

Month of October Syllabus	Concepts and Skills	Learning Outcome	Instructional Tools & References	Pedagogy	Activity/Assignment Projects/Research	Assessment	Formative/ Summative Assessment-Syllabus
Classes required (12 – hours)							
<b>1. Note Making (Revision)</b> (1 period)	Learning to make notes. Skill of being precise in a given format.	The child would have learnt to make notes on any long passage. For the purpose of developing ideas into sustained pieces of writing.  Being able to create aesthetically beautiful advertisement with the required data for different reasons. Learning the difference between classified and display advertisements.	Board to teach the format. Also printed passages.  Board, newspaper cuttings, PPT, Textbook ( CD, pen drive)	Reflective Discussion Random Questioning Brain storming Concept Formation	Passages will be given which the child has to convert into notes and a passages. Children will make notes of a passage in class related to any subject.  Questions on advertisements from the last board paper to be solved in class.	Checking the note making on given passages. Taking a class test.	To be tested in the Unit Test. The First Term and Final Term Exams.
<b>2. Advertisement (3periods)</b>	Learning to create aesthetically beautiful advertisementst with the required data for different reasons. Learning the difference between classified and display advertisements.	The child would have learnt that the qualities of hypocrisy and manipulation accompanies a child when he becomes an adult.	( CD, pen drive) Photographs, newspaper clippings Textbooks Lectures through PPT	Reflective Discussion Random Questioning Brain storming Concept Formation.	Reading and sharing with class self created paragraphs on memories of childhood.	Through the class-work and discussions in class.  Class test, discussion related to the topic in class focusing on its vital points.	Unit test and Final Term Exams.
<b>3. Childhood (poem)</b> ( 2 period)	Understanding the concept of the difference between childhood and adulthood. Understanding that the transition period cannot be marked.	The child would have learnt why the parents are so emotionally involved with their children. They also see the issues that crop up due to the insensitivity of the children. They learn about the alienation of the old.	( CD, pen drive) Photographs,	Reflective Discussion Random Questioning Brain storming Concept Formation	Reading and sharing with class self created answers to various questions concerning the poem and parent child relations.	Class work, discussion related to the topic in class focusing on its positives.	Unit test and Final Term Exams.
<b>4. Father to Son (poem)</b> ( 2 period)	To teach the students the problems of generation gap. The view point of the children and the parent.	The child would have had a glimpse of a residential school life. He would have learnt that teachers who gossip and ridicule others are not respected. The ones who may be tough but following the rules are truly respected.	Photographs, newspaper clippings Textbooks Lectures through PPT	Reflective Discussion Random Questioning Brain storming Concept Formation.	Reading and sharing with class self created answers to the questions given.	Class work, discussion related to the topic in class focusing on the valid points.	To be tested in Unit Test and Final Term Exams.
<b>5. Browning Version</b>	To give a child an experience of a	The child would have learnt about the culture and beliefs of the ancient Egyptian history. They would be exposed to the historical significance of Egyptian mummies.	( CD, pen drive) Photographs, newspaper clippings Textbooks Lectures through PPT	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation		Class work, discussion related to the topic in class focusing on the valid points.	The Unit Test and Final Term Exams.

<p>(play) ( 2 periods)</p>	<p>boarding school. To introduce him to various types of teachers and whom do children actually respect.</p>		<p>( CD, pen drive) Photographs, newspaper clippings</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>Sharing with group and class the PPT created on mummies and Egypt.</p>	<p>Class work, discussion related to the topic in class focusing on its positives. Textual questions.</p>	<p>The First Unit Test and Final Term Exams.</p>
<p><b>6. King Tut- the saga continues</b></p>	<p>To give a glimpse to the children about the ancient Egyptian culture at the time of the pharaohs. The beliefs and the reasons for creating mummies.</p>						

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