

## **Learning Outcomes - Class 6**

### LEARNING OUTCOME PROTOCOL

#### ST. COLUMBA'S (MIDDLE SECTION)

Grade Specific and Subject Specific Learning Outcomes are framed, for the entire academic year. The same is disseminated to the stakeholders through the school website, in addition to hard copies being given. While framing Learning Outcomes, the focus is always on core competencies that the child will develop while undertaking the said course. The attempt is to integrate different levels of thinking skills within a set of Learning Outcomes. The stress is on framing Learning Outcomes that are SMART-Specific, Measureable, Achievable, Realistic and Time bound.

The annual Learning Outcomes are further broken down into monthly documents, disseminated amongst teachers with grade, subject, and topic references.

Teachers then write Weekly Lesson Plans, where Learning Outcomes Specific to the chapter being taught are penned down. This not only is a grade specific and subject specific exercise but, here the individual texture of each class takes centre stage, with the teacher aiming to incorporate multiple intelligence levels and aiming for an inclusive class. The topics to be taught in the upcoming week are the focal point at this stage.

Finally , before the commencement of each class, the learning outcomes are clearly spelt out to the students by each teacher. While in the on-site classes, this was done using the boards, in the current online scenario, this is done using slides in PPTs.

English	Month	Chapter	Learning Outcomes The learners will be able to:
	April	1. The Selfish Giant	1. Read the text with proper pronunciation, punctuation and intonation. 2. Identify new words/meanings/concepts/characters from the text.

		<p><b>2. Kinds of sentences</b></p> <p><b>3. Daffodils</b></p>	<p><b>3. Summarize the topic in their own words and frame correct sentences.</b></p> <p><b>1. Comprehend the essentials of a sentence.</b></p> <p><b>2. Differentiate between sentences and phrases.</b></p> <p><b>3. Write a sentence on their own.</b></p> <p><b>1. Comprehend the meaning of the stanzas and understand the genre of the poem.</b></p> <p><b>2. Identify and explain the significance of the poet's life in the poem.</b></p> <p><b>3. Expand the vocabulary with new words and usage of new words.</b></p> <p>.</p>
	<b>May</b>	<p><b>1. Transitive and Intransitive verbs</b></p> <p><b>2. A Christmas Present</b></p>	<p><b>1. Recognise whether a verb is used transitively or intransitively in a sentence.</b></p> <p><b>2. Correctly differentiate between transitive and intransitive verbs.</b></p> <p><b>3. Use the verb to make transitive and intransitive sentences.</b></p> <p><b>1. Identify the main idea, characters and details of the text.</b></p> <p><b>2. Extend their knowledge and skills to new ideas and themes.</b></p>

		<b>3. Paragraph Writing</b>	<p><b>3. Explore the emotional development of the key characters from the story.</b></p> <p><b>1. Write a paragraph with a topic sentence, support, and concluding sentence.</b></p> <p><b>2. Produce coherent and unified paragraphs with adequate support and detail</b></p> <p><b>3. Use a variety of accurate sentence structures.</b></p>
	<b>July</b>	<p><b>1. A Clean India-a campaign of promise</b></p> <p><b>2. Notice Writing</b></p> <p><b>3. Punctuation</b></p>	<p><b>1. Sensitize the importance of keeping our surroundings clean.</b></p> <p><b>2. Become aware about the need to keep their surroundings Clean.</b></p> <p><b>3. Examine different ways to keep their surroundings clean.</b></p> <p><b>1. Comprehend why a notice is written.</b></p> <p><b>2. Apply the correct format while writing a notice.</b></p> <p><b>3. Frame notice about any event.</b></p> <p><b>1. Name some punctuation marks that they already know.</b></p> <p><b>2. Identify and explain the use of punctuation marks.</b></p>

			3. Use punctuation marks correctly in a sentence.
	August	<p>1. Determiners</p> <p>2. Tenses (simple and continuous)</p> <p>3. Indian Weavers</p>	<p>1. Know that a determiner appears before a noun</p> <p>2. Identify determiners within sentences.</p> <p>3. Use determiners accurately within sentences.</p> <p>1. Comprehend that verbs change form depending on their relationship to time.</p> <p>2. Recognize and use simple and continuous tenses.</p> <p>3. Change the given verb into present, past and future simple and continuous tense.</p> <p>1. Recognize and value diversity in cultures of the society.</p> <p>2. Identify the use of words to create visual images.</p> <p>3. Discuss the similes used in the poem</p>
	September	1. The Echoing Green	<p>1. Comprehend the meaning of the stanzas and understand the genre of the poem.</p> <p>2. Expand the vocabulary with new words and usage of new words.</p>

		<b>2. Preposition</b>	<p><b>3. Analyze the theme, moral value imparted through the poem.</b></p> <p><b>1. Distinguish between a preposition and conjunction.</b></p> <p><b>2. Demonstrate the correct usage of prepositions.</b></p> <p><b>3. Use prepositions of time, place and motion appropriately.</b></p>
	<b>October</b>	<p><b>1. The Cherry Tree</b></p> <p><b>2. Paragraph Writing( Narrative)</b></p> <p><b>3. Informal Letters</b></p>	<p><b>1. Appreciate the bond and relationship between grand- parents and grandchildren.</b></p> <p><b>2. Identify the main idea, characters and details of the text.</b></p> <p><b>3. Extend their knowledge and skills to new ideas and themes.</b></p> <p><b>1. Write a paragraph with a topic sentence, support, and concluding sentence.</b></p> <p><b>2. Produce coherent and unified paragraphs with adequate support and detail.</b></p> <p><b>3. Use a variety of accurate sentence structures.</b></p> <p><b>1. Develop sensitivity towards language use in the process of communication.</b></p> <p><b>2. Use common punctuation marks in simple texts with accuracy.</b></p>

			3. Organize, plan, and write informal letters in 250 words.
	November	<p>1. The night the roof blew Off</p> <p>2. Subject Verb Agreement</p>	<p>1. Recognise and analyse the basic theme of the story.</p> <p>2. Discuss the development of prose.</p> <p>3. Embrace the diversity and identity of the characters in the text.</p> <p>1. Identify the correct verb to be used in agreement with the subject in a given sentence.</p> <p>2. Recall and apply the rules of Subject Verb Agreement.</p> <p>3. Construct sentences using proper subject / verb agreement.</p>
	December	<p>1. Oliver in trouble</p> <p>2. If I were an astronaut</p>	<p>1. Identify the main idea, characters and details of the text.</p> <p>2. Interpret texts with attention to ambiguity, complexity and aesthetic value.</p> <p>3. Explore the emotional development of the key character from the story.</p> <p>1. Recite poem with appropriate pause, intonation and pronunciation.</p> <p>2. Infer the poem's relation with real life/current day.</p>

