

## **Learning Outcomes - Class 7**

### **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.

<b>English</b>	<b>Month</b>	<b>Chapter</b>	<b>Learning Outcomes</b> <b>The learners will be able to:</b>
	<b>April</b>	<b>1.Prose</b> <b>Students of</b> <b>Greenslade</b> <b>School</b>	Read the text with proper intonation and pronunciation·  Comprehend the text

		<b>2.Poem</b>  <b>Mother and Mouse</b>  <b>3.Informal Letter</b>	<p>Use new words in their writing skills</p> <p>Write meaningful sentences on the given words.</p> <p>Recite the poem with rhythm and stress.</p> <p>Identify and use poetic devices</p> <p>Draft an informal letter using the correct format.</p> <p>Use varied sentences for expression in an informal manner</p>
	<b>May</b>	<b>1.Prose</b>  <b>After twenty Years</b>  <b>2.Grammar</b>  <b>Affixation</b>  <b>3.Paragraph Writing</b>	<p>Read the text with proper pronunciation</p> <p>Answer the questions given at the end of the chapter</p> <p>Summarise the story in their own words</p> <p>Create new words from the given root words</p> <p>Identify prefixes and suffixes</p> <p>Write a paragraph in a coherent manner</p> <p>Use a variety of words to express their thoughts</p>
	<b>July</b>	<b>1. Active /Passive Voice</b>	<p>Convert the sentences from active to passive voice</p>

		<b>2. Picture Composition</b>	<p>Use regular and irregular verbs in a grammatically correct manner</p> <p>Assess the given image and frame a paragraph in their own words</p> <p>Describe the image using words for various senses</p>
	<b>August</b>	<b>1. Prose</b>  <b>The Passive Voice</b>  <b>2. Figures of Speech</b>  <b>3. Modals</b>	<p>Comprehend the text</p> <p>Use new words given in the text in framing their answers</p> <p>State the meaning of various figures of speech</p> <p>Mention their benefit in enhancing writing skills</p> <p>Create a poem using poetic devices</p> <p>Use modals to add stress in the sentences in an appropriate manner</p> <p>Identify modals in a sentence</p>
	<b>September</b>	<b>1. Editing</b>	<p>Identify the rules of editing</p> <p>Edit the given passage</p> <p>Replace the edited word with the correct word</p> <p>Read a variety of passages and identify errors in them</p>
	<b>October</b>	<b>1. Prose</b>	

		<b>The People's President</b>  <b>2. Phrasal Verbs</b>   <b>3. Reported Speech</b>	<p>Highlight the theme of the chapter</p> <p>Read the text with proper pronunciation</p> <p>Identify and use common phrasal verbs.</p> <p>Frame one sentence about their past or future holiday plans using one of the phrasal verbs covered during the lesson.</p> <p>Convert the direct speech into indirect speech</p> <p>State the importance of indirect speech in everyday conversation</p>
	<b>November</b>	<b>Prose</b>  <b>1. Swami's Night</b>  <b>2. Poem</b>  <b>Leisure</b>   <b>3. Formal Letter</b>	<p>Recognise characterisation in literary texts</p> <p>Utilize the information of the character to create a presentation. Enhance digital literacy skills</p> <p>Recite the poem</p> <p>Identify the various elements of poetry like tone, mood, etc.</p> <p>Draft a formal letter using the correct format</p> <p>Use formal language to communicate thoughts and ideas</p>
	<b>December</b>	<b>1. Prose</b>  <b>Sports and Fitness</b>	<p>Develop critical thinking skills to assess the type of text</p>

		<b>2.Conjunction</b>  <b>3.Caption Writing</b>	<p>Recognise the importance of sports and fitness in their life</p> <p>Use rules of conjunction to frame sentences</p> <p>Joining sentences using Conjunction rules</p> <p>Write in a few words using the skill of brevity</p> <p>Enhance English vocabulary</p>
	January	<b>1.Prose</b> <b>The Luncheon</b>  <b>2.Sentence types</b>	<p>Use vocabulary related to food</p> <p>Answer the questions in logical manner</p> <p>Comprehend the theme of the chapter</p> <p>Identify a variety of sentences in English language</p> <p>Convert sentences from simple to compound or complex</p> <p>Use a variety of sentences both in speech and in writing</p>
	February	<b>1.Diary Entry</b>	<p>Express their thoughts in a coherent manner</p> <p>Identify the format of a diary entry</p> <p>Develop the skill of maintaining a diary for self expression</p>

Hindi	Month	Chapter	Learning Outcomes  The learners will be able to:
	April	<p><u>साहित्य</u>-हम पंछी उन्मुक्त गगन के, .कठपुतली</p> <p><u>व्याकरण</u> - वर्ण -विच्छेद, लिंग,वचन, विलोम, चित्र -वर्णन</p>	<ul style="list-style-type: none"> <li>• छात्र साहित्य के माध्यम से सृजनात्मकता का विकास कर पाने में सक्षम होंगे तथा स्वतंत्रता के महत्व से अवगत होंगे ।</li> <li>• छात्र उचित भाषा प्रवाह में कार्य करने के अतिरिक्त उत्तम कार्य -कुशलता का विकास कर अपने लिखित कार्य में दक्षता प्राप्त करेंगे ।</li> <li>• छात्र व्याकरण के माध्यम से व्याकरणिक तथ्यों को समझते हुए अपनी कुशलता का विकास करेंगे ।</li> <li>• छात्र व्याकरणिक गतिविधियों द्वारा अपनी मौलिक अभिव्यक्ति का विकास कर अभिव्यक्ति का प्रभावपूर्ण तरीका सीखेंगे ।</li> </ul>
	May	<p><u>साहित्य</u>-मिठाईवा ला, रहीम के दोहे</p> <p><u>व्याकरण</u> -.संज्ञा- भेद,सर्वनाम -भेद, काल -भेद ,संवाद लेखन</p>	<ul style="list-style-type: none"> <li>• छात्र पाठ के माध्यम से एक व्यक्ति के जीवन में दुख के तूफान आने के बाद भी उसकी जीवंतता से अवगत हो स्वयं में वैचारिक मंथन करेंगे ।</li> <li>• छात्र रहीम के दोहों के माध्यम से जीवन की सार-गर्भिता से भिन्न होंगे और अपने जीवन में वांछित सुधार ला सकेंगे ।</li> <li>• छात्र व्याकरण के माध्यम से व्याकरण संबंधी ज्ञान अर्जन करेंगे और अपने भाषा -प्रवाह को प्रभावशाली बनाएँगे ।</li> <li>• छात्र व्याकरण द्वारा संवाद में कुशलता प्राप्त कर अपने वक्तव्य को महत्ता प्रदान करेंगे ।</li> </ul>
	July	<p><u>साहित्य</u> - चिड़िया की बच्ची,</p> <p>संघर्ष के कारण..... (अपठित - गद्यांश)</p>	<ul style="list-style-type: none"> <li>• छात्र पाठ द्वारा इस महत्वपूर्ण तथ्य से अवगत होंगे कि जीवन में धन की अपेक्षा मानवीय रिश्तों की अहमियत है ।</li> <li>• छात्र जीवन में संघर्ष करते हुए भी अच्छे व्यवहार को आत्मसात करना सीखेंगे ।</li> <li>• छात्र व्याकरण द्वारा उचित भाषा प्रयोग द्वारा विराम चिह्नों का प्रयोग करना सीखेंगे ।</li> <li>• छात्र व्याकरण के उचित अभ्यास द्वारा अपना ज्ञानवर्धन करेंगे ।</li> </ul>

