



CBSE Affiliation No.
3430369

DELHI PUBLIC SCHOOL CHAS, BOKARO

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – IX FOR THE SESSION 2026-2027

SUBJECT: English

- Textbook:** 1. Literature Reader
2. Main Course Book
3. Workbook

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	F.1. How I Taught My Grandmother to Read	<p>Understand the importance of education and lifelong learning.</p> <p>Identify the main characters, theme, and moral values of the story.</p> <p>Develop reading comprehension and empathy by analysing the relationship between the writer and her grandmother.</p>	<p>Students will create a storyboard or comic strip showing the important events of the story such as:</p> <p>Grandmother listening to the story Kashi Yatre</p> <p>Her determination to learn the Kannada alphabet</p>	<p>Inclusive Teaching</p> <p>Use simple explanations and visual aids for students who find reading difficult.</p> <p>Pair strong readers with struggling readers for peer learning.</p>	<p>Project: Literacy Awareness Activity</p> <p>Students will interview an elder in their family or neighborhood and ask:</p> <p>How education was different in their childhood.</p> <p>Whether they had any challenges in studying.</p>	<p>Role Play Activity:</p> <p>Students will enact a short scene from the story:</p> <p>The grandmother asking the writer to teach her.</p> <p>The learning sessions.</p> <p>The Saraswati Pooja moment.</p>	<p>Students will be able to:</p> <p>Explain the theme of determination and lifelong learning shown by the grandmother.</p> <p>Summarize the key events of the story in the correct sequence.</p>
		M.C.B U.1 – People	<p>Understand the qualities of leadership, responsibility, and empathy through the story of A. P. J. Abdul Kalam.</p>	<p>The emotional moment during Saraswati Pooja</p>	<p>Allow students to express their understanding through drawing, speaking, or writing so that different learning styles are supported.</p>	<p>Students will prepare a short report or presentation titled “Education Then and Now.”</p>	<p>Inference Game – “Guess the Person”</p> <p>The teacher gives students clues about a person’s character or lifestyle (for example: books they read, objects in their room, habits, etc.).</p>	<p>Appreciate the value of education and respect for teachers, regardless of age.</p>
		W.B – U. 1 – Verb Forms	<p>Develop the ability to describe people vividly using appropriate adjectives and observations.</p> <p>Interpret and infer hidden details about people and situations from clues in a poem such as Abandoned Farmhouse by Ted Kooser.</p>	<p>This will integrate visual art with literature.</p>	<p>Use pictures, simple explanations, and storytelling for students who may find the text difficult.</p>	<p>Project: “Observing People Around Us”</p> <p>Students will observe a person in their family, school, or neighborhood and:</p>	<p>Students must infer and describe the type of person based on those clues, similar to the clues used in the poem Abandoned Farmhouse.</p>	<p>Explain the qualities of a good leader, as demonstrated by A. P. J. Abdul Kalam.</p> <p>Use appropriate vocabulary to describe people and their appearance clearly.</p>
			<p>By the end of the lesson, students will be able to:</p>	<p>Students will create a visual poster or collage titled “Clues Tell Stories.”</p>	<p>Encourage group</p>	<p>Write 5–6 descriptive</p>	<p>Role Play – Witness and</p>	<p>Draw logical</p>

			<p>Understand and correctly use different verb forms and tenses such as simple past, past perfect, present perfect, present continuous, and present perfect continuous.</p> <p>Distinguish between the use of ‘since’ and ‘for’, ‘used to’ and ‘would’, and verbs not used in continuous forms.</p> <p>Apply correct subject–verb agreement while speaking and writing sentences.</p>	<p>illustrate:</p> <p>The caring act of Dr. Kalam taking the scientist’s children to the exhibition.</p> <p>A person’s appearance using descriptive words.</p> <p>The abandoned farmhouse scene from the poem.</p> <hr/> <p>Students will create a timeline poster showing different actions in a person’s day (morning, afternoon, evening). They will write sentences under each picture using different tenses</p>	<p>discussion so that students can share ideas and interpretations.</p> <p>Provide multiple ways of expression such as speaking, writing, drawing, or acting to support different learning styles.</p> <hr/> <p>Use examples from daily life and visual charts to explain verb forms.</p> <p>Pair students in mixed-ability groups so stronger learners help others.</p> <p>Allow students to express their understanding through speaking, writing, or drawing examples of sentences using different tenses.</p>	<p>sentences about the person’s appearance and habits.</p> <p>Mention qualities that make the person admirable or unique.</p> <hr/> <p>Project: “A Day in My Life”</p> <p>Students will prepare a short-written report or diary entry describing their daily routine using different verb forms such as:</p> <p>Simple Present for routine actions</p> <p>Past Continuous for actions in progress</p> <p>Present Perfect for recently completed actions</p>	<p>Police Officer</p> <p>Students will enact a situation where a burglary occurred in their neighborhood. One student will act as a witness, and the other as a police officer asking questions.</p> <p>Students must describe the incident using Simple Past and Past Continuous (e.g., “I was watching TV when I heard a loud noise”).</p>	<p>conclusions about people or situations from given clues in texts and poems.</p> <hr/> <p>After completing the lesson, students will be able to:</p> <p>Identify and correctly use various verb forms and tenses in sentences.</p> <p>Write short paragraphs and reports using appropriate verb structures.</p> <p>Demonstrate better grammar accuracy and communication skills in both spoken and written English.</p>
May	07	D.1. Villa for Sale – Sacha Guitry	<p>By the end of the lesson, students will be able to:</p> <p>Understand the plot, characters, and theme of the play and explain how humor is created through conversation and situation.</p> <p>Analyze the character traits of Juliette, Gaston, Jeanne, and Mrs. Al Smith and their roles in the story.</p> <p>Develop reading and speaking skills through dialogue</p>	<p>Students will design a poster advertisement for selling a dream house or villa.</p> <p>The poster should include:</p> <p>a drawing of the house</p> <p>features like garden, balcony, sunlight, etc.</p>	<p>The play will be read aloud in class with different students playing different roles, helping auditory and kinesthetic learners.</p> <p>The teacher will explain difficult words and situations using simple examples and visual cues.</p> <p>Students will work</p>	<p>Project: “My Dream House”</p> <p>Students will prepare a short presentation or chart describing their dream house. They should include:</p> <p>location</p> <p>number of rooms</p> <p>special features (garden, library,</p>	<p>Role Play Activity</p> <p>Students will perform a short role play of the negotiation scene where Gaston unexpectedly buys the villa.</p> <p>Roles:</p> <p>Juliette</p> <p>Gaston</p> <p>Jeanne</p>	<p>After completing the lesson, students will be able to:</p> <p>Explain the storyline and humor in the play.</p> <p>Identify the character traits and motives of the main characters.</p> <p>Demonstrate understanding through role play,</p>