		<b>3. Phrases and Clauses</b>	<p>3. Expand the vocabulary with new words and usage of new words.</p> <p>1 Identifying phrases and clauses</p> <p>2. Distinguish: independent (or main) clauses and dependent(or subordinate clauses)</p> <p>3. Rearrange words to form meaningful sentences.</p>
	January	<p>1. Walt Disney : The complete entertainer</p> <p>2. Tenses ( Perfect )</p> <p>3. Figures of Speech</p>	<p>1. Differentiate between a biography and an autobiography.</p> <p>2. Discuss the importance of dream and enumerate ways to turn dreams into reality.</p> <p>3. Explore the emotional development of the key character from the story.</p> <p>1. Recall situations in which present perfect tense is necessary to use</p> <p>2. Distinguish between present perfect and present perfect continuous</p> <p>3. Create sentences relevant to their own lives which put present perfect tense to use.</p> <p>1. Identify the figures of speech used in the sentences/story.</p> <p>2. Explain the figures of speech used in the given sentences</p>

			3. Categorize examples of figurative language from poetry and prose.
	February	1. Reported Speech	<p>1. Recognize the differences between direct and indirect speech.</p> <p>2. Convert direct speech to indirect speech in different tenses.</p> <p>3. Use reported speech correctly in oral discussions.</p>

Hindi	Month	Chapter	<p>Learning Outcomes</p> <p>The learners will be able to:</p>
	April	<p>साहित्य - नादान दोस्त</p> <p>व्याकरण वर्णमाला, वर्ण -- विच्छेद, लिंग, वचन, विलोम, संज्ञा - भेद, चित्र -</p>	<p>*पक्षियों और मनुष्यों के जीवन और व्यवहार में अंतर समझने में समर्थ हो पाएँगे ।</p> <p>*अनुभव और बड़ों का मार्गदर्शन प्रत्येक कार्य की सफलता के लिए अत्यावश्यक है , यह समझ पाएँगे ।</p> <p>*हमें ऐसा कोई कार्य नहीं करना चाहिए, जिससे किसी का जीवन खतरे में पड़ जाए ।</p> <p>*हिंदी की प्रथम इकाई को समझने में सक्षम हो पाएँगे ।</p> <p>*व्याकरणिक संरचनाओं का प्रयोग सीखेंगे ।</p> <p>* नए शब्द व उसका प्रयोग सीखेंगे ।</p> <p>*अर्थ ग्रहण, अनुमान लगाना, शब्द ज्ञान व भाषा कौशल का विकास करेंगे ।</p>



		वर्णन,अपठित - गद्यांश	
	May	साहित्य -  वह चिड़िया जो         बचपन -	<ul style="list-style-type: none"> <li>* छात्रों की कल्पनाशीलता को जागृत करना ।</li> <li>* चिड़िया के स्वभाव से अवगत होना ।</li> <li>* कविता को उचित लय- ताल, यति - गति के साथ बोलना सीखेंगे ।</li> <li>* मनुष्य के महत्वपूर्ण गुणों को उजागर करना ।</li> <li>* छात्र साहित्य की संस्मरण विधा से परिचित होंगे ।</li> <li>* बचपन के सुखद क्षणों की अनुभूति कराना ।</li> <li>* आजकल के बच्चों व लेखिका के बचपन में आए अंतरों की जानकारी कराना ।</li> </ul>
	July	साहित्य  चाँद से थोड़ी - सी गप्पें       पार नज़र के	<ul style="list-style-type: none"> <li>* सस्वर कविता पाठन की क्षमता का विकास करना ।</li> <li>* चंद्रमा के घटने-बढ़ने की प्रक्रिया को समझने में समर्थ होना ।</li> <li>* वर्ष के बारह महीनों , दो अयनों व पक्षों का ज्ञान कराना ।</li> <li>* कल्पनाशीलता को बढ़ावा देना ।</li> <li>* मंगल के सामान्य जीवन से परिचित कराना ।</li> </ul>

		<p>व्याकरण -</p> <p>सर्वनाम, विराम- चिह्न, कारक - चिह्न,संवाद - लेखन</p>	<p>* वैज्ञानिक गतिविधियों एवं रहन-सहन को समझने में समर्थ होना ।</p> <p>* छात्रों की सोच को वैज्ञानिक राह देना ।</p> <p>*व्याकरणिक संरचनाओं का प्रयोग सीखेंगे ।</p> <p>* तार्किक शक्ति का विकास होगा ।</p> <p>* अर्थ ग्रहण,अनुमान लगाना,शब्द ज्ञान व भाषा कौशल का विकास होगा ।</p>
	August	<p>साहित्य -</p> <p>जो देखकर भी नहीं देखते</p> <p>व्याकरण -</p> <p>क्रिया, काल- भेद, संवाद - लेखन, अपठित - गद्यांश</p>	<p>* छात्र आँखों का महत्त्व समझने में समर्थ होंगे ।</p> <p>* प्रकृति के प्रति प्रेम उत्पन्न होगा और उसका संरक्षण व संवर्धन करना सीखेंगे ।</p> <p>* ईश्वर की दी नियामत के लिए धन्यवाद करना सीखेंगे ।</p> <p>*क्रिया व काल में संबंध स्थापित करने में सक्षम होंगे ।</p> <p>*तार्किक शक्ति का विकास ।</p>
	September	<p>समस्त कार्य की पुनरावृत्ति</p>	<p>*अभ्यास कार्य द्वारा ग्रहण क्षमता व भाषा अभिव्यक्ति कौशल का विकास करेंगे।</p> <p>*व्याकरण के प्रमुख अंगों का ज्ञान प्राप्त करेंगे ।</p> <p>*व्याकरणिक तत्वों का व प्रयोग करना सीखेंगे ।</p>

	October	<p>साहित्य -</p> <p>टिकट अलबम</p> <p>में सबसे छोटी होऊँ</p> <p>व्याकरण -</p> <p>विशेषण भेद, पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द, संवाद - लेखन</p>	<ul style="list-style-type: none"> <li>* दूसरों से घृणा करने से उनका तो नुकसान होता ही है साथ में अपना भी होता है इस बात से परिचित होंगे ।</li> <li>* पश्चाताप के भाव से परिचित होंगे और आपसी मित्रता के महत्व को समझने में समर्थ होंगे ।</li> <li>* टिकट, सिक्के या अन्य चीज़ों को एकत्र कर दुनिया के अन्य देशों के बारे में जानेंगे ।</li> <li>* माँ खुद कष्ट सहकर किस प्रकार बच्चों को खुश रखने का प्रयास करती हैं ।</li> <li>* बड़े होकर अपने उत्तरदायित्व का अहसास होना ।</li> <li>* कल्पनाशीलता को बढ़ावा देना ।</li> <li>* संज्ञा या सर्वनाम की विशेषता बताने में सक्षम होंगे ।</li> <li>* शब्द ज्ञान भंडार में वृद्धि ।</li> <li>* तार्किक शक्ति का विकास</li> </ul>
	November	<p>साहित्य</p> <p>ऐसे - ऐसे</p>	<ul style="list-style-type: none"> <li>* एकांकी विधा व नाटक के अंतर को जानेंगे ।</li> <li>* समय पर कार्य करने व झूठ न बोलने की आदत का विकास होगा ।</li> <li>* बात में विशेषता लाने के लिए बोलियों के रंग- ढंग व नए मुहावरे जानकर भाषा समृद्ध कर उन्हें जीवन में प्रयोग करेंगे ।</li> <li>* संवाद लेखन व नाट्य कौशल का विकास ।</li> </ul>

