



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

**Class XI**  
**PARENT SYLLABUS 2026 -2027**  
**HUMANITIES**  
**TERM1**

| Month  | English   | Geog.  | Political science   | History  | Psy.   | Ped.   | Home Sc.   | IP  | Math   | Economics  | Painting   |
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| <b>April/May</b><br><br><b>Topic</b><br><br><b>Subtopic</b><br><br><b>Learning Outcome</b><br><br><b>Activity1</b><br><br><b>Activity2</b><br><b>Life Skill</b><br><b>Value</b><br><b>Gender</b><br><b>Health and Wellness</b> | <b>Topic</b><br>The Portrait of a Lady<br><b>Sub-topics:</b><br>Introduction to the author and background of the story<br>• Character sketch – Grandmother and Narrator<br>• Changing relationship between the narrator and the grandmother<br>• Theme of ageing, love, and detachment<br>• Symbolism (sparrows, silence, music, white attire)<br>• Relevance in contemporary | <u>L- 1. Geography as a Discipline</u><br>Naturalization of Humans and Humanization of Nature<br><br>Physical geography and natural sciences<br><br>Branches of Geography.<br><b>Learning Outcomes:</b><br>Explain the meaning of geography as an integrating discipline.<br><br>State the fields of geography and its relationship with other | <b>Topic:</b> Constitution – Why and How?<br><b>Subtopics:</b> Meaning of Constitution; Need for a Constitution; Functions of a Constitution; Making of the Constitution of India; Role of the Constituent Assembly of India; Philosophy and Ideals of the Constitution<br><b>Learning Outcomes:</b><br>Understand the meaning and importance of a constitution; Explain why a constitution is necessary for a country; Analyze the process of constitution-making in India; Identify key ideals like justice, liberty, equality, and fraternity<br><b>Activity 1</b> (Hands-on/Experimental): Create a flowchart showing the process of making the Indian Constitution and key contributors<br><b>Activity 2</b> | <b>Topic:</b><br>Writing and City Life<br><br><b>Subtopics-</b><br>-Introduction<br>- Mesopotamia and it's Geography<br>-The Significance of Urbanism<br><br>-Movement of goods into Cities<br><br>-The Development of Writing<br>-Urbanization in Southern Mesopotamia: Temples and Kings -Life in the City<br>-A Trading Town in a | <b>Topic:</b><br>Introduction to psychology<br><br><b>Sub Topic:</b><br>Definition of psychology.<br>- Nature of psychology<br>Evolution of psychology<br>-<br>Developmental history of psychology<br>- Common notion about psychology<br>- Branches of psychology<br>-Psychology and other disciplines<br>- Application of psychology in everyday life.<br><br><b>Learning Outcome:</b> | <b>Topic</b><br>Changing Trends and Careers in Physical Education<br><br><b>Subtopic</b><br>1. Concept, Aims & Objectives of Physical Education<br><br>2. Development of Physical Education in India – Post Independence<br><br>3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, Technological advancements | <b>INTRODUCTION TO HOME SCIENCE</b><br><br>1. What is home science, areas of home science, home science is important for both boys and girls.<br>2. Career options of home science.<br><br><b>Learning Outcomes:</b><br><br>- What is home science?<br><br>- Areas of home science.<br><br>- Home Science is important for both boys and girls.<br><br>- Career options of Home Science. | <b>Unit 1: Introduction to Computer System</b><br>Introduction to computer and computing: evolution of computing devices, components of a computer system and their interconnections, Input/output devices. Computer Memory: Units of memory – primary and secondary, data deletion, its recovery and related security concerns.<br>Software: purpose and types – system and application software, generic and specific purpose software.<br><br>Introduction to Python – input/print, operators, if..else, loops<br><br>Flipped Learning Resource: | <b>Topic:</b><br>Sets<br><b>Subtopics:</b><br>*Set<br>*represent a set in roaster and set-builder form.<br>* various types of sets.<br>* equal sets.<br>* subset.<br>* universal set.<br>* operations on sets i.e. Union, intersection, complement, difference<br>*Venn diagrams.<br><b>Learning Outcomes:</b><br><b>Each student will be able to:</b><br>*define the term set orally .<br>*represent a set in roaster and set-builder form.<br>*list the various types of sets.<br>*define equal sets.<br>*define a subset. | <b>INTRODUCTION</b><br><br><b>COLLECTION OF DATA</b><br><br><b>ORGANISATION OF DATA</b><br><br><b>Learning Outcome:</b><br>Each student would be able to:<br><br>*Understand the meaning of economics in singular and plural sense<br>*Critically analyse the uses and limitations of statistics in Economics<br>*Identify primary and secondary sources of data<br>*Evaluate various methods of collection of primary data<br>*Compare and contrast census and sampling method<br>*familiarise with the | Theory:<br>1. Pre-Historic Rock-Paintings Introduction Period and Location<br>* Study and appreciation of Pre-historic paintings.<br><br>2. Indus valley civilization introduction<br>*Period and Location<br>*Study and appreciation of the following:<br>Dancing girl (Mohenjo-Daro), Male torso (Harappa) Bull (Mohenjo-daro) & mother Goddess(Mohenjo -Daro)<br>Practical<br>Create an artwork |