		<u>व्याकरण -</u> विराम- चिह्न, विशेषण भेद, अनुच्छेद - लेखन, अपठित - गद्यांश	
	August	<u>साहित्य -</u> रक्त और हमारा शरीर, पापा खो गए  <u>व्याकरण -</u> पर्यायवाची शब्द, अनौपचारिक पत्र, कारक - भेद, चित्र - वर्णन	<ul style="list-style-type: none"> <li>• छात्र पाठ द्वारा रक्त- संबंधी ज्ञान का अर्जन करेंगे।</li> <li>• छात्र पाठ के माध्यम से प्रस्तुत व्यंग्य को समझ कर पापा के खो जाने की खबर निर्जीव वस्तुओं द्वारा फैलाए जाने पर नवीन दृष्टिकोण का विकास करेंगे।</li> <li>• छात्र व्याकरण के माध्यम से पत्र -लेखन की कला में निपुणता प्राप्त करेंगे।</li> <li>• छात्र व्याकरणिक ज्ञान द्वारा महत्वपूर्ण तत्वों से अवगत होंगे।</li> </ul>
	September	प्रथम सत्र की परीक्षा के लिए 'पुनरावृत्ति कार्य'  <u>साहित्य -</u> खानपान की बदलती तस्वीर, एक तिनका,  <u>व्याकरण -</u> उपसर्ग - प्रत्यय, मुहावरे, विज्ञापन	<ul style="list-style-type: none"> <li>• छात्र पाठ के माध्यम से विभिन्न राज्यों में प्रचलित खान पान की परंपराओं से अवगत होंगे।</li> <li>• छात्र "एक तिनका" कविता के माध्यम से जीवन में तुच्छ वस्तुओं के महत्व को जान उनका भी सम्मान करना सीखेंगे।</li> <li>• छात्र व्याकरण के माध्यम से उपसर्ग और प्रत्यय का सही प्रयोग करना तथा मुहावरों का उचित प्रयोग सीखेंगे।</li> <li>• छात्र व्याकरण के ज्ञान द्वारा अपनी मौलिकता को नया आयाम देंगे और विज्ञापन रचना सीखेंगे।</li> </ul>

	October	<p><u>साहित्य</u> - वीर कुँवरसिंह</p> <p><u>व्याकरण</u> - संवाद-लेखन, अनुच्छेद - लेखन, अपठित - गद्यांश</p>	<ul style="list-style-type: none"> <li>• छात्र साहित्य के पाठ के प्रश्न अभ्यास - कार्य द्वारा अपने ज्ञान में वृद्धि करेंगे।</li> <li>• छात्र पाठ द्वारा वीर कुँवरसिंह की स्वभावगत विशेषताओं से भिन्न हो उसके जीवन में आने वाले संघर्षों को जानेंगे।</li> <li>• छात्र व्याकरण द्वारा भाषा-कुशलता का विकास करेंगे।</li> <li>• छात्र व्याकरण के द्वारा लेखन कला में सिद्धता प्राप्त करेंगे और अनुच्छेद लेखन की कला में पारंगत होंगे।</li> </ul>
	November	<p><u>साहित्य</u> - कंचा, नीलकंठ</p> <p><u>व्याकरण</u> - क्रिया - भेद,</p> <p>वर्ण- विच्छेद, चित्र - वर्णन, अपठित - गद्यांश</p>	<ul style="list-style-type: none"> <li>• छात्र साहित्य के माध्यम से बाल सुलभ शरारतों से अवगत हो धन का महत्व समझ ध्यान में एकाग्रता लाना सीखेंगे।</li> <li>• छात्र मोर पक्षी की स्वभावगत विशेषताओं से अवगत हो उनके जीवन में आए परिवर्तन को जानेंगे।</li> <li>• छात्र व्याकरण के द्वारा कार्य-कुशलता का विकास करेंगे।</li> <li>• छात्र व्याकरण के ज्ञान द्वारा अपने लेखन कार्य में सक्षम सिद्ध होंगे।</li> </ul>
	December	<p><u>साहित्य</u> - अपूर्व - अनुभव</p> <p><u>व्याकरण</u> - विज्ञापन अनौपचारिक पत्र, कारक - भेद</p>	<ul style="list-style-type: none"> <li>• छात्र साहित्य द्वारा दो बच्चों की कहानी को समझ उनके जीवन के अपूर्व अनुभव को जानेंगे।</li> <li>• छात्र साहित्य के ज्ञान द्वारा मौलिक अभिव्यक्ति का विकास करेंगे।</li> <li>• छात्र व्याकरण द्वारा उचित भाषा का प्रयोग सीखेंगे।</li> <li>• छात्र व्याकरण के माध्यम से व्याकरणिक गतिविधियों का प्रभावपूर्ण ढंग सीखेंगे।</li> </ul>
	January	<p><u>साहित्य</u> - भोर और बरखा,</p> <p>आश्रम का अनुमानित व्यय</p>	<ul style="list-style-type: none"> <li>• छात्र साहित्य के माध्यम से मीराबाई की अनन्य भक्ति-भावना से अवगत होंगे और भगवान कृष्ण के हरि रूप का मूल तथ्य समझेंगे।</li> <li>• छात्र साहित्य द्वारा महात्मा गांधी के क्रिया -कलापों से अवगत होंगे तथा उनके धन को भली - भाँति खर्च करने के तरीकों को जानेंगे।</li> </ul>



		<b>व्याकरण - वर्ण-विच्छेद, अनुच्छेद</b> <b>- लेखन, अपठित</b> <b>- गद्यांश</b>	<ul style="list-style-type: none"> <li>छात्र व्याकरण द्वारा पुनः अभ्यास कर सभी कठिन विषयों का मूल समझेंगे।</li> <li>छात्र व्याकरण के माध्यम से अपने ज्ञान को विकसित कर महत्वपूर्ण बिंदुओं पर ध्यान देंगे।</li> </ul>
	February	समस्त कार्य की पुनरावृत्ति	<ul style="list-style-type: none"> <li>छात्र समस्त कार्य का पुनः अभ्यास कर अपने ज्ञान को सुदिशा प्रदान करेंगे।</li> </ul>

Maths	Month	Chapter	<b>Learning Outcomes</b> <b>The learners will be able to:</b>
	April	1. Integers 2. Fractions and Decimals	1. Comprehend mathematical operations (addition, subtraction, multiplication and division) on integers. 2. Perform mathematical operations on Fractions.
	May	1. Rational Numbers 2. Lines and angles	1. Define rational numbers. 2. Apply mathematical operations on rational numbers. 3. Relate angles formed by a transversal intersecting two parallel lines
	July	1. Triangles and its	1. Differentiate between median and altitude of a triangle.

		properti es. 2. Data handlin g	2. Use Exterior angle property and Angle Sum property to evaluate unknown angles in a triangle. 3. Organize data to find Arithmetic mean, range, median and mode of the given data. 4. Interpret bar graphs. 5. Evaluate probability of an observation of a given data.
	August	1. Symmet ry 2. Algebra ic express ions	1. Comprehend the line and rotational symmetry in the given figures. 2. Define terms in an expression. 3. Define monomials, binomials and polynomials. 4. Add and subtract two given algebraic expressions.
	Septembe r	1. Simple equatio ns	1. Represent daily life situations in the form of simple equations and solve them. 2. Solve an equation for a variable. 3. Use transposing property to solve equations.
	October	1. Compar ing quantiti es.	1. Represent quantities as ratios to compare. 4. Evaluating percentages as another way to compare quantities.
	November	1. Compar ing Quantiti es. 2. Expone nts and powers	1. Compute the interest on the principal amount for a given time. 2. Convert large numbers into exponential form for easier study. 3. Evaluate laws of exponents by solving examples.