			reading and role-play of the drama.	a catchy line such as “Beautiful Villa for Sale”.	in pairs or groups, ensuring that all learners get the opportunity to participate and understand the drama.	swimming pool etc.)	Mrs. Al Smith Students will act out the conversation and explain how misunderstanding and clever negotiation create humor.	discussion, and creative activities.
June	16	P.1 - The Brook by Alfred Lord Tennyson	By the end of the lesson, students will be able to: Understand the theme and message of the poem, especially the idea that nature continues while human life is temporary. Identify poetic devices such as personification, repetition, imagery, and rhyme used in the poem. Develop appreciation for nature poetry and descriptive language through reading and interpretation.	Students will draw or paint a scene of a flowing brook showing elements mentioned in the poem such as hills, bridges, pebbles, flowers, and fields. They will write two or three lines from the poem near the drawing to show how the imagery of the poem is reflected in their artwork.	The teacher will read the poem aloud and also play an audio recording to help auditory learners understand the rhythm and sound of the poem. Use pictures of rivers, streams, and nature scenes to help visual learners connect with the imagery. Students may express their understanding through discussion, drawing, or simple explanations according to their comfort level.	Project: “Journey of a River” Students will create a short project or chart showing the journey of a brook or river from its source to its joining with a larger river. They can include: mountains or hills (source) valleys and villages fields and bridges the final meeting with a river Students will write 4–5 descriptive sentences explaining the journey.	Creative Writing Activity – “If I Were a River” Students will imagine themselves as a river or stream and write 5–6 lines describing their journey, using expressions similar to the poem. Decision-Making Skit Students will work in small groups to prepare a short skit showing a situation where a person must choose between two options (for example choosing between studying and playing, choosing good friends, or resisting peer pressure).	Students will be able to: Explain the central idea of the poem and its message about the continuity of nature. Identify and interpret poetic devices and imagery used in the poem. Express their understanding of the poem through creative writing, discussion, or artistic representation.
		P.2 The Road Not Taken – Robert Frost	By the end of the lesson, students will be able to: Understand the central theme of the poem, which highlights the importance of choices and decisions in life. Interpret the metaphor of the two roads as different paths or opportunities in life.	Students will create a visual illustration of two diverging roads in a forest. They will label the roads with different life choices such as career, friendship, honesty, and responsibility. Students will also write 2–3 lines from the poem near the drawing to show how the picture represents the poem’s message.	The poem will be read aloud and also listened to through an audio recording to help auditory learners. The teacher will explain the metaphor of roads using simple real-life examples of choices students make (subjects, hobbies, friends).	Project: “Choices in My Life” Students will prepare a chart or short paragraph describing two important choices they may face in the future (e.g., career choice, hobbies, studies).	The skit should show: the choices available the influence of others the final decision and its consequences	After completing the lesson, students will be able to: Explain the theme of the poem and the significance of choices in life. Identify and interpret metaphors and poetic devices used in the poem.
		W.B U.2 - Determiners	By the end of the lesson, students will be able to:	Students will be given a short paragraph or newspaper clipping.	Relate the poem’s message to real-life situations and personal decision-			