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| <p>society</p> <p><b>Learning Outcome</b><br/>Analyse the grandmother's character citing at least 3 textual evidences.</p> <p>Trace the changes in the narrator's relationship with his grandmother in a structured paragraph.</p> <p>Identify 4 literary devices with examples from the text.</p> <p>Evaluate the theme of aging and emotional bonds in a 200-word analytical paragraph</p> <p><b>Activity 1</b><br/>Role Play: Enact a conversation between the narrator and the grandmother at different</p> | <p>disciplines.</p> <p>Explain the approaches to study geography</p> <p><b>Activity 1</b><br/>Compare the primitive and modern life of the people.</p> <p><b>L 2. The origin and evolution of the earth</b><br/>Binary Theories<br/>Modern theories of the origin of the universe–<br/>Big bang theory and their stages<br/>The star formation<br/>Formation of planets</p> <p><b>Learning Outcomes:</b><br/>Describe the Big Bang, Planetesimal theory, Nebular Hypothesis related to the origin of</p> | <p>(Reflective/Collaborative)<br/>: Group discussion on why rules and laws (constitution) are important in everyday life and governance<br/><b>Value:</b> Respect for Law and Justice – understanding the importance of rules, rights, and responsibilities in a democracy</p> <p><b>Topic:</b> Rights in the Indian Constitution<br/><b>Subtopics:</b> Fundamental Rights; Right to Equality; Right to Freedom; Right against Exploitation; Right to Freedom of Religion; Cultural and Educational Rights; Right to Constitutional Remedies<br/><b>Learning Outcomes:</b> Understand the significance of fundamental rights; Explain different types of rights guaranteed by the Constitution; Analyze how these rights protect citizens; Evaluate the role of judiciary in safeguarding rights<br/><b>Activity 1</b> (Hands-on/Experimental): Create a chart illustrating different fundamental rights with real-life examples<br/><b>Activity 2</b></p> | <p>Pastoral Zone<br/>-The legacy of writing<br/><b>Learning Outcomes-</b><br/>-Write at least 3 points on the geographical location of Mesopotamia.<br/>-Write a note on the significance of urbanism in Mesopotamia.<br/>-Explain the development of writing in Mesopotamia in at least 8 points<br/>-Analyze the importance of temples in at least 8 points.<br/>-Develop an appreciation for the role of writing in shaping early societies.<br/>-Locate and label the important cities of Mesopotamia on the map of West Asia<br/><b>Activity 1</b><br/>Source</p> | <p>Students will be able to: -<br/>Define psychology and also understand it as a discipline of science and social science.<br/>Identify key milestones in the historical development of psychology.<br/>Differentiate between the popular notions of psychology with the scientific explanations for the same.<br/>Recognise the relationship between psychology and other disciplines and how psychology can be applied to everyday life.<br/><b>Activity 1:</b><br/>Students will be presented with statements where they will have to explain which</p> | <p>4. Career options in Physical Education</p> <p>5. Khelo-India Program and Fit – India Program</p> <p><b>Learning Outcome</b><br/>• To make the students understand the meaning, aims, and objectives of Physical Education.<br/>• To Teach students about the development of physical education in India after Independence.<br/>• To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology.</p> | <p><b>Activity:</b><br/>List 5 areas of agreement and disagreement with mother, father, teacher, siblings, and friends.</p> <p><b>Values:</b><br/>Responsibility, emotional intelligence, health and well-being, social awareness</p> <p><b>Life Skills:</b><br/>Effective communication, interpersonal skills, problem-solving, decision-making.</p> <p><b>Health and Wellness:</b> Healthy habits, balanced lifestyle, self-care, and responsible decision-making.</p> <p><b>Gender sensitivity:</b><br/>Respect individual differences, identities, and roles without gender bias.</p> <p><b>UNDERSTANDING ONESELF: ADOLESCENCE</b><br/>Self, identity</p> | <p>NCERT TEXT/<br/>YouTube video</p> <p><b>Learning Outcome</b></p> <p>Each child will be able to:</p> <p>Describe the evolution of computing devices.</p> <p>Identify the components of a computer system and explain their functions.</p> <p>Differentiate between input and output devices with examples.</p> <p>Explain units of memory and types of memory (primary and secondary).</p> <p>Distinguish between different types of computer memory.</p> <p>Understand data deletion, recovery methods, and related security concerns.</p> <p>Differentiate between system software and application software.</p> <p>Identify examples of generic and specific-purpose software.</p> | <p>*define a universal set.<br/>*explain the various operations on sets i.e. Union, intersection, complement, difference</p> <p><b>Activity : Mathematical Laboratory Activity</b><br/>Verify that if a set has <b>n elements</b>, the <b>total number of subsets is 2<sup>n</sup></b></p> <p><b>Life Skills</b><br/>Communication, Team Work</p> <p><b>Topic:</b><br/>Linear Inequalities<br/><b>Subtopics:</b><br/>*define an Inequation<br/>*find an algebraic solution of linear inequalities in one variable and represent it on the number line.<br/>*find graphical solutions of linear inequalities in two variables and represent it graphically.<br/><b>Learning Outcomes:</b><br/><b>Each Student will be able to:</b><br/>*define an Inequation<br/>*find algebraic solutions of linear inequalities in one variable and represent it on a number line.<br/>*find graphical</p> | <p>techniques of sampling.</p> <p>*Demonstrate an appreciation for the importance of structured data organization, showing increased confidence and enthusiasm in applying proper data management techniques to enhance organizational effectiveness.<br/>*They will value the ethical considerations in data collection and ensure integrity and consistency in data presentation.<br/>*Appreciate the significance of organization of data into appropriate structures (e.g., tables, rows, columns, categories) to facilitate easier analysis and retrieval.</p> <p><b>DEMAND Subtopics:</b><br/>Meaning of Demand<br/>Determinants of Demand<br/>Demand Function<br/>Demand Schedule and Demand Curve<br/>Law of Demand<br/>Exceptions to Law of Demand</p> | <p>using sign language hands, where each hand represents a distinct element of art</p> <p><b>Learning outcomes:</b><br/><b>Each student will be able to:</b><br/>describe pre historic time and cave art of various sites<br/>locate on map various location of prehistoric sites<br/>Recognize the significance of Bhimbetka caves.</p> |
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| <p>stages of life</p> <p><b>Activity 2</b><br/>Art Integrated Activity:<br/>Create a visual collage or diary entry depicting the grandmother's life and her relationship with the narrator</p> <p><b>Gender:</b><br/>Respect for homemakers</p> <p><b>2. Topic</b><br/>Poster Making</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Elements of a poster (headline, slogan, visuals, layout)</li> <li>• Purpose and types (awareness, advertisement, social issues)</li> <li>• Use of persuasive language</li> <li>• Importance of clarity, brevity, and visual appeal</li> <li>• Creativity and originality</li> </ul> <p><b>Learning Outcome</b><br/>Design a</p> | <p>the universe.</p> <p><b>Activity 1</b><br/>Find out and make a list of the natural satellites of each planet.</p> <p><b>L-3. Interior of the Earth</b><br/>Sources: direct and indirect.</p> <p>Earthquake, types, and its effects</p> <p>Structure of the Earth</p> <p>Volcanoes and their types.</p> <p><b>Learning Outcomes:</b><br/>Describe direct and indirect sources of information about the interior of the earth.</p> <p>Discuss Earthquakes—its causes and effects, define: Epicentre, Hypocentre,</p> <p>Earthquake waves</p> | <p>(Reflective/Collaborative) : Group discussion on the importance of rights and situations where rights may be violated</p> <p><b>Value:</b> Respect for Rights and Equality – promoting fairness and justice in society</p> <p><b>Topic:</b> Election and Representation</p> <p><b>Subtopics:</b> Meaning of Elections; Electoral System in India; First-Past-the-Post System; Proportional Representation; Delimitation; Reservation of Constituencies; Role of Election Commission of India</p> <p><b>Learning Outcomes:</b><br/>Understand the concept of elections and representation; Compare different electoral systems; Analyze the role of the Election Commission; Evaluate the importance of free and fair elections</p> <p><b>Activity 1</b> (Hands-on/Experimental):<br/>Conduct a mock election in class using ballot papers or digital voting</p> <p><b>Activity 2</b> (Reflective/Collaborative) : Group discussion on challenges in conducting free and fair elections</p> <p><b>Life Skill:</b> Decision-Making – understanding</p> | <p>Analysis Activity- identify themes from the extracts from Epic of Gilgamesh</p> <p><b>Activity 2</b><br/>Case Study-Based Questions</p> <p><b>Gen. Awareness</b><br/>Archaeology and excavation</p> <p><b>Topic-</b><br/>An Empire Across Three Continents</p> <p><b>Subtopics-</b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-The Early Empire</li> <li>-The Third Century Crisis</li> <li>-Gender, Literacy, Culture</li> <li>-Economic Expansion</li> </ul> <p>-Controlling Workers</p> <ul style="list-style-type: none"> <li>-Social Hierarchies</li> <li>-Late Antiquity</li> </ul> <p><b>Learning</b></p> | <p>statement is a myth and which statement is a fact.</p> <p><b>Activity 2:</b><br/>Students will be shown certain video clips, followed by which, they will analyse where all psychology is being applied.</p> <p><b>Life Skills:</b><br/>Understanding one's thoughts, emotions, and behaviour patterns. Also understanding others, feelings and perspective.</p> <p><b>Topic:</b><br/>Methods of Enquiry.</p> <p><b>Subtopics:</b><br/>Goals of - - Psychological enquiries.<br/>- Nature of psychological data.<br/>-Important methods of research in psychology.</p> | <ul style="list-style-type: none"> <li>• To make students know the different career options available in the field.</li> <li>• To make them know about the Khelo India Program.</li> </ul> <p><b>Topic</b><br/>Olympism<br/>Value<br/>Education</p> <p><b>Subtopic</b><br/>1. Olympism – Concept and Olympics Values (Excellence, Friendship &amp; Respect)</p> <p>2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will &amp; Mind</p> <p>3. Ancient and Modern Olympics</p> | <p>Characteristics- infancy, early childhood, middle childhood, adolescence</p> <p>Development of self during early years, influences on identity formation</p> <p>Emotional changes, cognitive changes.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Discuss the importance of knowing oneself and the significance of developing a positive sense of self.</li> <li>- List the factors that influence the development of selfhood and identity.</li> <li>- Analyse why the period of adolescence is critical for the development of self and identity.</li> <li>- Describe the characteristics of self during infancy, childhood, and</li> </ul> | <p>Use basic Python commands like input() and print().