	December	<ol style="list-style-type: none"> <li>1. Visualizing solid shapes.</li> <li>2. Practical Geometry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between 2D and 3D figures.</li> <li>2. View different shapes in different sections.</li> <li>3. Construct a Line Parallel to a Given Line, Through a Point Not on the Line.</li> <li>4. Construct a Triangle When the Lengths of its Three Sides are Known (SSS Criterion)</li> <li>5. Construct a Triangle When the Lengths of Two Sides and the Measure of the Angle between them Are Known (SAS Criterion)</li> <li>6. Construct a Triangle When the Measures of Two of Its Angles and the Length of the Side Inclined Between Them Is Given (ASA Criterion)</li> <li>7. Construct a Right-Angled Triangle When the Length of One Leg and Its Hypotenuse are Given (RHS)</li> </ol>
	January	<ol style="list-style-type: none"> <li>1. Congruence of Triangles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define congruence of lines and angles of two triangles.</li> <li>2. Prove the congruence of two given triangles under the congruence criterion: SSS, SAS, ASA, and RHS.</li> </ol>
	February	<ol style="list-style-type: none"> <li>1. Perimeter and area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define perimeter and Area of closed figures.</li> <li>2. Evaluate the perimeter of closed figures (rectangle, square, circle) and the areas of closed figures (rectangle, square, circle, parallelogram and triangles).</li> <li>3. Convert units of area based on conversion of units of lengths.</li> </ol>

Science	Month	Chapter	<p>Learning Outcomes</p> <p>The learners will be able to:</p>
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	July	<p><b>WATER- A PRECIOUS LIQUID</b></p> <p><b>SOIL ( subject enrichment )</b></p> <p><b>NUTRITION IN ANIMALS</b></p> <p><b>PHYSICAL AND CHEMICAL CHANGES</b></p>	<ul style="list-style-type: none"> <li>- define the terms -water table, ground water, rain water harvesting, drip irrigation</li> <li>- demonstrate how forms of water can interchange state</li> <li>-list the causes of the lowering of the water table</li> <li>-follow ways of preventing the wastage of water</li> <li>- Demonstrate, observe and draw a conclusion of the effect of garden soil and acidic soil on the growth of plants</li> <li>- List the mode of feeding in different animals</li> <li>- List the steps in the process of holozoic nutrition ( in humans )</li> <li>- Distinguish between the different kinds of teeth in the mouth and state their functions</li> <li>- Draw well labelled diagrams of -structure of a tooth ; human digestive system ; feeding in amoeba</li> <li>- Explain the process of digestion in grass eating animals and amoeba</li> <li>- Distinguish between reversible and irreversible changes ; physical and chemical changes</li> <li>- Give examples from daily life of reversible and irreversible changes ; chemical and physical changes</li> <li>- Observe activities based on chemical and physical/ reversible and irreversible changes and draw conclusions</li> <li>- List ways of preventing rusting</li> <li>- Define rusting ,crystallisation, galvanisation</li> </ul>
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	August	<b>ACIDS ,BASES AND SALTS</b>	<p>-distinguish between mineral and organic acids ; acids and base</p> <p>- list effect of different indicators on acids and bases</p> <p>-define indicator ,alkali , neutralisation</p> <p>-give examples of neutralisation ( of acids and bases ) in everyday life</p>
		<b>TRANSPORT ATION IN ANIMALS AND PLANTS</b>	<p>-distinguish between RBC and WBC ; artery and vein ; xylem and phloem</p> <p>-define capillary, blood, pulse , pulse rate, heart beat,translocation, transpiration</p> <p>- label the human heart</p> <p>-explain and draw schematic diagram of blood circulation in the human body</p> <p>-Draw a well labelled diagram of the urinary system in humans</p> <p>-give examples of solid, liquid and gaseous waste generated in the human body</p>
	September	<b>REVISION AND TERM EXAMS</b>	<p>-----</p>

	October	LIGHT	<p>Distinguish between parallel, convergent and divergent beam of light; plane, concave and convex mirrors; concave and convex lens; real and virtual images;</p> <p>-draw a diagram to explain that light travels in a straight line</p> <p>-draw diagrams of- parallel, convergent, divergent beam of light ; concave and convex mirrors and lenses</p> <p>- give examples the uses of plane mirrors, concave and convex mirrors and lenses in daily life</p> <p>-list the type of images formed by plane , concave, convex mirrors; concave and convex lenses</p> <p>-explain how dispersion of light results in the formation of a rainbow</p>
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	<b>NOVEMBER</b>	<b>RESPIRATION IN ORGANISMS</b>	<ul style="list-style-type: none"> <li>-distinguish between aerobic and anaerobic respiration; breathing and respiration; inhalation and exhalation; respiration and photosynthesis</li> <li>- draw a well labelled diagram of the human respiratory system</li> <li>-demonstrate the mechanism of breathing in humans through a model</li> <li>-name the organs of breathing in different animals</li> <li>-explain how plants respire</li> </ul>
	<b>December</b>	<b>ELECTRIC CURRENT AND ITS EFFECTS</b>	<ul style="list-style-type: none"> <li>-draw some electrical symbols ; closed and open circuits using symbols; an electric bell</li> <li>-distinguish between closed and open circuit</li> <li>- explain the heating , magnetic effects of electric current</li> <li>-give examples of the applications of heating effect of electric current from daily life( electric bulb ,electric fuse etc )</li> <li>- give an example of magnetic effect of electric current ( electromagnets ) in the working of an electric bell</li> <li>-list the uses of electromagnets in daily life</li> </ul>
	<b>January</b>	<b>REPRODUCTION IN PLANTS</b>	<ul style="list-style-type: none"> <li>-distinguish between asexual and sexual reproduction; unisexual and bisexual flowers</li> <li>- explain the different modes of asexual reproduction in plants and with examples</li> </ul>



			<ul style="list-style-type: none"> <li>-draw well diagrams of budding in yeast , binary fission in bacteria, male and female reproductive organs of a flower</li> <li>-explain different methods of vegetative propagation with examples</li> <li>-explain different methods of artificial vegetative propagation with examples</li> <li>-list the steps involved in the mechanism of sexual reproduction in plants</li> <li>-define the terms -vegetative propagation , dispersal,pollination, fertilization,germination.</li> <li>-list the agents of dispersal and give examples of each</li> </ul>
	February	WASTEWATER STORY	<ul style="list-style-type: none"> <li>-Define wastewater, water pollution,sewage,sludge</li> <li>- identify pure water by it physical characteristics</li> <li>-list the pollutants present in sewage</li> <li>-list the steps involved in removing physical,chemical and biological pollutants from wastewater in a WWTP</li> <li>-learn and apply better house keeping practices to minimise or eliminate the waste and pollutants at their source</li> <li>-List alternative arrangement for sewage disposal</li> <li>- follow ways to help in maintaining sanitation in public places</li> </ul>

