



**Queen Global  
International School**

**Curriculum  
Session 2021-22**

## **OUR MISSION**

*QGIS strives to be the school of excellence*

## **OUR VISION**

*QGIS envisions every child to attain excellence by adopting novel thinking, social intelligence, media literacy, cross cultural competency and sense making techniques*

## **OUR MOTTO**

*We Share, We Care, We Pursue Excellence!*

## SCHOOL LOGO



*The school logo is a blend of modern beliefs with cultural ethos .Students holding the globe in front of the book conveys that the education is the foundation to reach the zenith globally.*

*The artistic font in the school s name exhibits the creativity we instill in globalites. The ribbon underneath showcases the motto WE SHARE, WE CARE, WE PURSUE EXCELLENCE which contains the essence of our school*

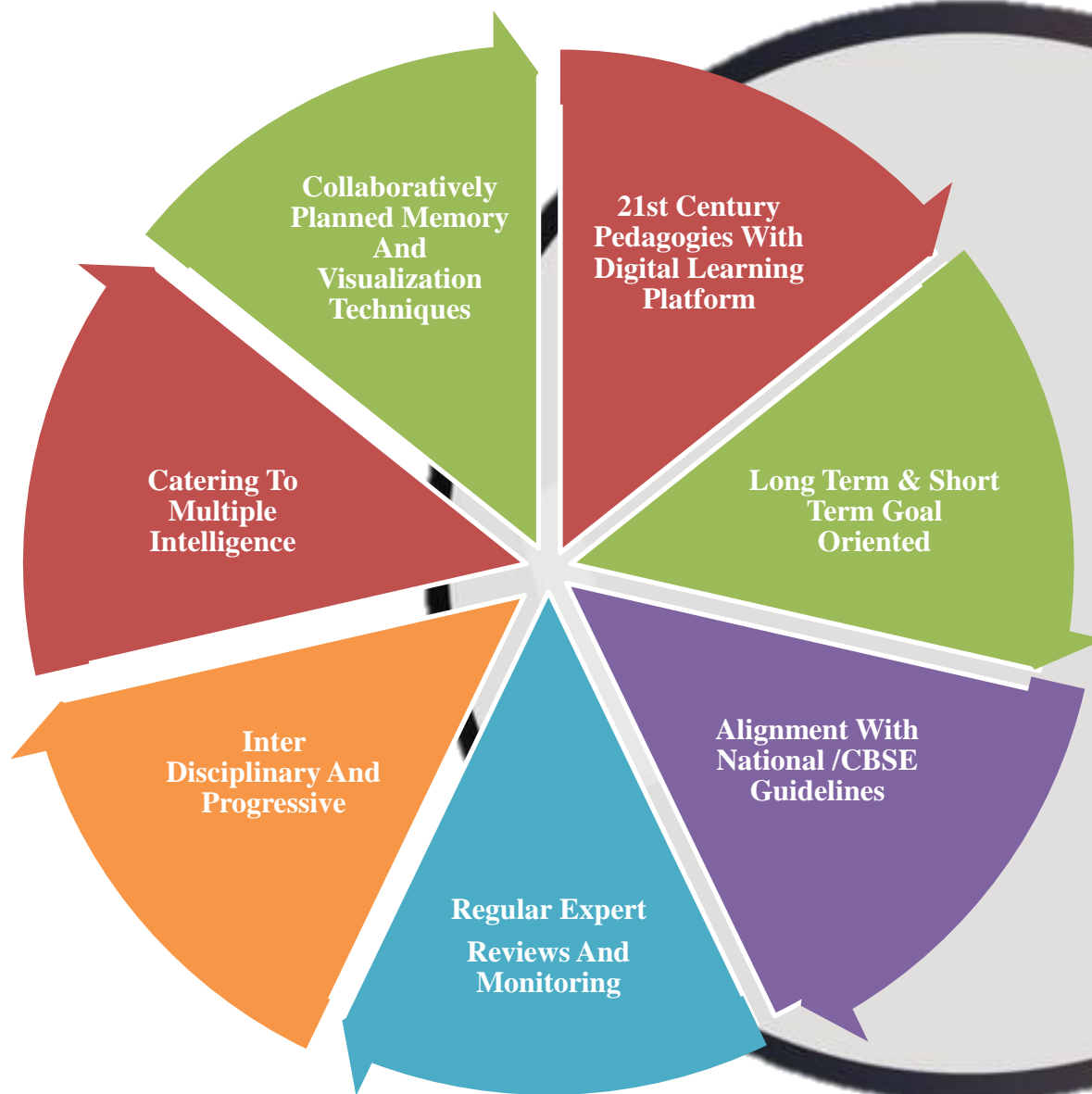
## How CURRICULUM is different from SYLLABUS?

Every child has a unique way of reaching out to relate people and things to understand various concepts in journey of learning.

**Syllabus** connotes the subjects as well as the topics covered in the course of study. On the other hand a **Curriculum** is a broadly defined sequence of educational instructions and recapitulations in such a manner to achieve vision and mission of oneself education. Annual curriculum of Queen Global International School has been designed as an yearly structured lesson plan comprising blend of curricular , co curricular and co scholastic subjects

It alludes to the knowledge, skills and competencies students will be learning during the academic year. It contains the various pedagogies, lesson plans, assignments, visualization and memory exercises, activities, projects, learning objectives, and so on.

# QGIS CURRICULUM AT A GLANCE



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# ENGLISH

## WHY SHOULD WE STUDY ENGLISH?

- ✓ English has been described as “the language of opportunity”.
- ✓ English became part of our daily life, no matter in which country we live. Nowadays countries are getting more and more multicultural. Sometimes understanding and acceptance – as well as peace – between people, only depends on communication, which is almost impossible without a common language.
- ✓ Good English learning in the school level will help you to be competent in this era of globalization. It will certainly help to bridge the communication gap between people of various other countries and thereby bringing the whole world under one single roof. It is high time that innovative and new breakthrough strategies of improving the language learning method should be adopted. Altogether it will help you to speak English language just like any other native speakers.
- ✓ English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.
- ✓ English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows
- ✓ English is also the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions.
- ✓ English is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages.
- ✓ English is not only useful – it gives you a lot of satisfaction. Making progress feels great. You will enjoy learning English, if you remember that every hour you spend gets you closer to perfection.

- ✓ Since English is spoken in so many different countries there are thousands of schools around the world that offer programmes in English. If you speak English, there're lots of opportunities for you to find an appropriate school and course to suit your academic needs.
- ✓ The general aim of teaching English in schools is to develop various abilities among the students like: Understanding what is heard, understanding what is read, expressing ideas in speech correctly and expressing them in writing as well. Once a student is able to excel in these abilities it could be understood that he or she will be in a state to communicate both efficiently and effectively.

### **PEDAGOGIES FOR TEACHING ENGLISH**

<b>METHOD</b>	<b>USES</b>
<b>1. Lecture Method:</b> A formal or semi-formal discourse in which the instructor presents a series of events, facts or principles, explores a problem or explains relationships.	<ul style="list-style-type: none"> <li>❖ To orient students</li> <li>❖ To introduce a subject</li> <li>❖ To introduce a demonstration, discussion or performance</li> <li>❖ To illustrate application of rules, principles or concepts.</li> </ul>
<b>2. Discussion Method:</b> A method in which group discussion techniques are used to reach instructional objectives.	<ul style="list-style-type: none"> <li>❖ To develop imaginative solution to problems</li> <li>❖ To stimulate thinking and interest and to secure student participation.</li> <li>❖ To supplement lectures, reading or laboratory exercises.</li> <li>❖ To determine how well student understands concepts and principles.</li> </ul>
<b>3. The Programmed Instruction Method:</b> A method of self-instruction.	<ul style="list-style-type: none"> <li>❖ To provide remedial instruction</li> <li>❖ To maintain previously learned skills which are not performed frequently enough.</li> </ul>



	<ul style="list-style-type: none"> <li>❖ To upgrade production.</li> <li>❖ To accelerate capable students.</li> <li>❖ To provide the review and practice of knowledge and skills.</li> </ul>
<b>4. The Study Assignment Method:</b> A method in which the mentor assigns reading to books, project, assignments or exercises for practice.	<ul style="list-style-type: none"> <li>❖ To orient students to a topic prior to classroom.</li> <li>❖ To set the stage for lecture demonstration or discussion.</li> <li>❖ To provide for or capitalize on individual differences in ability, background or experience through differentiated assignments.</li> </ul>
<b>5. The Tutorial Method:</b> A method of instruction in which an instructor works directly with an individual student.	<ul style="list-style-type: none"> <li>❖ To provide individualized remedial assistance.</li> </ul>
<b>6. The Seminar Method:</b> A method where mentor considers the whole class at one go.	<ul style="list-style-type: none"> <li>❖ To make the concepts clear by discussions and conversation</li> <li>❖ To develop new and imaginative thinking</li> <li>❖ Stimulate thinking</li> </ul>
<b>7. Brainstorming:</b> A method to solve a problem by thinking of as many ideas as possible in a short time.	<ul style="list-style-type: none"> <li>❖ Discover new ideas, thoughts and responses very quickly.</li> </ul>
<b>8. Role Plays:</b> A method used in teaching, in which a learner acts as a part.	<ul style="list-style-type: none"> <li>❖ Exploring and improving interviewing techniques and examining complexities and potential conflicts of group.</li> <li>❖ To consolidate different lessons in one setting.</li> </ul>
<b>9. Interactive/ Participative Method:</b> A method borrowed from the combination of learner centered and content focused method.	<ul style="list-style-type: none"> <li>❖ Situational analysis</li> <li>❖ Participatory understanding of varied domains and factors.</li> </ul>

## LONG TERM GOALS

Our students will be better able to:

1. Understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. Make connections between and among texts as well as real-life experiences
3. Produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. Employ the writing process (planning, revising, editing, rewriting, publishing)
5. Produce and engage in a range of conversations using a variety of media and formats
6. Evaluate speakers' use of evidence, point of view, logic and rhetoric
7. Evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9. Will be able to use integrated grammar techniques.

### **SHORT TERM GOALS**

Our students will be able to:

1. Become more sophisticated reader
2. Become better, more flexible writer
3. Will be a better listener and more effective speaker
4. Creative and critical thinker
5. Develop moral imagination, ethical values, and a sense of vocation
6. Will be more confident while conversing
7. Understand the grammatical concepts and will be able to use them in writing.
8. Will be able to use various writing skills in practical life.

### **Learning Objective:**

The students will be able to:

- Read coherently
- Understand the total content and underlying meaning in the context and draw inferences.

- Build their own vocabulary
- Grasp the substance and central idea of what is read and heard.
- Use appropriate word stress, sentence stress and elementary intonation patterns.
- Narrate simple experiences and series of events to convey its essence and intention
- Understand different parts and figure of speech.
- Write diary entry, message, notice, informal, formal letter, report, article, advertisement .
- Master the mechanics of writing.
- Write neatly and legibly with reasonable speed.
- Write coherently in more than one paragraph.
- Complete accurately and fluently semi-controlled compositions like stories, events, processes etc.
- Converse in familiar social situations.
- Maintain his/her listening attention for a reasonable length of time.