</p> <p>Apply operators, conditional statements (if-else), and loops in simple Python programs.</p> <p><b>Activity1</b><br/><b>Make Presentation on I/O devices</b></p> <p><b>Activity2</b><br/><b>Python Programs on if..else and loops</b></p> <p><b>Life Skills:</b> Advancing skills in problem-solving, decision-making, and critical thinking</p> | <p>solutions of linear inequalities in two variables and represent it graphically.</p> <p><b>Activity :</b> Verify that the graph of the inequality <math>5x + 4y - 40 &lt; 0</math> of the form <math>ax+by+c &lt; 0</math> represents <b>one of the two half planes</b> determined by the line <math>ax+by+c=0</math>.</p> <p><b>Life Skills -</b> Problem Solving</p> <p><b>Values -</b> Responsibility</p> <p><b>Topic:</b> Complex Numbers and Quadratic Equations</p> <p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Complex numbers</li> <li>*Algebra of complex numbers</li> </ul> <p><b>Learning Outcomes:</b><br/><b>Each Student will be able to:</b></p> <ul style="list-style-type: none"> <li>*recognize the need of a system of numbers beyond Real Numbers.</li> <li>*define iota.</li> <li>*define a complex number</li> <li>* find the sum, difference, quotient and product of two complex numbers.</li> <li>*define conjugate and modulus of z</li> </ul> <p><b>Life Skills</b></p> | <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>*explain the concept of demand and distinguish it from desire, want, and need.</li> <li>*analyze the factors affecting demand and interpret their impact using real-life examples.</li> <li>*construct and interpret demand schedules and demand curves.</li> </ul> <p><b>Activity:</b>Students conduct a mini-survey within the class by asking peers how many units of a product (e.g., chocolates, pens) they would buy at different price levels. Record responses Create an individual demand schedule Plot a demand curve on graph paper.</p> <p><b>Introduction to microeconomics</b></p> <p><b>Subtopics</b></p> <ul style="list-style-type: none"> <li>*Meaning of Microeconomics</li> <li>*Central Problems of an Economy</li> <li>*Production Possibility Curve (PPC)</li> <li>*Opportunity Cost</li> <li>*Economic vs Non-Economic Activities</li> </ul> |
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| <p>poster with an effective slogan and relevant visuals. Identify and apply key elements of a well-structured poster. Use persuasive and concise language appropriate to the theme. Analyse the impact of posters in conveying messages. Create a poster on a given theme demonstrating creativity and clarity.</p> <p><b>Activity 1</b><br/>Group Activity: Analyse different posters and identify their key elements and effectiveness</p> <p><b>Activity 2</b><br/>Art Integrated Activity: Create a poster on a social issue (e.g., Save</p> | <p>and its propagation,</p> <p>Shadow zones, Measuring the intensity of Earthquakes.</p> <p>Explain the layers of the interior structure of the earth.</p> <p>Explain - Volcanoes, its types and volcanic landforms.</p> <p><b>Activity 1</b><br/>Create a digital poster on causes and effects of earthquake</p> <p><b>Activity 2</b><br/>Project - on disaster management- Terrisom or earthquake in school scenario (according to CBSE syllabus)</p> <p><b>Life Skills:</b><br/>Critical thinking</p> | <p>voting choices and responsible participation</p> <p><b>Topic:</b> Executive<br/><b>Subtopics:</b> Meaning of Executive; Types of Executive (Political and Permanent); Parliamentary Executive in India; Powers and Functions of Executive; Role of President of India and Prime Minister; Council of Ministers</p> <p><b>Learning Outcomes:</b><br/>Understand the structure of the executive; Explain the role of President and Prime Minister; Analyze the functioning of parliamentary executive; Evaluate the relationship between executive and legislature</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a flowchart showing the structure and functioning of the executive in India</p> <p><b>Activity 2</b> (Reflective/Collaborative) : Role-play activity demonstrating decision-making by the executive</p> <p><b>Value:</b> Responsibility and Accountability – understanding leadership roles and governance</p> | <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Write the importance of the Mediterranean Sea in at least 3 points</li> <li>Write a note on the three main players of the political history of the Roman Empire</li> <li>-Write a note on the economic expansion of the Roman Empire</li> <li>-Compare in 8 points the Iranian and the Roman Empires. Analyze the working of the institution of slavery in the Roman Empire in at least 8 points.</li> <li>-Explain the social hierarchies of the empire in at least 8 points.</li> <li>-Recognize</li> </ul> | <p>- Analysis of data.</p> <p>- Limitations of psychological enquiry.</p> <p>- Ethical issues while conducting research</p> <p><b>Learning Outcomes:</b><br/>Students will be able to : . Identify the main goals of psychological enquiry. Recognise different types of psychical data. Compare experimental, observational and survey methods. Analyse basic techniques of data analysis. Recognise the ethical principles in psychological research.</p> <p><b>Activity 1:</b><br/>The class will be divided into small groups. Each group will become an ethic</p> | <p>4. Olympics - Symbols, Motto, Flag, Oath, and Anthem</p> <p>5. Olympic Movement Structure - IOC, NOC, IFS, Other members.</p> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>•To make the students aware of Concepts and Olympics Values (Excellence, Friendship &amp; Respect)</li> <li>• To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will &amp; Mind</li> <li>• To make students</li> </ul> | <p>adolescence.</p> <p><b>Activity 2:</b><br/>Study of one's physical self.</p> <p><b>FOOD, NUTRITION, HEALTH, AND FITNESS</b></p> <p>Introduction, Basic concepts, balanced diet, health, and fitness</p> <p>Using food groups for planning balanced diets, guidelines for using food groups, food pyramid</p> <p>Dietary patterns during adolescence, modifying diet related behaviour, factors influencing eating behaviour</p> <p>Eating disorders at adolescence</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Define the terms: food, nutrition, health, fitness, and the role of food and nutrition in maintaining</li> </ul> | <p>Construct logical arguments.</p> <p><b>Learning Outcomes:</b><br/>Each student will be able to:<br/>*explain the scope and importance of microeconomics in real-life decision making.<br/>*analyze the central problems of an economy and relate them to scarcity and choice.<br/>*interpret the concept of opportunity cost using practical examples and PPC.<br/>Activity: <b>PPC Construction Activity</b><br/>Students will be given limited resources (e.g., paper tokens representing labour and capital) and asked to “produce” two goods (like notebooks and pens).<br/>*Allocate resources in different combinations<br/>*Record output combinations<br/>*Plot a Production Possibility Curve on graph paper.</p> |
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| <p>Environment, Digital Safety, Health Awareness) using appropriate visuals and slogans</p> <p><b>Life Skills</b><br/>Effective written communication</p> <p><b>3. Topic</b><br/>A Photograph</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the poet Shirley Toulson</li> <li>• Theme of loss and nostalgia</li> <li>• Contrast between past and present</li> <li>• Symbolism (photograph, sea, silence)</li> <li>• Poetic devices (alliteration, imagery, irony)</li> <li>• Tone and mood of the poem</li> </ul> <p><b>Learning Outcome</b><br/>Summarise the poem in one's own words.<br/>Analyse the</p> |  |  | <p>how political reforms shaped modern governance systems.</p> <p><b>Activity 1</b></p> <p>Empire Mapping<br/>Challenge-map the Roman Empire at its height</p> <p><b>Activity 2-</b><br/>Case Study-Based Questions - extracts from NCERT</p> <p><b>Life Skills:</b><br/>Critical thinking</p> | <p>committee. Short situations will be provided to the students. Each student has to decide whether that statement is ethical or unethical and which ethical principle is involved.</p> <p><b>Activity 2:</b><br/>Different kinds of interview questions will be presented to the students. The students will construct similar interview questions for their project work.</p> <p><b>Life skills:</b><br/>Development of ethical awareness where students learn to respect privacy, consent and fairness in everyday situations.</p> | <p>understand ancient and modern Olympic games.</p> <ul style="list-style-type: none"> <li>• To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem</li> <li>• To make students learn about the working and functioning of IOC, NOC and IFS, and other members.</li> </ul> <p><b>Topic</b><br/>Yoga</p> <p><b>Subtopic</b></p> <ol style="list-style-type: none"> <li>1. Meaning and importance of Yoga</li> <li>2. Introduction to Astanga Yoga</li> <li>3. Yogic Kriyas (Shat Karma)</li> <li>4. Pranayama and its types.</li> <li>5. Active Lifestyle and stress management through Yoga</li> </ol> <p><b>Learning</b></p> | <p>health.</p> <ul style="list-style-type: none"> <li>- Understand the term balanced diet and apply the concept in planning and consuming diets.</li> <li>- Understand the basis for defining the RDA and the difference between RDA and dietary requirements.</li> <li>- Understand the basis for classifications of foods into appropriate groups.</li> <li>- Analyse the factors which influence adolescent food habits.</li> <li>- Identify the causes, symptoms, and nutritional interventions related to eating disorders.</li> </ul> <p><b>Activity:</b><br/>Record your own diet for a day and evaluate this meal in terms of inclusion of the five food groups.</p> <p><b>Values:</b><br/>Responsibility,</p> |  |  |  |  |
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| <p>theme of loss and nostalgia with textual references. Explain the contrast between the poet's past and present in a structured paragraph. Identify 4 poetic devices with examples from the poem. Interpret the significance of the photograph in conveying emotions.</p> <p><b>Activity 1</b><br/>Recitation<br/>Activity: Expressive reading of the poem highlighting tone and emotions</p> <p><b>Activity 2</b><br/>Talking about a favourite picture in class</p> <p><b>Life Skills:</b><br/>Coping with loss</p> <p><b>4. Topic</b><br/>Speech<br/>Writing</p> <p><b>Sub-topics:</b><br/>• Purpose and</p> |  |  |  |  |  | <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• To make the students aware of the meaning and importance of yoga</li> <li>• To make them learn about Astanga yoga.</li> <li>• To teach students about yogic kriya, specially shat karmas.</li> <li>• To make the learn and practice types of Pran</li> <li>• To make them learn the importance of yoga in stress management.</li> </ul> <p><b>Topic</b><br/>Physical Education and Sports for Children with Special Needs</p> <p><b>Subtopic</b><br/>1. Concept of Disability and Disorder<br/>2. Types of</p> | <p>emotional intelligence, health and well-being, social awareness</p> <p><b>Life Skills:</b><br/>Effective communication, interpersonal skills, problem-solving, decision-making.</p> <p><b>Health and Wellness:</b><br/>Emphasis on equal care, balanced nutrition, and holistic well-being for all.</p> <p><b>Gender sensitivity:</b><br/>Breaking food myths, adolescent health awareness, shared responsibility of health, respect for body diversity.</p> <p><b>NUTRITION, HEALTH, AND HYGIENE</b></p> <p>Health and its dimensions, indicators of health, nutrition, and health</p> <p>Nutrients, factors affecting nutritional well-being</p> |  |  |  |  |