SST	Month	Chapter	Learning Outcomes
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		<b>2. OUR CHANGING EARTH (Geography)</b>	<ul style="list-style-type: none"> <li>- explain Endogenic and Exogenic forces</li> <li>- define a volcano, its formation and eruption</li> <li>- describe the way an Earthquake is caused and state some Earthquake preparedness measures</li> <li>- elaborate on Sustainable Development Goal 13 – Climate Action</li> <li>- comprehend the formation of landforms by the actions of rivers, sea waves, ice and wind respectively</li> </ul>
	July	<b>1. THE MUGHAL EMPIRE (History)</b>  <b>2. AIR (Geography)</b>	<ul style="list-style-type: none"> <li>- trace and recall the lineage of the Mughals</li> <li>- list the names of the Mughal rulers and provide some details about each one of them</li> <li>- elaborate on the Mughals' peaceful relations with other rulers</li> <li>- describe the administrative policies undertaken by the Mughal rulers and compare them with those of the Delhi Sultans</li> <li>- provide a detailed study of emperor Akbar's policies with special focus on religion</li> <li>- summarise the decline of the Mughal Empire</li> <li>- define 'Atmosphere', explain its composition and provide some characteristic features of all its layers</li> <li>- describe and distinguish between 'Weather' and 'Climate'</li> <li>- enumerate the factors that determine Weather and Climate - Temperature and Air Pressure</li> <li>- classify the types of Winds and Rainfall</li> <li>- elaborate on Pressure belts and Ocean currents</li> </ul>
	August	<b>1. ROLE OF THE GOVERNMENT IN HEALTH (Civics)</b>	<ul style="list-style-type: none"> <li>- define 'Health' in a holistic manner</li> <li>- examine the aspects of Healthcare in India</li> <li>- compare and contrast the 'Public' and 'Private Healthcare systems</li> <li>- establish a connection between the provision of</li> </ul>

		<p><b>2. HOW THE STATE GOVERNMENT WORKS (Civics)</b></p>	<p>healthcare services with Equality among citizens</p> <ul style="list-style-type: none"> <li>- relate the conditions and provisions of health services with Sustainable Development Goal 3 - Good Health and Well Being and Goal 6 - Clean Water and Sanitation</li> <li>- recall who an MLA is and her/his duties</li> <li>- define terms like ‘constituency’, ‘majority’, ‘opposition’ and ‘election’ in the context of State Governments</li> <li>- explain the process of Legislative Assembly elections</li> <li>- comprehend the issues brought up by the MLAs during the Assembly debates</li> </ul>
		<p><b>3. WATER (Geography)</b></p>	<ul style="list-style-type: none"> <li>- explain the process of Water Cycle</li> <li>- discover the way ocean water constantly circulates</li> <li>- explain and differentiate between Waves and Tides</li> <li>- define Ocean Currents</li> <li>- give some examples of saving water in our everyday lives</li> </ul>
	September	<p><b>GROWING UP AS BOYS AND GIRLS (Civics)</b></p>	<ul style="list-style-type: none"> <li>- identify the differences in the upbringing of boys and girls</li> <li>- learn to realise the importance of housework as well as appreciate and value the homemaker</li> <li>- comprehend the troubles encountered by domestic workers on an everyday basis</li> <li>- deconstruct the mindset that has categorically managed to label ‘female’ as the ‘weaker’ gender</li> <li>- elaborate on Sustainable Development Goal 5 - Gender Equality with special focus on women’s work and equality</li> </ul>

	October	<p><b>1. NATURAL VEGETATION AND WILDLIFE (Geography)</b></p> <p><b>2. TOWNS, TRADERS AND CRAFTSPERSONS (History)</b></p>	<ul style="list-style-type: none"> <li>- define 'Natural Vegetation' and distinguish it from 'Farming'</li> <li>- classify the Natural Vegetation into 'Forests', 'Grasslands' and 'Shrubs'</li> <li>- recognise the type of vegetation by analysing some given pictures</li> <li>- state some characteristic features of the different kinds of vegetation</li> <li>- distinguish between the various types of forests and grasslands respectively</li> </ul> <ul style="list-style-type: none"> <li>- outline the defining characteristics of Temple towns, Administrative centres and Religious Centres in India, spanning from Ancient to Medieval era.</li> <li>- summarise the activities by the traders, both big and small</li> <li>- enumerate the various arts and crafts people have been engaged in and the role the artisans played in the construction of important buildings</li> <li>- provide details regarding some important cities of the Medieval era like Hampi, Surat and Masulipatnam</li> </ul>
	November	<p><b>1. UNDERSTANDING MEDIA (Civics)</b></p> <p><b>2. DEVOTIONAL PATHS TO THE DIVINE (History)</b></p>	<ul style="list-style-type: none"> <li>- comprehend the description of Technology and Mass Media, in particular</li> <li>- interpret the relationship between Media and Money</li> <li>- deduce the role played by Media in a Democracy</li> <li>- interpret the agenda set by the media houses for the dissemination of information</li> </ul> <ul style="list-style-type: none"> <li>- recall the factors leading to the development of new and varied religious and spiritual ideas and movements.</li> <li>- define the idea and philosophy of Bhakti</li> <li>- elaborate on the idea of Sufism</li> <li>- trace the new religious developments in North India</li> </ul>

			<ul style="list-style-type: none"> <li>- elaborate on the ideas advocated by Kabir and Guru Nanak</li> </ul>
	December	<p><b>1. HUMAN ENVIRONMENT INTERACTIONS (Geography)</b></p> <p><b>2. MARKETS AROUND US (Civics)</b></p>	<ul style="list-style-type: none"> <li>- deduce and comprehend life in the tropical and subtropical regions of the world with a focused study on the Amazon and Ganga-Brahmaputra basin respectively</li> <li>- distinguish between the climatic conditions of Amazon and Ganga-Brahmaputra basin respectively</li> <li>- give names of some species of plants and animals found exclusively in the two aforementioned regions</li> <li>- give reasons for the depletion of rainforests in the world</li> <li>- mark the areas drained by the Amazon and Ganga-Brahmaputra rivers respectively on the world map</li> <li>- enumerate the major types of Markets that we see around</li> <li>- state some characteristic features of all types of markets</li> <li>- reason why the prices of products differ in weekly market shops and those in malls and complexes</li> <li>- elaborate on the 'chain' of markets and list the various players involved in them</li> <li>- relate the emerging trend of e-markets and online shopping with their own lives</li> <li>- explain the relationship between various types of markets and the idea of equality</li> </ul>
	January	<p><b>1. EIGHTEENTH CENTURY POLITICAL FORMATIONS (History)</b></p>	<ul style="list-style-type: none"> <li>- recall some factors that led to a decline of the Mughal Empire</li> <li>- trace the inception of new and strong political groups in the context of the Mughal Empire's fall</li> <li>- infer the change in status of the previously strong Mughal provinces and the watan jagirs held by the officials</li> </ul>