## CURRICULAM

<u>MONTH</u>	<u>BEEHIVE &amp; MOMENTS</u>	<u>LANGUAGE SKILLS</u>	<u>LEARNING OUTCOME</u>	<u>ACTIVITIES</u>	<u>SKILLS DEVELOPED</u>
April	<b><u>BEEHIVE</u></b> L.1 The Fun They Had P.1 The Road not Taken  <b><u>MOMENTS</u></b> L.1 The Lost Child	<b><u>LANGUAGE SKILLS SPEAKING</u></b> <b><u>Group Discussions On</u></b> How computers help us Use of social media My first bus/ metro journey  <b><u>WRITING Article Writing</u></b> Cruelty Towards Animals <b><u>Descriptive Paragraph</u></b>	<b><u>Language/ Writing Skills:</u></b> Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.  <b><u>Literature:</u></b> Students would be able to read poems effectively with proper rhythm and intonation, recall,	❖ Poster Making on “Machine Age” ❖ <b><u>TOPIC – India :</u></b> Size and Location- Prepare a poster on “Diversity of India” <b><u>(Interdisciplinary Activity)</u></b>	❖ Sense Making Techniques ❖ Social intelligence ❖ Collaboration ❖ Writing skills
May	<b><u>BEEHIVE</u></b> P.2 Wind  <b><u>MOMENTS</u></b>	My Next Door Neighbours <b><u>READING</u></b> Unseen Factual Passage		❖ Character sketch of Toto in the form of web chart.	❖ Reading skills ❖ Critical thinking

	L.2 Adventures of Toto	<p>and MCQ's Fill Ups and Quiz.</p> <p><b><u>GRAMMAR</u></b></p> <p><b><u>Tenses</u></b> Simple Present, Simple Past, Future Tense gap filling exercises in contextual passage.</p> <p><b><u>Prepositions</u></b> Of, From, with, in, on, at, into, across, along, beside, between, among, etc Gap filling exercises in contextual passages.</p> <p><b><u>Transformation of Sentences</u></b> Simple to Compound Simple to Complex</p> <p><b><u>Story:</u></b> Writing short stories using visual and verbal input, stories should be based on the content</p> <p><b>Informal Letter</b></p>	<p>reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently</p> <p><b>Reading Skills:</b> Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary.</p>		❖ Synthesis
<b>July</b>	<b><u>BEEHIVE</u></b> L.2 The Sounds of Music	<b><u>LANGUAGE SKILLS</u></b> <b><u>SPEAKING</u></b> Discussion in class based	<b>Language/ Writing Skills:</b> Students would be able to give a brief	❖ Pictorial depiction of life history of Ustad Bismillah	❖ Creativity ❖ Critical thinking

(i) Evelyn Glennie  
(ii) Ustaad Bismillah Khan  
P.3 Rain on the Roof  
L.3 The Little Girl  
P.4 The Lake of Isle of Innisfree

**MOMENTS**

L.3 Ishwaran the story teller  
L.4 In The Kingdom of Fools

on difficulties we face in our day to day lives and how we overcome these problems.

Base discussions around life skills like dealing with stress, problem solving, dealing with emotions, empathy etc.

**WRITING**  
**Informal Letter**

**Diary Writing:** You have just returned after watching a music competition, Write a diary page about how you felt.

**Descriptive Paragraph:**  
A place You Visited Last Week

**GRAMMAR**  
Integrated exercise for error correction and Omission with grammar topics done so far.

**Determiners**  
**Conjunctions**  
**Modals:**

description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.

**Literature:** Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.

**Reading Skills:** Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary.

Khan  
❖ **TOPIC – Sounds of Music – Biography of Evelyne Glennie (Interdisciplinary Activity)**

- ❖ Speaking skills
- ❖ Reading skills
- ❖ Social Intelligence
- ❖ Sense Making Techniques
- ❖ Grammatical skills
- ❖ Novel Thinking

		<p>Can/ Could, Shall/Should, Will/Would, Must/Ought to, Need to, Have to, Had to.</p> <p><b>Clauses:</b> noun and adverbial and Relative clauses. The use of who, whom, whose, which, how, where, when and their use in error correction</p> <p>Sentence Reordering and Sentence Transformation.</p>			
<b>August</b>	<p><b><u>BEEHIVE</u></b> L.4 Truly Beautiful Mind L.5 The Snake and The Mirror P.5 A Legend of the Northland L.6 My Childhood</p> <p><b><u>MOMENTS</u></b> L.5 The Happy Prince</p>	<p><b><u>LANGUAGE SKILLS</u></b> <b><u>WRITING SKILLS</u></b> <b><u>Article Writing On</u></b> Using water wisely Respecting Girls</p> <p><b><u>Story Writing about:</u></b> How relationships give emotional support. A misadventure at a picnic spot (hints and phrases t give a beginning)</p> <p><b><u>Descriptive Paragraph:</u></b> My Friends and Family The Sky at Night (Word Limit 150-200 words)</p>	<p><b>Language/ Writing Skills:</b> Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p><b>Literature:</b> Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions,</p>	<ul style="list-style-type: none"> <li>❖ Biography of Dr. A.P.J Abdul Kalam (pictorial representation)</li> <li>❖ <b><u>TOPIC</u></b> – Force and Laws of Motion – Creative Writing – Achievements of Newton <b>(Interdisciplinary Activity)</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Social Intelligence</li> <li>❖ Writing skills</li> <li>❖ Reading skills</li> <li>❖ Novel Thinking</li> <li>❖ Sense Making Techniques</li> </ul>

		<p><b><u>Diary Entry:</u></b> Last night a rat entered your room. Write your experience in your diary.</p> <p><b><u>SPEAKING:</u></b> Speaking about your pet at home. Reaching school on a rainy day. Virtues like sacrifice and love are ennobling and other discussions based on life skills.</p> <p><b><u>GRAMMAR</u></b> <b><u>Reported Speech:</u></b> Statements and questions, Commands and requests</p> <p><b><u>Active Passive</u></b> Re ordering words and phrases to form sentences</p> <p>Integrated Grammar Practice</p>	<p>extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p> <p><b><u>Reading Skills:</u></b> Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary.</p>		
October	<b><u>BEEHIVE</u></b> L.7 Packing P.6 No Men	<b><u>LANGUAGE SKILLS</u></b> <b><u>WRITING SKILLS</u></b> Diary Entry: You helped	<b><u>Language/ Writing Skills:</u></b> Students would be able to give a brief	❖ Prepare a pamphlet on the causes and	❖ Novel Thinking ❖ Social

<p>Are Foreign</p> <p><b><u>MOMENTS</u></b> L.6 Weathering The Storm in Ersama</p>	<p>victims of a natural / manmade disaster write a diary entry about how you felt</p> <p><b>Informal Letter</b></p> <p><b>Story Writing:</b> based on school trips, picnics and other content.</p> <p><b><u>GRAMMAR</u></b> Prepositions Clauses: nouns, adverbial (time and condition), relative clause gap filling exercises.</p> <p>Modals: Use of can/could, shall/should, will/would, must, ought to, need to, have to, had to.</p> <p>Re-ordering of words to make meaningful sentences. Integrated grammar practice with all topics covered so far.</p>	<p>description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p><b>Literature:</b> Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently</p> <p><b>Reading Skills:</b> Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance vocabulary.</p>	<p>precautionary measures of storm</p> <p>❖ <b><u>TOPIC -</u></b> Everest ka Shikhar – Bachendri Pal – Collect information about Indian Women Mountaineers <b>(Interdisciplinary Activity).</b></p>	<p>Intelligence</p> <ul style="list-style-type: none"> <li>❖ Writing skills</li> <li>❖ Reading skills</li> <li>❖ Creativity</li> <li>❖ Critical thinking</li> </ul>	
<p>Novembe</p>	<p><b><u>BEEHIVE</u></b></p>	<p><b><u>LANGUAGE SKILLS</u></b></p>	<p><b>Language/ Writing</b></p>	<p>❖ Slogan writing on</p>	<p>❖ Creativity</p>



<p><b>r</b></p>	<p>P.7 The Duck and The Kangaroo L.8 Reach for the top (i) Santosh Yadav (ii) Maria Sharapova P.8 On Killing A Tree</p> <p><b><u>MOMENTS</u></b> L.7 The Last Leaf L.8 A House Is Not A Home</p>	<p><b><u>SPEAKING SKILLS:</u></b> Pair work and group work to discuss ‘Can we say no to products which cause destruction of our resources’. ‘Trees are our friends’ ‘Use of Trees’</p> <p><b><u>WRITING</u></b> Importance of hard work Save trees save life</p> <p><b><u>Descriptive Paragraph</u></b> Planting Saplings in school during ‘Vanmahotsav’</p> <p><b><u>Story Writing:</u></b> Writing a story using animals as characters Story about how hard work paves the way to success.</p> <p><b><u>GRAMMAR</u></b> <b><u>Determiners</u></b> <b><u>Reported Speech:</u></b> Commands, request statements, questions <b><u>Subject Verb Concord</u></b></p>	<p><b><u>Skills:</u></b> Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p><b><u>Literature:</u></b> Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p> <p><b><u>Reading Skills:</u></b> Students would be able to conceptualise, understand, decode, analyse, infer, interpret and enhance</p>	<p>“Planet Without Trees”</p> <p>❖ <b><u>TOPIC</u></b> – Number System – Story Writing – Childhood of Aryabhata <b>(Interdisciplinary Activity)</b></p>	<ul style="list-style-type: none"> <li>❖ Critical thinking</li> <li>❖ Synthesis</li> <li>❖ Analysis</li> <li>❖ Speaking skills</li> <li>❖ Writing skills</li> <li>❖ Social Intelligence</li> <li>❖ Novel Thinking</li> </ul>
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<p><b>December</b></p>	<p><b><u>BEEHIVE</u></b>  L.9 The Bond Of Love  L.10 Kathmandu  P.9 The Snake Trying  P.10 A Slumber Did My Spirit Seal  L.11 If I Were You</p> <p><b><u>MOMENTS</u></b>  L.9 The Accidental Tourist  L.10 The Beggar</p>	<p><b><u>LANGUAGE SKILLS</u></b>  <b><u>SPEAKING SKILLS:</u></b>  Discussion in class about “We must love all creations of God”</p> <p><b><u>Article Writing:</u></b> Cruelty to animals must stop</p> <p><b><u>Diary Writing:</u></b> You bought a pet home, write a diary page describing your feelings.</p> <p><b><u>Story Writing:</u></b> Stories based on special bond with animals. The joy of having a pet.</p> <p><b><u>Descriptive Paragraph:</u></b>  A Temple in my neighbourhood  A beggar at red light</p> <p><b><u>GRAMMAR</u></b>  <b><u>Transformation of Sentences</u></b>  Active and Passive Voice, Reported Speech, gap filling exercises  Integrated grammar practise</p>	<p>vocabulary.</p> <p><b>Language/ Writing Skills:</b> Students would be able to give a brief description of events, participate in conversation, discussion etc., write without prior preparation on a given topic.</p> <p><b>Literature:</b> Students would be able to read poems effectively with proper rhythm and intonation, recall, reason, appreciate, apply literary conventions, extrapolate, illustrate and justify the works. Students would also be able to extract relevant information, identify the central theme, sub themes, understand the message and write fluently.</p> <p><b>Reading Skills:</b> Students would be able to conceptualise, understand, decode,</p>	<p>❖ Project work on Kathmandu  <b>(Project Based Learning)</b></p>	<p>❖ Social Intelligence  ❖ Creativity  ❖ Critical thinking  ❖ Speaking skills  ❖ Novel Thinking  ❖ Sense Making Techniques</p>
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			analyse, infer, interpret and enhance vocabulary.		
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### **SUGGESTIVE READING:**

1. **The Room on the Roof by Ruskin Bond**
2. **The Story of my life by M. K Gandhi**
3. **Wuthering Heights by Emily Bronte**
4. **Charlie & The Chocolate Factory by Roald Dahl**
5. **The World As I See It by Albert Einstein**

### **Learning Outcome**

The students have enabled to:

- Enhance vocabulary.
- Master the mechanics of writing; the use of correct punctuation marks and capital letter.
- Write paragraph, factual description, reports, notices, messages, diary entries etc.
- Pronounce intelligibly and correctly.
- Understand the phrases or sentence groups.
- Form the habit of reading for pleasure and information.
- To communicate effectively and appropriately in real life situation.
- Integrate the use of four language skills i.e. Reading, Listening, Speaking and Writing.
- Identify figures of speech (Simile, Metaphor, Personification, Alliteration, Repetition, Onomatopoeia)
- Developed interest in and appreciation of literature.

