र-वर्णनम्</p> <p>कालांश-२</p> <p>आंतरिक मूल्यांकन- भारतीय विज्ञानम्</p> <p>जीवन-मूल्य- कर्मप्रधान-</p> |  | <p>their observations and results - state and prove the mid-point theorem of a triangle using properties of parallelogram and congruency criteria -Derive the mid-point theorem</p> | <p>Add sound effects and use the rehearse timings feature</p> |  | <p>Respect for everyone</p> <p><b>Gender Sensitivity:</b></p> <p>Gender stereotype</p> <p><b>Health and Wellness:</b></p> <p>Fitness</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-solve the numericals on mass and weight</li> <li>-relate thrust and pressure</li> <li>-apply the concepts of thrust and pressure in real life</li> <li>-solve the numericals on thrust and pressure</li> <li>-examine the impact of buoyant force to determine if an object will sink or float in water</li> <li>-describe buoyancy and its applications</li> </ul> |
|---|--|--|---|---|--|---|---|--|---|

|  |                     |  |  |  |  |  |  |  |   |
|--|---------------------|--|--|--|--|--|--|--|---|
| <p><b>Values:</b><br/>Commitment,<br/>Sacrifice,<br/>Friendship,<br/>Hope,<br/>Compassion,<br/>Dedication</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- list the character traits of main characters</li> <li>- discuss at least five things each of us must do in order to protect our natural heritage</li> <li>- Appreciate the central idea of the poem</li> <li>- Reflect upon the reality of</li> </ul> | <p>विस्तार करना</p> |  | <p><b>POVERTY AS A CHALLENGE</b></p> <p>Introduction</p> <p>Poverty Line</p> <p>Poverty Estimates</p> <p>Vulnerable Groups</p> <p>Global Poverty Scenario</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Describe how the poverty line is estimated in India.</p> <p>Describe poverty trends in India since 1973.</p> <p>Explain the major reasons for poverty in India.</p> <p>Distinguish</p> | <p>जीवनम्</p> <p>जीवन कौशल-</p> <p>कर्मणा प्राप्यते स्वर्गः</p> <p>सामान्य जागरूकता-</p> <p>कर्मणा वर्धते धर्मः</p> <p>लिंग संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं कल्याण-</p> <p>मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन</p> |  |  |  |  | <p><b>Topic: Atoms and molecules</b><br/><b>Sub-topics:</b></p> <ol style="list-style-type: none"> <li>1. Molecular mass</li> <li>2. Formula unit mass</li> </ol> <p><b>Topic: Structure of the atom</b><br/><b>Sub-topics:</b></p> <ol style="list-style-type: none"> <li>1. Charged particles in matter</li> <li>2. Thomson's model of atom</li> </ol> <p><b>Application to real life:</b> Flow of electricity is due to the flow of electrons</p> <p><b>Art Integration:</b> Creative Illustration of Thomson's model of atom</p> <p><b>Value:</b> Respecting ourselves<br/><b>Life Skills:</b> The courage to try new</p> |
|--|---------------------|--|--|--|--|--|--|--|---|

|  |   |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|
|  | <p>life</p> <ul style="list-style-type: none"> <li>- Enrich themselves with new vocabulary</li> <li>- Frame answers to questions based on the story</li> <li>- Comment on the title of the story</li> </ul> |  |  | <p>between urban and rural poverty</p> <p>Explain the terms – social exclusion and vulnerability</p> | <p>कौशल का विकास करना।</p> <p>-उचित कर्म के महत्व को जानकर, कर्म करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहितलेखन करना।</p> |  |  |  |  | <p>things despite the uncertainty of succeeding</p> <p><b>Gender Sensitivity:</b><br/>Equal contribution in society</p> <p><b>Health and Wellness:</b><br/>Numerous covalent and ionic compounds we consume on a daily basis and their significance</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify ionic compounds whose formula unit mass can be calculated.</li> <li>2. Calculate the relative molecular mass of commonly known chemical</li> </ol> |
|--|---|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

compounds.  
3. Know the different constituents of an atom and differentiate between electrons and protons.  
4. Explain Thomson's model of an atom and its incoherent features with the results of other experiments.

**Improvement In Food Resources (Contd.)**

- Irrigation
- Cropping Patterns
- Crop Protection
- Weedicide
- Fungicide
- Storage of

|                     |  |   |   |  |                                     |  |  |  |  |   |
|---------------------|--|---|---|--|-------------------------------------|--|--|--|--|---|
|                     |  |   |   |  |                                     |  |  |  |  | grains<br><br><b>Learning Outcomes</b><br><br>1. describe at least two traditional & two modern methods of irrigation<br><br>2. compare the different cropping patterns like mixed cropping, intercropping, crop rotation<br><br>3. state at least two ways of crop protection<br><br>4. explain the need for storage of grains |
| Nov<br><br>Syllabus | <b>Beehive (Prose)</b><br>1. Kathmandu<br><br><b>Collaborative Learning &amp; Peer</b> | स्पर्श- शुक्रतारे के समान<br><br>व्याकरण- अनुस्वार, | <b>Au restaurant</b><br><br><b>Les Recettes</b> | Contd - <b>ECONOMICS – POVERTY AS A CHALLENGE</b><br><br>Causes of Poverty | मणिका (प्रथमो भागः)<br><br>कालांश-८ | Lektion 5: Ende gut alles gut<br><br>• Kausale Präposition: wegen + Genetiv<br>• | <b>Topic:</b> Circles<br><br><b>Sub- topics:</b> -Introduction - Angle subtended by a chord at a | Topic : Basics of Information Technology<br><br>Sub Topics: Computer | <b>Chapter 7-</b> Measures of safety and management of emergencies<br><br><b>Learning Outcomes</b> | <b>Physics-</b><br><br><b>Topic – Gravitation (Floatation) – (Contd.)</b><br><br><b>Sub-topics:</b>   |