		<b>2. LIFE IN THE DESERTS (Geography)</b>	<ul style="list-style-type: none"> <li>- describe how some groups like the Sikhs, Marathas and Jats seized their independence</li> <li>- define a 'desert'</li> <li>- state the two kinds of deserts - Hot and Cold - with a detailed study of Sahara desert (Africa) and Ladakh (India)</li> <li>- distinguish between the two deserts on the basis of - climate, flora and fauna and people's lifestyles</li> </ul>
	February	<b>STRUGGLES FOR EQUALITY (Civics)</b>	<ul style="list-style-type: none"> <li>- describe the way 'discrimination', 'prejudice' and 'bias' has been a constant hindrance in the process of providing equality to the people</li> <li>- explain the way the gap between the rich and the poor keeps getting widened because of the prominent inequality in almost all spheres of life</li> <li>- discover the way various communities have raised their voices against the injustices and to achieve equality</li> <li>- elaborate on Sustainable Development Goal 10 - Reduced Inequalities with a focused study of the struggle led by the Tawa Matsya Sangh of Madhya Pradesh</li> <li>- re establish the hope for achievement of complete equality and justice as guaranteed by our esteemed Constitution</li> </ul>

Computer Science	Month	Chapter	<b>Learning Outcomes</b>  <b>The learners will be able to:</b>
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	<b>April</b>	<b>Chapter 1 (Computer Languages and Number System)</b>	<ul style="list-style-type: none"> <li>·1.Explain a computer language.</li> <li>2. List the types of Computer Languages.</li> <li>3.Differentiate between BITS and BYTES.</li> <li>4. Define Binary code, Nibble, Programming language.</li> </ul>
	<b>May</b>	<b>Chapter 1 (Computer Languages and Number System) and Chapter 4 (Ms-Excel 2016 Functions)</b>	<ul style="list-style-type: none"> <li>1.Explain about Machine language.</li> <li>2. List the disadvantages of Machine language.</li> <li>3. Define Formula, Arguments.</li> <li>4.List the rules before using a function.</li> </ul>
	<b>July</b>	<b>Chapter 4 (Ms-Excel 2016 Functions)</b>	<ul style="list-style-type: none"> <li>1. List the examples of commonly used Excel Functions.</li> <li>2. Define Function Library.</li> <li>3. Explain and use different Functions of MS-Excel (SUM, AVG, MAX, MIN, COUNT).</li> </ul>
	<b>August</b>	<b>Chapter 1 (Computer Languages and Number System)</b>	<ul style="list-style-type: none"> <li>1.Define BIT, Switch or Gate in computer.</li> <li>2. Define Assembly language, Source program, Object program, Assembler.</li> <li>3. List the advantages and disadvantages of Machine language.</li> <li>4.Define High level language.</li> <li>5. List the advantages and disadvantages of High level language.</li> </ul>



	<b>September</b>	<b>Chapter 10 (Cyber Crime and Security)</b>	1.Elucidate Cyber Crime. 2. Enumerate common types of Cyber Crime. 3. Explain Hacker, Hacking.
	<b>October</b>	<b>Chapter 10 (Cyber Crime and Security)</b>	1.Differentiate between Ethical Hacker, Cracker and Grey Hat. 2. Differentiate between Spamming and phishing. 3. Define Spambot.
	<b>November</b>	<b>Chapter 10 (Cyber Crime and Security)</b>	1.Define Software piracy, Identity Theft. 2. Define Ransomware and meaning of All Right Reserved. 3. Explain the reasons for avoiding pirated software. 4. Understand about what software Piracy includes.
	<b>December</b>	<b>Chapter 7 (Introduction to HTML)</b>	1.Define Web sites, Web page, HTML. 2. List the features of HTML. 3. Define the meaning of H,T, M, L. 4. Explain the reasons for using HTML.
	<b>January</b>	<b>Chapter 7 (Introduction to HTML)</b>	1.Define HTML Document, HTML tags. 2. List the features of HTML tags. 3. Differentiate between Container tag and Empty tags. 4. Define <HTML>, <HEAD>, <TITLE>, <BODY> tags.

	<b>February</b>	<b>Chapter 7 (Introduction to HTML)</b>	1. Identify the structure of an HTML document. 2. Implement various tags present in HTML to create a Web Page.
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<b>Art</b>	<b>Month</b>	<b>Chapter</b>	<b>Learning Outcomes</b> The learners will be able to:
	<b>April</b>	<b>1.Perspective</b>  <b>2.Stencil work</b>  <b>3.Paper Wall Hanging</b>  <b>4.Geometrical Mosaic painting</b>	- Learn about perspective and vanishing point and its uses in two dimensional surfaces. - Improve composition skills. ----- -Learn drawing and paper cutting skills. -Develop their sense of control and patience while using the tools. ----- - Learn paper cutting and folding skills - Develop visual sense of measurement - Develop a sense of proportion. ----- - Learn painting skills. -Create different patterns on two dimensional surfaces. -Learn the use of drawing space and create contrast on two dimensional surfaces using colour pigments.

	May	<p><b>1.Tie and Dye (using handkerchief)</b></p> <p><b>2.Gond Art</b></p> <p><b>3.Paper Frog</b></p>	<p>-Learn eye-hand coordination skill</p> <p>-Create different visual patterns on handkerchief.</p> <p>- Develop designing sense.</p> <p>-Learn this new technique of designing fabrics.</p> <p>-----</p> <p>-Learn traditional painting skills.</p> <p>-Learn line drawings and use of patterns.</p> <p>-Learn the specific motive of this painting.</p> <p>-----</p> <p>-Learn proper paper folding technique.</p> <p>-Develop fine motor skills.</p>
	July	<p><b>1.Glass or Plastic Bottle Painting</b></p> <p><b>2. Human Figure Proportion</b></p> <p><b>3.Favourite Cartoon Character</b></p> <p><b>4.Foil Craft (animals)</b></p>	<p>-Learn drawing and painting skills on various surfaces of the bottles.</p> <p>-Learn decorating on 3D objects.</p> <p>-----</p> <p>-Learn the idealistic human proportion.</p> <p>-Develop drawing and composition skills.</p> <p>-----</p> <p>-Learn different features of the cartoon characters.</p> <p>-Learn drawing and colouring skills.</p> <p>-----</p>

			<ul style="list-style-type: none"> <li>-Create different forms using foil paper.</li> <li>-Learn handling and reshaping of foil paper.</li> <li>-Learn animal forms.</li> </ul>
	August	<b>1.Human Figure Composition (with colour)</b>  <b>2.Jute Thread Work</b>	<ul style="list-style-type: none"> <li>-Learn drawing of human figures, painting and colouring skills.</li> <li>-Create a suitable composition using their creativity and imaginative skills.</li> <li>-Learn transparent and opaque colours.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>- Learn the importance of organic products in our daily life.</li> <li>-Learn handling of jute thread to create objects such as basket.</li> </ul>
	September	<b>1.Landscape</b>  <b>2.Mask Decoration (for Halloween and Dussehra)</b>	<ul style="list-style-type: none"> <li>-Learn about primary colours (red, blue and yellow) and secondary colours (orange, violet and green)</li> <li>-Improve their self confidence by directly using colours for creating the artwork.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>-Develop 3D effect of face mask.</li> <li>-Learn the tactile quality of both synthetic and natural clay.</li> <li>-Learn symmetry and proportion for creating a face mask.</li> </ul>