## हिंदी भाषा का महत्व

- जीवन में भाषा का सबसे अधिक महत्व है I हिंदी भारत देश की मातृभाषा है I
- अनेकता में एकता का स्वर हिंदी के माध्यम से गूंजता है I
- हिंदी भाषा विचारों के सम्प्रेषण का महत्वपूर्ण माध्यम है I
- हिंदी भाषा के द्वारा भावों की अभिव्यक्ति सरलता व सहजता से की जाती है I
- किसी भी अन्य भाषा की तरह हिंदी भी मौलिक सोच की भाषा है I
- हिंदी के माध्यम से बेहतर जन सुविधाएं लोगों तक पहुँचाई जा सकती है I
- हिंदी भारत की समग्र संस्कृति के सभी तत्वों के लिए अभिव्यक्ति का माध्यम है I

## हिंदी शिक्षण विधियाँ

- आगमन विधि जाएगा किया शिक्षण पर आधार के अनुभव तथा उदाहरण प्रत्यक्ष :। अध्यापक द्वारा उदाहरण दिया जाएगा तथा विद्यार्थी उस उदाहरण को अपने जीवन से सम्बन्ध कर सकेंगे।
- निगमन विधि सकेंगे उतार में अधिगम अपने तथा बनाएंगे नियम नए वे से नियमों उन फिर जाएंगे बताए नियम को छात्रों पहले :।
- अनुकरण विधि तरीक अच्छे एवं लिखना पढ़ना छात्र : े से उच्चारण कर नई रचनाएं करना सीखता है।
- प्रत्यक्ष विधि है जाता किया प्रयोग का सामग्री दृश्य श्रव्य में विधि प्रत्यक्ष :। इस विधि में वाक्य को इकाई माना जाता है और विद्यार्थी और शिक्षक दोनों सक्रिय रहते हैं।
- प्रोजेक्ट विधि पर विषय गये दिए विद्यार्थी: अपने अनुभवों के आधार पर कार्य करेंगे।
- व्यास विधि है जाता समझाया को पक्ष कला एवं पक्ष भाव पढ़कर को कविताओं द्वारा विधि इस :।

## अल्पकालिक लक्ष्य

- ✓ स्पष्ट मौखिक अभिव्यक्ति कर सकेंगे।
- ✓ अर्थ ग्रहण करने की भावना विकसित होगी।
- ✓ विराम चिह्नों का प्रयोग उचित रूप से कर सकेंगे।
- ✓ नये नये शब्द बना सकेंगे।
- ✓ कक्षा में उचित भाषा का प्रयोग कर सकेंगे।
- ✓ वर्ण एवं शब्दों का सही उच्चारण कर सकेंगे।
- ✓ मुहावरों और लोकोक्तियों का प्रयोग कर सकेंगे।

## दीर्घ कालिक लक्ष्य

- ✓ अपने भावो और विचारों को सामाजिक एवं सामूहिक रूप से अभिव्यक्त कर सकेंगे ।
- ✓ साहित्य के प्रति रूचि जागरूक होगी ।
- ✓ तार्किक एवं व्यवस्थित ढंग से अपने भावो को लिख सकेंगे ।
- ✓ श्रवण कौशल का विकास होगा ।
- ✓ सृजनात्मकता का विकास कर अपने कल्पनाओं को बढ़ावा देंगे ।

## हिंदी शिक्षण अधिगम उद्देश्य

- ✓ विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम चिह्नों का उपयोग लेखन में कर सके ।
- ✓ उच्चारण में विराम की अवस्थाओं को समझ सके ।
- ✓ तर्क क्षमता का विकास करना ।
- ✓ भारतीय संस्कृति से परिचित कराना ।

माँस	पाठ्यपुस्तक	सीखने के उद्देश्य	क्रियाकलाप	
अप्रैल	<p><b>स्पर्श :</b> पाठ १ धूल : पाठ २ अधिकार का दुःख : <b>पद्य खंड</b> पाठ ९ :रैदास के पद <b>व्याकरण :</b> अनुस्वार, अनुनासिक, नुक्ता <b>रचनात्मक लेख :</b> अनुच्छेद लेखन</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I <b>व्याकरण :</b> व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I <b>लेखन:</b> संकेत बिन्दुओं का विस्तार हुआ I अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I</p>	<p>सामूहिक परिचर्चा : अधिकार का दुःख  अंत पाठ्यक्रम विषय : विषय भाषा हिंदी : और विकास का महत्व इसका- अनुच्छेद लिखें</p>	<p>मेधा तकनीक का विकास गहन सोच का विकास</p>
मई	<p><b>स्पर्श:</b> पाठ : 3एवरेस्ट मेरी शिखर यात्रा <b>संचयन</b> गिल्लू : <b>व्याकरण :</b> वर्ण विच्छेद <b>रचनात्मक लेखन :</b> चित्र वर्णन</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I <b>व्याकरण :</b> व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I <b>लेखन :</b> संकेत बिन्दुओं का विस्तार हुआ I</p>	<p>किसी एक प्रमुख भारतीय महिला से सम्बन्धित जानकारी एकत्रित करना तथा उसके चित्रों का संग्रह करते हुए कोलाज़ बनाना</p>	<p>सामाजिक संज्ञान का विकास सम्प्रेषण विकास रचनात्मक सोच का विकास</p>

		अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I		
जुलाई	<p><b>स्पर्श :</b> पाठ : 4 अतिथि तुम कब जाओगे</p> <p><b>पद्य खंड</b> पाठ १० दोहे के रहीम :</p> <p><b>व्याकरण :</b> उपसर्ग प्रत्यय, अपठित गद्यांश</p> <p><b>लेखन :</b> अनौपचारिक पत्र , विज्ञापन लेखन</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I</p> <p><b>व्याकरण :</b> व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I</p> <p><b>लेखन :</b> संकेत बिन्दुओं का विस्तार हुआ I अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I</p>	<p>पोस्टर बनवाना</p> <p>अंत विषय : पाठ्यक्रम विषय के भारत : नाम के गीत लोक अनुसार के राज्यों उनका तथा लिखें के मुद्रा नृत्य भी चित्र लगाओ साथ</p>	<p>मीडिया साक्षरता का विकास रचनात्मकता विकास</p>
अगस्त	<p><b>स्पर्श :</b> पाठ ६ काव्य का कीचड़ :</p> <p><b>पद्य खंड</b> पाठ ११ आदमीनामा :</p> <p><b>संचयन :</b> पाठ २ स्मृति :</p> <p><b>व्याकरण :</b> संधि ,विराम -चिह्न</p> <p><b>लेखन :</b> संवाद लेखन</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I</p> <p><b>व्याकरण :</b> व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I</p> <p><b>लेखन :</b> संकेत बिन्दुओं का विस्तार हुआ I अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I उचित प्रारूप का प्रयोग कर सकेंगे I</p>	<p>दो - दो छात्रों के मध्य वार्तालाप तथा साक्षात्कार अंत विषय : पाठ्यक्रम विषय के न्यूटन : अपने आविष्कार हिंदी उचित में शब्दों हुए करते प्रयोग का लिखें</p>	<p>मीडिया साक्षरता का विकास व्याकरण के नियमों का ज्ञान</p>

सितम्बर	पुनरावृत्ति			
अक्टूबर	<p><b>स्पर्श :</b> पाठ ७ आड़ की धर्म : <b>(खंड पद्य)</b> पाठ १२ चाह की फूल एक : <b>व्याकरण :</b> समास <b>लेखन :</b> सूचना लेखन</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I <b>व्याकरण :</b> व्याकरणिक संरचनाओ का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I <b>लेखन :</b> अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I</p>	<p>किसी भी पूर्व स्मरण कहानी को कक्षा में क्रमिक घटनाओ के साथ सुनाना I  अंत पाठ्यक्रम विषय : विषय स्वयं को बिचेंदरी पाल के स्थान पर रख कर एवरेस्ट पर चढने का अनुभव अपने शब्दों में लिखें</p>	<p>औपन्यासिक सोच का विकास करना औपचारिक भाषा का विकास</p>
नवम्बर	<p><b>स्पर्श :</b> पाठ समान के तारे शुक्र : <b>पद्य खंड :</b> अग्निपथ <b>व्याकरण :</b> वाक्य <b>संचयन :</b> हामिद खान <b>लेखन :</b> औपचारिक पत्र</p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I <b>व्याकरण :</b> व्याकरणिक संरचनाओ का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I <b>लेखन :</b> उचित प्रारूप का प्रयोग कर सकेंगे I अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I</p>	<p>आशुभाषण में कक्षा : शुद्ध पर विषय किसी प्रयोग का शब्दावली वाचन हुए करते I  अंत पाठ्यक्रम विषय : विषय भारतीय ५ : सूची की गणितज्ञों उनके तथा बनाओ योगदान के बारे में बताएं</p>	<p>सांस्कृतिक क्षमता का विकास करना सम्प्रेषण कौशलों का विकास</p>
दिसम्बर	<p><b>स्पर्श :</b> <b>पद्य खंड :</b> नये इलाके में , खुशबू रचते हाथ <b>संचयन</b> उठे जल दिए : <b>व्याकरण :</b> अशुद्ध वाक्यों का शोधन <b>लेखन :</b></p>	<p><b>पाठ्यपुस्तक :</b> पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I पाठ का सारांश लिख सकेंगे I प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I साम्यता एवं अन्तरो की पहचान कर पाए I जीवन मूल्यों की पहचान कर पाए I <b>व्याकरण :</b></p>	<p>पुराने तथा नये राजनितिक परिवेश पर अंतर करते हुए चर्चा – परिचर्चा</p>	<p>सामाजिक संज्ञान का विकास करना गहन सोच तथा रचनात्मकता का विकास</p>



	अनुच्छेद लेखन	व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I <b>लेखन :</b> संकेत बिन्दुओं का विस्तार हुआ I अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I		
जनवरी	<b>स्पर्श</b> :पुनरावृत्ति <b>संचयन</b> पुनरावृत्ति : <b>व्याकरण</b> पुनरावृत्ति :	पुनरावृत्ति		
फरवरी				पुनरावृत्ति

### सीखने के प्रतिफल

#### **पाठ्यपुस्तक :**

पाठ के सन्दर्भ में अपने विचार प्रस्तुत कर सकेंगे I

पाठ का सारांश लिख सकेंगे I

प्रसंग के अनुकूल अर्थ ग्रहण कर सकेंगे I

साम्यता एवं अन्तरो की पहचान कर पाए I

जीवन मूल्यों की पहचान कर पाए I

#### **व्याकरण :**

व्याकरणिक संरचनाओं का बोध तथा प्रयोग करने में सक्षम हुए I

विश्लेषण और भाषिक कौशलों का विकास हो सकेगा I

#### **लेखन :**

उचित प्रारूप का प्रयोग कर सकेंगे I

अपने मतों की अभिव्यक्ति उदाहरण सहित कर सके I

भाषा में प्रवाहमयता , सटीक शैली का प्रयोग कर सके I

# MATHEMATICS

**MONTH: APRIL**

Content / Topic	1st Week	2nd Week	3rd Week	4th Week	
<b>Chapter 1:</b> Number System <b>Chapter 2 :</b> Polynomials	<b>Chapter 1 :</b> <ul style="list-style-type: none"> <li>• Irrational numbers.</li> <li>• Real numbers and their decimal representation.</li> <li>• Representing real number on the number line.</li> </ul>	<b>Chapter 1 (Contd.):</b> <ul style="list-style-type: none"> <li>• Operations on real numbers.</li> </ul>	<b>Chapter 1 (Contd.):</b> <ul style="list-style-type: none"> <li>• Law of exponents for real numbers.</li> </ul> <b>Chapter 2: Polynomials</b> <ul style="list-style-type: none"> <li>• Polynomials -its degree and types.</li> <li>• Zeros of polynomial.</li> <li>• Remainder theorem</li> <li>• Factor theorem.</li> </ul>	<b>Chapter 2: (Contd.)</b> <ul style="list-style-type: none"> <li>• Factorization using factor theorem of polynomials.</li> <li>• Algebraic identities.</li> <li>• Expansion using algebraic identities.</li> </ul>	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To familiarize the students with the difference between rational and irrational numbers and its operations.</li> <li>• To understand and apply the factor theorem and the remainder theorem.</li> </ul>				
<b>Expected Learning Outcomes</b>	The students will be able to- <ul style="list-style-type: none"> <li>• Understand the real number system and obtain the decimal representation of rational and irrational numbers.</li> <li>• Represent irrational numbers on number line and construct square root spiral.</li> <li>• Add / subtract/multiply/divide irrational numbers.</li> <li>• Identify degree of a polynomial and classify them.</li> <li>• Find remainder through remainder theorem and hence form factor theorem and apply it to factorise the polynomial.</li> <li>• Use various algebraic identities for expansion.</li> </ul>				