|                          |   |   |   |  |   |   |  |  |   |  |
|--------------------------|---|---|---|--|---|---|--|--|---|--|
| <p>Learning Outcomes</p> | <p><b>Feedback</b><br/>Writing a travelogue</p> <p><b>Value: Responsibility</b><br/><b>Life Skill: Self awareness</b></p> <p><b>Moments</b><br/>1. A House is Not a Home</p> <p><b>Experiential Learning BALA</b><br/>School's Fire Exit Plan</p> <p><b>Art Integration Pinterest &amp; CANVA</b><br/>Disaster Management Posters to spread awareness</p> <p><b>Technology:</b><br/>Reporting an Accident</p> <p><b>Class</b></p> | <p>अनुनासिक, उपसर्ग, प्रत्यय</p> <p>लिंग</p> <p>संवेदनशीलता-समानता व सम्मान</p> <p>मूल्य- प्रकृति प्रेम</p> <p>जीवन कौशल-कर्मठता</p> <p>सामान्य जागरुकता-</p> <p>प्राणी मात्र के लिए संवेदनशीलता</p> <p>स्पर्श- गीत-अगीत</p> <p>वाक्य-भेद</p> <p>अनुच्छेद व चित्र</p> | <p><b>Les vins et les fromages français</b></p> <p><b>Les plats français</b></p> <p><b>Learning Outcome s</b></p> <p><b>Au restaurant</b></p> <p><b>Les Recettes</b></p> <p><b>Les vins et les fromages français</b></p> <p><b>Les plats français</b></p> | <p>Anti-Poverty Measures</p> <p>The Challenges Ahead</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Analyse different government schemes to ensure food security, employment generation, promotion of health and education in their area</p> <p><b>GEOGRAPHY – DRAINAGE</b></p> <p>Drainage</p> <p>Drainage System In India</p> <p>Different Drainage</p> | <p>तत्वे नमोऽस्तु</p> <p>कालांश- १</p> <p>कला समेकित कार्य</p> <p>कालांश- ५</p> <p>व्याकरण –</p> <p>विसर्ग संधि - स /श /षत्वम्</p> <p>शब्दरूप - सर्व</p> <p>धातुरूप – रुच् (लट्-लृट् लकारयोः )</p> <p>कालांश- ३</p> <p>रचनात्मक-कार्य</p> <p>कथा /संवाद-पूर्ति</p> <p>पत्र-पूर्ति</p> | <p>Zweiteilige Konjunktion zwar...aber</p> <p>Vokabular: Konflikte.</p> <p>Email Schreiben</p> <p>Dialog Schreiben</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to-</p> <p>Give reasons for their actions</p> <p>Create sentences using different konnektors</p> <p>ask and give suggestions and express, what they like or not</p> | <p>point - Perpendicular from the centre to a chord</p> <p>- Equal chords and their distances from the centre</p> <p>- state and prove the theorem-"The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle".</p> <p>- Angles in the same segment of a circle are equal.</p> <p>- Angle in a semicircle is a right angle.</p> <p>- The sum of either pair of opposite angles of a</p> | <p>Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices</p> <p>Memory: primary (RAM and ROM) and secondary memory</p> <p>Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick</p> <p>I/O devices: keyboard, mouse, monitor, printer, scanner, web camera</p> | <p>-Identifying accident prone/unsafe zones at home.</p> <p>-Need of safety at home.</p> <p>-Elaborate on measures of safety.</p> <p>-Define first aid and discuss on its importance.</p> | <p>-Archimedes' Principle</p> <p>Experiential learning: Lab activity: Establishing the relation between the loss in weight of a solid when fully immersed in a) Tap water b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.</p> <p><b>Values:</b><br/>Interpersonal relationship</p> <p><b>Life Skills:</b><br/>Respect for everyone</p> <p><b>Gender Sensitivity:</b><br/>Gender stereotype</p> <p><b>Health and Wellness:</b><br/>Fitness</p> <p><b>Learning</b></p> |
|--------------------------|---|---|---|--|---|---|--|--|---|--|

|  |   |  |   |   |  |  |  |  |   |
|--|---|--|---|---|--|--|--|--|---|
| <p><b>Discussion:</b><br/>Dealing With Disaster</p> <p><b>Value:</b><br/>Empathy</p> <p><b>Life Skills:</b><br/>Critical Thinking, Decision Making</p> <p><b>Gender Sensitivity:</b><br/>Respect</p> <p><b>Writing Skill</b><br/><b>Story Writing</b></p> <p><b>Collaborative Learning &amp; Peer Feedback</b><br/><b>Group Task</b><br/>Weaving a story using the given clues</p> <p><b>Learning Outcomes</b></p> <p><b>Each student will</b></p> | <p><b>वर्णन</b></p> <p><b>पी पी टी प्रस्तुति</b></p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना</p> |  | <p>Patterns</p> <p>The Himalayan And The Peninsular Rivers</p> <p>River Pollution – and the solution</p> <p>Role Of Rivers In The Economy</p> <p>Map of India – showing the rivers and lake as per revised CBSE syllabus – Himalayan and Peninsular rivers</p> <p>Rivers: (Identification only)</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Describe the origin and flow of different rivers of India</p> | <p>कालांश- ४</p> <p>पुनरावृत्ति</p> <p>मणिका (प्रथमो भागः)</p> <p>जीवन-मूल्य- तरूणां रक्षा</p> <p>जीवन कौशल-</p> <p>पर्यावरण- रक्षणम्</p> <p>सामान्य जागरुकता-</p> <p>दुमाणां कर्तनं मा कुरु</p> <p>लिंग संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>स्वास्थ्य एवं</p> |  | <p>cyclic quadrilateral is <math>180^\circ</math></p> <p><b>Learning Outcomes</b></p> <p><b>Topic:</b><br/>Circles</p> <p><b>Sub- topics:</b><br/>-Introduction<br/>- Angle subtended by a chord at a point<br/>- Perpendicular from the centre to a chord<br/>- Equal chords and their distances from the centre<br/>- state and prove the theorem-“The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining</p> | <p>Types of software: system software (operating system, device drivers), application software including mobile applications</p> <p>Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (private/public)</p> <p>Multimedia: images, audio, video, animation</p> <p><b>Learning Outcomes</b></p> |  | <p><b>Outcomes</b></p> <p>Each student will be able to:</p> <p>-state Archimedes' principle</p> <p>-list the applications of Archimedes' principle</p> <p><b>Topic – Work and energy</b></p> <p><b>Sub-topics:</b></p> <p>-Work</p> <p>-Work done by a Constant Force</p> <p>-Kinetic and Potential Energy</p> <p>Art Integration: Take any particular hilly area. Design the structure of adventurous ride to show the points of minimum and maximum kinetic and potential energies.</p> |
|--|---|--|---|---|--|--|--|--|---|