		<p>नौकर</p> <p>व्याकरण- अनौपचारिक पत्र, अपठित - गद्यांश अनुच्छेद - लेखन</p>	<ul style="list-style-type: none"> <li>* समाज में छोटे-बड़े, गरीब- अमीर सभी को समान समझने की प्रेरणा देना ।</li> <li>* अपना कार्य खुद करने व जीवन को अनुशासित रखने की प्रेरणा देना ।</li> <li>* महात्मा गाँधी जैसे महान व्यक्तित्व से परिचित कराना ।</li> <li>* पत्र -लेखन के महत्व पर परिचर्चा की जाएगी ।</li> <li>* छात्रों में सृजनात्मक चिंतन का विकास कराना ।</li> </ul>
	December	<p>साहित्य - झाँसी की रानी</p> <p>व्याकरण- मुहावरे, चित्र- वर्णन, अनुच्छेद - लेखन, अनौपचारिक पत्र</p>	<ul style="list-style-type: none"> <li>* 1857 के स्वतंत्रता संग्राम में झाँसी की रानी की भूमिका से अवगत कराना ।</li> <li>* छात्रों में वीरता और बलिदान जैसे गुणों का संचार करना ।</li> <li>* सस्वर कविता वाचन की क्षमता का विकास करना ।</li> <li>* छात्र भारत के गौरव पूर्ण स्वर्णिम इतिहास को समझने में समर्थ होंगे ।</li> <li>* छात्रों में सृजनात्मक चिंतन का विकास कराना ।</li> <li>* पत्रों के प्रकार जानेगे व लिखने की विधा सीखेंगे ।</li> </ul>

	January	<p>साहित्य -</p> <p>संसार पुस्तक है</p> <p>साँस -साँस में बाँस</p> <p>व्याकरण-</p> <p>चित्र- वर्णन,</p> <p>अनुच्छेद - लेखन</p>	<ul style="list-style-type: none"> <li>* पत्र लिखने की कला का विकास होगा ।</li> <li>* छात्र संसार व प्रकृति चक्र के संबंध को समझने में समर्थ होंगे ।</li> <li>* प्रकृति की हर वस्तु में छिपे रहस्य को जानने का प्रयास करेंगे ।</li> <li>* भारत के उत्तर-पूर्वी क्षेत्रों के सातों राज्यों के बारे में जानेंगे</li> <li>* बाँस की उपयोगिता से परिचित होंगे ।</li> <li>* बाँस से बनी कलात्मक वस्तुओं की जानकारी देना ।</li> <li>* बाँस की बुनाई का इतिहास व रंगाई के बारे में जानकारी देना ।</li> <li>* छात्रों में सृजनात्मक चिंतन का विकास कराना ।</li> <li>* छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे ।</li> </ul>
	February	<p>समस्त कार्य की पुनरावृत्ति</p>	<ul style="list-style-type: none"> <li>* अभ्यास कार्य द्वारा ग्रहण क्षमता व भाषा अभिव्यक्ति कौशल का विकास करेंगे।</li> <li>* व्याकरण के प्रमुख अंगों का ज्ञान प्राप्त करेंगे ।</li> <li>* व्याकरणिक तत्वों का व प्रयोग करना सीखेंगे ।</li> </ul>



	<b>August</b>	<b>7. Fractions</b>  <b>8. Decimals</b>	<ul style="list-style-type: none"> <li>- develop the idea of equivalence of fractions through various activities. For Example- by paper folding or shading.</li> <li>- compare like and unlike Fractions.</li> <li>- use fractions in different situations</li> <li>- represent decimals on a number line.</li> <li>- compare decimal numbers.</li> <li>- Use decimals in different situations involving money, length, weight, etc.</li> </ul>
	<b>September</b>	<b>9. Data Handling</b>	<ul style="list-style-type: none"> <li>- arrange the given /collected information in the form of table, pictograph and Bar Graph.</li> <li>- interpret the represented information.</li> </ul>
	<b>October</b>	<b>10. Understanding elementary shapes</b>	<ul style="list-style-type: none"> <li>- classify angles according to their measure.</li> <li>- Classify triangles into different groups/types on the basis of their angles &amp; sides.</li> <li>- classify quadrilaterals on the basis of their sides &amp; angles.</li> <li>- identify various 3-D objects from their surroundings like: cuboid, cube, cone, etc.</li> </ul>
	<b>November</b>	<b>11. Algebra</b>	<ul style="list-style-type: none"> <li>- appreciate the necessity of representing unknowns by variables.</li> <li>- use variables with different operations to generalise a given situation.</li> <li>- comprehend the concept of Equation.</li> </ul>
	<b>December</b>	<b>12. Mensuration</b>	<ul style="list-style-type: none"> <li>- find out the perimeter and area of rectangular objects in the surroundings.</li> <li>- find out area by counting the number of squares.</li> <li>- apply the concept of Perimeter &amp; Area in solving the word problems.</li> </ul>
	<b>January</b>	<b>13. Ratio &amp; Proportion</b>	<ul style="list-style-type: none"> <li>- compare quantities using ratios in different situations.</li> <li>- use proportional method to compare the ratios.</li> <li>- use Unitary method in solving various Word problems.</li> </ul>
	<b>February</b>	<b>14. Practical Geometry</b>	<ul style="list-style-type: none"> <li>- to construct a line segment, perpendicular and circle using the Ruler &amp; Compasses.</li> <li>- to construct different measures of angles without using a Protractor.</li> </ul>

			- to bisect line segments and angles.
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Science	Month	Chapter	Learning Outcomes The learners will be able to:
	April	<b>1.Food:Where it comes from</b>  <b>2.Components of food</b>	list ingredients used to make a dish  Identify whether the ingredient is a plant or animal product  List ingredients obtained from plants and animals  Distinguish between herbivores, carnivores and omnivores  <hr/> List the functions of food  Identify carbohydrates, proteins, fats and vitamins and its functions  List the functions of water and roughage in our diet.  Distinguish between deficiency disease and communicable disease.  List various deficiency diseases and identify their symptoms.
	May	<b>Separation of substances</b>	List the type the different types of mixtures  Distinguish between pure and impure substances  Identify the principle behind choosing a method of separation  List the different methods of separation  Carry out activities to separate the constituents of a mixture



			Identify the apparatus used in a method of separation
	July	<p><b>Garbage in Garbage out</b></p> <p><b>Getting to know plants</b></p>	<p>Identify the useful and non useful components of garbage</p> <p>Define what is a landfill</p> <p>Understand the importance of segregation of waste</p> <p>Distinguish between biodegradable and nonbiodegradable waste</p> <p>Understand the process of vermicomposting and its application</p> <p>Apply the principles of reduce, reuse and recycle in their day to day lives</p> <hr/> <p>Classify the plants into herbs ,shrubs and trees based on their characteristics.</p> <p>Identify the parts of a plant</p> <p>List the functions of the root, stem and leaf</p> <p>Observe the modifications in different roots, stems and leaves</p> <p>Identify the parts of the flower</p> <p>List the different functions of each of the parts of a flower</p> <p>Carry out the dissection of a flower.</p>
	August	<b>Water</b>	<p>List the various sources of water</p> <p>Distinguish between fresh and saline water</p> <p>Understand the process of water cycle in nature</p>