<b>Teaching Aid/Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class Module</li> <li>• Geometry Kit</li> </ul>
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To construct square root spiral.</li> <li>• To verify the algebraic identity <math>(a+b+c)^2 = a^2+b^2+c^2 + 2ab+2bc+2ca</math></li> </ul>

**MONTH: MAY**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>
<b>Chapter 2 :</b> Polynomials (Contd) <b>Chapter 12:</b> Heron's Formula	<b>Chapter 2: (Contd.)</b> <ul style="list-style-type: none"> <li>• Factorization of polynomials using identities.</li> </ul>	<b>Chapter 2: (Contd.)</b> <ul style="list-style-type: none"> <li>• Factorization of polynomials using identities.</li> </ul>	<b>Chapter 12 :</b> <ul style="list-style-type: none"> <li>• Heron's formula</li> <li>• Area of equilateral triangle</li> <li>• Area of triangle by Heron's formula</li> <li>• Application of heron's formula in finding the areas of quadrilateral and polygon</li> </ul>	<b>Summer Break</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand and apply the different algebraic identities for expansion /factorization.</li> <li>• To apply the formulae of finding the area of triangle by using Heron's formula.</li> </ul>			
<b>Expected Learning Outcomes</b>	The students will be able to- <ul style="list-style-type: none"> <li>• Use various algebraic identities for factorization of polynomials.</li> <li>• Identify heron's formula.</li> <li>• Apply heron's formula to find formula for finding area of equilateral triangle.</li> <li>• find solutions of area of triangle using heron's formula.</li> <li>• Apply Heron's formula in finding areas of polygon.</li> </ul>			
<b>Teaching Aid/ Resources</b>	<ul style="list-style-type: none"> <li>• Smart class module</li> </ul>			

**MONTH: JULY**

Content / Topic	1st Week	2nd Week	3rd Week	4th Week & 5th Week	
<p><b>Chapter 5 :</b> Euclid’s Geometry <b>Chapter 6:</b> Lines And Angles <b>Chapter 7:</b> Triangles</p>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Euclid’s definitions, axioms and postulates</li> <li>• Equivalent versions of Euclid’s fifth postulates</li> </ul>	<p><b>Chapter 6:</b></p> <ul style="list-style-type: none"> <li>• Type of angles and Pair of angles.</li> <li>• Parallel lines and pair of angles formed by transversal.</li> </ul>	<p><b>Chapter 6: (Cont.)</b></p> <ul style="list-style-type: none"> <li>• Angle sum property of a triangle.</li> <li>• Exterior angle sum property</li> </ul>	<p><b>Chapter 7:</b></p> <ul style="list-style-type: none"> <li>• Congruence of triangles</li> <li>• SAS Congruence criteria for congruence of triangles</li> <li>• ASA Congruence criteria for congruence of triangles.</li> </ul>	
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• To familiarize the students with the hidden terms related to geometry introduced by Euclid.</li> <li>• To familiarize the students with different terms related to geometry and its real life application.</li> <li>• To develop an understanding of congruence of triangles.</li> </ul>				
<p><b>Expected Learning Outcomes</b></p>	<p>The students will be able to -</p> <ul style="list-style-type: none"> <li>• know various axioms and postulates</li> <li>• apply the axioms and postulates to understand its relevance.</li> <li>• recognize pair of angles and classify them.</li> <li>• prove angle sum property and exterior angle sum property and use them to solve problems.</li> <li>• recall congruent figures and identify them.</li> <li>• recognize various rules to show two triangles congruent.</li> <li>• recall isosceles triangle property and apply it on given questions.</li> </ul>				

<b>Teaching Aid / Resources</b>	<ul style="list-style-type: none"> <li>• Jodo kit/teaching aid for explaining various pairs of angles and parallel lines.</li> <li>• Cut out of triangles to explain congruence of triangles.</li> <li>• Smart Class module</li> </ul>				
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**MONTH: AUGUST**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>	<b>5th Week</b>
<b>Chapter 7:</b> Triangles (Contd.) <b>Chapter 3 :</b> Co-Ordinate Geometry	<b>Chapter 7: (Contd.)</b> <ul style="list-style-type: none"> <li>• Isosceles triangle property</li> <li>• Applications on isosceles triangle property.</li> <li>• SSS Congruence criteria for congruence of triangles</li> </ul>	<b>Chapter 7: (Contd.)</b> RHS Congruence criteria for congruence of triangles	<b>Chapter 7: (Contd.)</b> <ul style="list-style-type: none"> <li>• Inequalities in a triangle.</li> <li>• Applications based on inequality theorem.</li> </ul>	<b>Chapter 3 :</b> <ul style="list-style-type: none"> <li>• Cartesian System</li> <li>• Obtaining coordinate of a point in a Cartesian plane.</li> </ul>	<b>Chapter 3: (Contd.)</b> <ul style="list-style-type: none"> <li>• Plotting a point in the plane</li> </ul>

<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To develop an understanding of congruence of triangles and inequalities in triangles.</li> <li>• To acquaint the students with the Cartesian system.</li> </ul>
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<b>Expected Learning Outcomes</b>	The students will be able to - <ul style="list-style-type: none"> <li>• solve questions using other congruence rules such as sss, rhs</li> <li>• identify inequalities among numbers/expression and form general rules of inequalities.</li> <li>• recognize inequalities in a triangle and use them to solve various questions.</li> <li>• recall cartesian/ rectangular coordinate system</li> <li>• identify coordinate of a point in a cartesian plane.</li> <li>• plot a point in the plane.</li> </ul>
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<b>Teaching Aid/ Resources</b>	<ul style="list-style-type: none"> <li>• Roller chart consisting of cartesian system.</li> <li>• Smart Class Module</li> </ul>
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<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To verify experimentally that in a triangle, sum of any two sides is always greater than the third side.</li> <li>• Any one activity on co-ordinate geometry.</li> </ul>
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**MONTH: SEPTEMBER**

Content / Topic	1st Week	2nd Week	3rd Week	4th Week	
Revision	Revision + TERM I EXAM	<b>TERM I EXAM</b>	Assessment question paper.		
<b>Assessment</b>	<b>TERM I EXAM</b>				

Interactive discussion on summative

**MONTH: OCTOBER**

Content / Topic	1st Week	2nd Week	3rd Week	4th Week	5th week
<b>Chapter 14 :</b> Statistics <b>Chapter 8:</b> Quadrilateral	<b>Chapter 14 :</b> <ul style="list-style-type: none"> <li>• Collection of data</li> <li>• Representation of data in tabular form (contd...)</li> <li>• Graphical representation of data</li> <li>• Measures of Central tendency.</li> </ul>	<b>Chapter 8 :</b> <ul style="list-style-type: none"> <li>• Angle sum property of a quadrilateral</li> <li>• Types of quadrilateral and their properties</li> <li>• Conditions for a quadrilateral to be a parallelogram.</li> </ul>	<b>Chapter 8: (Contd.)</b> <ul style="list-style-type: none"> <li>• Midpoint theorem and its converse.</li> </ul>	<b>Chapter 8: (Contd.)</b> <ul style="list-style-type: none"> <li>• Questions related to midpoint theorem and its converse.</li> </ul>	<b>Chapter 8: (Contd.)</b> Conditions for a quadrilateral to be a rhombus, rectangle, square
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To enable the students to organize, represent and interpret the data by using bar graph and histogram</li> <li>• To understand and apply different types of quadrilaterals in problem solving in real life situation.</li> </ul>				
<b>Expected learning outcomes</b>	The students will be able - <ul style="list-style-type: none"> <li>• Collect data and organize data in tabular form and from ungrouped and grouped frequency distribution table.</li> <li>• Make graphical representation of data such as bar graph, histogram etc.</li> <li>• To find mean, median, mode of raw data and discrete frequency table.</li> <li>• Identify types of quadrilateral and their properties.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Use the properties to form conditions to prove a quadrilateral a parallelogram, rectangle, rhombus and square.</li> </ul>				
<b>Teaching aid / Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class module</li> <li>• Cutout of various quadrilaterals/Model for demonstration to find Area of quadrilateral.</li> </ul>				
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To verify Midpoint Theorem of Triangle by paper cutting and pasting Method.</li> <li>• To explore the similarities and differences in the properties with respect to the diagonals of quadrilaterals.</li> </ul>				

**MONTH: NOVEMBER**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>	
<b>Chapter 4 :</b> Linear Equations In Two Variables <b>Chapter 9 :</b> Areas of Parallelogram & Triangles	<b>Chapter 4 :</b> <ul style="list-style-type: none"> <li>• Introduction of chapter Linear Equations in two variables.</li> <li>• Standard form of Linear equations in two variables.</li> <li>• Solutions of linear equation in two variables and graphical representation</li> </ul>	<b>Chapter 4: (Contd.)</b> <ul style="list-style-type: none"> <li>• Equations of lines parallel to x – axis and y – axis.</li> </ul> Geometric representation of an equation in one variable and two variables <b>Chapter 9:</b> <ul style="list-style-type: none"> <li>• Figures on the same base and between the same parallels.</li> </ul>	<b>Chapter 9 (Contd.)</b> <ul style="list-style-type: none"> <li>• Parallelograms on the same base and between same parallels.</li> <li>• Triangle on the same base and between same parallels.</li> </ul>	<b>Chapter 9: (Contd.)</b> <ul style="list-style-type: none"> <li>• Area of triangle and parallelogram having same base and between same parallels.</li> <li>• Median of triangle divides the triangle into two parts equal in area</li> </ul>	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To apply the knowledge of linear equations in problem solving in real life problems</li> <li>• To apply the concept of parallelogram and triangles in real life situations.</li> </ul>				
<b>Expected learning outcomes</b>	The students will be able to - <ul style="list-style-type: none"> <li>• to find solutions of linear equation in two variables.</li> <li>• to convert word problem into mathematical equation.</li> <li>• to represent an equation geometrically in one variable and two variable.</li> <li>• identify figures on the same base and between the same parallels and properties related to their area.</li> <li>• identify properties related to median of triangle and use it in other situations.</li> </ul>				

<b>Teaching aid/ Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class Module</li> </ul>
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To verify experimentally that the area of parallelogram is product of its base and corresponding altitude.</li> <li>• To verify experimentally that the area of trapezium is half of product of sum of its parallel sides and distance between them.</li> </ul>