	<b>October</b>	<b>1. Poster Designing(theme based)</b>  <b>2. Clay work (objects and animal forms)</b>	<b>1. Learn the importance of posters.</b> <b>2. Learn selection of fonts.</b> <b>3. Create a suitable attractive colour scheme for the poster designing.</b> <hr/> <b>-Develop 3D effect on objects and animal forms .</b>  <b>-Learn the tactile quality of both synthetic and natural clay.</b>  <b>-Learn proportion for creating objects and animal form.</b>
	<b>November</b>	<b>1. Festival Activity (Diwali decorations)</b>  <b>2. Festival Card</b>	<b>-Create different types of Diwali decorations.</b> <b>-Learn paper folding, cutting and pasting skills.</b> <hr/>  <b>-Learn various types of paper cutting, pasting and folding skills.</b>  <b>-Learn drawing, painting and decorating techniques.</b>
	<b>December</b>	<b>1. Festival Activity (Christmas and New year decorations)</b>  <b>2. New Year's Card</b>	<b>-Create different types of festival decorations.</b> <b>-Learn paper folding, cutting and pasting skills.</b> <hr/>  <b>-Learn various types of paper cutting, pasting and folding skills.</b>  <b>-Learn drawing, painting and decorating techniques.</b>

	<b>January</b>	<b>1.Traditional painting (Warli Painting)</b>  <b>2.Foil Craft (animals)</b>	- Learn line drawing and geometrical forms. - Understand the origin of this folk art. ----- ---- -Create different forms using foil paper. -Learn handling and reshaping of foil paper. -Learn animal forms.
	<b>February</b>	<b>1.Composition (topic: bus stand)</b>  <b>2.Paper bag</b>	-Learn drawing, painting and colouring skills. -Create a suitable composition using their creativity and imaginative skills. ----- ----- - Learn the importance and use of organic products in our daily life. -Create paper bag reusing old newspapers.

<b>PHE</b>	<b>Month</b>	<b>Chapter</b>	<b>Learning Outcomes</b>  <b>The learners will be able to:</b>
	<b>April</b>	<b>1.Importance of Physical Education</b>	<ul style="list-style-type: none"> <li>● <b>Develop motor ability skills</b></li> <li>● <b>Develop sense of rhythm</b></li> </ul>

		<b>2.Marching</b>	<ul style="list-style-type: none"> <li>• <b>Develop coordination ability</b></li> </ul>
	<b>May</b>	<b>1.Football laws</b>  <b>2. Cricket Laws</b>	<ul style="list-style-type: none"> <li>· <b>Rules and regulations of football</b></li> <li>· <b>Overall personality development</b></li> <li>· <b>Improves cardiovascular health</b></li> <li>· <b>Promotes teamwork and sharing</b></li> <li>· <b>Improve endurance and stamina</b></li> <li>· <b>Develop essential fine motor skills</b></li> <li>· <b>Improve hand-eye</b></li> </ul>
	<b>July</b>	<b>1.Meaning and Benefits of Yoga With Asanas</b>  <b>2.Asana's for stomach , liver and pancreas:</b> <b>A.Pawanmukta</b>	<ul style="list-style-type: none"> <li>· <b>A sense of discipline and respect for oneself and others</b></li> <li>· <b>Develop mentally, physically, emotionally, socially and psychologically</b></li> </ul>

		<b>Asana</b> <b>B.Uttanpaada</b> <b>Asana C.Nauka</b> <b>Asana(Boat-Pose</b> <b>) D.Setubandha</b> <b>Asana E. Pada</b> <b>gushtnasa sarpa</b> <b>Asana</b>	<ul style="list-style-type: none"> <li>Overall personality development</li> </ul>
	August	<b>1.Asanas which</b> <b>are good for</b> <b>back pain and</b> <b>strengthens</b> <b>backbone</b> <b>muscles:</b>  <b>A.Bhujanga</b> <b>asana</b>  <b>B.Dand asana</b>  <b>C.Saulb asana</b>  <b>D.Vipreetnauk</b> <b>asana</b>  <b>E.Dhanur asana</b>	<ul style="list-style-type: none"> <li>The student will be able to demonstrate proficiency at the poses covered in class (at a basic level)</li> <li>The student will increase their dynamic flexibility</li> <li>The student will perform proper breathing techniques</li> <li>The student will be able to identify some of the major muscles used in any given pose</li> <li>The student will develop a greater sense of body self-esteem and appreciation for the art of yoga</li> </ul>
	September	<b>Exercises for fat</b> <b>loss.</b>	<p>The student will be able to know about the strengths and weakness in their body.</p> <p>They would learn how to maintain their diet and know about the nutrients.</p>



			<p><b>They can find a way to tone their body and workout on the weak parts.</b></p>
	<b>October</b>	<b>Cricket</b>	<p><b>1 To be able some of the basic rules of cricket.</b></p> <p><b>2. To develop a range of skills to use in isolation and in a competitive context.</b></p> <p><b>3. To use basic skills with more consistency including striking a bowled ball</b></p> <p><b>4. To develop the range of Cricket skills they can apply in a competitive context.</b></p> <p><b>5. To choose and use a range of simple tactics in isolation and in a game context.</b></p> <p><b>6. To consolidate existing skills and apply with consistency</b></p> <p><b>6. To link together a range of skills and use in combination</b></p> <p><b>To collaborate as a team to choose, use and adapt rules in games.</b></p>

			<p><b>7. To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</b></p> <p><b>8. To apply with consistency standard cricket rules in a variety of different styles of games.</b></p> <p><b>9. To attempt a small range of recognised shots in isolation and in competitive scenarios.</b></p> <p><b>10. To use a range of tactics for attacking and defending in role of bowler, batter and fielder</b></p>
	<b>November</b>	<b>Yoga</b>  <b>Mundak Asana ,</b> <b>Vakra Asana ,</b> <b>Gomukh Asana ,</b> <b>Ardhmatsyendra sana</b>	<ul style="list-style-type: none"> <li>· <b>The student will be able to demonstrate proficiency at the poses covered in class (at a basic level)</b></li> <li>· <b>The student will increase their dynamic flexibility</b></li> <li>· <b>The student will perform proper breathing techniques</b></li> <li>· <b>The student will be able to identify some of the major muscles used in any given pose</b></li> </ul> <p><b>The student will develop a greater sense of body self-esteem and appreciation for the art of yoga</b></p>
	<b>December</b>	<b>Football</b>    <b>Dribbling</b>	<p><b>1. To be able to show basic control skills including sending and receiving the ball.</b></p>

		<b>Push-pass</b>  <b>shooting</b>	<b>2. To send the ball with some accuracy to maintain possession and build attacking play.</b>  <b>3. To implement the basic rules of football.</b>  <b>4. To introduce some defensive skills</b>  <b>5. To dribble in different directions using different parts of their feet.</b>  <b>6. To Pass for distance</b>  <b>7. To Evaluate skills to aid improvement</b>  <b>8. To play effectively in a variety of positions and formations on the pitch</b>  <b>9. To relate a greater number of attacking and defensive tactics to game play</b>  <b>10. To become more skilful when performing movements at speed</b>
	<b>January</b>	<b>Basketball</b>	<b>1. Understand basic basketball rules, terminology, and safety concerns.</b>