		<b>Light shadow and reflection</b>	<p>Explain the process of water cycle</p> <p>Identify the consequences of a flood and a drought</p> <p>Understand the importance of conservation of watert</p> <hr/> <p>Classify substances as transparent, opaque and translucent</p> <p>Explain the formation of a shadow</p> <p>Explain the construction and working of a pinhole camera.</p> <p>Distinguish between a shadow and a reflection</p>
	<b>September</b>	<b>The living organisms and their surroundings</b>	<p>List the different types of habitat</p> <p>Identify the animals found in a specific habitat</p> <p>List the characteristic features of the organism that are required to adapt to the habitat.</p> <p>List the characteristic features of a living being</p> <p>Distinguish between external and internal respiration</p> <p>Observe how all living beings grow, have a definite life span. Respond to stimuli, respire, reproduce, excrete and are made up of cells</p>
	<b>October</b>	<b>Fibre to fabric</b>	<p>List and classify natural and synthetic fibre</p> <p>Explain how cotton and jute fibres obtained and processed.</p> <p>Explain the processes involved in making the fibre into a fabric.</p> <p>List the properties of cotton and jute fibres</p>

			Record the development of clothing material
	November	<p>Changes around us</p> <p>Electricity and circuits</p>	<p>Observe the different changes in physical and chemical nature of a substance in our surrounding</p> <p>Classify the changes as reversible, irreversible. Physical or chemical</p> <p>Distinguish between reversible and irreversible changes</p> <p>List the common types of physical and chemical change</p> <hr/> <p>List the components of a simple circuit</p> <p>Distinguish between an open and a closed circuit</p> <p>Identify the parts of a dry cell and list its advantages</p> <p>Explain the working of a light bulb</p> <p>Conduct simple experiments to set up a circuit and record observations</p> <p>Explain how to prevent an electric shock</p> <p>Differentiate between an insulator and a conductor.</p>
	December	<p>Motion and measurements</p> <p>Air around us</p>	<p>Record observations using a span, cubit and ruler for measuring the length of an object.</p> <p>Explain what is motion wrt a stationary object.</p> <p>List the different types of motion</p> <p>Observe and classify the different types of motion observed in a moving object</p> <hr/> <p>List the constituents of air</p>

			<p>Conduct simple investigations to test the presence of oxygen, carbon dioxide and water vapour in air.</p> <p>List the various uses of air in our day to day lives</p>
	January	Body movements	<p>Differentiate between movement and locomotion</p> <p>Identify the parts of a skeleton</p> <p>Classify different types of joints and where are they found</p> <p>List the functions of the various joints for movement to take place.</p> <p>Explain how do muscles work to bring about the movement of a joint</p> <p>Observe the gait and understand how various other animals in nature show locomotion</p>
	February	Magnets and magnetism revision	<p>List the different types of magnets found in nature</p> <p>Observe the attraction and repulsion between the poles of a magnet</p> <p>Carry out simple experiments to locate the poles of a magnet</p> <p>Identify materials which are magnetic and those which are not</p> <p>List the uses of a magnet</p>

SST	Month	Chapter	<p>Learning Outcomes</p> <p>The learners will be able to:</p>
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	April	<p>1.HIST:-What , Where, How &amp; When?</p> <p>2. GEOG:- Globes, Latitudes &amp; Longitudes</p>	<ul style="list-style-type: none"> <li>▪ <b>HISTORY</b></li> <li>▪ Enumerate ways in which the past can be studied – through inscriptions, manuscripts, monuments and other objects.</li> <li>▪ Trace the origin of the terms used for our nation – ‘India’ and ‘Bharat’.</li> <li>▪ Describe the reasons for travel by people in the past , as well as the means used.</li> <li>▪ Define important terms like ‘archaeology’, ‘historian’ and ‘inscription’.</li> <li>▪ <b>GEOG-</b></li> <li>▪ identify a globe</li> <li>▪ state the features of a globe</li> <li>▪ recall the concept of latitudes and longitudes</li> <li>▪ list the important parallels of latitudes</li> </ul>
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		<p>3. HIST-</p> <p>In the Earliest Cities-</p>	<ul style="list-style-type: none"> <li>· locate places using latitudes and longitudes.</li> <li>· <b>HIST-</b></li> <li>· recall the names of some of the earliest cities of the Indian subcontinent.</li> <li>· describe the lives of people in a city and a countryside during ancient times</li> <li>· list some features of Harappan cities in Gujarat</li> <li>· describe the possible reasons behind the end of all early cities.</li> <li>·</li> </ul>
	May	<p>1. CIVICS-</p> <p>Understanding Diversity</p>	<ul style="list-style-type: none"> <li>· <b>CIVICS</b></li> <li>· Identify the various kinds of diversity we are surrounded with</li> </ul>

		<p>2. GEOG-Motions of the Earth.</p>	<ul style="list-style-type: none"> <li>· Distinguish ‘diversity ‘ from ‘inequality’</li> <li>· Elaborate on ‘diversity in India’</li> <li>· Recognise the various factors( geographical and historical) that influence the diversity of a region</li> <li>· <b>GEOG-</b></li> <li>· Describe the two movements of the earth, rotation and revolution</li> <li>· Define important terms like ‘orbital plane’, ‘circle of illumination’ and ‘the elliptical orbit’</li> <li>· Relate the change in ‘day and night ‘with the earth’s rotation and ‘change in seasons’ with the earth’s revolution</li> </ul>
	July	<p>1. GEOG-Maps</p>	<ul style="list-style-type: none"> <li>· <b>GEOG-</b></li> <li>· Compare a map with a globe</li> <li>· Enumerate the different types/kinds of maps</li> <li>· List the components of a map</li> <li>· Define ‘map scale’ and differentiate between ‘large scale and small scale map’.</li> <li>· Describe the concept of ‘conventional symbols’</li> <li>· Recall, draw and use some important conventional symbols .</li> </ul>

		<p>2. HIST- Kingdoms , kings and early republic.</p> <p>3. DIVERSITY AND DISCRIMINATION</p>	<ul style="list-style-type: none"> <li>• <b>HIST-</b></li> <li>• Summarise the ritual of the ‘ashwamedha sacrifice’</li> <li>• Differentiate between the ‘janapadas’ and the ‘mahajanapadas’.</li> <li>• State the importance of the varna system/hierarchy in ancient society</li> <li>• <b>CIVICS-</b></li> <li>• describe ‘discrimination’ and the factors leading to it.</li> <li>• Describe the term ‘ prejudice’ and how it leads to the creation of stereotypes.</li> <li>• discover the influence of stereotypes on people by examining real-life situations</li> <li>• summarise the ‘untouchability’ experience of Dr. B. R Ambedkar in their own words</li> </ul>
	August	1. WHAT IS GOVERNMENT	<ul style="list-style-type: none"> <li>• <b>CIVICS-</b></li> <li>• describe what ‘government’ is</li> <li>• identify the various responsibilities of a government.</li> <li>• Enumerate the types of government</li> <li>• describe’ voting ‘and the different ways in which it can be conducted</li> </ul>