**MONTH: DECEMBER**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>	
<b>Chapter 13 :</b> Surface Areas and Volumes <b>Chapter 10 :</b> Circles	<b>Chapter 13:</b> <ul style="list-style-type: none"> <li>• Surface area of cuboids and cubes</li> <li>• Surface area of cuboid and cubes</li> </ul>	<b>Chapter 13:</b> <ul style="list-style-type: none"> <li>• Surface area of Right circular cylinder</li> <li>• Surface area of Right circular cone</li> <li>• Surface area of sphere and hemisphere.</li> </ul>	<b>Chapter 13:</b> <ul style="list-style-type: none"> <li>• Volume of cuboid and cube.</li> <li>• Volume of Right circular cylinder</li> <li>• Volume of Right circular cone.</li> <li>• Volume of Sphere and hemisphere</li> </ul>	<b>Chapter 10 :</b> <ul style="list-style-type: none"> <li>• Circles and its related terms.</li> <li>• Angle subtended by a chord at a point.</li> <li>• Perpendicular from the centre to a chord..</li> </ul>	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To apply the concept of area and perimeter of plane figures in day to day life.</li> <li>• To familiarize the students with the concept of chords and angles subtended by an arc in a circle</li> </ul>				
<b>Expected Learning Outcomes</b>	The students will be able to- <ul style="list-style-type: none"> <li>• find surface area of cube, cuboid, cylinder, right circular cone, sphere, hemisphere</li> <li>• find volume of cube, cuboid, cylinder, right circular cone, sphere, and hemisphere.</li> <li>• apply the concept of perimeter, area and volume in day to day life situations.</li> <li>• apply the formula of surface area and volume of 3 D shapes</li> <li>• identify various terms related to circles and properties of chord.</li> <li>• apply various properties related to chord, arc and angle subtended by them at the centre and other part of circle.</li> </ul>				
<b>Teaching Aid / Resources</b>	<ul style="list-style-type: none"> <li>• Use of Geometry Kit /Circular Geo board.</li> </ul>				
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To derive an expression for CSA and TSA of cylinder.</li> </ul>				



**MONTH: JANUARY**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>	<b>5th Week</b>
<b>Chapter 10 :</b> Circles <b>Chapter 11 :</b> Constructions	<b>Winter Break</b>	<b>Winter Break</b>	<b>Chapter 10: Contd.):</b> <ul style="list-style-type: none"> <li>• Circles through three points</li> <li>• Equal chords and their distances from the centre.</li> <li>• Angle subtended by an arc of a circle</li> </ul>	<b>.Chapter10(Contd.):</b> <ul style="list-style-type: none"> <li>• Degree measure theorem</li> <li>• Cyclic quadrilateral property</li> </ul> <b>Chapter 11 :</b> <ul style="list-style-type: none"> <li>• Basic Constructions and its justification</li> </ul>	<b>Chapter 11:</b> <ul style="list-style-type: none"> <li>• Construction of triangle when its base, one base angle and sum/difference of other two sides are given.</li> <li>• Construction of triangle when its perimeter and two base angles are given.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To find the surface area and volume of combination of solid figures.</li> <li>• To develop an understanding of construction of different types of angles and triangles.</li> </ul>				
<b>Expected Learning Outcomes</b>	The students will be able to – <ul style="list-style-type: none"> <li>• Apply degree measure theorem and cyclic quadrilateral property.</li> <li>• Make some basic constructions and justify them through theoretical proof.</li> <li>• Construct triangle when its base and one base angle and sum/difference of other two sides is given.</li> <li>• Construct triangle when its perimeter and two base angles are given.</li> </ul>				
<b>Teaching Aid/ Resources</b>	<ul style="list-style-type: none"> <li>• Models of Cube, cuboids, cylinder, cone, sphere.</li> <li>• Net of cuboids to explain surface area (curved and total surface area)</li> <li>• Net of Cylinder to explain surface area (curved and total surface area)</li> </ul>				
<b>Lab Activity</b>	<ul style="list-style-type: none"> <li>• To verify that in a circle, the angle subtended by any arc at the centre is double of any angle subtended by it on the remaining part of the circle</li> <li>• To verify that in a cyclic quadrilateral, sum of its opposite angles in 1800.</li> </ul>				

**MONTH: FEBRUARY**

<b>Content / Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week &amp; 5th Week</b>	
<b>Chapter 15 :</b> Probability	<b>Chapter 15 :</b> <ul style="list-style-type: none"> <li>• Probability – an experimental approach.</li> <li>• Experimental or empirical probability.</li> </ul> Probability in real life situations	Revision	FINAL EXAMS	FINAL EXAMS	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To enable the students with the concept of theoretical probability of different events.</li> </ul>				
<b>Expected Learning Outcomes</b>	The students will be able to - <ul style="list-style-type: none"> <li>• define an event, identify type of events</li> <li>• perform experiment and obtain all possible outcomes of the experiment.</li> <li>• obtain data and process the data.</li> <li>• find experimental/ empirical probability from the collected data.</li> <li>• find uses of probability in day to day life situations.</li> </ul>				
<b>Teaching Aid / Resources</b>	<ul style="list-style-type: none"> <li>• Smart Class module</li> <li>• Use of coins, dice, playing cards.</li> </ul>				
<b>Assessment/ Lab Activity</b>	<ul style="list-style-type: none"> <li>• Practical Exam</li> <li>• To reinforce the concept of Probability through an activity.</li> </ul>				

**MONTH: MARCH**

<b>Content/ Topic</b>	<b>1st Week</b>	<b>2nd Week</b>	<b>3rd Week</b>	<b>4th Week</b>	
FINAL EXAMINATIONS					

## SOCIAL SCIENCE

**NAME OF THE BOOKS (NCERT):1.INDIA AND THE CONTEMPORARY WORLD-I (HISTORY)**

**2. CONTEMPORARY INDIA-I (GEOGRAPHY)**

**3. DEMOCRATIC POLITICS-I (POL.SCIENCE)**

**4. ECONOMICS-I**

**Why do we study Social science?**

By providing relevant information and knowledge, skills and attitudes, the study of Social science prepares students to grow up as active, responsible and reflective member of society.

Thus, we can conclude that incorporating Social Science in the school curriculum ensures well-rounded education of the students.

It helps in development of social Values like -

- **Honesty**
- **Safety**
- **Respect**
- **Health**
- **Environmental Awareness**
- **Self- disciplined**

<b>MONTH</b>	<b>CHAPTERS</b>	<b>ACTIVITY</b>	<b>LEARNING OUTCOMES</b>	<b>SKILLS TO BE DEVELOPED</b>
<b>APRIL</b>	HIS- CH-1 The French Revolution	Evaluate the importance of the following dates concerning the French Revolution-1774, 1789, 1791, 1792-93, 1804, and 1815.	Interpretation of historical evidences.	Understanding timelines
	GEO-CH-1 India-size & location	Collect information about the Silk Route.	Understanding the major landform features and the geological structure.	Map skills
<b>MAY</b>	GEO-CH-2 Physical features of India.	List some uses of the Himalayas to India.	Understanding the various rocks and minerals as well as nature of soil types.	Cause and effect skills
	ECO-CH-1 The Story of village Palampur	Write some harmful effects on the use of chemical fertilizers in agriculture.	Understand some basic economic concepts.	Thinking and writing skills

	POL.SC-CH-1 What is Democracy? Why democracy?	How did different parties react to the constitutional amendment.(Eg: constitutional amendment for reservation for women in legislature)	Developing conceptual skills of defining democracy.	Critical thinking
<b>JULY</b>	ECO-CH-2 People as Resource	Write the demographic structure of your country.	Understand how population can be asset or a liability for the nation.	Thinking skills
	POL.SC-CH-2 Constitutional Design	In your opinion why there should be a constitutional design in your country?	Developing respect for the constitution and appreciation for constitutional values.	Interpreting analytical skills
<b>AUGUST</b>	HIS-CH-2 Socialism in Europe and the Russian Revolution.	Highlight the values associated with Vladimir Lenin in leading the revolution.	Familiarize with the names of people involved the different types of ideas that inspired the revolution.	Social skills
	GEO-CH-3 Drainage	List few lakes of India. Group them under two categories- Natural & created by Human beings.	Understand the river systems of the country and the role of rivers in the evolution of human society.	Map skills
	ECO-CH-3 Poverty as a challenge	Mention some measures to reduce poverty in India.	Appreciation of the government initiative to alleviate poverty.	Comparing and contrasting skills
<b>SEPTEMBER</b>	HIS-CH-3 Nazism and the rise of Hitler  <b>REVISION FOR HALF YEARLY EXAMs</b>	Write one page history of Germany-as a school child in Nazi Germany.  <b>REVISION</b>	Understand the significance of Nazism in shaping the politics of modern world.  <b>REVISION</b>	Writing skills  <b>REVISION</b>
<b>OCTOBER</b>	GEO-CH-4 Climate	Find out which songs, dances, festivals and special food preparations are associated with certain seasons in your region. Do they have some commonality with other regions of India?	Identification of the various factors influencing the climate & climatic variation of our country.	Communication and interpersonal skills

	POL.SC-CH-3 Electoral politics	Write the important events that took place before the election-main agenda discussed by political parties, information about people, demand, role of the Election commission.	Developing an appreciation of citizen's increased participation in electoral politics.	Interpreting visual and audio sources
	ECO-CH-4 Food Security in India	Gather detailed information about some of the programmes initiated by the government , which have food component.	Exposing the child to an economic issue which is basic necessities of life.	Social and analytical skills.
<b>NOVEMBER</b>	GEO-CH-5 Natural vegetation & wild life	Find out occupation getting raw materials from forests& wild life	Developing concern about the need to protect the bio-diversity of our country	Creative thinking
	POL-SC-CH-4 Working of institutions	Write a short note on "working of the civil services"	Providing an over view of central governmental structures.	Analytical and writing skills
<b>DECEMBER</b>	GEO-CH-6 Population	Conduction of a class census by preparing a questionnaire.	Identification of different factors which inculcate the social behavior in the society.	Social skills
	POL.SC-CH-5 Democratic Rights	A Visit to the Municipal Office.	Discussion on the Fundamental rights for being violated .	Communication and inter-personal skills.
<b>JANUARY</b>	REVISION	REVISION	REVISION	
<b>FEBRUARY</b>	REVISION	REVISION	REVISION	

**SUGGESTIVE BOOKS:**

- **ALL-IN-ONE**
- **EXAM GURU**
- **U-LIKE SAMPLE PAPERS**

**Teaching strategies for Social Science:**

There are many useful teaching strategies to support effective teaching in social sciences. This section contains a variety of graphic organisers; cooperative learning ideas; tools and resources for writing and presenting information; and ideas for oral and visual activities.

- Graphic organisers

This section has a wide variety of graphic organisers such as charts, webs, diagrams, maps, templates, grids, and wheels to help students organise and display information and their findings.

- Cooperative learning

Explore these group and team activities in which students have opportunities to work together to achieve shared learning goals.

- Writing and presenting information

- This section includes links to suggestions for written activities, such as essay and paragraph writing, questionnaires, surveys, graphic organisers, and descriptions.

- Using oral and visual activities

These links to information about oral or visual forms of literacy are useful for teaching and learning in social studies. This includes the use of pictures, photos, drawings, audio conferences, booklets, biographies, and interviews.

### Long Term Learning Goals:

Social Studies Standards, prepares students to make politically, socially, and economically informed decisions. Through completing our coursework, our students will be better able to

1. choose and analyze appropriate sources to gain content knowledge
  - o ascertain point of view and bias
  - o summarize key points
  - o determine the validity of the source
2. apply acquired content to connect past and present day events
  - o synthesize information from various time periods and sources
  - o draw parallels between historical and present-day events
  - o make connections between historical and present-day events
  - o draw conclusions and hypothesize about events and their effects
3. collaborate and interact with others in a diverse and ever-changing world
  - o actively listen
  - o be respectful and empathetic of others
  - o understand others' ideas and opinions
  - o respond to questions
  - o problem solve with others
  - o share their opinions effectively and respectfully
  - o come to a compromise
4. independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
  - o formulate a thesis that effectively supports or refutes an argument

- o provide evidence and support for a logical argument
- o demonstrate understanding of dissenting opinions
- 5. communicate effectively through written, oral, and visual means
  - o recognize and adjust to the intended audience
  - o demonstrate the purpose
  - o elicit the intended response

### **Short Term Learning Goals:**

#### **Overview:**

This lesson plan will teach students how to set goals for themselves both personally and academically. Students will set goals and learn to break them down into manageable tasks; daily, weekly, monthly. Students will evaluate their own progress and readjust tasks as is necessary.

#### **Preparation:**

Teacher should be prepared with ideas of goals that students may have. Be prepared to see goals in everyday wishes of students. Teacher should also have examples of 'popular' and famous people who their class admires and the goals that these people have had or now have. This link is to grab their attention and stimulate their interest in goal setting. Show them that people they admire also set goals.