		<p><b>Dribbling ,</b></p> <p><b>Passing</b></p> <p><b>Shooting</b></p>	<p><b>2. Demonstrate the six basic basketball skills of running, jumping, passing, catching, dribbling, and shooting.</b></p> <p><b>3. Demonstrate the ability to perform individual offensive and defensive skills and strategies.</b></p> <p><b>4. Demonstrate the ability to perform team offensive and defensive skills and strategies.</b></p> <p><b>5. Understand and apply the knowledge of basic rules of basketball.</b></p> <p><b>6. Demonstrate proper etiquette and good sportsmanship.</b></p> <p><b>6. Understand basic basketball scoring and officiating procedures.</b></p> <p><b>Successfully participates in skill improvement and offensive game strategies.</b></p> <p><b>Consistently responds defensively to the opponent's play.</b></p>
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			<p><b>7. Demonstrate proper etiquette and good sportsmanship.</b></p> <p><b>Develop an awareness of community resources and opportunities related to basketball.</b></p> <p><b>8. Demonstrate an understanding of health-related fitness components: muscular strength, muscular endurance, and stress management.</b></p> <p><b>Assess current personal fitness levels.</b></p> <p><b>Identify the major muscle groups and their application to basketball.</b></p>
	<b>February</b>	<p><b>Cricket</b></p> <p><b>5 over matches to be played between repective teams</b></p>	<p><b>1 To be able some of the basic rules of cricket.</b></p> <p><b>2. To develop a range of skills to use in isolation and in a competitive context.</b></p> <p><b>3. To use basic skills with more consistency including striking a bowled ball</b></p> <p><b>4. To develop the range of Cricket skills they can apply in a competitive context.</b></p> <p><b>5. To choose and use a range of simple tactics in isolation and in a game context.</b></p>

			<p><b>6. To consolidate existing skills and apply with consistency</b></p> <p><b>6. To link together a range of skills and use in combination</b></p> <p><b>To collaborate as a team to choose, use and adapt rules in games.</b></p> <p><b>7. To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</b></p> <p><b>8. To apply with consistency standard cricket rules in a variety of different styles of games.</b></p> <p><b>9. To attempt a small range of recognised shots in isolation and in competitive scenarios.</b></p> <p><b>10. To use a range of tactics for attacking and defending in role of bowler, batter and fielder</b></p>
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<b>Sanskrit</b>	<b>Month</b>	<b>Chapter</b>	<p><b>Learning Outcomes</b></p> <p><b>The learners will be able to:</b></p>
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	April	<p>1.रुचिरा : प्रथम: पाठः - सुभाषितानि 2 वर्णमाला अभ्यास 3 धातु रूप 4 अव्यय A 4 पठन सामग्री 5 संख्या - 1 - 30</p>	<p>1 श्लोकों के शुद्ध उच्चारण व मूल भाव को समझ पाएँगे। 2 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे। 3 छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे। 4 छात्र संस्कृत वर्णमाला स्वर-संयुक्त स्वर एवं व्यंजन-संयुक्त व्यंजन के पूर्व ज्ञान को सुदृढ़ कर सकेंगे। 5 भाषिक तत्त्वों (अव्यय,संख्या, व्यवहारिक - शब्द व धातु रूप आदि) - श्रवण,भाषण,पठन तथा लेखन कौशल का विकास कर सकेंगे</p>
	May	<p>1 रुचिरा - द्वितीयः पाठः - दुर्बुद्धिः विनश्यति 2 धातु रूप लट लकार 3 स्वयं प्रकाशः पठन सामग्री एवं मम - परिवारः 4 शब्दरूप - राम, लता 5 अपठित गद्यांश</p>	<p>2 छात्र संस्कृत के आदर्श -पठन कौशल एवं अभिव्यक्ति को विकसित करेंगे। 3 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे। 4 छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे। 5 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</p>
	July	<p>1 रुचिरा- तृतीयः पाठः - स्वावलंबनं 2 आओ संस्कृत सीखें - पृष्ठ ६२-६३ 3 वचन परिवर्तन 4 धातु रूप - लृट् लकार 5 शब्दरूप - राम, लता</p>	<p>1 छात्र अपनी दिनचर्या में स्वावलंबन कौशल को विकसित करेंगे। 2 पाठ का अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे। 3 छात्र वचन-धातु रूप - शब्द रूप आदि द्वारा अपनी संस्कृत व्याकरण की योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p>

August	<p>1 रुचिरा : अष्टमः पाठः - त्रिवर्णः ध्वजः 2 आओ संस्कृत सीखें : पृष्ठ 65 - ६९ 3 स्वयं प्रकाश : शब्द रूप पुस्तक 4 धातु रूप - लङ्ग 5 वचन परिवर्तन</p>	<p>1 कला समेकित कार्य -परियोजना द्वारा छात्रों का राष्ट्र ध्वज के मूल भाव व अर्थ से परिचय होगा ।</p> <p>2 पाठ का अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे ।</p> <p>3 छात्र वचन-धातु रूप - शब्द रूप आदि द्वारा अपनी संस्कृत व्याकरण की योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p><b>4 वचन परिवर्तन करने की योग्यता ग्रहण कर सकेंगे ।</b></p>
September	<p>1 रुचिरा : एकादशः पाठः - संवायो हि 2 आओ संस्कृत सीखें - संख्या १- ४० 3 स्वयंप्रकाश अव्यय C , पृष्ठ ६५ - ६७ स्वयं प्रकाश - शब्द रूप - युष्मद् ,अपठित गद्यांश</p>	<p>1 आदर्श पठन एवं सरलार्थ ग्रहण कर के मूल भाव व अर्थ से परिचय होगा ।</p> <p>2 पाठ का अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे ।</p> <p>3 छात्र अव्यय - सर्वनाम- वचन- धातु रूप - शब्द रूप आदि द्वारा अपनी संस्कृत व्याकरण की योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे।</p> <p><b>4 संस्कृत भाषा में अभ्यक्ति की योग्यता एवं पठन के कौशल को ग्रहण कर सकेंगे ।</b></p>
October	<p>1 रुचिरा - त्रयोदशः पाठः - विद्याधनं 2 अव्यय - D 3 अपठित पद्यांश कवि 4 शब्दरूप - लता</p>	<p>1 श्लोकों के शुद्ध पठन एवं उनके मूल भाव को ग्रहण करने में सक्षम होंगे ।</p> <p>स्वयं अभ्यास करने तथा संस्कृत के ज्ञान में छात्रों के आत्मविश्वास में वृद्धि होगी ।</p> <p><b>2 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा।</b></p>
November	<p>1 रुचिरा : दशमः पाठः - विश्वबन्धुत्वम् 2 आओ संस्कृत सीखें - कारक - कर्म करण , सम्प्रदान</p>	<p>1 पाठ पठन द्वारा छात्रों में विश्वबंधुत्व की भावना का विकास हो सकेगा ।</p> <p>2 कारक के उचित प्रयोग का ज्ञान विकसित होगा ।</p> <p>3 स्वयं अभ्यास करने तथा संस्कृत के ज्ञान में छात्रों के आत्मविश्वास में वृद्धि होगी ।</p>