|  |  |  |  |   |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|
| <p><b><u>be able to:</u></b></p> <ul style="list-style-type: none"> <li>- Comprehend the message of the text</li> <li>-Equip themselves with the culture in Kathmandu</li> <li>- Acquaint themselves with the culture of Buddhism and Hinduism</li> <li>- Draft a travelogue based on the text</li> <li>- Introspect and share teenage struggles</li> <li>- Share their personal experiences about loss</li> <li>-state the message</li> </ul> |  |  | <p>Analyze the role of rivers in the economy of our country</p> <p>Describe the factors causing water pollution</p> <p>Locate and label the important rivers flowing in India and identify some lakes - as per CBSE Map syllabus</p> <p>Art Integration – to draw the Map of Andaman &amp; Nicobar Islands OR the Lakshadweep Islands and mark the rivers flowing, to highlight the topography/ landforms in the correct colours</p> <p><b>POLITICAL SCIENCE –</b></p> | <p><b>कल्याण-</b></p> <p>मानसिक विकास</p> <p><b>Learnin<br/>g<br/>Outcom<br/>es</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास करना।</p> <p>-जीवन में वृक्षों के महत्त्व को जानकर, संरक्षण व संवर्धन करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहितलेखन करना।</p> |  | <p>part of the circle”.</p> <ul style="list-style-type: none"> <li>- Angles in the same segment of a circle are equal.</li> <li>- Angle in a semicircle is a right angle.</li> <li>- The sum of either pair of opposite angles of a cyclic quadrilateral is 180°</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each child will be able to define, state and prove:</p> <ul style="list-style-type: none"> <li>-Circle and its various parts- chord, diameter, sector, segment, arc etc.</li> <li>- state and prove the theorem “equal chords of a circle subtend equal angles at the centre”.</li> </ul> | <p>Each student will be able to:</p> <p>Define the fundamentals of computer</p> <p>Identify the components of computer system</p> <p>Compare the memory devices and I/O devices</p> <p>Classify the types of software</p> <p>Explain the computer networking types</p> <p>Define the multimedia components</p> |  | <p>Experiential learning: -To draw and find the ratio of work done on an object (wooden block) raised to height h via two different paths.</p> <p><b>Values:</b><br/>Sharing, Compassion, Empathy</p> <p><b>Life Skills:</b><br/>Work-life balance</p> <p><b>Gender Sensitivity:</b><br/>Gender bias (Who rules the kitchen?)</p> <p><b>Health and Wellness:</b> Food and nutrition</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-judge situations to identify where work is done according to</li> </ul> |
|--|--|--|--|---|--|--|--|--|--|



|  |   |  |  |   |  |  |  |  |  |  |
|--|---|--|--|---|--|--|--|--|--|--|
|  | <p>conveyed by the author</p> <p>- frame a meaningful story with the help of cues given</p> |  |  | <p><b>Working of institutions</b></p> <p>Introduction</p> <p>How decisions are taken by the Govt.</p> <p>Need for political Institutions</p> <p>The Parliament of India- Role and Functions</p> <p>The Political Executive – The PM, COM, President</p> <p>The Judiciary – Its structure, independence in functioning and the judiciary as the guardian of Fundamental Rights</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Describe how work is carried on</p> |  |  | <ul style="list-style-type: none"> <li>- If the angles subtended by two chords of a circle at the centre are equal, the chords are equal</li> <li>- The perpendicular drawn from the centre of a circle to chord is perpendicular to the chord</li> <li>- equal chords of a circle are equidistant from the centre of the circle</li> <li>- If two arcs of a circle are congruent then their corresponding chords are equal</li> <li>- state and prove the theorem-“The angle subtended by an arc at the centre is double the angle</li> </ul> |  |  | <p>scientific conception</p> <ul style="list-style-type: none"> <li>-classify work as a scalar quantity</li> <li>-calculate the magnitude of work done by a constant force</li> <li>-discuss about energy and derive its SI unit</li> <li>-differentiate between kinetic and potential energies</li> <li>-write an expression for the kinetic energy of an object</li> <li>-relate potential energy to position of an object</li> <li>-calculate potential energy possessed by the objects</li> </ul> <p><b>Topic:</b></p> |
|--|---|--|--|---|--|--|--|--|--|--|

|  |  |  |   |  |  |   |  |  |   |
|--|--|--|---|--|--|---|--|--|---|
|  |  |  | <p>by the Government</p> <p>Analyse the need for Reservations in India</p> <p>Describe the role and functions of the Parliament</p> <p>Distinguish between the political and permanent executive</p> <p>Analyse the powers of the PM</p> <p>Discuss whether the Presidential system would have been a better choice for India.</p> <p>Art Integration – Mock Elections (Role Play) Group activity</p> |  |  | <p>subtended by it at any point on the remaining part of the circle”.</p> <p>- Angles in the same segment of a circle are equal.</p> <p>- Angle in a semicircle is a right angle.</p> |  |  | <p><b>Structure of the atom</b></p> <p><b>Sub- topics:</b></p> <ol style="list-style-type: none"> <li>1. Rutherford's model of atom</li> <li>2. Bohr's model of atom</li> <li>3. Neutrons</li> </ol> <p><b>Experiential Learning:</b></p> <p>Trowing a ball against a hard surface to show bouncing back of alpha particles after coming in</p> |
|--|--|--|---|--|--|---|--|--|---|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

contact with  
nucleus of the  
atom

**Art Integration:**

Creative  
illustration of  
Rutherford's and  
Bohr's models of  
atom

**Value:**  
Hardwork pays  
off

**Life Skills:**  
Keep working  
towards your  
goal in life

**Gender  
Sensitivity:**  
Equal

opportunities for  
both genders

**Health and  
Wellness:**  
Importance of a



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

healthy mind  
and body in  
order to

achieve our  
goals

**Learning  
Outcomes**

Each student will  
be able to:

1. Draw logical  
conclusions from

Rutherford's  
experiment to

understand the  
structure of an  
atom.