			<p>Understand the concept and role of determiners in a sentence and identify them correctly.</p> <p>Differentiate between various types of determiners such as articles, demonstratives, possessives, quantifiers, and numbers.</p> <p>Use appropriate determiners in sentences to improve clarity and grammatical accuracy in speaking and writing.</p>	<p>Students will prepare a creative collage titled “My Classroom”.</p> <p>They will draw or paste pictures of classroom objects and label them using determiners, for example:</p> <p>This book Those desks My bag Many students</p>	<p>Students will be encouraged to share their thoughts and interpretations, allowing participation from learners with different abilities.</p> <p>Use pictures, flashcards, and real classroom objects to explain determiners for better understanding.</p> <p>Encourage pair and group activities where students help each other identify and use determiners.</p> <p>Allow students to respond through speaking, writing, or simple sentence formation, accommodating different learning abilities.</p>	<p>They will explain:</p> <p>the two options available</p> <p>the factors influencing the decision</p> <p>the possible outcomes of the decision</p> <p>Project: “My Family Description”</p> <p>Students will write a short paragraph describing their family using different determiners.</p> <p>Students will underline the determiners used in their sentences.</p>	<p>Task:</p> <p>Identify and underline all determiners.</p> <p>Classify them into categories such as articles, possessives, quantifiers, and demonstratives.</p>	<p>making.</p> <p>After completing the lesson, students will be able to:</p> <p>Identify different types of determiners in sentences.</p> <p>Use appropriate determiners while forming correct and meaningful sentences.</p> <p>Demonstrate improved grammar usage in written and spoken communication.</p>
July	26	<p>F.2 A Dog Named Duke – William D Ellis</p> <p>P. 3 The Solitary Reaper – William Wordsworth</p> <p>M.C.B U.2 - Adventure</p>	<p>By the end of the lesson, students will be able to:</p> <p>Understand the theme of courage, perseverance, and determination shown by Charles Hooper during his struggle after paralysis.</p> <p>Analyze the role of Duke and how the dog helped Hooper regain confidence and independence.</p> <p>Develop reading comprehension and speaking skills by discussing character</p>	<p>Students will create a storyboard or comic strip showing the journey of Charles Hooper and Duke.</p> <p>The storyboard can include:</p> <p>Hooper before the accident</p> <p>His struggle after paralysis</p> <p>Duke motivating</p>	<p>The teacher will narrate the story using simple explanations and visuals so that all learners can understand the sequence of events.</p> <p>Students will participate in group reading and discussion, allowing peer support for better comprehension.</p>	<p>Project: “Qualities of a True Friend”</p> <p>Students will prepare a chart or short write-up highlighting qualities such as:</p> <p>loyalty courage support during difficulties encouragement</p> <p>They will relate these qualities to Duke’s</p>	<p>Just-A-Minute (JAM) Activity</p> <p>Students will speak for one minute on one quality shown by Charles Hooper such as:</p> <p>courage perseverance determination endurance faith</p> <p>Activity: Think–Pair–</p>	<p>After completing the lesson, students will be able to:</p> <p>Explain the message of the story about determination and resilience.</p> <p>Describe the important role played by Duke in Hooper’s recovery.</p> <p>Demonstrate</p>

		<p>traits and answering questions based on the text.</p> <hr/> <p>By the end of the lesson, students will be able to:</p> <p>Understand the central idea and theme of the poem The Solitary Reaper.</p> <p>Identify poetic devices and imagery used in the poem.</p> <p>Develop appreciation for nature and music as expressed by the poet.</p> <hr/> <p>By the end of the unit, students will be able to:</p> <p>Understand the concept and characteristics of adventure through different texts and real-life examples.</p> <p>Develop reading, vocabulary, and comprehension skills by studying adventure narratives.</p> <p>Express ideas and experiences related to adventure through creative writing, discussion, and projects.</p>	<p>him to walk</p> <hr/> <p>Hooper returning to work</p> <hr/> <p>Students will draw or sketch the scene of the solitary reaper working in the field while singing.</p> <p>They may also write a short caption or two poetic lines describing the scene they drew.</p> <hr/> <p>Activity: Adventure Scene Illustration</p> <p>Students will:</p> <p>Draw or create a visual poster of an adventure situation (e.g., Amelia Earhart's flight, survival on an island, or swimming in the ocean).</p> <p>Add short captions or descriptive lines explaining the scene.</p>	<p>Learners may express their understanding through speaking, drawing, or short written responses.</p> <hr/> <p>Use audio recording of the poem so that auditory learners and students with reading difficulty can understand it better.</p> <p>Encourage group discussion where stronger students help others understand the poem.</p> <p>Provide simple explanation of difficult words (e.g., reaping, melancholy strain, vale profound).</p> <p>Allow students to express understanding through drawing, speaking, or writing, giving multiple ways to participate.</p> <hr/> <p>3. Inclusive Teaching To ensure participation of all learners:</p> <p>Use audio reading of the stories for students who have reading difficulties. Provide visual aids,</p>	<p>behavior in the story.</p> <hr/> <p>Project: Memory and Music</p> <p>Students will:</p> <p>Recall a moment when they heard a beautiful song or sound in nature.</p> <p>Write 8–10 lines describing the experience.</p> <hr/> <p>Project: Life and Achievements of Amelia Earhart</p> <p>Students will:</p> <p>Research the life of Amelia Earhart, the first female aviator.</p> <p>Prepare a chart or presentation including:</p> <p>Early life</p> <p>Achievements</p> <p>Challenges faced</p> <p>Inspirational message for youth</p>	<p>Share</p> <p>Students read the stanza where the poet wonders about the theme of the song.</p> <p>In pairs, they discuss what the reaper might be singing about (e.g., sorrow, past events, daily life).</p> <p>Each pair shares their interpretation with the class.</p> <hr/> <p>Activity: Survival Strategy Discussion</p> <p>Scenario: Students imagine they are stranded on an uninhabited island (from The Sound of the Shell section).</p> <p>In groups they discuss:</p> <p>Where to set up shelter</p> <p>How to find food and water</p> <p>Protection from animals and weather</p> <p>Decision-making and teamwork</p> <p>Each group explains their problem-solving strategy.</p>	<p>understanding of the story through discussion, creative activities, and short written responses.</p> <hr/> <p>After completing the lesson, students will be able to:</p> <p>Explain the main idea and message of the poem.</p> <p>Interpret the poet's feelings and the importance of the reaper's song.</p> <hr/> <p>Express personal responses to poetry through discussion, writing, or art.</p> <hr/> <p>After completing the unit, students will be able to:</p> <p>Explain the meaning and characteristics of adventure with examples from the texts.</p> <p>Analyse characters and situations in adventure stories and identify themes like courage and survival.</p> <p>Create written or visual responses such as diary entries, articles, or descriptive paragraphs based on</p>
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					maps, and pictures of Amelia Earhart, aircraft, island maps, and oceans. Use group discussions and peer learning so students support each other. Allow students to respond through drawing, speaking, or writing, giving multiple ways to show understanding.			adventure experiences.
Aug	24	F. 3. The Man Who Knew Too Much – Alexander Baron <hr/> W.B U. 3 Future Time Reference <hr/> Revision – TERM 1	By the end of the lesson, students will be able to: Understand the theme and message of the story and identify the character traits of Private Quelch. Develop reading comprehension and vocabulary skills through the narrative. Analyze positive and negative qualities of a character and express their opinions. <hr/> By the end of the lesson, students will be able to: Identify and understand different forms used to express future time (will/shall, going to, present continuous, simple present). Use correct future time expressions in sentences and conversations.	Activity: Character Illustration Students will: Draw a cartoon or sketch of Private Quelch (“The Professor”) based on the description in the story. Write 2–3 lines describing his personality traits next to the drawing. <hr/> Students will: Draw a poster showing their future dream (for example: doctor, engineer, teacher, scientist). Write 4–5 sentences using future time reference such as I	To ensure participation of all learners: The teacher reads the story aloud with proper expression for students who may struggle with reading. Use role play so students act as characters like Private Quelch, the Sergeant, and Corporal Turnbull. Provide simplified explanations of difficult words. Encourage group discussion so every student participates. <hr/> To make the lesson inclusive: Use simple examples and real-	Project: Character Analysis Poster Students prepare a chart about Private Quelch including: Appearance Ambition Positive traits (hardworking, knowledgeable) Negative traits (showing off, overconfidence) Lesson learned from the story <hr/> Students will prepare a short-written paragraph (8–10 lines) describing: What they want to become in the future What steps they will	Activity: Think–Pair–Share Students discuss the question: “Is knowledge always good, or can showing off knowledge create problems?” Steps: Think individually about the question. Discuss answers with a partner. Share ideas with the class. <hr/> Activity: School Improvement Discussion Students imagine that they are in charge of the school.	After completing the lesson, students will be able to: Summarize the story and explain the events leading to Private Quelch’s punishment. Evaluate the character traits of Private Quelch with examples from the text. Express personal opinions about humility, teamwork, and behavior in social situations. <hr/> After completing the lesson, students will be able to:

			Develop grammar and sentence construction skills through activities and exercises.	will become...., I am going to study...., I will help people....	life situations to explain future tense. Allow students to work in pairs or groups for grammar exercises. Provide visual aids, charts, and examples on the board for better understanding. Encourage participation by letting students speak sentences about their future plans.	take to achieve their goal How they will help society	In groups they discuss and write sentences using future forms such as: We will improve the library. We are going to organize sports competitions. We shall introduce <u>new activities.</u>	Recognize different future time constructions used in English. Form correct sentences using appropriate future tense forms. Communicate future plans, predictions, and intentions clearly in speech and writing.
Sep	23	F. 4. Keeping it from Harold – P.G. Wodehouse M.C.B U. 3. – Environment W.B U. 4. – Modals *TERM 1 EXAMINATION*	By the end of the lesson, students will be able to: Understand the theme and message of the story and the relationship between Harold and his parents. Identify and analyse the character traits of Harold, Mr. Bramble, and Mrs. Bramble. Develop reading comprehension, speaking, and critical thinking skills through discussion and activities. By the end of the unit, students will be able to: Understand environmental issues such as wildlife conservation, pollution, and global warming through reading and discussion.	Activity: Story Scene Illustration Students will: Draw a scene from the story, such as Harold discovering that his father is a boxer. Write 2–3 descriptive sentences explaining the scene and emotions of the characters. Activity: Environmental Poster / Skit Students will create posters or short skits showing messages such as:	To ensure all students participate: The teacher reads the story aloud with proper expression for better understanding. Students perform a role-play or dramatization of the conversation between Harold, Mr. Bramble, and Jerry Fisher. Difficult vocabulary is explained with simple examples and visuals. Group discussion allows peer learning and participation from every student.	Project: Character Study Chart Students prepare a chart showing the main characters: Harold Mr. Bramble Mrs. Bramble Jerry Fisher For each character students include: Personality traits Important actions in the story A lesson learned from the character. Project: Carbon Footprint Awareness Students will work in	Activity: Debate / Discussion Topic: “Should violent sports like boxing and wrestling be banned?” Students work in groups and: Present arguments for or against banning such sports. Support their opinions with logical reasons and examples. Activity: Problem-Solving Discussion Topic: “How can we protect endangered animals like the Rhino and Tiger?”	After completing the lesson, students will be able to: Summarize the story and explain the conflict between truth and secrecy in the family. Describe the characters and their motivations with examples from the text. Express opinions on social issues such as sports, honesty, and parental decisions. After completing the unit, students will be able to:

		<p>Develop language skills like reading comprehension, report writing, formal letter writing, and speaking through discussions and role-plays.</p> <p>Build awareness and responsibility towards protecting wildlife and the environment.</p> <hr/> <p>By the end of the lesson, students will be able to:</p> <p>Understand the concept of Modals such as can, could, may, might, must, should, and would.</p> <p>Use modals correctly in sentences to express ability, permission, possibility, and obligation.</p> <p>Improve communication skills by using modals in speaking and writing activities.</p>	<p>“Save the Rhino” “Save Mother Earth” “Protect Wildlife”</p> <hr/> <p>Activity: Modal Poster</p> <p>Students will create colourful posters showing the uses of modals.</p>	<p>To ensure participation of all learners:</p> <p>Group work will include mixed-ability students so that stronger learners can support others.</p> <p>Visual aids such as pictures of animals, pollution charts, and videos will help visual learners.</p> <p>Role-play and discussion will allow shy students to participate gradually.</p> <p>Students with different learning styles (visual, auditory, kinesthetic) will be engaged through reading, speaking, drawing, and acting activities.</p> <hr/> <p>To ensure every student participates:</p> <p>Pair and group work will be used so students can help each other.</p> <p>Examples from daily life will be given for easy understanding.</p> <p>Visual charts and examples will help slow learners.</p>	<p>groups and:</p> <p>Identify daily activities that increase carbon footprint (vehicles, electricity, plastic use).</p> <p>Suggest ways to reduce them (public transport, planting trees, saving electricity).</p> <p>Present findings through charts or PowerPoint presentation.</p> <hr/> <p>Project: “Rules for a Better School”</p> <p>Students will write 5–10 school rules using modals.</p> <p>Example:</p> <p>Students must wear proper uniform.</p> <p>Students should keep classrooms clean.</p> <p>Students must not waste water.</p>	<p>Steps:</p> <p>Students read the passage about the Indian Rhinoceros.</p> <p>In groups, they discuss:</p> <p>Causes of endangerment</p> <p>Effects on biodiversity Possible solutions</p> <p>Each group prepares a short report or presentation.</p> <p>Competencies developed:</p> <p>Critical thinking Communication skills Environmental awareness</p> <hr/> <p>Activity: Situation-Based Conversation</p> <p>Teacher gives situations and students use appropriate modals.</p> <p>Example situations:</p> <p>Asking permission in class Giving advice to a friend Talking about school rules Talking about future possibilities</p>	<p>Explain environmental problems such as wildlife exploitation, pollution, and global warming.</p> <p>Write formal reports and letters expressing concern about environmental issues.</p> <p>Demonstrate responsible attitudes toward protecting nature and wildlife.</p> <hr/> <p>After completing the unit, students will be able to:</p> <p>Identify and explain different modal verbs.</p> <p>Use modals correctly in sentences and conversations.</p> <p>Apply modal verbs in real-life communication situations.</p>
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					Students who hesitate to speak can first write sentences before speaking.			
Oct	22	D. 2. The Bishop's Candlesticks – Norman Mckinnel	<p>By the end of the lesson, students will be able to:</p> <p>Understand the theme of kindness, forgiveness, and compassion in the story.</p> <p>Develop reading and speaking skills through dialogue reading and discussion.</p> <p>Analyze characters such as the Bishop and the Convict and understand their behavior.</p>	<p>Activity: Role Play / Drama</p> <p>Students will perform a short play scene from The Bishop's Candlesticks.</p> <p>Roles may include:</p> <p>The Bishop The Convict Persome Police officer</p>	<p>To include all students:</p> <p>Group reading will help weaker readers gain confidence.</p> <p>Visual explanation of characters and scenes will support visual learners.</p> <p>Students who are shy can participate in dialogue reading instead of acting.</p>	<p>Project: "Power of Kindness"</p> <p>Students will create a chart or short paragraph describing:</p> <p>A real-life example where kindness changed someone's life.</p> <p>How forgiveness can improve society.</p>	<p>Students will discuss the following questions in groups:</p> <p>Why did the Bishop forgive the convict?</p> <p>How did the Bishop's kindness change the convict's life?</p> <p>What lesson do we learn from this story?</p>	<p>After completing the unit, students will be able to:</p> <p>Explain the theme and moral message of the drama.</p> <p>Describe the characters and their actions in the story.</p>
		P.4. The Seven Ages – William Shakespeare	<p>By the end of the lesson, students will be able to:</p> <p>Understand the theme of the poem that compares human life with a stage play.</p> <p>Identify the seven stages of human life described by Shakespeare.</p> <p>Recognize literary devices such as metaphor and simile used in the poem.</p>	<p>Activity: Life Stages Illustration</p> <p>Students will draw seven pictures representing the seven stages of life:</p> <p>Infant Schoolboy Lover Soldier Justice Old age Second childhood</p> <p>Students will add short phrases describing each</p>	<p>Peer support will be encouraged in group activities.</p> <p>To include all learners:</p> <p>Group reading of the poem will help weaker readers.</p> <p>Pictures and diagrams will help visual learners understand the life stages.</p> <p>Students who hesitate to speak can participate by drawing or writing descriptions.</p> <p>Pair discussions will encourage peer</p>	<p>Project: "Stages of My Life"</p> <p>Students will create a short chart or paragraph (80–100 words) describing:</p> <p>Different stages of human life</p> <p>Important qualities of each stage</p> <p>Students may compare life with seasons, school periods, or a journey.</p>	<p>Each group will present their ideas.</p> <p>Activity: Role Play / Mime</p> <p>Students will work in groups.</p> <p>Each group will act or mime one stage of life described in the poem.</p> <p>Examples:</p> <p>Infant crying in the nurse's arms</p> <p>Schoolboy going unwillingly to school</p> <p>Soldier seeking honour</p>	<p>Apply the values of kindness and forgiveness in real-life situations.</p> <p>After completing the lesson, students will be able to:</p> <p>Explain the meaning and message of the poem.</p> <p>Identify and describe the seven stages of life mentioned by Shakespeare.</p> <p>Recognize literary devices like</p>
		W.B. U. 6. – The Passive	<p>By the end of the lesson, students will be able to:</p> <p>Understand the concept of Active and Passive Voice.</p> <p>Convert sentences from active voice to passive voice correctly.</p>	<p>Students will add short phrases describing each</p>	<p>Students will collect or create 5 news</p>	<p>Project: "News Headlines in Passive Voice"</p>	<p>Identify and describe the seven stages of life mentioned by Shakespeare.</p> <p>Recognize literary devices like</p>	