	September	1. REVISION 9 Term 2 exams)	REVISION & TERM 2 EXAMINATION
	October	1. HISTORY - New questions and Ideas  2. CIVICS- Panchayati Raj  3. GEOG- Our Country, India	<b>HIST-</b> <ul style="list-style-type: none"> <li>state the origin of Buddhism and Jainism</li> <li>list the important teachings of the Buddha and Lord Mahavira</li> <li>analyse the basic values associated with the newly found religions</li> </ul> <ul style="list-style-type: none"> <li><b>CIVICS-</b></li> <li>Define “gram sabha”</li> <li>Enumerate the functions/ role of the gram sabha</li> <li>Identify different levels</li> <li>of the ‘panchayati raj’</li> <li>discuss the sources of income of the panchayat</li> <li><b>GEOG-</b></li> <li>locate different states and neighbouring countries of India on the political map of our country</li> <li>identify the varied landform of India ( plains, highlands, plateaus, river systems and the islands)</li> </ul>

			<ul style="list-style-type: none"> <li>draw and label the physical divisions of India , important rivers and surrounding water bodies of the Indian subcontinent</li> <li></li> </ul>
	November	<p>1.GEOG- Major Landforms of the Earth</p> <p>2. Ashoka – the emperor who gave up war.</p>	<ul style="list-style-type: none"> <li><b>GEOG-</b></li> <li>List the major landforms of the earth formed on the basis of internal and external processes.</li> <li>Define a block mountain, a fold mountain and a volcanic mountain</li> <li>List the special features of various landforms in India like the plains and the plateaus</li> <li><b>HIST-</b></li> <li>Identify the famous cities of the Mauryan empire</li> <li>List significant contributions of the mauryan dynasty in the field of administration and religion</li> <li>define ashoka's dhamma</li> <li>state ways /methods he adopted to spread his Dhamma.</li> </ul>

	December	<p>1. CIVICS- Rural administration</p> <p>2. GEOG- India- climate, vegetation and wildlife</p>	<ul style="list-style-type: none"> <li>· <b>CIVICS-</b></li> <li>· describe the working of a police station</li> <li>· enumerate the role / responsibility shouldered by the patwari</li> <li>· state the new law for ownership on land</li> <li>· <b>GEOG-</b></li> <li>· Differentiate between ‘weather ‘ and ‘climate’</li> <li>· List the types of seasons predominant in the Indian subcontinent</li> <li>· List the importance and use of our forest wealth</li> <li>· Analyse why poaching of animals should be stopped</li> <li>· Define “natural vegetation’</li> <li>· Locate the different kinds of forests in the INDIAN subcontinent and list the most important trees found</li> </ul>
	January	<p>1.CIVICS- Urban administration</p>	<ul style="list-style-type: none"> <li>· <b>CIVICS-</b></li> <li>· compare urban with rural administration</li> <li>· list the functions of the Mu</li> </ul>

		<p><b>2.HIST-</b></p> <p><b>Traders, kings and Pilgrims</b></p>	<ul style="list-style-type: none"> <li>recall the story of the ‘silk route’ and the quest of the pilgrims</li> <li>trace the silk route on a map of India</li> <li>list the causes of the spread of Buddhism and the need of the ‘Bhakti movement’</li> </ul>
	February	<p><b>HIST-</b></p> <p><b>1.New empires and kingdoms</b></p> <p><b>REVISION</b></p>	<ul style="list-style-type: none"> <li><b>HIST-</b></li> <li>locate the cities conquered by the Gupta dynasty</li> <li>describe how early kingdoms were administered</li> <li>list the changes brought about in the army of the early rulers.</li> </ul>

Computer Science	Month	Chapter	<p><b>Learning Outcomes</b></p> <p><b>The learners will be able to:</b></p>
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	<b>April</b>	<b>Chapter 8 (Programming in Scratch)</b>	1. Define Scratch. 2. Enumerate the uses of Scratch. 3. List the advantages of Scratch over other programming languages. .
	<b>May</b>	<b>Chapter 8 (Programming in Scratch)</b>	1. List the facts about Scratch language. 2. Start the Scratch software. 3. List the various components of Scratch Interface.
	<b>July</b>	<b>Chapter 8 (Programming in Scratch)</b>	1. Understand the different terms used in Scratch. 2. Describe the different categories of Blocks. 3. Create Scripts in Scratch as directed.
	<b>August</b>	<b>Chapter 1 (Computer an Overview)</b>	1. Describe a Computer. 2. Explain 5 basic operations used in computer. 3. List the names of first Mechanical and Electronic computer. 4. Differentiate between Hardware and Software. 5. Explain the computer architecture. 6. List the example of Input devices, Output devices, Secondary memory devices. 7. Define Input unit. 8. Differentiate between Firmware and Skinware.

	<b>September</b>	<b>Chapter 1 (Computer an Overview)</b>	<p>1.Explain the function of Memory unit, Control units., ALU.</p> <p>2. Define the features of central processing unit.</p> <p>3. List the components of CPU.</p> <p>4. List the different units for measurement of computer memory.</p>
	<b>October</b>	<b>Chapter 1 (Computer an Overview)</b>	<p>1.Define output unit with examples.</p> <p>2. Explain the concept of computer memory.</p> <p>3. Differentiate between BIT and BYTE.</p> <p>4. Define Binary digits.</p>
	<b>November</b>	<b>Chapter 1 (Computer an Overview)</b>	<p>1.Elucidates computer memory and its type.</p> <p>2. Differentiate between RAM and ROM.</p> <p>3. Differentiate between Primary memory and Secondary Memory.</p> <p>4. List the difference between Volatile and Non-volatile memory.</p> <p>5. Define BIOS.</p>
	<b>December</b>	<b>Chapter 5 (Working with MS Excel 2016)</b>	<p>1.Understand the Use of MS Excel / Spreadsheet.</p> <p>2. List the advantages of MS Excel.</p> <p>3. How to start MS-Excel 2016.</p>
	<b>January</b>	<b>Chapter 5 (Working with MS Excel 2016)</b>	<p>1.Define MS-Excel / Spreadsheet.</p> <p>2. List the components of MS-Excel Screen.</p>