2. Compare  
Rutherford's  
model with

Thomson's  
atomic model  
and

state their  
relative  
advantages

and limitations.



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

3. State the postulates of Neils

Bohr's model of an atom and their

significance.

4. Understand the properties of

neutrons

**Improvement In Food Resources**

**(Contd.)**

**Animal Husbandry**

- Cattle Farming

- Poultry Farming - Fish Production

- Beekeeping



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

Learning Outcomes

1. identify and classify common types of livestock, such as cattle, poultry, sheep, and pigs.
2. differentiate between milch and draught animals
3. compare poultry birds-layers and broilers
4. state at least two advantages of composite fish culture
5. list at least two desirable characteristics in honey bees
6. name at least one variety of Indian and one foreign variety of honey bee

|     |  |  |  |   |  |   |   |   |   |  |
|-----|--|--|--|---|--|---|---|---|---|--|
| Dec | <b>Beehive (Drama)</b><br><b>1. If I Were You</b><br><br><b>Role Play</b><br>Dramatisation<br><br><b>Group Task</b><br>Design a Graphic Organiser of the main events<br><br><b>Value:</b><br>Responsibility, Discipline<br><br><b>Life Skill:</b><br>Problem Solving, Creative Thinking<br><br><b>Gender Sensitivity:</b><br>Respect<br><br><b>Moments</b><br><b>1. The Beggar</b><br><br><b>Panel Discussion :</b><br>1. Begging is | स्पर्श- नए इलाके में, खुशबू रचते हैं हाथ<br><br>लिंग<br><br>संवेदनशीलता-<br><br>समानता व सम्मान<br><br>मूल्य-<br>संवेदनशीलता<br><br>जीवन कौशल-<br><br>समय नियोजन<br><br>सामान्य<br>जागरूकता-<br><br>संवेदनशीलता<br><br>कला समेकित गतिविधि-<br><br>कुटीर उद्योगों के विषय में | <b>L'Interrogation</b><br><br><b>Les Pronoms Relatifs</b><br><br><b>Le conditionnel present</b><br><br><b>Learning Outcomes</b><br><br><b>Frame questions for the sentences given using appropriate question words.</b><br><br><b>Relate two sentences using appropriate</b> | <b>Inter-disciplinary project SE2 on the two lessons (Hist &amp; Geog)</b><br><br><b>HISTORY – Forest Society and Colonialism and</b><br><br><b>GEOGRAPHY – NATURAL VEGETATION AND WILDLIFE</b><br><br>1. Rise of commercial forestry<br>2. Rebellion in the Forest<br>3. Forest transformation in Java<br>4. Types of Natural Vegetation<br><br><b>Learning Outcomes</b> | मणिका (प्रथमो भागः)<br><br>कालांश-८<br><br>न धर्मवृद्धेषु वयः समीक्ष्यते<br><br>-फिलिप्ट अधिगम<br><br>-हुक गतिविधि<br><br>-नवीन-शब्दाः<br><br>-चर्चा व अर्थस्पष्टीकरण<br><br>-श्लोकों का अन्वय व सरलार्थ<br><br>-अभ्यास कार्यपत्र<br><br>-प्रश्नोत्तर<br><br>-कला समेकित | <ul style="list-style-type: none"> <li>Revision of concepts done in the previous class.</li> <li>Lektion 5: Ende gut alles gut</li> <li>Re lativpronomen: Nominativ, Akkusativ und Dativ</li> <li>E mail Schreiben</li> <li>Dialog Schreiben</li> </ul> <b>Learning Outcomes</b><br><br>Each student will be able to- | <b>Topic:</b><br>Circles<br><br><b>Sub- topics:</b><br>- The sum of a pair of opposite angles of a quadrilateral is 180° then the quadrilateral is cyclic and vice versa.<br><br><b>Topic:</b><br>Surface areas and volumes (18)<br><br><b>Sub-topic:</b><br>- Introduction<br>- Surface area of a right circular cone<br>- Surface area of a sphere<br>- Volume of a Cone<br><br><b>Learning Outcomes</b><br>Each child will be able to:<br>-Recall previously | Topic : Spreadsheets<br><br>Sub Topics:<br><br>Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet.<br><br>Working with a spreadsheet : enter numbers, text, date/time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a | -Revision for weekly test<br><br>-Solving subjective type questions and worksheet.<br><br><b>Learning Outcomes</b><br>-Revision For exams<br>-Learn how to understand different types of questions and answer them.<br><br>Lab activity: Verification of the Laws of reflection of sound.<br><br><b>Values:</b> Sharing, Compassion, Empathy<br><br><b>Life Skills:</b><br>Work-life balance<br><br><b>Gender</b> | <b>Physics-</b><br><br><b>Topic – Work and energy (Contd.)</b><br><br><b>Sub-topics:</b><br><br>-Conservation of Mechanical Energy<br><br>-Rate of doing Work<br><br>Art Integration: In the structure of adventurous rides in the hilly area, show the points for conservation of energy. |
|-----|--|--|--|---|--|---|---|---|---|--|