Teacher should provide or have students bring in a notebook or journal to track goals for the entire school year.

#### **Timeline:**

Goal setting will be two class periods with weekly and monthly evaluations and updates.

#### **Procedure:**

Begin class with a discussion of goals. What goals are, what are some goals of the your own, what are class goals. Relate the discussion to famous role models.

- Make confident choices
- Know your limits
- Acknowledge your weaknesses
- Manage your time

### **Major Goals and Learning Objectives of Social Studies:**

It helps students develop critical thinking abilities, prepares them to participate competently and productively as concerned citizens and teaches them to address societal and global concerns using literature, technology and other identifiable community resources. Social studies include history, geography, political science, sociology, economics and civics and it is an integral part in ensuring well-rounded education.

- **Civic Competence**

- The National Council for the Social Studies defines the subject as the integrated study of the social sciences and humanities to promote civic competence. Social studies educates students on citizenship, providing them with the knowledge, skills and attitudes that will help them to become competent and responsible citizens who are informed, thoughtful, participate in their community and exhibit moral and civic virtues.
- **Critical Thinking**
- Social studies education teaches students about history and enables them to understand how society has evolved. It places a strong emphasis on important and enduring ideas, events and personalities that affect peoples' lives. The subject not only offers students a strong knowledge content base, but it also helps them develop an ability to think critically about societal issues and learn how to address them based on their understanding of social values.
- **Social Understanding**

The subject also includes the study of the interrelationship among people, as well as the relationship between them and their environment. This allows students to develop an understanding of society and the human condition. Social studies education creates awareness in students of the diversity and interdependence of the world and helps them to recognize the challenges and benefits of living in a world with multiple cultures and ideologies.

- **Integrating Ideas**
- Social studies involves a number of subjects including history, geography and economics. Students learn how to integrate ideas from different disciplines to come up with reasoned decisions, and to make the connections between related concepts and ideas so that they are better able to identify problems affecting society.

### **Learning Outcomes:**

#### **Learning in the Social Studies will enable students to:**

- Develop understanding of the history, heritage and culture of India with the world.
- Broaden the understanding of the world by learning about human activities and achievements in the past and the present.
- Develop the understanding of our values, beliefs and culture and those of others.
- Develop the understanding of principles of democracy and citizenship through experience of critical and independent thinking.
- Explore and evaluate different types of sources and evidences.
- Learn how to locate, explore and link periods, people and events in time and place.
- Develop an understanding of concepts that stimulate enterprise and influence business.
- Establish firm foundations for lifelong learning and for further specialized study and careers





## SCIENCE

### IMPORTANCE OF LEARNING SCIENCE

Science is both a body of knowledge that represents current understanding of natural systems and the process whereby that body of knowledge has been established and is being continually extended, refined and revised. The very basis of science is a system of thought and experiment called the scientific method. Learning to follow this process helps you to think logically.

1. It is also one of the fundamental parts of the term STEM i.e. Science, Technology, Engineering and Mathematics.
2. It develops critical and problem solving skills.
3. It teaches an understanding of natural phenomena.
4. Science is a significant part of human culture and represents one of the pinnacles of human thinking capacity.
5. It provides a laboratory of common experience for development of language, logic and problem-solving skills in the classroom.

### TEACHING STRATEGIES FOR SCIENCE

1. **Real life scenerio** - Includes case studies and ways of analysing current problems.
2. **Peer teaching**- Involves students in their own education.
3. **Hands on activities**- That engages students beyond the lecture and teach useful scientific concepts.
4. **Incorporate multimedia materials**- Incorporating videos, podcasts and other forms of media when introducing topics in science.
5. **Demonstration method**- The teacher shows certain phenomena, concepts or principles to provide concrete experience to the students.
6. **Brain storming method**- Case-based studies, everybody gives their views on the case and discusses it.

### SHORT TERM GOALS OF STUDYING SCIENCE

1. Students can understand the current topic taught.
2. They can easily summarize the concept of the topic.
3. They can take part in group discussions and other evaluative activities of the class.
4. They can also help in peer learning.
5. Students can hypothesize their understanding.

## **LONG TERM GOALS OF STUDYING SCIENCE**

Students who are proficient in science:

1. Know, use and interpret scientific explanations of the natural world.
2. Generate and evaluate scientific evidence and explanations.
3. Understanding the nature and development of scientific knowledge.
4. Participate productively in scientific practices and discourse.

## **LEARNING OBJECTIVES**

The teaching objectives of science are :

- 1.To provide the broader objectives of science that is process skill knowledge.
- 2.To encourage and enable students to develop inquiring minds and curiosity about science and nature.
- 3.To acquire knowledge, conceptual understanding, and skills to solve problems and make informed decisions in scientific contexts.
- 4.To communicate scientific ideas, arguments, and practicals experiences accurately in a variety of ways.
- 5.To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.

## CURRICULUM

MONTH	CHAPTERS	ACTIVITIES/ EXPERIMENTS	LEARNING OBJECTIVES	SKILL TO BE DEVELOPED
APRIL-MAY	Ch-1 Matter in our surroundings Ch-5 The fundamental unit of life Ch-8 Motion	-To prepare temporary mounts of onion peel and human cheek cells -To carry out the following reactions and classify them as physical or chemical changes: (a) iron with copper sulphate solution in water (b) Zinc with dilute sulphuric acid (C) Burning of magnesium in air (d) heating of copper sulphate (e) sodium sulphate with barium chloride in the form of their solution in water <b><u>Interdisciplinary activity:</u></b> Scientific development and scientists of India. -To write and paste related pictures of scientific development in the fields of agriculture, medicine, transport and defence on pastel sheets.	* To enhance creativity among the students * To develop scientific attitude *To develop the observational skills *To be able to relate their knowledge of theory to the practicals *To develop the habit of working cooperatively among students *To correlate their knowledge with the real life applications	1.Critical thinking 2.Explanation 3.Exploration through experiments.
JULY	Ch-2 Is matter around us pure? Ch-6 Tissues Ch-9 Force and laws of motion	-To prepare (a) A true solution of common salt, sugar and alum (b)A suspension of soil, chalk powder and fine sand in water (c)A colloidal of starch in water and egg albumin in water and distinguish between these on the basis of - transparency - filtration criterion - stability -To prepare (a) a mixture (b) a compound using iron fillings and sulphur powder and distinguish between these on the basis of 1. Appearance 2. Behavior towards the magnet 3.behavior towards carbon disulphide as a solvent 4. Effects of heat -To identify parenchyma and sclerenchyma tissue in plants, striped muscle fibres and nerve cells in animals, from prepared slides and to draw their labeled diagram -To study the third law of motion by using two spring balances.	*To develop the observational skills *To be able to relate their knowledge of theory and to the practical's *To develop the observational skills of students. *To develop the sense of working cooperatively in a group *To be able to relate their knowledge of theory to the practicals	1. Understanding concepts 2. Analyse through experiments 3. Able to create own hypothesis.

		<p><b>Interdisciplinary activity:</b> Sound production in different musical instruments.</p> <p>-To make a collage of different types of instruments-</p> <p>a) wind instruments, b) string instrument, c) membrane instrument.</p>		
<b>AUGUST</b>	<p>Ch-10 Gravitation</p> <p>Ch-15 Improvement in food resources</p>	<p>-To separate the components of mixture of sand, common salt and ammonium chloride by sublimation</p> <p>-To test the presence of starch in a given food sample and the presence of adulterant metanil yellow in dal</p> <p>-To determine the mass percentage of water imbibed by resins.</p> <p><b>Interdisciplinary activity:</b> Laws of Motion</p> <p>-To give individual presentation on different phenomena and their explanation with reference to laws of motion.</p>	<p>*To be able to relate their knowledge of theory to the practicals</p>	<p>1.Analyse among ideas.</p> <p>2.Apply informations in new situations.</p>
<b>PROJECTS</b>	<p>1.Distinguishing structures of prokaryotic and eukaryotic cells.</p> <p>2.Detailed characteristics of FIVE states of matter.</p> <p>3. Study of Laws of Motion with respect to different activities from our daily life.</p> <p>4. How are breeds of livestock improved?</p> <p>5. Use of natural fertilizers over artificial fertilizers.</p>			<p>1.Creativity</p> <p>2.Innovativeness</p> <p>3.Application of the acquired knowledge.</p>
<b>SEPTEMBER</b>	<b>HALF YEARLY EXAMINATION</b>			
<b>OCTOBER</b>	<p>Ch-3 Atoms and Molecules</p> <p>Ch-7 Diversity in Living Organisms</p> <p>Ch-11 Work and Energy</p>	<p>-To study the characteristics of Spirogyra/moss/fern/pinus and an angiospermic plant.Draw and give two identifying features of group they belong to.</p> <p>-To observe and draw the given specimens- earthworm, cockroach, bony fish and bird. For each specimen record</p> <p>a) one specific feature of its phylum</p> <p>b)one adaptive feature with reference to its habitat</p> <p>- To study the life cycle of mosquito.</p> <p><b>Interdisciplinary activity:</b>Adverse climatic conditions faced by mountaineers during ascent to higher altitude.</p>	<p>-To develop the observational skills</p> <p>- To be able to relate their knowledge of theory to the practicals.</p>	<p>1.Observe and analyse.</p> <p>2. Explore the variety of nature.</p> <p>3. Evaluate themselves.</p>

		-To conduct group discussion on the said topic.		
<b>NOVEMBER</b>	Ch-4 Structure of Atom Ch-7 Contd. Ch-12 Sound	-To study the external feature of root, stem, leaf and flower of monocot and dicot. -To verify the law of conservation of mass in a chemical reaction. <b>Interdisciplinary activity:</b> Importance of numbers in science. - To make poster showing uses of numbers in science.	-To develop the problem solving skills among students -To develop the analytical thinking among students -To develop the observational skills -To be able to relate their knowledge of theory to the practicals.	1. Critical thinking. 2. Explore experimentally. 3. Develop own hypothesis after understanding the concept.
<b>DECEMBER</b>	Ch-12 Sound contd. Ch-13 Why do we fall ill? Ch-14 Natural Resources	-To verify the laws of reflection of sound. -To calculate the speed of wave in a slinky	-To develop the problem solving skills among students - To develop the analytical thinking among students.	1. Developing awareness for nature. 2. Self and social hygiene.
<b>PROJECTS</b>	1.Study of adaptations of xeric and aquatic plants and animals. 2. Study of infections and precautions of coronavirus. 3. Detailed study of different models of structures of atom. 4. Use of infrasound and ultrasounds. 5. Is the pollution of Delhi reducing the lifespan of its residents?			1.Creativity 2.Innovativeness 3.Application of the acquired knowledge.
<b>JAN &amp; FEB</b>	<b>REVISIONS</b>			Self and peer assessment
<b>MARCH</b>	<b>ANNUAL EXAMINATION</b>			

### LEARNING OUTCOMES

Students will be able :

1. Understand the different scientific concepts.
2. Relate their scientific knowledge to the surrounding and environment.
3. Draw neat and well-labelled diagrams.
4. Carry out simple experiments with accuracy and precision.
5. Acquire skills which help them learn on their own.
6. Learn and use various scientific terms with correct spellings and pronunciation.
7. Work on progress assigned to them to develop scientific approach and problem solving ability.
8. The students are encouraged to watch scientific programmes to enhance their understanding of the concepts.

## INFORMATION TECHNOLOGY IMPORTANCE

*“Computing is not about computers anymore, it is about Living.”*

We are living in an era that surrounds us with technology whether we are driving a car, cooking food, area of entertainment or education. By providing computer education:

- We help our children to gain relevant skills for the future as well as critical knowledge proven to improve their skills and mental ability.
- We enable our students to solve complex and challenging problems.
- We help students to develop international excellence.
- We encourage smart work.
- We enable them to use electronic gadgets in all fields.
- We motivate them to be on par with ever increasing societal needs and expectations.
- We prepare them to be competent for local and global competitions.