			Use passive voice appropriately in speaking and writing.	<p>stage.</p> <p>Activity: Grammar Flow Chart</p> <p>Students will create a colorful chart showing the structure of passive voice.</p> <p>Example chart:</p> <p>Active Voice → Subject + Verb + Object</p> <p>Passive Voice → Object + helping verb + past participle + by + subject</p> <p>Students decorate the chart with examples and arrows showing the transformation.</p>	<p>learning.</p> <p>To involve all students:</p> <p>Simple examples from daily life will be used to explain the passive voice.</p> <p>Pair work will help weaker students learn from stronger students.</p> <p>Visual charts and examples will support visual learners.</p> <p>Students will practice by speaking and writing sentences.</p>	<p>headlines using passive voice.</p> <p>Examples:</p> <p>The match was won by India.</p> <p>A new bridge has been built in the city.</p> <p>Students will present them on chart paper or notebook.</p>	<p>Old man with spectacles</p> <p>Activity: Sentence Transformation Game</p> <p>Teacher gives active voice sentences, and students convert them into passive voice.</p>	<p>metaphor and simile in the poem.</p> <p>After completing the unit, students will be able to:</p> <p>Identify active and passive voice sentences.</p> <p>Transform active sentences into passive sentences correctly.</p> <p>Use passive voice appropriately in written and spoken English.</p>
Nov	16	<p>P.5. Oh, I Wish I'd Looked After Me Teeth – Pam Ayres</p> <hr/> <p>M.C.B U .4 - The Class IX Video and Radio Show</p> <hr/> <p>W.B. U. 7 – Reported Speech</p>	<p>By the end of the lesson, students will be able to:</p> <p>Understand the theme and message of the poem about dental hygiene and regret.</p> <p>Identify poetic tone, humor, and expressions used by the poet.</p> <p>Develop awareness about the importance of taking care of teeth and personal hygiene.</p> <hr/> <p>By the end of this unit, students will be able to:</p>	<p>Activity: Poster Making / Creative Drawing</p> <p>Students will create a poster or drawing showing “Healthy Teeth vs Unhealthy Teeth.” They may add slogans such as:</p> <p>“Brush Twice a Day”</p> <p>“Healthy Teeth, Happy Smile”</p>	<p>To ensure participation of all learners:</p> <p>Visual learners: Show pictures of healthy and decayed teeth.</p> <p>Auditory learners: Teacher reads the poem aloud with proper rhythm.</p> <p>Kinesthetic learners: Students perform a short role-play (dentist and patient).</p> <p>Support for slow</p>	<p>Project: “My Dental Care Routine”</p> <p>Students prepare a one-page project or chart including:</p> <p>Daily brushing routine</p> <p>Foods good for teeth</p> <p>Foods harmful for teeth</p> <p>Importance of visiting a dentist</p> <hr/> <p>Project: Class IX</p>	<p>Group Discussion Activity</p> <p>Students work in small groups and answer:</p> <p>What mistakes did the poet make in childhood?</p> <p>What consequences did she face later?</p> <p>What habits should we develop to avoid such problems?</p>	<p>After completing the lesson, students will be able to:</p> <p>Explain the central idea and tone of the poem.</p> <p>Recognize the importance of dental hygiene and healthy habits.</p> <p>Express their ideas through discussion, poster-making,</p>

			<p>Develop communication and presentation skills through planning a radio/video programme.</p> <p>Improve collaborative learning by working in groups to design and perform a show.</p> <p>Enhance creative writing and speaking skills by scripting news, interviews, advertisements, and entertainment segments.</p> <hr/> <p>- Understand difference between direct and indirect speech - Apply rules of transformation correctly - Develop accuracy in grammar usage</p>	<p>Activity: Designing a Channel Logo and Poster</p> <p>Students design:</p> <p>A logo for their class radio/video channel</p> <p>A poster promoting their programme</p> <hr/> <p>- Create comic strips showing dialogues in direct speech and convert them into reported speech</p>	<p>learners: Teacher explains difficult words such as gobstoppers, liquorice, cavities with examples.</p> <hr/> <p>Mixed-ability grouping: Students with different abilities work together.</p> <p>Role distribution: Students can take roles according to their strengths such as:</p> <p>Anchor Script writer Reporter Camera person Event manager</p> <p>Visual aids and demonstrations: Teacher shows examples of radio/video programmes.</p> <p>Peer support: Stronger students assist learners who need help in writing scripts or speaking. - Provide scaffolding for learners with difficulty in tense recognition - Use peer support for practice</p>	<p>Radio / Video Show</p> <p>Students work in groups to produce a 10–15 minute programme that may include:</p> <p>School news Interviews with teachers or students Advertisements Quiz or games Cultural programme or songs Short play or jokes</p> <hr/> <p>- Prepare a chart showing rules of conversion - Role-play activity where one student narrates another’s dialogue</p>	<p>- Role-play activity: Radio jockey interviewing a guest - Group activity: Script writing and rehearsal</p> <hr/> <p>- Group activity: “News Reporter” – students report classroom events in indirect speech</p>	<p>and creative activities.</p> <hr/> <p>- Students will be able to: - Write and present a structured radio/video script - Demonstrate effective speaking and listening skills - Collaborate in groups to produce creative content - Show confidence in public speaking and performance</p> <hr/> <p>- Students will be able to: - Convert sentences from direct to indirect speech - Use reported speech in writing tasks - Demonstrate confidence in oral narration</p>
Dec	24	P. 6. – Song of the Rain – Kahlil Gibran	<p>- Appreciate poetic imagery and symbolism - Identify and analyze literary devices</p>	<p>- Students create watercolor paintings/sketches of rain scenes</p>	<p>- Provide simplified explanations of imagery for learners with difficulty</p>	<p>- Group project: “Rain in our lives” – collect local proverbs, sayings, or folk songs</p>	<p>- Role-play activity: Imaginary conversation between a flower, a</p>	<p>- Students will be able to: - Interpret poetic devices in</p>