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| <p>types of speeches (informative, persuasive, motivational)</p> <ul style="list-style-type: none"> <li>• Structure (introduction, body, conclusion)</li> <li>• Use of rhetorical devices (anaphora, rhetorical questions, repetition)</li> <li>• Audience awareness and tone</li> <li>• Importance of clarity, coherence, and impactful delivery</li> </ul> <p><b>Learning Outcome</b><br/>Draft a well-structured speech with a clear introduction, body, and conclusion. Use appropriate tone and language suited to the audience and purpose. Incorporate at least 3 rhetorical</p> |  |  |  |  | <p>Disability, its causes &amp; nature (Intellectual disability, Physical disability)</p> <p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• To make the students aware concept of Disability and Disorder.</li> <li>• To make students aware of different</li> </ul> | <p>Nutritional problems and their consequences, hygiene and sanitation.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Discuss the importance of health and its dimensions.</li> <li>- Understand the inter-relationship of nutrition and health.</li> <li>- Identify the consequences of undernutrition and overnutrition.</li> <li>- Select appropriate and healthy food choices.</li> <li>- Identify the inter-relationship between nutrition and disease.</li> <li>- Explain the importance of hygiene and sanitation for preventing food-borne diseases.</li> </ul> |  |  |  |  |
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|  | <p>devices effectively. Analyse sample speeches to identify key features. Deliver a short speech confidently with proper expression and clarity.</p> <p><b>Activity 1</b><br/>Speaking<br/>Activity:<br/>Deliver a 1–2 minute speech on a given topic focusing on voice modulation and expression</p> <p><b>Activity 2</b><br/>Art Integrated<br/>Activity:<br/>Design a cue card/poster highlighting key points and rhetorical devices for a speech on a contemporary issue</p> <p><b>Health and Wellness:</b><br/>Mental health awareness</p> |  |  |  |  | <p>types of disabilities.</p> <ul style="list-style-type: none"> <li>• To make students learn about Disability Etiquette</li> <li>• To make the students Understand the aims and objectives Adaptive Physical Education</li> <li>• To make students aware of role of various professionals for children with special needs.</li> </ul> | <p><b>Activity:</b><br/>Preparing nutritious snacks for adolescents</p> |  |  |  |  |
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| <p><b>July</b></p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p> <p><b>Activity2</b></p> <p><b>Life Skill</b></p> <p><b>Value</b></p> <p><b>Gender</b></p> <p><b>Health and Wellness</b></p> | <p><b>1. Topic</b><br/>The Summer of the Beautiful White Horse</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>•Introduction to the author William Saroyan</li> <li>•Background of the Garoghlanian tribe</li> <li>• Character sketch – Aram and Mourad</li> <li>• Theme of honesty, trust, and moral values</li> <li>• Irony and humour in the story</li> <li>•Significance of the horse</li> </ul> <p><b>Learning Outcome</b></p> <p>Analyse Mourad's character citing at least 3 textual evidences. Examine the theme of honesty and moral values in a structured paragraph. Identify 4</p> | <p><b>L-4. Distribution of Oceans and Continents</b></p> <p>Plate tectonics<br/>Types of plate boundaries, Post drift studies, Convectional current theory, Mapping of the ocean floor, Ocean floor configuration, Concept of sea-floor spreading, movements of Indian Plate.</p> <p><b>Learning Outcome</b></p> <p>Provide evidence in support of continental drift and force for drifting. Explain Post drift studies, Convectional current theory, Mapping of the ocean floor, Ocean floor configuration, Concept of sea floor spreading, Describe</p> | <p><b>Topic:</b> Legislature</p> <p><b>Subtopics:</b> Meaning of Legislature; Structure of Parliament of India; Lok Sabha and Rajya Sabha; Law-Making Process; Powers and Functions of Legislature; Parliamentary Committees</p> <p><b>Learning Outcomes:</b></p> <p>Understand the structure and role of the legislature; Explain the law-making process; Analyze the functions of Lok Sabha and Rajya Sabha; Evaluate the importance of parliamentary committees</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a flowchart showing how a bill becomes a law in India</p> <p><b>Activity 2</b> (Reflective/Collaborative) : Mock parliament discussion on a current issue</p> <p><b>Value:</b> Democratic Participation – understanding the importance of representation and debate</p> <p><b>Topic:</b> Judiciary</p> <p><b>Subtopics:</b> Structure of Judiciary; Role of Supreme Court of India;</p> | <p><b>Nomadic Empires</b></p> <p>-The nature of nomadism (Introduction, Social Political background)</p> <p>-Formation of empires, The career of Ghenghis Khan- Social,Political military organization</p> <p>-Conquests and relations with other states.</p> <p>- Historians' views on nomadic societies and state formation</p> <p><b>Learning Outcomes-</b></p> <p>-Analyze the nature of nomadic empires in 8 points</p> <p>-Trace the different processes through which nomadic empires were formed</p> | <p><b>1. Topic: Learning</b></p> <p><b>Sub-topic:</b> Nature of learning</p> <p>Classical conditioning<br/>Operant conditioning<br/>Observational learning.<br/>Cognitive learning<br/>Verbal learning<br/>Skill learning<br/>Factors facilitated learning<br/>Learning disabilities</p> <p><b>Learning Outcomes:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Explain nature and keep processes of learning with relevant examples.</li> <li>-Differentiate between types of learning such as classical conditioning, operant, conditioning,</li> </ul> | <p><b>Topic</b><br/>Physical Fitness, Wellness, and Lifestyle</p> <p>Subtopic</p> <ol style="list-style-type: none"> <li>1. Meaning &amp; importance of Wellness, Health, and Physical Fitness.</li> <li>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>3. Traditional Sports &amp; Regional Games for promoting wellness</li> <li>4. Leadership through Physical Activity and Sports</li> <li>5. Introduction to First Aid – PRICE</li> </ol> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• To make the students</li> </ul> | <p><b>NUTRITION, HEALTH AND WELL-BEING AND WATER SAFETY</b></p> <p>Nutrition, health and hygiene during infancy, breast feeding, complementary foods</p> <p>Immunization, common deficiency diseases, pre-school age.</p> <p>School going children, planning diets, factors influencing diet intake, healthy habits</p> <p>Properties of potable water, tradition methods of water purification</p> <p>Modern methods of water purification</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Describe the nutritional needs of children at different stages of development.</li> </ul> | <p><b>Unit 2: Introduction to Python</b></p> <p>Basics of Python programming, execution modes: - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operator, precedence of operators, data types, mutable and immutable data types, statements, expression evaluation, comments, input and output statements, data type conversion, debugging.</p> <p>Control Statements: if-else, if-elif-else, while loop, for loop</p> <p>Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(), min(),max(),sum()</p> <p><b>Learning Outcome</b></p> | <p><b>Topic:</b> Relations and Functions</p> <p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>*Cartesian Products of Sets</li> <li>*Relation</li> <li>*Functions: a) Some functions and their graph</li> </ul> <p><b>Learning Outcomes:</b></p> <p><b>Each Student will be able to</b></p> <ul style="list-style-type: none"> <li>* find ordered pair</li> <li>* find cartesian product of two non- empty sets.</li> <li>* Define Relation between two non-empty sets. its Domain and Range.</li> <li>* Define Function. its Domain and Range.</li> <li>* Difference between relation and function.</li> <li>* How different types of functions can be represented by graphs.</li> </ul> <p><b>Activity 2: Dance and Mathematics</b></p> <p>Students use <b>hand movements and body positions</b> to represent different graphs of functions, helping visualize increasing and decreasing functions.</p> <p><b>Gender Sensitivity Values</b></p> | <p><b>Consumer's Equilibrium</b></p> <ul style="list-style-type: none"> <li>• Meaning of Utility (Total Utility &amp; Marginal Utility)</li> <li>• Law of Diminishing Marginal Utility</li> <li>• Conditions of Consumer's Equilibrium (Utility Analysis)</li> <li>• Equilibrium using Indifference Curve (Basic idea)</li> </ul> <p><b>Learning Outcomes:</b></p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• explain utility concepts and the law of diminishing marginal utility with examples.</li> <li>• analyze how a consumer reaches equilibrium under given income and prices.</li> <li>• apply equilibrium conditions to solve simple numerical and real-life situations.</li> </ul> <p><b>Activity:</b> Utility Measurement Experiment (Eating Activity)</p> <p>Students are given small eatables (e.g., toffees/biscuits).</p> <ul style="list-style-type: none"> <li>• Consume units one by one</li> </ul> | <p>Theory:</p> <ul style="list-style-type: none"> <li>*Introduction of Art in Mauryan period</li> <li>*Lion Capital from Sarnath</li> <li>*Chauri Bearer from Didar Ganj (Yakshi)</li> <li>*Introduction of art in post-Mauryan period ( Shunga, Kushana and Gupta period)</li> <li>* Seated Buddha from Katra Mound, Mathura</li> <li>* Jain Tirathankara (Gupta period)</li> <li>*Cave tradition in India: Chaitya caves &amp; Vihara caves</li> </ul> <p>Practical - Sports composition</p> <p><b>Learning outcomes:</b></p> <p><b>Identify</b> the major features of Mauryan art, including sculpture, architecture, and pillar edicts.</p> <p><b>Describe</b> the Sanchi stupa and the significance of the same</p> |