		<b>3. Warli Painting</b>  <b>4. Paper Butterfly</b>	<p>-----</p> <ul style="list-style-type: none"> <li>- Learn line drawing and geometrical forms.</li> <li>- Understand the origin of this folk art.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>-Learn proper paper folding and cutting technique.</li> <li>-Develop fine motor skills.</li> </ul>
	July	<b>1. Collage Painting (theme based)</b>  <b>2. Stone painting</b>  <b>3. Animal (Lion) Drawing</b>  <b>4. 3D Paper Leaves</b>	<ul style="list-style-type: none"> <li>- Learn proper paper tearing and pasting skills.</li> <li>-Develop drawing skills.</li> <li>- Learn selection of coloured paper.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>- Learn drawing and painting skills.</li> <li>-Learn selection of suitable stone size.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>- Learn the details of an animal form .</li> <li>- Learn the important features of lion.</li> <li>-Learn cross hatching using different shading pencils.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>-Learn proper paper folding and cutting skills.</li> <li>-Develop fine motor skills.</li> </ul>
	August	<b>1. Portrait Study (with B/W and colour)</b>	<ul style="list-style-type: none"> <li>- Learn basic face drawing of a human.</li> <li>-Learn symmetry in the human face.</li> <li>-Create the details of the human face</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>-Develop 3D effect of face mask.</li> </ul>



		<b>2.Mask making using Clay</b>	<p>-Learn the tactile quality of both synthetic and natural clay.</p> <p>-Learn symmetry and proportion for creating a face mask.</p>
	<b>September</b>	<b>1.Drawing objects using Grid</b>  <b>2. Foil Craft (Animals)</b>	<p>-Produce an accurate line drawing by reducing their given subject to a series of small squares.</p> <p>-Resize their subject using this grid technique.</p> <p>-----</p> <p>-Create different forms using foil paper.</p> <p>-Learn handling and reshaping of foil paper.</p> <p>-Learn animal forms.</p>
	<b>October</b>	<b>1.Imaginative Painting</b>  <b>2. T- shirt Designing</b>	<p>-Improve their imaginative and creativity skills.</p> <p>-Develop drawing and composition skills.</p> <p>-----</p> <p>- Create different patterns.</p> <p>-Develop calligraphy skills and tracing skills.</p> <p>-Develop composition skills.</p>
	<b>November</b>	<b>1.Festival Activity (Diwali decorations)</b>  <b>2. Festival Card</b>	<p>-Create different types of Diwali decorations.</p> <p>-Learn paper folding, cutting and pasting skills.</p> <p>-----</p> <p>-Learn various types of paper cutting, pasting and folding skills.</p> <p>-Learn drawing, painting and decorating techniques.</p>
	<b>December</b>	<b>1.Festival Activity (Christmas and New year decorations)</b>	<p>-Create different types of festival decorations.</p> <p>-Learn paper folding, cutting and pasting skills.</p> <p>-----</p> <p>-Learn various types of paper cutting, pasting and folding skills.</p>

		<b>2.New Year's Card</b>	-Learn drawing, painting and decorating techniques.
	<b>January</b>	<b>1. Poster Making</b>  <b>2. Toy Making with Paper</b>	1.Learn the importance of posters.  2.Learn selection of fonts.  3. Create a suitable attractive colour scheme for the poster designing.  -----  1.Learn paper cutting, folding and pasting skills.  2.Develop fine motor skills.
	<b>February</b>	<b>1.Composition (topic: railway station)</b>  <b>2. Jute Thread Objects</b>	1.Learn drawing, painting and colouring skills.  2. Create a suitable composition using their creativity and imaginative skills.  -----  - Learn the importance of organic products in our daily life.  -Learn handling of jute thread to create objects such as basket.

<b>PHE</b>	<b>Month</b>	<b>Chapter</b>	<b>Learning Outcomes</b>  <b>The larners will be able to:</b>
	<b>April</b>	<b>Free Hand Ex</b>  <b>Mark Time</b>  <b>Flat Catch</b> <b>Orthodox Cup</b>  <b>MATCH PRACTICE</b>  <b>Rules and Regulations</b>	<b>1 Adopt and improve activity specific skills in a variety of individual pursuits Eg: Resistance Training Aerobics</b>  <b>2 Adopt and improve activity specific skills a variety of games.</b>  <b>3 Acquiring and developing skill</b>  <b>4 Improve catching skills</b> <b>5 Improve co-ordination and agility</b>

	May	Flat catch Reverse Cup  Ground Fielding  RULES & REGULATION  MATCH PRACTICE	1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.  2 Acquiring and developing skill 3 Improve catching skills 4 Improve co-ordination and agility 5 To develop the throwing and catching precision, control and fluency skills to outwit the batters using these skills.
	July	FREE HAND EXERCISE'S  DRILL PRACTICE (SPORTS DAY)  ATHLETICS SELECTION (SPORTS DAY)  ZIG-ZAG DRIBBLING (FOOTBALL)  FLAT LOW CATCH (CRICKET)  RULES & REGULATION  MATCH PRACTICE	1. DEVELOP MOTOR ABILITY SKILLS  2. DEVELOP SENSE OF RHYTHM  3. DEVELOP COORDINATION ABILITY  4. To be know and understand how to catch each delivery correctly in order to gain an advantage.  5. To be able to perform the skill of catching each type of delivery and how it can be used to outwit the batters. To incorporate catching into a small game  6. To develop the throwing and catching precision, control and fluency skills to gain an advantage.
	August	FREE HAND EXERCISE'S	1 Develop Strength

		DRILL PRACTICE (SPORTS DAY)	2 Develop flexibility
		ATHLETICS SELECTION (SPORTS DAY)	3. Develop equilibrium
		HIGH CATCH (CRICKET)	4.Demonstrate proper etiquette and good sportsmanship
		FLAT CATCH (CRICKET)	5. Discuss issues related to positive athletic / active living role.
		RULES & REGULATION	6. Demonstrate etiquette and fair play.
		MATCH PRACTICE	7. To use a variety of throw and catches and skills
	Septemb er	Football Dribbling and Zig Zag Dribbling	1 To be able to show basic control skills including sending and receiving the ball.
		Push Pass	2 To dribble in different directions using different parts of their feet.
		Rules and regulations	3 To implement the basic rules of football.
		MATCH PRACTICE	4 Demonstrate proper etiquette and good sportsmanship
	October	SELECTION OF SPORTS DAY EVENT	1 To send the ball with some accuracy to maintain possession and build attacking play.
		PUSH PASS (FOOTBALL)	2 To Pass for distance To Evaluate skills to aid improvement.
		FRONT FOOT DEFENCE (CRICKET)	3 To develop a range of skills to use in isolation and in a competitive context
		FRONT FOOT DRIVE (CRICKET)	4 To use basic skills with more consistency including striking a batting.
		RULES & REGULATION	5 To be able some of the basic rules of cricket