|   |   |   |   |   |  |   |  |  |
|---|---|---|---|---|--|---|--|--|
| <p>a curse.</p> <p>2.Alcohol robs you of your innate potential.</p> <p><b>Art Integration</b><br/>Create a comic strip</p> <p><b>Collaborative Learning Group Task Research Work</b><br/>Research About the Playwright, Anton Chekov</p> <p><b>Value:</b><br/>Responsibility , Discipline</p> <p><b>Life Skill:</b><br/>Problem Solving, Critical Thinking</p> <p><b>Learning Outcomes</b></p> <p><b>Each</b></p> | <p>जानकारी एकत्र करना तथा वाली कला से सुसज्जित करते हुए कागज़ के लिफ़ाफ़े बनाना।</p> <p>व्याकरण- अनुस्वार, अनुनासिक उपसर्ग, प्रत्यय</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम</p> | <p><b>ate relative pronouns.</b></p> <p><b>Conjugate verbs in the conditional present form.</b></p> | <p>Each student will be able to:</p> <p>Analyse the causes of disappearance of forests during the colonial rule.</p> <p>Discuss the changes in forest management in the colonial period</p> <p>Evaluate the impact of colonial rules on forests and on the lives of the people.</p> <p>Explain the nature of diverse flora and fauna as well as their distribution</p> <ul style="list-style-type: none"> <li>• Develop concern about the need to protect the biodiversity of our country</li> <li>• Explain virgin vegetation, flora,</li> </ul> | <p>गतिविधि</p> <p>-समापन गतिविधि</p> <p>कालांश- १</p> <p>कला समेकित कार्य</p> <p>कालांश- २</p> <p>रचनात्मक-कार्य</p> <p>चित्र-वर्णन</p> <p>पत्र-पूर्ति</p> <p>कालांश- ५</p> <p>व्याकरण –</p> <p>अव्ययपदानि-</p> <p>स्थानबोधकानि- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र</p> <p>कालबोधकानि- यदा, तदा, सर्वदा, एकदा, पुरा,</p> | <p>Create Email and Dialog on different topics</p> <p>describe Relativsatz</p> | <p>learnt areas and perimeter of square, rectangle and other 2D shapes</p> <p>- State and apply the formulae for calculating TSA and LSA of solid shapes (cone and sphere.)</p> <p>- Establish the relationship of volume among different object when some basic parts are kept same.</p> <p>- Discriminate between surface areas and volumes.</p> <p>- Derive formulae by using previous</p> | <p>formula using the operators (+, -, *, /), refer to cells, and print a worksheet.</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Identify the concepts of a spreadsheet</p> <p>Work within a worksheet</p> <p>Enter data in the sheet</p> <p>Use formatting features</p> <p>Insert and delete cells, rows and columns</p> | <p><b>Sensitivity:</b><br/>Gender bias (Who rules the kitchen?)</p> <p><b>Health and Wellness:</b> Food and nutrition</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-generalise the law of conservation of energy to situations of energy transfer</p> <p>-calculate power and assess the efficiency of work done</p> <p><b>Topic – Sound</b></p> <p><b>Sub-topics:</b></p> <p>-Production of Sound</p> <p>-Propagation of Sound</p> <p>-Characteristics</p> |
|---|---|---|---|---|--|---|--|--|



|   |   |  |  |  |  |   |  |  |  |
|---|---|--|--|--|--|---|--|--|--|
| <p><b><u>student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>- Enact the play in class</li> <li>- explore the theme of change, dishonesty, compassion, desperation and struggle</li> <li>- locate the right meanings of new words and phrases from the dictionary</li> <li>- Comment and share insights on the title of the lesson</li> <li>- Construct web charts stating character traits of main characters</li> </ul> | <p>चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना</p> |  | <p>fauna.</p> <ul style="list-style-type: none"> <li>● Discuss the factors that determine the distribution of flora and fauna in India.</li> <li>● Explain the types of vegetation found in India. <ul style="list-style-type: none"> <li>-Locate and label the types of vegetation on the outline map of India.</li> </ul> </li> <li>- Locate and label the Wildlife Reserves of India</li> </ul> <p>Art Integration – Tribal art – Handicrafts and Paintings (on a particular tribe in India) Individual activity</p> <p><b>ECONOMICS – FOOD SECURITY IN INDIA</b></p> <p>Introduction</p> | <p>अधुना, अद्य, श्वः, ह्यः</p> <p><b>प्रश्नबोधकानि</b></p> <p>– किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्</p> <p><b>अन्यानि –</b></p> <p>च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव</p> <p><b>संधि-</b></p> <p>स्वर(दीर्घ, गुण, वृद्धि)</p> <p><b>कालांश-१</b></p> <p>अपठित- गद्यांशम्</p> <p><b>कालांश -२</b></p> <p><b>वाचन- कौशल</b></p> <p><b>जीवन-मूल्य-</b></p> <p>धर्मवृद्धाः वन्दनीयाः</p> |  | <p>knowledge of surfaces and edges.</p> <ul style="list-style-type: none"> <li>-Recall the formulae of lateral and total surface areas of cuboid and cube</li> <li>-Recall curved and total surface areas formulae for cylinder, cone and sphere</li> </ul> |  |  | <p>of Sound</p> <ul style="list-style-type: none"> <li>-Reflection of sound</li> </ul> <p>Experiential learning: To demonstrate an activity for the production and propagation of sound through a medium.</p> <p><b>Values:</b> Effective communication</p> <p><b>Life Skills:</b> Discover yourself and good listening skills</p> <p><b>Gender Sensitivity:</b> Gender Bias (pitch difference)</p> <p><b>Health and Wellness:</b> Meditation</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> |
|---|---|--|--|--|--|---|--|--|--|