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| <p>literary devices with examples from the text. Explain the significance of the horse in the story.</p> <p><b>Activity 1</b><br/>Role Play: Enact a scene between Aram- Mourad and John Byro discussing the horse</p> <p><b>Activity 2</b><br/>Art Integrated Activity: Create a storyboard illustrating key events of the story with brief captions</p> <p><b>Life skills:</b><br/>Balancing societal expectations and personal desires</p> <p><b>2. Topic</b><br/>The Laburnum Top</p> <p><b>Sub-topics:</b><br/>•Introduction to the poet Ted Hughes<br/>• Theme of life emerging from stillness<br/>• Contrast between</p> | <p>theory of plate tectonics and different types of plate boundaries. Trace the movements of Indian Plate</p> <p><b>Activity 1</b><br/>On the world map mark the tectonic plates</p> <p><b>L- 5. Geomorphic Processes</b><br/>Factors affecting landforms<br/>Types of geomorphic processes<br/>Weathering: physical, chemical and biological<br/>Mass wasting<br/>Factors affecting soil formation</p> <p><b>Learning Outcome</b><br/>Differentiate between geomorphic processes and geomorphic agents.<br/>Describe factors that affect soil formation.<br/>Define the</p> | <p>High Courts and Subordinate Courts; Judicial Review; Judicial Activism; Independence of Judiciary</p> <p><b>Learning Outcomes:</b><br/>Understand the structure and functions of the judiciary; Explain the role of the Supreme Court; Analyze judicial review and activism; Evaluate the importance of an independent judiciary</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a diagram showing the hierarchy of courts in India</p> <p><b>Activity 2</b> (Reflective/Collaborative) : Group discussion on landmark judgments and their impact on society</p> <p><b>Life Skill:</b> Critical Thinking – analyzing legal decisions and their implications</p> <p><b>Topic:</b> Federalism<br/><b>Subtopics:</b> Meaning of Federalism; Features of Federal System; Federalism in India; Division of Powers; Centre-State Relations; Challenges to Federalism</p> <p><b>Learning Outcomes:</b><br/>Understand the concept and features of federalism; Explain how federalism works in India; Analyze centre-state relations; Evaluate</p> | <p>-Critique the different invasions of nomadic tribes in 8 points<br/>-Examine the social and political background of the Mongols in at least 8 points</p> <p>-Discuss patterns of Mongol expansion after the death of Genghis Khan</p> <p>-Reflect on how the Mongol legacy influences modern ideas of leadership and strategy<br/>-Mark the extent of the Mongol empire on the outline map of Mongol Empires</p> <p><b>Activity 1</b><br/>Debate: "Were the Mongols Destroyers or Builders?"</p> <p><b>Activity 2</b></p> | <p>observation, learning, and verbal learning.<br/>- Apply principles of classical conditioning and operant conditioning to real life situations.<br/>- Analyse factors that facilitate learning and their impact on performance.<br/>- Evaluate different learning processes and identify their effectiveness in every day context.<br/>-Recognise learning disabilities and suggest support strategies for inclusive learning.</p> <p><b>Activity 1:</b><br/>One student will be asked to step outside the classroom briefly. A small object will be hidden in the</p> | <p>understand the Meaning &amp; importance of Wellness, Health, and Physical Fitness</p> <ul style="list-style-type: none"> <li>To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>To make students learn Traditional Sports &amp; Regional Games to promote wellness</li> <li>To develop Leadership qualities through Physical Activity and Sports in students</li> <li>To make students learn First Aid and its management skills.</li> </ul> <p><b>Topic</b><br/>Test, Measurement &amp; Evaluation</p> <p><b>Subtopic</b><br/>1. Define Test, Measurements and</p> | <p>- Make suggestions for planning balanced meals for children.</p> <p>- Discuss food habits of children.</p> <p>- Identify important health and nutrition related problems of children.</p> <p>- Describe the immunization schedule.</p> <p><b>Activity:</b><br/>Perform four pitcher method and chlorine tablets method of cleaning water.</p> <p><b>Values:</b><br/>Responsibility, emotional intelligence, health and well-being, social awareness</p> <p><b>Life Skills:</b><br/>Effective communication, interpersonal skills, problem-solving, decision-making, <b>Health and</b></p> | <p><b>Each child will be able to:</b><br/>Understand the basics of Python programming and its features.</p> <p>Differentiate between interactive mode and script mode of execution.</p> <p>Explain the structure of a Python program and the role of indentation.</p> <p>Identify and use identifiers, keywords, variables, and constants correctly.</p> <p>Understand different data types and distinguish between mutable and immutable types.</p> <p>Apply various operators and understand their precedence in expressions.</p> <p>Use input and output statements for user interaction.</p> <p>Perform data type conversion and evaluate expressions correctly.</p> <p>Apply control statements such as if-else, if-elif-else, while</p> | <p>Responsibility</p> <p><b>Topic:</b> Trigonometric Functions (13)<br/><b>Subtopics:</b><br/>*Introduction<br/>*Angles<br/>*Degree measure<br/>*Radian measure<br/>*relation between degree and radian<br/>*Trigonometric functions<br/>*Signs of trigonometric functions<br/>*Trigonometric Functions of sum and difference.</p> <p><b>Learning Outcomes:</b><br/><b>Each Student will be able to</b></p> <p>*convert Radian and Degree measure and conversion from one to another.<br/>* Transform trigonometric functions in all four quadrants<br/>*Write trigonometric functions of sum and difference of two angles.<br/>* write sum and difference formulas for <math>\cos(A \pm B)</math><br/><math>\sin(A \pm B)</math><br/><math>\tan(A \pm B)</math><br/>* Express multiple formulas like <math>\sin 2x</math>, <math>\cos 2x</math>, <math>\tan 2x</math>, <math>\sin 3x</math>, <math>\cos 3x</math>, <math>\tan 3x</math>.</p> | <ul style="list-style-type: none"> <li>Record satisfaction level after each unit (assign imaginary utility units)</li> <li>Calculate Total Utility and Marginal Utility</li> <li>Observe and verify the Law of Diminishing Marginal Utility.</li> </ul> <p><b>PRESENTATION OF DATA</b><br/><b>Sub-topics</b><br/>Tabular Presentation<br/>Diagrammatic Presentation- bar diagram simple bar diagram multiple and subdivided bar diagram deviation bar diagram, percentage bar diagram, histogram frequency of frequency polygon</p> <p><b>Learning Outcomes:</b><br/>Each student would be able to:<br/>*compare and analyse the diagrams<br/>*compute median and mode using diagrams.<br/>*develop sensitivity to the consequences of manipulating or misrepresenting data.</p> <p><b>Activity:</b> create bar graphs, pie charts, line graphs, and other visual representations of data using</p> | <p>Mauryan art examples (e.g., Lion Capital, Ashokan Pillars).<br/><b>Analyze</b> the style and symbolism used in Ability to interpret and logical selection of ideas in artwork</p> |
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| <p>silence and activity</p> <ul style="list-style-type: none"> <li>• Symbolism (laburnum tree, goldfinch, yellow colour)</li> <li>• Imagery and poetic devices</li> <li>• Tone and movement in the poem</li> </ul> <p><b>Learning Outcome</b><br/>Summarise the poem in one's own words. Analyse the contrast between stillness and activity with examples. Explain the role of the goldfinch in transforming the scene. Identify 4 poetic devices with examples from the poem. Interpret the symbolic significance of the laburnum tree.</p> <p><b>Activity 1</b><br/>Role Play- Dialogue exchange between the</p> | <p>following terms: Exfoliation, Denudation Weathering - types.</p> <p>Activity 1 Draw a flow diagram showing the geomorphic processes and agents of the gradation</p> <p><b>L-6 Landforms and their Evolution</b><br/>Agents which affects the formation or change the landforms Working with running water, glaciers and wind Erosional and depositional features formed by different agents Coastal topography, desert landforms</p> <p><b>Learning Outcome</b><br/>Describe and draw various erosional and depositional landforms</p> | <p>challenges to federalism</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a chart showing division of powers between Union and State governments</p> <p><b>Activity 2</b> (Reflective/Collaborative) : Group discussion on issues between centre and states and possible solutions</p> <p><b>Value:</b> Cooperation and Unity – promoting balance between national and regional interests</p> | <p>Poster Making: Life of Nomads- create posters showing tents, animals, mobility, and lifestyle</p> <p><b>Topic-</b><br/>The Three Orders</p> <p><b>Subtopics-</b><br/>-An Introduction to Feudalism<br/>-France and England<br/>-The Three Orders<br/>- The Fourteenth century crisis<br/>- Political Changes</p> <p><b>Learning Outcomes-</b><br/>Define the term Feudalism</p> <p>-List the causes for the rise of Feudalism in</p> | <p>classroom. The student will be called back in the class and must guide that student towards that without speaking. The entire class will clap loudly when the student moves closer to the object. They stay silent or clap softly when the volunteer moves away from the hidden object.</p> <p>Activity 2: Student stand in a circle and one student is appointed as the leader. The leader starts doing simple actions such as stretching, clapping head movements. Everyone must watch and copy immediately. No instructions are given. Subtly and</p> | <p>Evaluation.</p> <ol style="list-style-type: none"> <li>2. Importance of Test, Measurements and Evaluation in Sports.</li> <li>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</li> <li>4. Somato Types (Endomorphy Mesomorphy &amp; Ectomorphy)</li> <li>5. Measurements of health related fitness.</li> </ol> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• To Introduce the students with the terms like test, measurement and evaluation along with its importance</li> <li>• To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold</li> </ul> | <p><b>wellness:</b><br/>Focus on maintaining a healthy lifestyle and safe living environment.</p> <p><b>Gender sensitivity:</b><br/>Breaking stereotypes and encouraging equal participation of boys and girls in life skills.</p> <p><b>MANAGEMENT OF RESOURCES</b><br/>Introduction, types of resources<br/>Characteristics of resources, management process</p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>- Understand the concept of a resource.</li> <li>- Identify various resources.</li> <li>- Classify resources into human and non-human resources.</li> <li>- Describe the characteristics of resources.</li> <li>- Explain the</li> </ul> | <p>loop, and for loop.</p> <p>Create, traverse, and manipulate lists using list operations and built-in functions.</p> <p><b>Activity1</b><br/>Board Game Designing</p> <p><b>Activity2</b><br/>Make a Crude calculator in Python</p> <p><b>Values:</b> Participate actively in group collaboration</p> | <p><b>Lab Activity</b><br/>To plot the graphs of <math>\sin x</math>, <math>\sin 2x</math>, <math>2\sin x</math> and <math>\sin x/2</math>, using the same coordinate axes</p> <p><b>Life Skill:</b><br/>Logical Reasoning<br/>Analytical skill</p> | <p>appropriate tools.</p> |  |