### TEACHING STRATEGIES

1. **Learning by doing method:** This method helps the students understand better and apply them in situations of need. The computer science teaching provides laboratory facility to promote vocational skills in the students. Students get the freedom of learning by hands on training, identify the appropriate electronic devices for their usage and become skilled users of the systems. This type of training helps them gain self confidence and help them to use when demanded.
2. **Buddy system:** The system of pairing students is especially helpful in learning about computers and in reducing the stress associated with learning. Surveying students ahead of time to find out their level of experience or anxiety allows the teacher to pair students with similar experiences together or perhaps pair a student with slightly more experience with one having less experience so that students can get needed help without feeling intimidated.
3. **Be Nice:** Researchers stress the importance of having a positive attitude towards computers and towards the computer learning/teaching. Students will have much more confidence themselves and be more likely to develop positive attitudes towards computers by exhibiting a calm, friendly, helpful attitude in a stress-free environment.
4. **Constructivism** - Constructivism relies on active student participation: teachers guide students by encouraging questions and pointing them in the right direction, but leave it to students to define the concepts they study in a way that makes sense to them. The idea behind constructivism is that if students have the opportunity to create their own meaning of the content being taught, they will understand it better and gain the skills they need to be independent learners.
5. **Encourage group and partner work:** Group work cannot be overvalued in a learning environment. In partners students are required to explain ideas in their own words, give and receive instructions, observe others in a task and share their own knowledge. It also requires significantly less support from an instructor and is particularly good for large classrooms.

## **SHORT TERM GOALS**

My students will be able to :

1. format a simple document.
2. apply basic formulas and functions using spreadsheets.
3. make presentations and apply animations, transitions etc.
4. code simple programs using Python.
5. To provide students with latest skills in the field of computer science and engineering and to realize the importance of life-long learning.

## **LONG TERM GOALS**

My students will be able to:

1. learn different types of data used with computers.
2. make projects using programming language.
3. connect database with Python using MYSQL connectivity.
4. prepare students to communicate effectively and exhibit leadership qualities to work on diverse project teams.
5. possess the ability to think logically and have capacity to understand technical problems and to design optimal solutions for a successful career in industry, academia and research.
6. apply their expertise and current technologies across multiple disciplines to solve real world challenges and research issues.

## **LEARNING OBJECTIVES**

I will:

1. Provide fundamental knowledge to the students.
2. Make the students understand the relevant knowledge and skills in computer science.
3. Develop in them the skill of thinking and analyzing.
4. Inculcate proficiency in reasoning and synthesizing.
5. Create interest and scientific attitudes.
6. Induce in them the thirst for acquiring knowledge.
7. Identify their emotional intelligence.
8. Equip them with the skill of using computers.
9. Help the students attain thinking process.
10. Make the students associate the knowledge in real time application.
11. Imbibe in the students in the students the skills of acquiring knowledge, create knowledge and share their experiences.
12. Make the student attain the skills of initiatives.
13. Help the students to attain the skill of problem solving.
14. Provide them vocational skills
15. Provide self concept, sense of acceptance and sharing qualities.
16. Help them possess the ability for local and global accessing of information.



MONTH	LEARNING OBJECTIVES	LESSON	SUB TOPIC	ACTIVITY	Skill Developed
April	<p>To apply appropriate communication skills across settings, purposes, and audiences. Demonstrate knowledge of communication theory and application. Practice <b>critical thinking</b> to develop innovative and well-founded perspectives. To help Students acquire basic skills for managing stress in their academic and personal life.</p>	<p><b><u>Part-A</u></b>  <b><u>Employability Skills</u></b>  <b><u>Unit-1</u></b>  <b><u>Communication Cycle</u></b>  <b><u>Unit-2</u></b>  <b><u>Self-Management Skills</u></b>  <b><u>Unit-5</u></b>  <b><u>Green Skills</u></b></p>	<ul style="list-style-type: none"> <li>* Communication cycle</li> <li>* Various methods of communication</li> <li>* Perspectives in communication</li> <li>* Basic writing skills</li> <li>* Importance of self-management</li> <li>* Buuilding self-confidence</li> <li>* Environment protection and conservation</li> <li>* Importance of green economy</li> </ul>	<ul style="list-style-type: none"> <li>* Students will play Chinese whisper game. The teacher will whisper a phrase in the first student's ear, and the student will whisper the same phrase in the next student's ear, and so on. The last student who hears the phrase will say it out loud.</li> <li>* Discuss how the message changed as it travelled from one source to another.</li> <li>* Slogan writing on the green economy.</li> </ul>	<p>Speaking skills and Interaction skills</p>
May	<p>To use their ICT skills to develop their language and communication skills. As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners. To acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities.</p>	<p><b><u>Unit-3</u></b>  <b><u>Information And Communication Technology Skills</u></b>  <b><u>Unit-4</u></b>  <b><u>Entrepreneurial Skills</u></b></p>	<ul style="list-style-type: none"> <li>* Introduction to ICT</li> <li>* Components of computer system</li> <li>* Peripheral devices</li> <li>* Basic computer operations</li> <li>* Operating systems</li> <li>* Introduction to internet</li> <li>* Introduction to E-mail</li> <li>* Introduction to social media</li> <li>* Types of business activities</li> <li>* Characteristics of entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>* Create a presentation about some of the tools of ICT.</li> <li>* Collect information about the Digital India initiatives taken by the government of India.</li> <li>* Read the success stories of two entrepreneurs to know how these educated people acquired corporate experience and started their ventures. Compile your findings as a project report.</li> </ul>	<p>Media Literacy</p>

July	Students will understand the hand position for typing on keyboard. Students will get exposure to areas of IT and their working.	<b><u>Part-B</u></b> <b><u>Subject Skills</u></b> <b><u>Unit-1</u></b> <b><u>Introduction to IT-ITeS Industry</u></b> <b><u>Unit-2</u></b> <b><u>Data Entry And Keyboarding Skills</u></b>	* Applications of IT-ITeS Industry * Using data entry tools * Using typing software	* Create a presentation to represent the role of IT in the government and public services. * Paste pictures of areas of IT applications	Creative thinking
August	Students will learn about formatting styles using word processing. They will be able to design documents like resume, application for leave, cover page for book etc.	<b><u>Unit-3 Digital Documnetation</u></b>	* Introduction to word processor* Edit and Save document* Check spelling* Bold, Italic and Underline* Copy and paste* Find and Replace* Bullets and numbering* Font style* Creating and formatting a table* Border and Shading to page	* Design your resume.* Search about historical monuments and make a word document with their pictures.* Create time table using table option.	Creative thinking
September	Revision	Revision First Term Exams	Revision	Revision	Revision
October	Students will understand about data analysis and interpretation using spreadsheet. They will learn about basic Excel functions for mathematical calculations	<b><u>Unit-4</u></b> <b><u>Electronic Spreadsheet</u></b>	* Introduction to Spreadsheet * Enter data in spreadsheet * Format cell and its contents * Stock register * Custommizing the interface * Use currency symbol * Format cell contents- Font style and size * Delete Row and column * Border and colour cells * Print a worksheet	* Prepare a marksheet for SA1 * Make a grocery list with the help of your mother and make price list. Add all the items and calculate expenditure.	Analytical Skills

November	Students will be able to present their views with the help of digital presentation. They will use smartart to give organised way to their presentation.	<b><u>Unit-5</u></b> <b><u>Digital Presentation</u></b>	* Introduction to digital presentation * Slide show * Insert image in PPT * Smartart * Presentation themes * Arrange, Delete and Add Slides	* Create presentation on " Life skills "	Novel Thinking
December	Project				
January	Revision	Revision	Revision	Revision	
February	Revision	Revision Final Term Exams	Revision	Revision	

### **Learning Outcomes**

My students have enabled to

1. Analyze, design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
2. Communicate effectively with a range of audiences.
3. Work effectively as part of a team to develop and deliver quality software artifacts.
4. Recognize the applicability of computing and evaluate its impact on individuals, organizations, and global society.
5. Explore historical, current, and emerging techniques and technologies, founded on a commitment to lifelong learning and professional development.
6. Apply knowledge of computing and mathematics within technical domains.
7. Apply computing theory and programming principles to practical software design and development.

## HEALTH AND FITNESS

### YOGA

MONTH	TOPICS	SUBTOPICS	LEARNING OBJECTIVES
APRIL	<ul style="list-style-type: none"> <li>• Introduction of Yoga</li> </ul> Sitting asans	<ul style="list-style-type: none"> <li>• Breathing</li> <li>• Sitting</li> <li>• Preparation of mind</li> <li>• Sequence of Practice</li> <li>• Sequence of tecnic of asans</li> </ul> <ul style="list-style-type: none"> <li>• Padmasana</li> <li>• Vajarasana</li> <li>• Utkatasana</li> <li>• Bhadrasana</li> <li>• Vakrasana</li> <li>• Ardhmatsendrasna</li> <li>• yogasana</li> </ul>	To enable the student to have good health. To practice mental hygiene. Calms the brain Aiding in digestion It tones your digestive organs and heart Good for increasing the flexibility.
MAY	Introduction of pranayama	<ul style="list-style-type: none"> <li>• Nadishodhan pranayama</li> <li>• Anulom-vilom</li> <li>• Bhramari pranayama</li> <li>• Shitli pranayam</li> </ul>	Its effects of themind.as it clears out blockages throughout the energy nadis in the body. It helps to relive depression, stress , and anxiety.  Is a calming breathing practice that soothes the nervous and helps to connect us with our truest inner nature.  Is a breathing practice that very effectively cools the body,the mind  Balances excess pitta, Cools the body and clears excess heat, Kindles the digestive fire and promotes optimal digestion

	<ul style="list-style-type: none"><li>• Supine posture</li>         <li>• Prone posture</li></ul>	<ul style="list-style-type: none"><li>• Ardhhallasana</li>  <li>• Ardhapawanmukatasan</li><li>• Pawanmukatasana</li>  <li>• Nokaasan</li>  <li>• Bhujangasana</li>  <li>• Makarasana</li>  <li>• Dhanurasana</li><li>• Marjariasana</li></ul>	<p>Its strenghtens the abdominal muscles and massages the intestines and internal organs of the digestive system</p> <p>Helps to reduce belly fat.</p> <p>Reduce blood pressure and anxiety</p> <p>Decreases stiffness of the lower back.</p> <p>Strengthens the lower back muscles.</p> <p>Deep relaxation for your shoulder and spine.</p> <p>Effective in weight loss.</p> <p>Give flexibility to spine and releases back pain.</p>
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JULY	<ul style="list-style-type: none"> <li>• susham vyayam</li> <li>• Stomach exercise</li> <li>• Thai exercise</li> <li>• Saravang pushti</li> </ul>	<ul style="list-style-type: none"> <li>• neck exercise</li> <li>• shoulder exercise</li> <li>• puran bhujashakti</li> <li>• wrist rotation</li> <li>• chest exercise</li> <li>• udarshakti vikasak kriya</li> <li>• spine exercise</li> <li>• jumping</li> <li>• chair pose sit-ups</li> <li>• jaanushakti vikasak</li> <li>• pindli shakti vikasak</li> <li>• foot exercise</li> <li>• rekha gati</li> <li>• injan dodh</li> </ul>	<p>stiff muscles that are subjected to sudden elongation during exercise or sports can more easily become torn or strained.</p> <ul style="list-style-type: none"> <li>• it improves appetite ,help in digestion</li> <li>• Strengthening exercise. Strengthening your muscles, especially the abdominal and back muscles.</li> <li>• Promotes weight loss, reduces risk of falling in older adults.</li> </ul> <p>it tones up and strengthen all parts of the body and adds glow of the face. butterfly posture.</p>
AUGUST	<ul style="list-style-type: none"> <li>• Surya namsakar</li> <li>• kapalabhati kriya</li> </ul>		<p>surya namaskar is one of the basic yoga practices, nevertheless, it holds a lot of significance in the yoga world.it holds great significance religiously.</p> <p>kapalabhati is invigorating and warming.it helps to cleanse the lungs, sinuses, and respiratory system, which can help to prevent illness and allergies.</p>
SEPTEMBER	<ul style="list-style-type: none"> <li>• Sitting</li> </ul>	<ul style="list-style-type: none"> <li>• veerasana</li> </ul>	<p>They are ideal for improving flexibility by stretching the legs(hamstrings, quads, and</p>