|  |  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|--|---|
|  |  |  | <p>What and why of food security?<br/>Who is food insecure?<br/>Green Revolution and Buffer stock</p> <p>PDS – success and failure</p> <p>Role of cooperatives</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Explain the term food security</li> <li>Discuss why food security is necessary.</li> <li>Identify the vulnerable groups in India</li> <li>Discuss the case studies of Ramu and</li> </ul> | <p><b>जीवन कौशल-</b></p> <p>कस्यापि उपहासं न करणीयम्</p> <p><b>सामान्य जागरूकता-</b></p> <p>सर्वेषां सम्मानं कुरु</p> <p><b>लिंग संवेदनशीलता-</b></p> <p>समानता व सम्मान</p> <p><b>स्वास्थ्य एवं कल्याण-</b></p> <p>मानसिक विकास</p> <p><b>Learning Outcomes</b></p> <p>-श्रवण, पठन, चिन्तन व लेखन कौशल का विकास</p> |  |  |  |  | <p>-describe sound as a form of energy</p> <p>-infer and demonstrate that sound is produced due to vibration of different objects</p> <p>-explain the production of sound</p> <p>-give day-to-day examples of production of sound</p> <p>-generalise that sound travels as successive compressions and rarefactions in the medium</p> <p>-list the characteristics of sound wave</p> <p>-interpret the graphical representation of sound waves to determine its frequency, amplitude, and</p> |
|--|--|--|--|--|--|--|--|--|---|

|  |  |  |   |   |  |  |  |  |   |
|--|--|--|---|---|--|--|--|--|---|
|  |  |  | <p>Ahmad (case studies)</p> <ul style="list-style-type: none"> <li>Analyse the graph on hunger in India</li> <li>Critically examine the effectiveness of the PDS</li> <li>Analyse the role of cooperatives in India (Amul, Mother Dairy)</li> </ul> <p><b>HISTORY – PASTORALISTS IN THE MODERN WORLD</b></p> <p>Pastoral nomads and their movements- in the mountains, on the plains, plateaus, deserts</p> <p>Colonial rule and pastoral life- How Did these Changes Affect the Lives of Pastoralists?</p> | <p>करना।</p> <p>-जीवन में धर्मवृद्धजनों के महत्त्व को जानकर, उनसे प्रेरणा लेना व सेवा करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहितलेखन करना।</p> |  |  |  |  | <p>speed</p> <p>-explain reflection of sound</p> <p><b>Topic:</b><br/><b>Structure of the atom</b></p> <p><b>Sub-topics:</b></p> <ol style="list-style-type: none"> <li>Distribution of electrons in different shells</li> <li>Valency and valence electrons</li> <li>Electronic configuration</li> </ol> <p><b>Experiential Learning:</b></p> <p>Predicting the properties of an</p> |
|--|--|--|---|---|--|--|--|--|---|

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  | <p>How did the Pastoralists Cope with these Changes? Pastoralism in Africa</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Explain why nomadic tribes need to move from one place to another.</p> <p>State the advantages to the environment of the continuous movement of nomads.</p> <p>Analyse the impact of colonial rules</p> |  |  |  |  |  | <p>atom through its electronic configuration</p> <p><b>Application to real life:</b></p> <p>Relating the properties of metals and non- metals with their electronic configuration</p> <p>Value: Lending help to someone in need</p> <p>Life Skills: Significance of rules in life in order to be disciplined</p> <p>Gender Sensitivity: Being empathetic</p> |
|--|--|--|--|--|--|--|--|--|--|



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

towards the other

gender

Health and Wellness: Eating

according to one's capacity

**Learning Outcomes**

Each student will be able to:

1. Get conversant with the Bohr and Bury

rules for distribution of electrons into

different orbits.

2. Find the valency of elements on the basis of

their electronic configuration



TAGORE INTERNATIONAL SCHOOL  
EAST OF KAILASH, NEW DELHI

**Natural Resources**

**ONLY FOR INTERNAL ASSESSMENT**

- The Atmosphere
- The breath of life – Air
- Air pollution
- Water: A Wonder Liquid
- Water Pollution
- Soil: Formation, Pollution & Conservation

**Learning Outcomes**

1. describe biosphere and name its components

|                     |   |   |   |   |                            |   |  |  |   |   |
|---------------------|---|---|---|---|----------------------------|---|--|--|---|---|
|                     |   |   |   |   |                            |   |  |  |   | <p>2. state three ways by which atmosphere regulates the average temperature on earth</p> <p>3. explain the formation of acid rain</p> <p>4. describe the harmful effects of air pollution and water pollution</p> <p>5. mention the various factors which help in soil formation</p> <p>6. list the methods of preventing soil pollution</p> |
| Jan<br><br>Syllabus | <p><b>End-Term Exam Revision</b></p> <p><b>-Writing Skill</b><br/><b>-Grammar</b></p> | <p>स्पर्श- अग्निपथ</p> <p>- कला समेकित गतिविधि-</p> | <p>Revision for<br/><br/>Final Exam</p> | <p><b>POLITICAL SCIENCE – DEMOCRATIC RIGHTS</b></p> | <p>मणिका (प्रथमो भागः)</p> | <p>Schreiben</p> <ul style="list-style-type: none"> <li>· Email</li> <li>· Dialog</li> <li>· SMS</li> </ul> | <p><b>Topic:</b><br/>Surface Areas and Volumes<br/><br/>Revision</p> | <p>Topic :<br/>Spreadsheets<br/><br/>Sub Topics:</p> | <p>-30 mark practice practical exam<br/>-Revision of previous lessons</p> | <p><b>Physics-</b><br/><br/><b>Topic – Sound (Contd.)</b><br/><br/><b>Sub-topics:</b><br/>-Applications of</p>  |