		<p>W.B U. 8 – Prepositions</p> <hr/> <p>M.C.B U. 5 - Mystery</p>	<ul style="list-style-type: none"> - Understand rain’s role in nature and human life - Develop creative expression through poetry <hr/> <ul style="list-style-type: none"> - Understand the function of prepositions - Identify prepositions in sentences - Use prepositions correctly in writing and speaking - Apply prepositions in real-life contexts (directions, descriptions) <hr/> <p>Develop comprehension and critical thinking skills</p> <ul style="list-style-type: none"> - Identify features of mystery writing (suspense, clues, characters) - Practice dialogue writing and role-play - Enhance creativity through story writing and reviews 	<p>inspired by the poem</p> <ul style="list-style-type: none"> - Compose a short poem or song about rain <hr/> <ul style="list-style-type: none"> - Students draw simple illustrations showing prepositions (e.g., “cat on the mat”, “bird over the tree”) - Create comic strips using prepositions of place and movement <hr/> <ul style="list-style-type: none"> - Create comic strips of mystery scenes - Design posters on famous mysteries (Loch Ness, UFOs, Atlantis) - Perform a short skit based on “Invisible Man” 	<ul style="list-style-type: none"> - Use audio recording of the poem for auditory learners - Encourage group recitation for confidence building <hr/> <ul style="list-style-type: none"> - Use visual aids and maps for learners with difficulty - Pair work for peer support - Oral dictation for auditory learners <hr/> <ul style="list-style-type: none"> - Provide simplified summaries for learners with difficulty - Use audio/video clips for auditory learners - Group work to support weaker students 	<p>about rain</p> <ul style="list-style-type: none"> - Practical: Compare rain in hills vs. desert through charts <hr/> <ul style="list-style-type: none"> - Map activity: Students describe locations using prepositions - Picture dictation exercise (Student A describes, Student B draws) - Writing directions to a friend’s house using prepositions <hr/> <ul style="list-style-type: none"> - Group project: PowerPoint/photo essay on a mystery of nature - Role-play: Radio jockey interviewing a Bermuda Triangle survivor - Writing: Mystery story using story pyramid 	<p>tree, and a field about rain’s importance</p> <hr/> <ul style="list-style-type: none"> - Group activity: Role-play describing a scene from a film/play using prepositions - Fill-in-the-blank exercises with prepositions of time/place <hr/> <ul style="list-style-type: none"> - Detective activity: Students analyze clues in “Tragedy of Birlstone” - Listening comprehension: Harry Potter conversation - Writing a book/film review 	<p>context</p> <ul style="list-style-type: none"> - Relate rain imagery to real-life experiences - Express ideas creatively in art and writing - Demonstrate comprehension through discussion and projects <hr/> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Correctly identify and classify prepositions - Use prepositions in everyday communication - Demonstrate understanding through map/direction tasks - Apply grammar knowledge in creative writing <hr/> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Read and interpret mystery texts - Write dialogues, eyewitness accounts, and mystery stories - Demonstrate creativity in presentations and reviews - Apply critical thinking to solve mystery-based tasks
Jan	14	<p>M.C.B U. 6 – Children</p> <hr/> <p>M.C.B U. 7 – Sports and Games</p>	<ul style="list-style-type: none"> - Develop comprehension and critical thinking skills - Compare and contrast lifestyles of children - Conduct surveys and present 	<ul style="list-style-type: none"> - Students create comic strips of Tom Sawyer’s pranks - Draw posters 	<ul style="list-style-type: none"> - Provide simplified texts for learners with difficulty - Use audio/video clips for auditory 	<ul style="list-style-type: none"> - Group project: Survey on computer use (Classes VI, IX, XI) - Debate: “Computers 	<ul style="list-style-type: none"> - Role-play activity: Interview with Shraavan/Narendra - Group activity: 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Read and interpret stories with empathy - Compare lifestyles