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| <p>laburnum tree and the goldfinch, expressing gratitude.</p> <p><b>Activity 2</b><br/>Art Integrated Activity:<br/>Create a post for any social media platform related to birds and their protection.</p> <p><b>Gender:</b><br/>Respect for caregivers and nurturers</p> <p><b>3. Topic</b><br/>Debate Writing</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Purpose and format of a debate (for/against)</li> <li>• Structure (introduction, arguments, rebuttal, conclusion)</li> <li>• Use of formal and persuasive language</li> <li>• Framing strong arguments and counterarguments</li> <li>• Use of rhetorical devices</li> </ul> | <p>created by different agents. Compare and analyse various landforms.</p> <p><b>Activity 1</b><br/>Locate different landforms (mountains, plateaus, plains) on the outline map of the world.</p> <p><b>Life Skill:</b><br/>Effective time management strategies.</p> |  | <p>at least 8 points</p> <p>-Examine the role of the three orders — Nobility, Clergy, and the Third Order in medieval Europe</p> <p>-Analyze the socio-economic conditions of Europe in at least 8 points</p> <p>-Analyze the causes for the Fourteenth Century Crisis</p> <p>-On the outline map of Western Europe, locate and label: Corsica, Sardinia, Sicily, Rome, Italian states, Paris, Vienna</p> <p><b>Activity 1</b></p> <p>Feudal Pyramid Creation- create a pyramid diagram</p> | <p>quietly, the leader will switch, and see how quickly others will notice and adapt</p> <p><b>Values</b><br/>Responsibility for learning as to take ownership of one's behaviour and learning process. Empathy and inclusivity that is supporting and understanding individuals with learning disability.</p> <p><b>Topic 2: Memory</b></p> <p><b>Sub-Topic:</b><br/>Nature of memory<br/>Information processing approach<br/>Working memory levels of processing<br/>Types of long-term memory<br/>Nature and cause of</p> | <p>measurement.</p> <ul style="list-style-type: none"> <li>• To make the students aware of the different somatotypes.</li> <li>•To make the students learn the method to measure health-related fitness.</li> </ul> | <p>need for managing resources.</p> <ul style="list-style-type: none"> <li>- Analyze the management process.</li> </ul> <p><b>Activity:</b><br/>Prepare a time plan for yourself relating to time use and work.</p> <p><b>RESOURCE AVAILABILITY AND MANAGEMENT</b></p> <p>Time management<br/>Work simplification</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Describe time and space as important resources.</li> <li>- Analyze the need for managing time and space.</li> <li>- Discuss ways of managing time and space.</li> <li>- Discuss tools in time management.</li> </ul> |  |  |  |  |
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|  | <p>(rhetorical questions, repetition, emphasis)<br/> <b>Learning Outcome</b><br/> Draft a well-structured debate expressing clear arguments for or against a topic. Use persuasive language and appropriate tone. Present at least 2–3 strong arguments with supporting examples. Incorporate a rebuttal effectively. Analyse sample debates to identify key features.<br/> <b>Activity 1</b><br/> Group Activity: Conduct a classroom debate on a contemporary topic (for/against)<br/> <b>Activity 2</b></p> |  |  | <p>showing hierarchy (King → Nobles → Clergy → Peasants)<br/> <b>Activity 2-</b><br/> Charter Writing Activity-draft a “charter of demands” as peasants asking for better conditions<br/> <b>Value:</b><br/> Respect towards a style of living different from urban and rural structure</p> | <p>forgetting<br/> Enhancing memory.<br/> <b>Learning Outcomes:</b><br/> Students will be able to:<br/> - Explain the nature of memory using everyday examples.<br/> -Differentiate between working memory levels of processing and types of long-term memory.<br/> Analysing causes of forgetting and relating them to real life events.<br/> Applying strategies for enhancing memory in Academic and real life situations.<br/> Evaluating the effectiveness of different memory techniques for improving retention.</p> |  |  |  |  |  |  |
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| <p>Drafting debates in pairs.</p> <p><b>Life Skills:</b><br/>Critical Thinking, Effective Communication</p> <p><b>4. Topic</b><br/>We Are Not Afraid to Die... If We Can All Be Together</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the author Gordon Cook</li> <li>• Background of the voyage and setting (sea journey)</li> <li>• Character sketch – Narrator, Mary, Jonathan, Suzanne</li> <li>• Theme of courage, resilience, and family unity</li> <li>• Conflict between man and nature</li> <li>• Use of descriptive language and narrative technique</li> </ul> <p><b>Learning Outcome</b><br/>Analyse the</p> |  |  |  | <p><b>Activity 1:</b><br/>Students will be asked to solve a pseudo puzzle within a given 20 minutes, explaining to them, how it improves in remembering information and decreasing the probability of Alzheimer's disease.</p> <p><b>Activity 2:</b><br/>Students will be taken for a walk to an active area of the school. They'll be asked to observe their surroundings. After that they'll be taken back to class and they'll be asked to recall everything that all around them, this will simply be to understand the functioning of sensory memory.</p> |  |  |  |  |  |  |
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| <p>narrator's leadership and decision-making with textual references. Examine the theme of courage and survival in a structured paragraph. Identify 4 literary devices with examples from the text. Evaluate the role of family support in overcoming adversity.</p> <p><b>Activity 1</b><br/>Role Play:<br/>Enact a scene depicting the family's response during the storm</p> <p><b>Activity 2</b><br/>Write a diary entry as the narrator highlighting what kept him motivated during the tough times at the sea.</p> <p><b>Life skills:</b><br/>Adopting Positive</p> |  |  |  | <p><b>Life Skill:</b><br/>Effective time management strategies.</p> <p>Developing perseverance, such as overcoming, forgetting through consistent practice.</p> |  |  |  |  |  |  |
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|   | thinking to come out of an adverse situation   |  |  |   |   |   |  |  |   |  |   |
| <b>August</b><br><b>Topic</b><br><b>Subtopic</b><br><b>Learning Outcome</b><br><b>Activity1</b><br><b>Activity2</b><br><b>Life Skill</b><br><b>Value</b><br><b>Gender</b><br><b>Health and Wellness</b> | <b>1. Topic</b><br>The Address<br><b>Sub-topics:</b><br>• Introduction to the author Marga Minco<br>• Historical background (post-war context)<br>• Theme of loss, memory, and displacement<br>• Character sketch – Narrator and Mrs Dorling<br>• Symbolism (objects, address, house)<br>• Tone of detachment and emotional restraint<br><br><b>Learning Outcome</b><br>Summarise the story in 150 words. Analyse the narrator's | <b>L-7 Composition and Structure of Atmosphere</b><br>Major gases and their roles<br>Layers of atmosphere<br>Elements of weather and climate<br>Describe the composition and characteristics of different layers of atmosphere.<br><b>Learning Outcome</b><br>Identify the gases present in the atmosphere. Evaluate the role of each gas present in the air. Analyse the characteristics of each layer of atmosphere<br><b>Activity 1</b> | <b>Topic:</b> Local Governments<br><b>Subtopics:</b> Importance of Local Governments; Panchayati Raj System; Rural Local Government (Gram Panchayat, Panchayat Samiti, Zila Parishad); Urban Local Government (Municipal Corporation, Municipality); 73rd and 74th Constitutional Amendments; Decentralisation in India<br><b>Learning Outcomes:</b><br>Understand the role and importance of local governments; Explain the structure of rural and urban local bodies; Analyze the impact of decentralisation; Evaluate the significance of the 73rd and 74th Amendments<br><b>Activity 1</b> (Hands-on/Experimental): Create a chart or model showing the three-tier Panchayati Raj system<br><b>Activity 2</b> (Reflective/Collaborative) : Group discussion on the | <b>Topic-</b> Changing Cultural Traditions<br><br><b>Subtopics-</b><br>-The Revival of Italian cities<br><br>-Universities and Humanism<br><br>-Science and Philosophy: The Arab Contribution<br><br>-Artists and Realism<br><br>-Architecture<br><br>-The First Printed Books<br>A New Concept of Human Beings<br><br>-The Aspiration of Women | <b>Topic:</b> <b>Motivation and emotion</b><br><br><b>Sub topic:</b><br>Nature of Motivation. Types of motives<br>Malow's hierarchy of needs<br>Nature of emotions, expression of emotions<br>Managing negative emotions<br>Enhancing positive emotions<br><br><b>Learning Outcomes:</b><br><b>Students will be able to</b><br>Understand the nature of human emotion<br>Describe the nature of Motes and | <b>Topic</b><br>Fundamentals of Anatomy, Physiology in Sports<br><br><b>Subtopic</b><br>1. Definition and importance of Anatomy and Physiology in Exercise and Sports.<br><br>2. Functions of Skeletal System, Classification of Bones, and Types of Joints.<br><br>3. Properties and Functions of Muscles.<br><br>4. Structure and Functions of Circulatory System and Heart.<br><br>5. Structure and Functions of | <b>RESOURCE AVAILABILITY AND MANAGEMENT</b><br>Space planning<br><b>Learning Outcomes:</b><br>- Explain the principles of planning space.<br><b>FINANCIAL MANAGEMENT AND PLANNING</b><br><br>Introduction, family income and its types<br><br>Budget, control in money management<br>Savings, investment<br>Savings and investment avenues, credit<br><br><b>Learning Outcomes:</b><br>- Understand the meaning and concept of | • Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items(), update(), del(), clear()<br><br><b>Learning Outcomes:</b><br>Each child will be able to–<br>➤ Declare strings and use strings in programming<br>➤ Apply string functions in programming<br>➤ use functions for different operations-character math , string etc.<br>➤ create user defined functions<br>➤ apply concepts of string slicing in programming<br>➤ use different inbuilt functions in string programming | <b>TOPIC : Limits and Derivatives</b><br>Subtopics:<br>Introduction to Limits<br>Intuitive Idea of Derivatives<br>Limits (LHL, RHL, Existence)<br>Limits of Trigonometric, Exponential and Algebraic Functions<br>Introduction to Derivatives<br>Derivatives by First Principle<br>Rules: Sum, Difference, Product, Quotient, Chain Rule<br><b>Learning Outcomes:</b><br><b>Each Student will be able to</b><br>Define and interpret limits graphically<br>Evaluate limits of different functions<br>Distinguish LHL, RHL and existence of limits<br>Define derivative as rate of change and slope<br>Apply first principle to find derivatives<br>Use standard | <b>Topic:Measures of Central Tendency</b><br>Subtopics:<br>• Meaning and Objectives of Central Tendency<br>• Arithmetic Mean (Simple & Weighted)<br>• Median (Ungrouped & Grouped Data)<br>• Mode<br>• Comparison of Mean, Median, and Mode<br><br><b>Learning Outcomes:</b><br>Each student will be able to:<br>• computer mean, median, and mode for different types of data.<br>• analyze which measure is most appropriate in different real-life situations.<br>• interpret data using measures of central tendency for meaningful conclusions.<br><b>Activity: Class Data Collection &amp;</b> | Theory:<br>Introduction of art in post -Mauryan period (Shunga,Kushana and Gupta period )<br>* Seated Buddha from Katra Mound, Mathura<br>* Jain Tirathankara (Gupta period)<br>*Ajanta caves-Period, number of caves, Chaitya caves, Vihara caves, paintings, sculptures, subject matter and technique etc.<br>Practical -<br>1. Foliage study in Mixed media.<br><b>Learning outcome:</b><br>Each student will be able to:<br>Identify the major features of Mauryan art, including sculpture, architecture, and pillar edicts.<br>Describe the |