|                          |   |  |  |   |   |   |   |   |   |   |
|--------------------------|---|--|--|---|---|---|---|---|---|---|
| <p>Learning Outcomes</p> | <p><b>-Literature -Unseen Passages</b></p> <p><b>Learning Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recapitulate the lessons and poems done</li> <li>- clear doubts, if any</li> <li>- frame questions from text</li> <li>- Participate in the revision and discussions activities</li> <li>- answer questions in the worksheet.</li> </ul> | <p>किसी क्षेत्रीय भाषा पर आधारित कविता पाठा</p> <p>कक्षा गतिविधि-</p> <p>-जीवन संघर्ष का ही नाम है- विषय पर कक्षा परिचर्चा</p> <p>लिंग संवेदनशीलता-</p> <p>समानता व सम्मान</p> <p>मूल्य- लक्ष्य प्राप्ति</p> <p>जीवन कौशल- परिश्रम</p> <p>व्याकरण- संधि,</p> | <p><b>Learning Outcome</b></p> <p><b>Complete revision of the entire syllabus for the exam will be done.</b></p> | <p>Introduction</p> <p>Life without Rights</p> <p>Rights in a democracy</p> <p>Rights in the Indian Constitution</p> <p>Securing our Fundamental Rights</p> <p>Expanding scope of Rights</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>Explain the International covenant on economic and social Rights</p> <p>Discuss the importance of Fundamental Rights</p> | <p>कालांश-८</p> <p>कवयामि वयामि यामि</p> <p>-फ़िलिप्ड अधिगम</p> <p>-हुक गतिविधि</p> <p>-नवीन-शब्दाः</p> <p>-चर्चा व अर्थस्पष्टीकरण</p> <p>-श्लोकों का अन्वय सरलार्थ</p> <p>-अभ्यास कार्यपत्र</p> <p>-प्रश्नोत्तर</p> <p>-कला समेकित गतिविधि</p> <p>-समापन</p> | <ul style="list-style-type: none"> <li>• Relativsatz</li> <li>• Konjunktiv II</li> <li>• Konnektoren</li> <li>• eine Präsentation halten</li> </ul> <p><b>Learning Outcomes</b></p> <p>Students will be able to -</p> <ul style="list-style-type: none"> <li>• Create Email and Dialog on different topics</li> <li>• Create Konjunktiv II sentences.</li> <li>• Create Relativsatz im Nominativ, Akkusativ, Dativ</li> </ul> | <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- State and apply the formulae for calculating volume (or capacity) of solid shape sphere and hemisphere</li> <li>-Derive formulae of the 3D shapes</li> <li>- Apply the concept in finding the objects and its quantities he requires in his day-to-day life.</li> </ul> <p><b>Sub-topic:</b></p> <ul style="list-style-type: none"> <li>- Volume of a sphere and hemisphere</li> </ul> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>- State and</li> </ul> | <p>Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements); embed charts of various types: line, pie, scatter, bar and area in a worksheet.</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Use functions</li> <li>Create compound statements</li> <li>Embed charts in a worksheet</li> </ul> | <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>-Practice on how to give practical exam of 30 marks</li> <li>- Concept of previous lessons will be cleared.</li> </ul> | <p>reflection of sound</p> <ul style="list-style-type: none"> <li>-Range of hearing</li> <li>-Ultrasound and its applications</li> </ul> <p>Lab activity: Verification of the laws of reflection of sound.</p> <p><b>Values:</b> Effective communication</p> <p><b>Life Skills:</b> Discover yourself and good listening skills</p> <p><b>Gender Sensitivity:</b> Gender Bias (pitch difference)</p> <p><b>Health and Wellness:</b> Meditation</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>-list the various applications of</li> </ul> |
|--------------------------|---|--|--|---|---|---|---|---|---|---|



|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  | <p>विराम चिह्न</p> <p>लेखन- संवाद,<br/>अनुच्छेद</p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी के साथ सरल, मिश्रित व जटिल वाक्यों के अभ्यास का विस्तार करना</p> |  | <p>Critically analyse whether the scope of Rights needs to be expanded</p> | <p>गतिविधि</p> <p>कालांश- १</p> <p>कला समेकित कार्य</p> <p>कालांश- ७</p> <p>व्याकरण –</p> <p>समस्त अव्ययपदानि</p> <p>शब्दरूप</p> <p>धातुरूप</p> <p>कालांश -२</p> <p>आंतरिक मूल्यांकन</p> <p>भारतेनास्ति मे जीवनं जीवनम्</p> <p>जीवन-मूल्य-</p> <p>विद्याधनं सर्वप्रधानम्</p> <p>जीवन</p> |  | <p>apply the formulae for calculating volume (or capacity) of solid shape sphere and hemisphere</p> <p>-Derive formulae of the 3D shapes<br/>- Apply the concept in finding the objects and its quantities he requires in his day-to-day life.</p> |  | <p>multiple reflection of sound<br/>-describe the range of hearing in humans<br/>-explain about ultrasound<br/>-demonstrate an understanding of application of ultrasound waves in medical, defence and other fields</p> <p><b>Topic:</b><br/><b>Structure of the atom</b><br/><b>Sub-topics:</b><br/>1. Atomic number<br/>2. Mass number<br/>3. Isotopes<br/>4. Isobars</p> <p><b>Experiential Learning:</b><br/>Calculating the number of electrons, protons and neutrons based on the given atomic number and mass number</p> |
|--|--|--|--|--|--|--|--|--|

|  |  |  |  |  |   |  |  |  |  |  |
|--|--|--|--|--|---|--|--|--|--|--|
|  |  |  |  |  | <p>कौशल-</p> <p>विद्या ददाति<br/>विनयम्</p> <p>सामान्य<br/>जागरूकता-</p> <p>प्राणियों के<br/>लिए<br/>संवेदनशील<br/>ता</p> <p>लिंग<br/>संवेदनशील<br/>ता-</p> <p>समानता व<br/>सम्मान</p> <p>स्वास्थ्य एवं<br/>कल्याण-</p> <p>मानसिक<br/>विकास</p> <p><b>Learning<br/>Outcomes</b></p> <p>-श्रवण, पठन,<br/>चिन्तन व<br/>लेखन</p> |  |  |  |  | <p><b>Application to<br/>real life:</b> Use of<br/>various isotopes<br/>in various<br/>industries</p> <p>Value: Building a<br/>strong character</p> <p>Life Skills:<br/>Display of<br/>strength and<br/>wisdom during<br/>tough times</p> <p>Gender<br/>Sensitivity:<br/>Staying in<br/>harmony with<br/>the other gender</p> <p>Health and<br/>Wellness: Use of<br/>isotopes in<br/>pharmaceutical<br/>industry</p> <p><b>Learning<br/>Outcomes</b></p> <p>Each student will<br/>be able to:<br/>1. Calculate the<br/>atomic number<br/>and<br/>mass number of<br/>commonly<br/>known</p> |
|--|--|--|--|--|---|--|--|--|--|--|