			6 Demonstrate proper etiquette and good sportsmanship
	November	FULL SPORTS DAY PRACTICE	1 Children also learn how to cope in a competitive environment as well as learning all about winning and losing; these are important life skills to assimilate in preparation for the working environment.
		DRIBBLING (BASKETBALL)	2 Understand basic basketball rules, terminology, and safety concerns.
		FREE SHOT (BASKETBALL)	3 Demonstrate the six basic basketball skills of running, jumping, passing, catching, dribbling, and shooting.
		SHOOTING (FOOTBALL)	4 Demonstrate the ability to perform team offensive and defensive skills and strategies.
		RULES & REGULATION	
		MATCH PRACTICE	5. Understand and apply the knowledge of basic rules of basketball.
			6. Demonstrate proper etiquette and good sportsmanship.
	December	FORWARD DEFENCE (CRICKET)	1 To link together a range of skills and use in combination
		FORWARD DRIVE (CRICKET)	2 To collaborate as a team to choose, use and adapt rules in games.
		GAME SITUATION RULES & REGULATION	3 To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance
		MATCH PRACTICE	4 To use a range of tactics for attacking and defending in role of bowler, batter and fielder
	January	CIRCUIT TRAINING	1 Aims at continuous professional development for all professionals belonging to different backgrounds.
		FUN GAMES	2 Participants acquire practical skills and thorough understanding of the basics of adult learning theory.
		ASSESSMENT OF SKILLS	3 Will help the participants to develop the approaches to identify the needs of the learners as per their skill set,
		RULES & REGULATION	

		MATCH PRACTICE	develop their own resources and then design a training program accordingly.
	February	FREE HAND EXERCISE'S  FUN GAME  CHEST PASS (BASKETBALL)  RULES & REGULATION  MATCH PRACTICE	4. Develop and demonstrate mastery of training and facilitation through multiple practice deliveries and individualized feedback and analysis.  1 Improved memory capacity  2 Motivates and engages students  3 Better hand-eye coordination  4 Opportunities for skill-building  5 Stimulates faster strategic thinking & problem-solving:

Sanskrit	Month	Chapter	Learning Outcomes The learners will be able to:
	April	1.आओ संस्कृत सीखें : वर्णमाला परिचय व वर्ण विच्छेद एवं संयोजन 2 संख्या : 1-10 3 स्वयं प्रकाश - प्रकृति उपहाराः फलानि – शाकानि , शरीरस्य भागाः	1 छात्र संस्कृत वर्णमाला के पूर्व ज्ञान को सुदृढ़ कर सकेंगे। 2 छात्र अपने वर्णमाला के ज्ञान द्वारा वर्ण विच्छेद करने में सक्षम होंगे। 3 संस्कृत संख्या शब्दों का ज्ञान होगा . 4 छात्रों के व्यवहारिक शब्द कोष ज्ञान में वृद्धि होगी।
	May	पुस्तक प्रवेशिका  1 लिंग 2 वचन	1 छात्र संस्कृत में तीन लिंग होते हैं यह जान सकेंगे। 2 लिंग, पुरुष से परिचय होगा। 3 अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।

		3 पुरुष का परिचय	<b>4 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा ।</b>
	<b>July</b>	<p>1 रुचिरा : प्रथमः पाठः ( पुल्लिङ्ग शब्द परिचयः)</p> <p>2 रुचिरा : द्वितीयः पाठः ( स्त्रीलिङ्ग शब्द परिचयः)</p> <p>3 आओ संस्कृत सीखें - लिङ्ग -वचन का परिचय</p> <p>4 शब्दरूप - बालक (विभक्तियों के साथ)</p>	<p>1 छात्रों को पुल्लिङ्ग शब्दों की पहचान होगी ।</p> <p>2 छात्रों को स्त्रीलिङ्ग शब्दों की पहचान होगी ।</p> <p>3 संस्कृत में शब्दों के नामों का बोध होगा ।</p> <p>4 छात्र अपने संस्कृत शब्द कोष में वृद्धि करेंगे ।</p> <p>5 शब्द रूप के ज्ञान द्वारा कारक एवं विभक्तियों का उचित ज्ञान ग्रहण कर पाएँगे ।</p>
	<b>August</b>	<p>1 रुचिरा : तृतीयः पाठः ,नपुंसकलिङ्ग शब्द परिचयः</p> <p>2 चतुर्थः पाठः( विद्यालयः )</p> <p>3 आओ संस्कृत सीखें : पृष्ठ -३४-३७</p>	<p>1 छात्र नपुंसकलिङ्ग शब्दों का ज्ञान होगा ।</p> <p>2 संस्कृत में शब्दों के नामों से परिचय होगा ।</p>

		<p>3 छात्र अपने संस्कृत शब्द कोष में वृद्धि करेंगे।</p> <p>4 छात्र संस्कृत के पठन कौशल को विकसित करेंगे।</p> <p>5 लिंग-वचन-पुरुष- सर्वनाम के ज्ञान द्वारा अपने संस्कृत भाषा सीखने के कौशल में वृद्धि करेंगे।</p>
September	<p>1 रुचिरा : पृष्ठ पाठः - समुद्रतटः ,</p> <p>2 शब्दरूप - बालिका</p> <p>3 आओ संस्कृत सीखें : अव्यय स्वयं प्रकाश : संख्या १- २५ ,</p>	<p>1 छात्र संस्कृत के पठन कौशल को विकसित करेंगे।</p> <p>2 स्त्रीलिंग शब्दों के प्रयोग की योग्यता में वृद्धि होगी।</p> <p>3 संस्कृत संख्या शब्द-ज्ञान से छात्र अपने संस्कृत शब्द कोष में वृद्धि करेंगे।</p> <p>4 अव्यय के ज्ञान द्वारा अपने संस्कृत भाषा के शब्द -कोष तथा सीखने के कौशल में वृद्धि करेंगे।</p>
October	<p>1 सप्तमः पाठः - बकस्य</p> <p>2 धातु रूप - लट् लकार , लृट् लकार , लङ्ग लकार</p> <p>3 शब्दरूप - पुष्प</p>	<p>1 छात्र संस्कृत के आदर्श -पठन कौशल एवं अभिव्यक्ति को विकसित करेंगे।</p> <p>2 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे।</p> <p>3 नपुंसकलिंग शब्दों के प्रयोग की योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p>4 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</p>
November	<p>1 रुचिरा : अष्टमः पाठः - सुक्तिस्तबक</p> <p>2 आओ संस्कृत सीखें : पृष्ठ ५२ - ५४</p>	<p>1 छात्र संस्कृत के आदर्श -पठन कौशल एवं अभिव्यक्ति को विकसित करेंगे।</p> <p>2 श्लोकों के शुद्ध उच्चारण व मूल भाव को समझ पाएँगे।</p>



		<p>3 अपठित गद्यांश</p> <p>3 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे।</p> <p>4 छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p>5 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</p>
December	<p>1 रुचिरा : द्वादशः पाठः - दशमः त्वं असि</p> <p>2 आओ संस्कृत सीखें : पृष्ठ - २७ - ३१</p> <p>पुनः अभ्यास</p> <p>3 स्वयं प्रकाश : यानानि ,</p> <p>4 धातुरूप - लट्, लृट्</p>	<p>छात्र संस्कृत के आदर्श -पठन कौशल एवं अभिव्यक्ति को विकसित करेंगे।</p> <p>2 पाठ में निहित मूल भाव को समझ पाएँगे।</p> <p>3 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे।</p> <p>4 व्यवहारिक शब्द ज्ञान द्वारा छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p>5 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</p>
January	<p>1 रुचिरा : चतुर्दशः पाठः - अहह.... (पठित पद्यांश)</p> <p>2 अपठित गद्यांश</p> <p>3 धातु रूप - लट्, लृट्, लङ्ग लकार</p>	<p>1 छात्र भाषा - विकास एवं अपनी अर्थ ग्रहण क्षमता के कौशल में वृद्धि करेंगे।</p> <p>2 छात्र संस्कृत भाषा अभिव्यक्ति को विकसित करेंगे।</p> <p>3 गद्यांश में निहित मूल भाव को समझ पाएँगे।</p> <p>4 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे।</p> <p>5 धातु रूप के उचित प्रयोग की समझ ग्रहण होगी।</p>