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| <p>feelings towards her past with textual references. Examine the theme of loss and displacement in a structured paragraph. Identify 4 literary devices with examples from the text. Interpret the significance of the title "The Address."</p> <p><b>Activity 1</b><br/>Role Play: Enact the interaction between the narrator and Mrs Dorling</p> <p><b>Activity 2</b><br/>Art Integrated Activity: Create a memory box (sketch or description) representing objects from the narrator's past and their emotional value.</p> <p><b>Values:</b><br/>Peace, Global Harmony,</p> | <p>Correlate climate change with Sustainable Development</p> <p><b>8. Solar Radiation. Heat Balance and Temperature</b><br/>Heating and cooling of the atmosphere. Factors controlling temperature</p> <p>Horizontal and vertical distribution of temperature. Inversion of temperature</p> <p><b>Learning Outcome</b></p> <p>Distinguish between Radiation and terrestrial radiation.</p> <p>Explain the heat budget of the planet earth.</p> <p>Describe factors controlling temperature distribution.</p> <p>Explain</p> | <p>role of local governments in solving community issues</p> <p><b>Value:</b> Community Participation – encouraging active involvement in local governance</p> <p><b>Topic:</b> Constitution as a Living Document</p> <p><b>Subtopics:</b> Meaning of a Living Constitution; Amendments in the Constitution of India; Flexibility and Adaptability; Importance of Amendments; Judicial Interpretation; Evolution of the Constitution</p> <p><b>Learning Outcomes:</b><br/>Understand the concept of a living constitution; Explain the need for amendments; Analyze how the Constitution adapts to changing times; Evaluate the role of judiciary in interpreting the Constitution</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a timeline showing important constitutional amendments and their impact</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on why laws and constitutions need to change over time</p> <p><b>Life Skill:</b> Adaptability – understanding the</p> | <p>-Debates Within Christianity</p> <p>-The Copernican Revolution</p> <p><b>Learning Outcomes-</b><br/>- Define the term Renaissance</p> <p>Trace the causes for the rise of the Italian cities</p> <p>Explain the concept of Humanism in at least 3 points</p> <p>Analyse the changes in science and philosophy brought about by the Arabs in at least 8 points</p> <p>Explain the development of architecture in at least 3 points</p> <p>Examine the status of women in medieval</p> | <p>emotional expressions</p> <p>Analyse the relationship between culture and emotions</p> <p>And apply how to manage one's own and others emotions.</p> <p><b>Activity 1:</b><br/>Students will be divided into small groups and different situations will be assigned to Each group. Each group will act out their situation. Others will observe carefully. Students will guess which stage of the name is being shown and depicted in that act.</p> <p><b>Activity 2:</b><br/>Students will practise shifting from negative</p> | <p>Respiratory System.</p> <p><b>Learning Outcome</b><br/>• The students will learn the meaning and definition &amp; identify the importance of anatomy, physiology, and kinesiology.<br/>• Students will understand the main functions and Classification of Bone and the Types of Joints.<br/>• The students will learn the Properties and Functions of Muscles.<br/>• The students will learn the Structure and Functions of the Circulatory System and Heart.<br/>• The students will learn the Structure and Functions of Respiratory</p> | <p>financial management.</p> <p>- Know the different types of income.</p> <p>- Explain the steps in making family budgets.<br/>- Describe meaning of savings and investments.<br/>- Discuss the principles of sound/ safe investments</p> <p><b>Activity:</b><br/>Plan a budget for a given situation/ purpose.</p> <p><b>Values:</b><br/>Responsibility, emotional intelligence, health and well-being, social awareness</p> <p><b>Life Skills:</b><br/>Effective communication, interpersonal skills, problem-solving, decision-making.</p> <p><b>Health and wellness:</b><br/>Balanced, stress-free lifestyle by ensuring proper use of resources and financial stability, which</p> | <p>➤ Define lists<br/>➤ Declare lists and nested lists<br/>➤ Apply lists based functions in programs</p> <p><b>Activity1</b><br/>Design a game on words using List</p> <p><b>Activity2</b><br/>Write List based search codes</p> <p><b>Wellness:</b><br/>Protection against diseases of monsoon</p> | <p>derivative formulas<br/>Apply product, quotient and chain rules<br/>Solve application-based problems</p> <p><b>Activity : Verification of Limit using Table Method (NCERT Lab Manual)</b><br/>Students take a function (e.g., <math>f(x)=x^2-1/x-1</math> and evaluate its value for inputs approaching a point from left and right using a table. They observe LHL and RHL to verify the existence of limits.</p> <p><b>Values</b><br/>Accuracy and precision in calculations.</p> | <p><b>Calculation Activity</b><br/>Students collect real data (e.g., marks of classmates in a test or number of siblings). Organize the data into a table. Calculate mean, median, and mode. Compare results and identify which measure best represents the data.</p> | <p>Sanchi stupa and the significance of the same.</p> |
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|  | <p>Non-violence<br/> <b>2. Topic</b><br/>         Note Making and Summarisation<br/> <b>Sub-topics:</b><br/>         • Purpose and importance of note making<br/>         • Features of effective notes (headings, subheadings, abbreviations, symbols)<br/>         • Methods of note making (linear and non-linear formats)<br/>         • Steps in summarisation<br/>         • Difference between note making and summarising<br/>         • Use of appropriate title and key points<br/> <b>Learning Outcome</b><br/>         Prepare well-structured notes using headings, subheadings, and abbreviations. Identify and extract main ideas and</p> | <p>inversion of temperature.<br/>         Activity 1<br/>         Group discussion- Give reasons for variability of insolation at the surface of the Earth<br/> <u>BOOK-2</u><br/> <b>1.India – Location</b><br/>         Geographical location of India and its significance. Indian subcontinent<br/>         Standard meridian Size and location India and its neighbours<br/> <b>Learning Outcome</b><br/>         Describe the location of India mentioning the surrounding water bodies.<br/>         Analyse the implications of living in a country with vast</p> | <p>importance of change and evolution in systems</p> | <p>Europe and compare it to that of today.<br/>         On the map of Western Europe locate and label- Austria, Vienna, gaul, Burgundy, Rome, Sicily, Corsica, Sardinia, Paris.<br/> <b>Activity 1-</b><br/>         Case Study-Based Questions- NCERT extracts<br/> <b>Activity 2-</b><br/>         Debate: “Was the Renaissance a Complete Break from the Middle Ages?”<br/> <b>GS –</b><br/>         Aspirations of women during the renaissance period</p> | <p>positive emotional responses. Certain situations will be discussed with the students. Initially the students may show their instant reaction which will be negative, and suddenly they will be asked to switch that reaction to a positive one.<br/> <b>Values:</b><br/>         Self control - Managing reactions, instead of acting impulsively.<br/>         Expressing oneself in a calm and constructive way<br/>         Developing resilience - Coping with challenges and bouncing back from setbacks</p> | <p>System.<br/> <b>Topic</b><br/>         Fundamentals Of Kinesiology And Biomechanics in Sports<br/> <b>Subtopic</b><br/>         1. Definition and Importance of Kinesiology and Biomechanics in Sports.<br/>         2. Principles of Biomechanics<br/>         3. Kinetics and Kinematics in Sports<br/>         4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation<br/>         5. Axis and Planes – Concept and its application in body movements</p> | <p>supports overall health and wellness.<br/> <b>Gender sensitivity:</b><br/>         Break traditional stereotypes and promote equal roles of all genders in managing resources and finances.</p> |  |  |  |  |
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|  | <p>supporting details from a passage. Write a concise summary in one's own words adhering to word limit. Apply appropriate format and maintain coherence and clarity. Analyse a passage to differentiate between essential and non-essential information.</p> <p><b>Activity:</b><br/>Practice Activity: Prepare notes from a given passage using suitable format and abbreviations</p> <p><b>3. Topic</b><br/>Discovering Tut: the Saga Continues</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to A.R. Williams</li> <li>• Historical background of Tutankhamun</li> </ul> | <p>longitudinal and latitudinal extent and its impact on the standard time of India.</p> <p>Explain the vastness of India and the diversity that comes along with it.</p> <p><b>Activity 1</b><br/>On the political map of India mark-</p> <ol style="list-style-type: none"> <li>1. latitudinal and longitudinal extent of india</li> <li>2. ISM</li> <li>3. States through which the Tropic of Cancer passes.</li> <li>4. Distance between NS and EW extreme points</li> <li>5. Indian neighboring countries.</li> </ol> <p><b>Life skill</b> - stay peaceful and helpful</p> |  |  |  | <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of Kinesiology and Biomechanics in sports.</li> <li>• To make the students learn the principles of biomechanics</li> <li>• To make the students understand the concept of Kinetics and Kinematics in Sports</li> <li>• To make the students learn about different types of body movements.</li> <li>• To make the students understand the concept of Axis and Planes and its application in body movements.</li> </ul> |  |  |  |  |  |
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• The process of mummification and CT scan  
• Scientific investigation vs myths (curse theory)  
• Description of Tut's tomb and artefacts  
• Tone and narrative style