|     |   |   |   |  |  |  |   |   |   |   |
|-----|---|---|---|--|--|--|---|---|---|---|
|     |   |   |   |  | <p>कौशल का विकास करना।</p> <p>-जीवन विद्याध्ययन की अनिवार्यता व काव्य की महानता के महत्व को जानकर, प्राप्त करना।</p> <p>-साहित्यिक तथा व्याकरणिक उपविषयों को नियम सहितलेखन करना।</p> |  |   |   |   | <p>elements by knowing the number of sub-atomic particles</p> <p>2. Postulate the reason for different atomic numbers for isotopes of an element</p> <p>3. Identify isobars on the basis of scientific notations of their atoms</p> |
| Feb | <p><b>End-Term Exam Revision</b></p> <p><b>-Writing Skill</b><br/><b>-Grammar</b><br/><b>-Literature</b><br/><b>-Unseen Passages</b></p> <p><b>Learning</b></p> | <p>व्याकरण-<br/>अनुस्वार,<br/>अनुनासिक,<br/>उपसर्ग व प्रत्यय</p> <p>विराम चिह्न</p> | <p><b>Revision for the End-Term Exams</b></p> | <p><b>Revision for the End-Term Exams</b></p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-answer revision</p> | <p>कालांश- १०</p> <p>पुनरावृत्ति</p> <p>मणिका (प्रथमो भागः)</p> <p>समस्त</p>   | <p>Revision for final exams</p> <p><b>Learning Outcomes</b></p> <p>- Recapitulate the concepts</p> | <p>Revision for final exams</p> <p>1)Number system<br/>2) Polynomials<br/>3) Coordinate Geometry<br/>4) Linear equations in two variables</p> | <p><b>Revision for the End-Term Exams</b></p> | <p><b>Revision for End-term exam</b></p> <p><b>Final Practical Exam</b></p> <p><b>Learning Outcomes</b></p> <p>-Recapitulate the concepts done.</p> | <p>Revision for end- term examinations</p> <p><b>Learning Outcomes</b></p> <p>Each student will be able to:</p> <p>-recapitulate the concepts done</p>  |

|                       |   |   |  |  |  |   |  |  |  |  |
|-----------------------|---|---|--|--|--|---|--|--|--|--|
| <p>g<br/>Outcomes</p> | <p><b>Outcomes</b></p> <p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recapitulate the lessons and poems done</li> <li>- clear doubts, if any</li> <li>- Participate in the revision and discussions activities</li> <li>- frame questions from text</li> <li>- answer questions in the worksheet.</li> </ul> | <p><b>चित्र वर्णन</b></p> <p><b>अनुच्छेद लेखन</b></p> <p><b>स्वर संधि</b></p> <p><b>संवाद लेखन</b></p> <p><b>अनौपचारिक पत्र</b></p> <p><b>पुनरावृत्ति</b></p> <p><b>Learning Outcomes</b></p> <p>-पठन कौशल व लेखन कौशल का विकास करना।</p> <p>-समाज के प्रति स्वस्थ दृष्टिकोण का विकास करना।</p> <p>-उपयुक्त विराम चिह्न और वर्तनी</p> |  | <p>questions (for the Final Exams)</p> | <p>व्याकरण</p> <p>रचनात्मक कार्य</p> <p>अपठित गद्यांश</p> <p><b>जीवन-मूल्य-</b></p> <p>विद्याधनं सर्वप्रधानम्</p> <p><b>जीवन कौशल-</b></p> <p>विद्या ददाति विनयम्</p> <p><b>सामान्य जागरूकता-</b></p> <p>अक्षरधनम् आवश्यकम्</p> <p><b>लिंग संवेदनशीलता-</b></p> <p>समानता व सम्मान</p> <p><b>स्वास्थ्य एवं</b></p> | <p>done</p> <p>-Answer the questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>- Participate in the revision discussion and activities</p> | <p>6) Lines and angles<br/>7) Triangles<br/>8) Quadrilaterals<br/>10) Circles<br/>12) Heron's formula<br/>13) Surface areas and volumes<br/>14) Statistics</p> <p><b>Learning Outcomes</b></p> <p>Recapitulate the concepts done</p> <p>-Answer the questions based on the syllabus covered</p> <p>-Develop an understanding of the concepts done</p> <p>-Participate in the revision discussion and activities</p> <p>Clear doubts if any</p> |  | <p>-Clearing of doubts.</p> <p>-Answering the questions based on syllabus.</p> | <p>-answer the questions based on the syllabus covered</p> <p>-develop an understanding of the concepts done</p> <p>-participate in the revision discussion and activities</p> |
|-----------------------|---|---|--|--|--|---|--|--|--|--|

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  | के साथ सरल,<br>मिश्रित व जटिल<br>वाक्यों के<br>अभ्यास का<br>विस्तार करना |  |  | <b>कल्याण-</b><br><br>मानसिक<br>विकास<br><br>-श्रवण, पठन,<br>चिन्तन व<br>लेखन कौशल<br>का विकास<br>करना।<br><br>-विद्या के<br>महत्त्व को<br>जानकर,<br>एकाग्र होकर<br>विद्या प्राप्त<br>करना।<br><br>-साहित्यिक<br>तथा<br>व्याकरणिक<br>उपविषयों<br>को नियम<br>सहित<br>पुनरावृत्ति<br>करना। |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|