	<ul style="list-style-type: none"> <li>posture</li> <li>• standing posture</li> <li>• prone posture</li> <li>• supine posture</li> <li>• prayanam</li> </ul>	<ul style="list-style-type: none"> <li>• kurmasana</li> <li>• shashankasna</li> <li>• bhramcharya asana</li> <li>• vakrasana</li> <li>• tadasana</li> <li>• katichakarasana</li> <li>• garurasana</li> <li>• trikonasana</li> <li>• pasharvkon asana</li> <li>• bhujangasana</li> <li>• ardhasana</li> <li>• puranshalbhasan</li> <li>• dhanurasana</li> <li>• marjariasana dhanurasana</li> <li>• makarasana</li> <li>• uttanpadasana</li> <li>• ardh halasana</li> <li>• puran halasan</li> <li>• pawanmukat asana</li> <li>• chakarasna</li> <li>• setubandhasana</li> <li>• chandra bhedi pranayam</li> <li>• bhastrika</li> </ul>	<p>calves) ,back, and muscles around the pelvis, also known as the hips.</p> <p>Standing poses have tremendous benefits for strengthening and stretching all group muscles in the legs, particularly the thighs, hamstrings, gluts, calves amd ankles. these muscles are some of the largest muscles in the body, which contributes to burning of stubborn fat and toning.</p> <p>Supine yoga postures release stress, promote flexibility, and help to integrate your practice.</p> <p>Chandra bhedi prayanam reduce body heat .useful in heart burning problems. very effective in high blood pressure, useful in fever.</p> <p>Favourable effect on the respiratory and digestive system, drains excess phlegm from the lungs.calms the mind.</p>
OCTOBER	<ul style="list-style-type: none"> <li>• Balancing asans</li> <li>• Yognidra</li> </ul>	<ul style="list-style-type: none"> <li>• utthith padamasana</li> <li>• nokasana</li> <li>• vakasana</li> <li>• nartrajasana</li> <li>• baddhpadmasana</li> </ul>	<p>Balance asanas helps in the relieving stress and reducing inner tension. Also, they improve focus, concentration and memory.</p> <p>relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing</p>

	<ul style="list-style-type: none"> <li>• General Session</li> <li>• Meditation</li> </ul>	<ul style="list-style-type: none"> <li>• tadasana</li> <li>• katichakrasana</li> <li>• triyak tadasana</li> <li>• uttanpadasna</li> <li>• pawanmukat asana</li> <li>• sarvangasna</li> </ul>	<p>new material</p> <p>They are performed to improve flexibility, strength, and balance. The use of breathing and focus can help relieve stress and anxiety.</p> <p>Reduces stress. Stress reducing is one of the most common reason people try meditation, it promotes emotional health , enhances self-awareness.</p>
NOVEMBER	<ul style="list-style-type: none"> <li>• asanas</li> <li>• surya namaskar</li> <li>• preksha meditation</li> </ul>	<ul style="list-style-type: none"> <li>• dhanurasana</li> <li>• halasana</li> <li>• bhujangasana</li> <li>• karanpeethasana</li> <li>• sarvangasana</li> <li>• pranamasana</li> <li>• hastauttanasana</li> <li>• padahasthasana</li> <li>• ashwachanchalan</li> <li>• dandasana</li> <li>• ashtangasana</li> <li>• bhujangasana</li> </ul>	<p>Effective in weight loss. Improves blood pressure, gives flexibility to the back, and strengthens back muscles.</p> <ul style="list-style-type: none"> <li>• surya namaskar is one of the basic yoga practices, nevertheless, it holds a lot of significance in the yoga world.it holds great significance religiously.</li> <li>• Controlling blood pressure, improving functioning of nervous system, endocrine system and blood circulation system.</li> </ul>



<p>DECEMBER</p>	<ul style="list-style-type: none"> <li>• Advance level</li> <li>• Chandran maskar</li> </ul>	<ul style="list-style-type: none"> <li>• baddhpadmasana</li> <li>• akaran dhanurasana</li> <li>• goraksh asana</li> <li>• Bhoonaman asana</li> <li>• Karanpeethasana</li> <li>• Sheershasana</li> <li>• Padamsheershasna</li> </ul>	<p>Improved immunity, reduced stress, increased flexibility, lowered blood pressure, increased energy, weight loss, living with greater awareness, better posture, better intuition, inner peace.</p> <p>Relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new material</p> <p>Legs</p>
<p>JANUARY</p>	<ul style="list-style-type: none"> <li>• Yognidra</li> <li>• Tartak kriya</li> <li>• Chandra namaskar</li> </ul>		<p>Relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new material</p> <p>Purifies the eyes, strengthens the eye muscles and improves vision and memory. Helps with sleeping difficulties.</p> <p>relax the mind. Provides effective relief for depression and long standing anxiety, clear the mind for learning and absorbing new materials.</p>
<p>FEBRUARY</p>	<ul style="list-style-type: none"> <li>• prayanam</li> </ul>	<ul style="list-style-type: none"> <li>• bhastrika</li> <li>• surya bhedi prayanam</li> <li>• bhramari prayanam</li> </ul>	<p>Favourable effect on the respiratory and digestive system.</p> <p>Reducing the anxiety, depression and other mental illness .removes the impurities of blood and cures skin diseases.</p> <p>Its improving concentration and memory. Gives relief from a slight headache.</p>

# MUSIC

## Importance

Music, being an integral part of many cultures, also provides a means to raise global awareness amongst students. The processes involved in music performing and creating develop skills such as listening skills, fine motor skills, creative thinking skills and social skills. Music enables students to express their thoughts and ideas. It is a key platform upon which every child is provided a basic music education, giving them opportunities to develop a connection to music. This contributes to the future development and preservation of our cultural heritage

## TEACHING STRATEGIES

- A musical music lesson refers to one where the instructional experience revolves around the music itself. The mentor will involve the students aurally and kinesthetically in the music.
- Kodaly is a pedagogy that advocates developing children's musical abilities through performing, creating, listening, critical thinking and musical literacy (reading and writing). Singing is the most direct means to music learning, while movement (e.g. singing games) is critical for children's musical development. Instrumental learning should include singing. It is needful that the repertoire is age-appropriate and of good quality
- Dalcroze Eurhythmics is a pedagogy where every musical concept is taught and experienced through movement of all parts of the body. This is viewed as an effective way to enhance musicianship as well as improving co-ordination, concentration and other skills needed to be a good musical performer. This in turn increases confidence and the ability to feel music with the whole body, allowing development of auditory memory, communication, expression and creativity

## SHORT TERM GOALS

My students will be able to :

Sing with accuracy, clarity and reasonable technique, a variety of songs  
Interact and co-operate sensitively with others, regardless of cultural or social background or special needs  
Listen and Respond to Music

## LONG TERM GOALS

My students will be able to:

- ✓ Create and perform Music in both instrumental and vocal settings, individually and in groups
- ✓ Understand musical elements and concepts
- ✓
- ✓ Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership.
- ✓ Develop an understanding of fair play and team spirit through participation and competition

## LEARNING OBJECTIVES

- ✓ Develop a multifaceted physicality through training in dance techniques.
- ✓ Apply a variety of value systems, aesthetics, and approaches to performing.
- ✓ Will be prepared to enter the professional world of the performing arts, or to pursue graduate study in theater or dance

### **MIDDLE TERM -APRIL TO SEPTEMBER**

- **Definition: sangeet, swar, laya, taal, taali,,khali,vibhag (Theory)**
- **Introduction og raag yaman (Theory and Practical)**
- **What is raag (Theory)**
- **Taal :teen taal, kaherwa taal (Theory and Practical)**
- **Introduction of instrument: sitar, santoor, tabla, flute (Theory)**

### **ANNUAL TERM - OCTOBER TO MARCH**

- **Playback singing (practical)**
- **Biography of musicians : pt. bheemsen joshi and lata mangeshkar (Theory)**
- **Swach bharat song , national anthem, national song, mantra and school song (Theory and Practical)**

## DANCE Importance

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Even though another career path may ultimately be chosen, in dance children learn the cooperative effort necessary to produce a high quality work of art. Every child benefits from quality dance training. Long-term learnings go far beyond practical applications in dance. Dancers enter society with the ability to maintain the uncompromising high standards nurtured during their dance lessons.

Dance keeps you fit! Dance teaches the importance of movement and fitness in a variety of ways through a variety of disciplines. As well, dancers learn to coordinate muscles to move through proper positions. Dancing is a great activity to pursue at almost any age provided you are in proper health to handle the rigors of dancing for life. Dance is a great way to build invaluable social skills.. Dancers learn to take turns, to share attention, and to cooperate with others as they work within a group

### TEACHING STRATEGIES

- **Modeling or Demonstration** . The mentor demonstrates the dance steps so the students can see how the step is performed, the correct tempo, and direction the body moves. the teacher selects to Mirror (facing the students and using the opposite body side) or Shadow (facing the same direction and using the same body side. )
- **Part to Whole and Add On A Step.** The dance steps are taught one at a time then combined into the correct sequence. The first step is demonstrated and practiced, then the second step is demonstrated and practiced. Next, the students perform the first step and then add the second step. Next, the third step is demonstrated and practiced and then it is added to the first two steps. This procedure continues until all the steps of the dance are taught.
- **Peer Teaching or Reciprocal Style** . Students are organized into partners or small groups. They collaborate to help each other review and practice the dance that was presented in class. Promotes cooperation between peers and mutual improvement. In this style one student can be in the role of the teacher to observe the other students and then provide feedback about the performance. Students can reciprocate roles.

### SHORT TERM GOALS

My students will be able to :

- ✓ Explore and create movement at different levels, using different pathways and forming different shapes in space.
- ✓ Communicate through simple body movement a range of moods or feelings.
- ✓ respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music
- ✓ develop poise, balance and co-ordination while moving and stopping
- ✓ Create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison (all dancers move at the same time) and introducing canon (dancer A performs a movement, dancer B follows)

## LONG TERM GOALS

My students will be able to:

- ✓ Show sensitivity in movement to music
- ✓ Perform dances with confidence and competence, including folk and contemporary dances
- ✓ Experience enjoyment and achievement through movement
- ✓ Interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- ✓ Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership.
- ✓ Develop an understanding of fair play and team spirit through participation and competition

## LEARNING OBJECTIVES

- ✓ Develop a multifaceted physicality through training in dance techniques.
- ✓ Apply a variety of value systems, aesthetics, and approaches to performing.
- ✓ Will be prepared to enter the professional world of the performing arts, or to pursue graduate study in theater or dance
- ✓

## CURRICULUM

### Mid Term (April to September)

- Warm-up and stretching
- Work on base
- Introduce CONTEMPORARY dance style
- Foundation steps
- Power moves
- Body control
- Flooring concepts
- Work on body flowing

**Choreography:** Perfect by Ed Sheeran

**Dance Performance :** Independence Day

### Final Term (October to March)

- Every class of warm-up & stretching
- Introduce TUTTING and WAVING
- Some exercise of TUTTING
- How to use
- Basic moves

**Choreography:** Kill everybody by Skrillex

**Dance Performance :** Annual Day 2020-2021

### **LEARNING OUTCOME:**

- ✓ Identify the techniques used in a dance and the form of the dance.
- ✓ Observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings)
- ✓ Become aware of organizations and groups involved in dance and opportunities in dance.
- ✓ produce and perform more complex sequences with a partner or individually on the floor
- ✓ improve quality in body performance, notably in extension, body tension and clarity of body shape