**Learning Outcome**  
Explain the significance of Tutankhamun's discovery with examples. Analyse how scientific methods helped unravel historical mysteries. Identify 4 literary devices with examples from the text. Evaluate the contrast between myth and scientific reasoning in a structured paragraph.

**Activity 1**  
Research Activity: Find facts about Tutankhamun



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and present them in class

**Activity 2**

Art Integrated Activity:

Create a fact file on Tutankhamun with visuals and key information

**Values:**

Respect for culture and heritage

**4. Topic**

The Voice of the Rain

**Sub-topics:**

- Introduction to the poet Walt Whitman
- Theme of nature's cyclic process
- 

Personification of rain

- Symbolism (rain as life-giver, cycle of life)

- Free verse and poetic style

- Tone and philosophical message

**Learning Outcome**

Summarise the poem in one's own



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words.  
Explain the cyclic journey of rain with textual references.  
Analyse the use of personification in the poem.  
Identify 4 poetic devices with examples from the text.  
Interpret the philosophical message conveyed through the poem.

**Activity 1**

Recitation

Activity:

Expressive reading of the poem focusing on tone and rhythm

**Activity:**

Art Integrated

Activity:

Create a diagram or illustration showing the water cycle as described in the poem with relevant lines included

**Values:**

Selflessness and care



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| <p>September</p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p> <p><b>Activity2</b></p> <p><b>Life Skill</b></p> <p><b>Value</b></p> <p><b>Gender</b></p> <p><b>Health and Wellness</b></p> | <p><b>1. Topic</b><br/>Classified Advertisement</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Purpose and types (situation vacant, for sale, to-let, lost &amp; found, matrimonial, etc.)</li> <li>• Format and structure (heading, content, contact details)</li> <li>• Use of abbreviations and concise language</li> <li>• Importance of clarity, brevity, and accuracy</li> <li>• Use of keywords and standard expressions</li> </ul> <p><b>Learning Outcome</b></p> <p>Draft a classified advertisement using correct format and style. Use appropriate abbreviations and concise language</p> | <p><b>L 10. Water in the Atmosphere</b></p> <p>Significance of water vapour<br/>Source and distribution<br/>Cloud and its types<br/>Precipitation and its forms</p> <p><b>Learning Outcome</b></p> <p>Describe precipitation and its different Forms.</p> <p>Compare types of clouds.</p> <p>Classify rainfall on the basis of origin</p> <p>Analyse the variation in the distribution of rainfall in the world.</p> <p><b>Revision for Mid Term Examination</b></p> <p><b>Life Skills:</b><br/>Critical Thinking</p> | <p>Revision for the Mid Term Examinations</p> | <p>Revision for the Mid Term Examinations</p> | <p>Revision for the Mid Term Examinations</p> | <p>Revision for the Mid Term Examinations</p> | <p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>- Introduction to Home Science</li> <li>- Understanding the self</li> <li>- Food, Nutrition, Health and Fitness</li> <li>- Nutrition, Health, and Hygiene</li> <li>- Nutrition, Health and Well-being and water safety.</li> <li>- Management of Resources</li> </ul> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b><br/>Problem- Solving, Decision- Making, communication skills, collaboration</p> <p><b>Health and Wellness:</b> Holistic health, responsible choices, sustainability, and community health.</p> <p><b>Gender sensitivity:</b><br/>Importance of equality, inclusiveness, and respect for all genders.</p> | <p><b>Revision for Examination</b></p> <p>Each child will be able to clarify doubts in Python and fundamentals:</p> <p>=&gt;recapitulate the important concepts, laws and rules.<br/>=&gt;apply the same to answer related questions.</p> <p><b>Gender Sensitivity:</b><br/>Respect equal rights for all</p> | <p><b>Topic</b><br/><b>Sequence and Series</b></p> <p><b>Subtopics:</b><br/>Sequence and Series:<br/>Introduction<br/>Arithmetic Mean<br/>Geometric Progression (GP)<br/>nth term of GP<br/>Sum of GP (finite and infinite)<br/>Geometric Mean<br/>Relationship between AM and GM</p> <p><b>Learning Outcomes:</b><br/>Each Student will be able to:<br/>Define sequence and series<br/>Identify patterns and write general terms<br/>Find nth term GP<br/>Calculate sum of n terms of GP<br/>Insert arithmetic and geometric means<br/>Apply formulas in real-life situations</p> <p><b>Activity : AM and GM Activity</b><br/>Students verify the relationship between AM and GM using numerical examples.</p> <p><b>Life Skills:</b> Critical Thinking</p> | <p><b>Topic:Production Function</b></p> <p><b>Subtopic:</b><br/>Meaning of Production Function<br/>Short Run and Long Run Production<br/>Total Product (TP), Average Product (AP), Marginal Product (MP)<br/>Law of Variable Proportions</p> <p><b>Learning Outcomes:</b><br/>Each student will be able to:<br/>*Explain the concept of production function and the relationship between inputs and output.<br/>*analyze TP, AP, and MP and understand their interrelationship.<br/>*Students will interpret the stages of the Law of Variable Proportions using data and graphs.<br/>Students simulate a production process (e.g., making paper boats or assembling paper shapes):</p> <ul style="list-style-type: none"> <li>● One student starts production (fixed capital given)</li> <li>● Gradually add more "labour" (students)</li> <li>● Record total output at each stage.</li> </ul> | <p>Theory –Temple architecture in India<br/>Nagara style:<br/>Konark temple<br/>Khajuraho temple<br/>Dilwara temple</p> <p>Dravida style:<br/>Mahabalipuram<br/>Trimurti (elephanta)</p> <p>Vesara style :<br/>Kailasha temple</p> <p>Practical –<br/>Composition based on temple architecture study including minimum 3 human</p> <p><b>Learning outcome:</b><br/>Summarize different style of temple architectures in India<br/>demonstrate the process of turning sketch into a finished painting<br/>Able to use painting tools and equipment<br/>Incorporate elements of art in a composition</p> <p>REVISION</p> |
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| <p>effectively. Identify different types of classified advertisements and their features. Analyse sample advertisements for clarity and effectiveness. Create advertisements for various situations with relevant details.</p> <p><b>Activity Practice</b><br/>Activity: Write classified advertisements on a given situation (e.g., To-let, Lost &amp; Found, Situation Vacant)</p> <p><b>Life Skills</b><br/>Effective written communication</p> <p><b>2. Topic:</b><br/>Assessment of the Listening and Speaking Skills</p> <p><b>3. Revision of</b></p> |  |  |  |  |  |  |  |  |  |  |
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|  | language and literature covered in Term 1. |  |  |  |  |  |  |  |  |  |  |
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