	February	समस्त पाठों के कार्य की पुनरावृत्ति तथा व्याकरण कार्य का पुनः अभ्यास	<p>1 कार्य की पुनरावृत्ति द्वारा छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p>2 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</p>
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Spanish	Month	Chapter	Learning Outcomes The learners will be able to:
	April	1. Mi primer contacto con el español	<ul style="list-style-type: none"> <li>· Give brief introduction about Spanish language, Its language family</li> <li>· Read and pronounce alphabets in Spanish</li> <li>· Greet and bid farewell</li> <li>· Ask name, age, name of city</li> <li>· Facts about Spain</li> </ul>
	May	2. Gender of Noun 3. Singular and Plural form of Noun	<ul style="list-style-type: none"> <li>· Learn word with each alphabets</li> <li>· identify gender of a noun</li> <li>· Make a noun singular and plural</li> <li>· Count numbers till 30</li> </ul>

	<b>July</b>	<b>Chapter 2. Todo Sobre mi</b>	<ul style="list-style-type: none"> <li>. <b>Personal Pronouns</b></li> <li>. <b>Use of definite and Indefinite articles wrt Gender and number</b></li> <li>. <b>frame sentence with Ser</b></li> </ul>
	<b>August</b>	<b>La clase de Español</b>	<ul style="list-style-type: none"> <li>. <b>ask queries, take permission to go to the washroom, take permission to enter the classroom in Spanish.</b></li> <li>. <b>Give and take common classroom commands</b></li> <li>. <b>tell the conjugation of Ser</b></li> <li>. <b>tell the name of countries and nationality in Spanish.</b></li> <li>. <b>tell profession of their parents</b></li> </ul>
	<b>September</b>	<b>Feliz cumpleaños</b>	<ul style="list-style-type: none"> <li>. <b>Give birthday wishes in Spanish</b></li> <li>. <b>Give description of their friends</b></li> <li>. <b>Tell their zodiac signs and express their personality in Spanish</b></li> <li>. <b>tell the conjugation of Estar</b></li> <li>. <b>Make sentences using Estar</b></li> <li>. <b>Draw family family tree and give information about family</b></li> </ul>
	<b>October</b>	<b>Mi Casa</b>	<ul style="list-style-type: none"> <li>. <b>Write a short note on My House.</b></li> <li>. <b>Give description of house</b></li> </ul>

			<ul style="list-style-type: none"> <li>. tell types of verbs in Spanish</li> <li>. Conjugate ar, er and ir verbs and make simple present tense sentences</li> <li>. Count numbers ( 30-100)</li> </ul>
	November	Nuestra Escuela	<ul style="list-style-type: none"> <li>. Write short note on Our School</li> <li>. Describe their classroom and school premises</li> <li>. frame sentences with irregular verbs</li> <li>. conjugate and frame sentences with Stem changing verbs.</li> <li>. Count numbers (100 - 1000)</li> </ul>
	December	Mi ciudad es tu Ciudad	<ul style="list-style-type: none"> <li>. Write short note on My city</li> <li>. Describe a city using adjectives</li> <li>. Express their hobbies, talk about their favorite things and activities using the Gustar verb.</li> <li>. Give and take information related to location of Places like Hospital, school, market</li> </ul>
	January	Mi mejor Amigo	<ul style="list-style-type: none"> <li>. Describe their best friends</li> <li>. Give physical description of a person (Talk about Height, hair style, eyes, skin colour ect)</li> <li>. Draw Human body and locate body parts in Spanish</li> </ul>

	<b>February</b>	<b>Revision</b>	<b>. Recapitulate concepts taught</b>  <b>. Apply concepts taught to various situations presented</b>
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<b>German</b>	<b>Month</b>	<b>Chapter</b>	<b>Learning Outcomes</b>  <b>The learners will be able to:</b>
	<b>April</b>	<b>Hallo!</b>	<ul style="list-style-type: none"> <li>- Greet others</li> <li>- introduce themselves</li> <li>- enquire about name , age</li> <li>- Count till 20</li> <li>- recall some important facts about Germanyrecall some important facts about Germany</li> <li>- understand the personal pronouns</li> <li>-</li> <li>.</li> </ul>
	<b>May</b>	<b>DAS ist meine Familie</b>	<ul style="list-style-type: none"> <li>- Introduce their families</li> <li>- Elicit information about a person and reproduce the same</li> <li>- Report about a person</li> </ul>
	<b>July</b>	<b>Hast du Geschwister</b>	<ul style="list-style-type: none"> <li>- Elicit and give information about the family</li> <li>- Characterise a person</li> <li>- Count from 20 and onwards</li> <li>- Elicit and give information about a person's age</li> </ul>

			<ul style="list-style-type: none"> <li>- Enquire about telephone numbers and give their's own</li> <li>- Interview an adult</li> </ul>
	August	Wo Wohnt ihr ?	<ul style="list-style-type: none"> <li>- To ask peers about their domicile and answer questions about the same</li> <li>- Localise a city in a country</li> </ul>
	<p><b>September</b></p> <p><b>Das Haus von Familie Weigel and Revision</b></p> <ul style="list-style-type: none"> <li>- Name the rooms in a house</li> <li>- Recapitulate the concepts taught</li> </ul> <p><b>October</b></p> <p><b>Das Haus von Familie Weigel</b></p> <ul style="list-style-type: none"> <li>- Enquire about the rooms and enquire the same</li> <li>- Ask about objects in a house and answer the questions</li> </ul>		

	<b>November</b>	<b>Ein Besuch</b>	<ul style="list-style-type: none"> <li>- Ask about the I well being of a person and answer questions about the same</li> <li>- Offer something to guests - acceptance or refusal</li> <li>- Express a wish or preference</li> </ul>
	<b>December</b>	<b>Mautzi - unsere Katze</b>	<ul style="list-style-type: none"> <li>- Question one's friend about their pets and respond to their questions</li> <li>- Talk about food preferences of one's pets</li> </ul>
	<p><b>January</b></p> <p><b>Die Nachbarn von Familie Weigel</b></p> <ul style="list-style-type: none"> <li>- Enquire about one's place of origin and answer questions about the same</li> <li>- Ask about knowledge of foreign languages and answer questions about the same</li> <li>- Identify the languages spoken in a particular country</li> </ul> <p><b>February</b></p> <p><b>Die Nachbarn von Familie Weigel and Revision</b></p> <ul style="list-style-type: none"> <li>- Ask about knowledge of foreign languages and answer questions about the same</li> <li>- Identify the languages spoken in a particular country</li> <li>- Recapitulate the concepts taught</li> </ul>		