	3 अपठित गद्यांश , 4 वचन परिवर्तन	4 संस्कृत व्याकरण के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा ।
December	1 रुचिरा :द्वादशः पाठः - अमृतम् संस्कृतम् 2 आओ संस्कृत सीखें - कारक - अपादान , संबंध , अधिकरण , संबोधन 3 स्वयं प्रकाश - कर्मकाराः	1 छात्र संस्कृत भाषा के महत्व को जानेंगे एवं अभिव्यक्ति कौशल को विकसित करेंगे । 2 गद्यांश में निहित मूल भाव को समझ पाएँगे । 3 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे । 4 कारक ज्ञान द्वारा छात्र संस्कृत भाषा के कौशल में वृद्धि करेंगे । 5 व्यवहारिक शब्द-कोष ज्ञान में वृद्धि होगी ।
January	1 रुचिरा : अमृतं संस्कृतं 2 घटिका यंत्रं 3 अपठित पद्यांश - अपठित गद्यांश , 4 वचन परिवर्तन	1 छात्र भाषा - विकास एवं अपनी अर्थ ग्रहण क्षमता के कौशल में वृद्धि करेंगे । 2 छात्र संस्कृत भाषा के महत्व को जानेंगे एवं अभिव्यक्ति कौशल को विकसित करेंगे । 3 गद्यांश में निहित मूल भाव को समझ पाएँगे । 4 अर्थ ग्रहण कर अभ्यास करने में समर्थ होंगे । 5 संस्कृत में घटिका के प्रयोग का कौशल विकसित होगा ।
February	1 साहित्य व व्याकरण का पुनः अभ्यास कार्य 2 अपठित गद्यांश एवं वचन परिवर्तन पुनरावृत्ति	1 कार्य की पुनरावृत्ति द्वारा छात्र अपनी योग्यता में वृद्धि कर अपने संस्कृत भाषा के कौशल को सुदृढ़ कर सकेंगे । 2 संस्कृत भाषा के तत्त्वों के उचित प्रयोग का ग्रहण कौशल विकसित होगा ।

Spanish	Month	Chapter	<b>Learning Outcomes</b> The learners will be able to:
	April	Mi rutina Diaria	<ul style="list-style-type: none"> <li>· Describe their daily routine</li> <li>· Conjugate verbs and make sentences in future tense</li> <li>· Conjugate reflexive verbs</li> <li>· Write email</li> </ul>
	May	Los verbos reflexivos	<ul style="list-style-type: none"> <li>· tell difference between Regular and Reflexive verbs</li> <li>· Use reflexive pronouns to talk about themselves.</li> <li>· Frame open and closed question</li> <li>· Ask and tell time as well as talk about beginning and ending of and even with time expressions</li> </ul>
	July	Mi tiempo libre	<ul style="list-style-type: none"> <li>· Give information of what they do in their leisure time</li> <li>· Peer to peer conversation regarding what they like and what they don't like.</li> <li>· Write an informal letter their friend to discuss their travel plans</li> </ul>
	August	LA naturaleza	<ul style="list-style-type: none"> <li>· Write a short note on Ecosystem</li> <li>· Ask and describe the weather condition</li> <li>· Use gerund form of verbs to make sentences in present continuous tense.</li> </ul>

			<ul style="list-style-type: none"> <li>. Count number till 1 million</li> </ul>
	September	El Extraterrestre	<ul style="list-style-type: none"> <li>. Tell name of Planets</li> <li>. Describe earth and make collage of Solar System with brief description</li> <li>. Use preposition in sentences</li> </ul>
	October	En el parque natural	<ul style="list-style-type: none"> <li>. Peer to peer conversation in a Zoo ( Act )</li> <li>. Tell name of animals and Give information about them</li> <li>. Talk about recent future using IR + a + Inf.</li> <li>. Write sick leave application</li> </ul>
	November	En el dormitorio	<ul style="list-style-type: none"> <li>. Describe bedroom, object, House.</li> <li>. Dialogue with parents related to their studies ( Act ).</li> <li>. Describe an image of marketplace</li> <li>. Conjugate verbs in Preterite and frame sentences in indefinite past</li> </ul>
	December	En la calle	<ul style="list-style-type: none"> <li>. understand street sign board</li> <li>. Give and take direction of a place</li> <li>. Tell the name of various modes of transportation</li> </ul>

			. Talk to a taxi driver to reach a destination (Act) . Use Haber to frame sentences in Past perfect tense
	January	En la tienda	. Talk to shopkeepers to buy the vegetables, fruits and things of daily need (Act) . Ask their friend about what they like to eat or drink . Define superlatives . Use superlatives to describe themselves, people, object and situation
	February	Revision	. Recapitulate concepts taught . Apply concepts taught to various situations presented

German	Month		<b>Learning Outcomes</b> <b>The Learners will be able to-</b>
	April	Was isst du in der Pause ?	<ul style="list-style-type: none"> <li>- Ask peers about what they like to eat or drink</li> <li>- Express their likes and dislikes about the same</li> <li>- Decline an offer for food and drinks giving reasons for the same and ask for an alternative</li> <li>- Buy food and drinks at the canteen</li> </ul>

	<b>May</b>	<b>Meine Schulsachen</b>	<ul style="list-style-type: none"> <li>- Describe the contents of the pencil box</li> <li>- Ask for something and offer the same to another student</li> <li>- Discuss likes and dislikes about the school subjects</li> <li>- Describe their time tables</li> </ul>
	<b>June</b>	-	
	<b>July</b>	<b>Was gibt es im Fernsehen?</b>	<ul style="list-style-type: none"> <li>- Discuss TV viewing habits</li> <li>- Discuss Tv programmes and express their likes and dislikes</li> <li>- Tell the official time</li> </ul>
	<b>August</b>	<b>Um wie viel Uhr stehst du auf?</b>	<ul style="list-style-type: none"> <li>- Describe their daily routine</li> <li>- Discuss the timing of a forthcoming event</li> <li>- Discuss the weekly schedule with a friend</li> <li>- Ask a person where they are going and answer the same</li> <li>- Ask and tell the inofficial time</li> </ul>
	<b>September</b>	<b>Kannst du inlineskaten? And Revision</b>	<ul style="list-style-type: none"> <li>- Discuss hobbies</li> <li>- Discuss what one is good or not good at</li> <li>- Recapitulate the concepts taught</li> </ul>
	<b>October</b>	<b>Kannst du</b>	<ul style="list-style-type: none"> <li>- Express the requirement for sport</li> </ul>

	<b>r</b>	<b>inlineskaten?</b>	<b>equipment</b> <ul style="list-style-type: none"> <li>- Express what one would like to do and what one has to do</li> </ul>
	<b>Novem ber</b>	<b>Wem gehört das Fahrrad ?</b>	<ul style="list-style-type: none"> <li>- Name articles of clothing and personal belongings</li> <li>- Speculate about ownership</li> <li>- Question about ownership and respond</li> <li>- Search for their belongings</li> </ul>
	<b>Decem ber</b>	<b>Wohin fährst du in Urlaub?</b>	<ul style="list-style-type: none"> <li>- Name the landforms</li> <li>- Discuss holiday destinations</li> <li>- Discuss the weather</li> </ul>
	<b>Januar y</b>	<b>Wohin fährst du in Urlaub?</b>  <b>Alles Gute zum Geburtstag !</b>	<ul style="list-style-type: none"> <li>- Discuss the reason for the choice of destination and time of travel</li> <li>- Ask and answer questions about famous personalities</li> <li>- Ask a friend about date of birth and star sign</li> </ul>
	<b>Februa ry</b>	<b>Alles Gute zum Geburtstag and Revision</b>	<ul style="list-style-type: none"> <li>- Ask for advice and opinions</li> <li>- Make a request</li> <li>- Ask for whom an object / a present is meant</li> <li>- Recapitulate the concepts taught</li> </ul>