		Revision	<p>findings</p> <ul style="list-style-type: none"> - Practice debate and report writing - Enhance self-awareness and introspection <hr/> <ul style="list-style-type: none"> - Develop comprehension and summarization skills - Learn bio-sketch and biography writing - Practice report and email writing - Understand similarities and differences between games - Enhance listening and speaking skills through commentary 	<p>showing “Children of India”</p> <ul style="list-style-type: none"> - Perform a skit based on <i>We Are the World</i> <hr/> <ul style="list-style-type: none"> - Students design posters on famous sports personalities - Create a collage of sports equipment - Perform a mock commentary of a match 	<p>learners</p> <ul style="list-style-type: none"> - Encourage peer collaboration in surveys and debates <hr/> <ul style="list-style-type: none"> - Provide simplified biographies for learners with difficulty - Use audio/video clips of sports commentary for auditory learners - Encourage peer collaboration in group projects 	<p>and children – a boon or a bane”</p> <ul style="list-style-type: none"> - Report writing based on survey results - Skit presentation on children’s role in solving world problems <hr/> <ul style="list-style-type: none"> - Group project: Prepare a bio-sketch of Koneru Humpy - Write a report on Sports Day for the school newspaper - Create a PPT on a chosen sport - Role-play commentary of a match 	<p>Johari Window self-awareness exercise</p> <hr/> <ul style="list-style-type: none"> - Group activity: Fill in scorecards and calculate points - Pair activity: Compare hockey and football rules - Individual activity: Write an imaginary biography of a classmate 	<p>and aspirations of children</p> <ul style="list-style-type: none"> - Conduct surveys and present findings logically - Express opinions through debates and reports - Demonstrate self-awareness and confidence <hr/> <ul style="list-style-type: none"> - Students will be able to: - Write structured biographies and reports - Demonstrate listening and speaking skills in commentary - Compare and contrast sports effectively - Apply writing skills in real-life contexts (emails, reports)
Feb	22							

कक्षा-नौवीं
विषय-हिंदी

माह	कार्य दिवस	पाठ	अधिगम उद्देश्य	कला समेकन	समावेशी शिक्षण	परियोजना कार्य	कौशल आधारित गतिविधि अधिगम	अधिगम परिणाम
अप्रैल	23	गंगा (गद्य)- दो बैलों की कथा, काव्य खंड-रैदास के पद व्याकरण-उपसर्ग-प्रत्यय, लेखन-अनुच्छेद लेखन,	पशु-प्रेम एवं नैतिक मूल्यों की पहचान कर सकेंगे। कबीर के उपदेशों एवं सामाजिक संदेश को समझना प्राकृतिक आपदा की स्थिति को समझना उपसर्ग एवं प्रत्यय की परिभाषा एवं जोड़कर नए शब्द बनाना। विचारों को तार्किक क्रम में प्रस्तुत करना एवं शुद्ध भाषा और उचित विराम चिह्नों का प्रयोग	दो बैलों की कथा" पर नैतिक संदेश दर्शाने वाला पोस्टर बनाना सामाजिक, नैतिक और भावनात्मक संदेश को वास्तविक जीवन से जोड़कर समझना।	सभी विद्यार्थियों को समान अवसर देकर रैदास के पदों को जीवन से जोड़कर समझाना पाठ की घटनाओं और प्राकृतिक आपदा पर विचार करना।	पर्यावरण विषय पर पोस्टर व रिपोर्ट तैयार करना	संवाद और समाधान कौशल का विकास करना। टीमवर्क और सहयोग का महत्व,	कहानी के घटनाक्रम को क्रमबद्ध तरीके से समझ और वर्णन कबीर की साखियों का भावार्थ की समझ और सामाजिक संदेश को अपने जीवन में लागू करना
मई	07	गद्य खंड- क्या लिखूँ	ल्हासा शहर की भौगोलिक स्थिति और उसकी सांस्कृतिक विविधता को समझ दूसरों की मदद करने और समाज में एकजुटता का महत्व समझ सकेंगे	ल्हासा की पहाड़ी और प्राकृतिक सुंदरता को चित्रित करें बाढ़ या जलप्रलय के दृश्य को चित्रों और रंगों के माध्यम से दिखाना	लेखक की कठिनाइयों और साहस पर चर्चा कर छात्रों को समझ और सहानुभूति विकसित करना। पर्यावरणीय जागरूकता और सामाजिक जिम्मेदारी से जोड़ना।	ल्हासा के प्राकृतिक दृश्य, मंदिर, और संस्कृति को चित्र या कोलाज के माध्यम से दिखाना। प्राकृतिक आपदा (बाढ़/जलप्रलय) के कारणों और प्रभाव का वर्णन करना।	ल्हासा की संस्कृति और जीवनशैली के माध्यम से विद्यार्थियों में विविधता और सहिष्णुता की समझ विकसित करना। सामाजिक, भावनात्मक और पर्यावरणीय संदेश को व्यावहारिक रूप से समझना	विद्यार्थी सहानुभूति, सहयोग और टीमवर्क जैसे सामाजिक कौशल विकसित कर सकेंगे। जल प्रलय और प्राकृतिक आपदा की गंभीरता को समझ सकेंगे। विद्यार्थी आपदा के दौरान मानवता और सहयोग के महत्व को पहचान सकेंगे।
जून	16	(गद्य)-क्या लिखूँ काव्य खंड-राम-लक्ष्मण परशुराम संवाद व्याकरण-समास लेखन-पत्र लेखन	उपभोक्तावाद और उसकी संस्कृति को समझ सकारात्मक जीवनशैली और सामाजिक मूल्यों पर विचार करना।	उपभोक्तावाद और जिम्मेदार जीवनशैली" पर पोस्टर बनाना।	पोस्टर, चित्र और स्लाइड के माध्यम से पाठ समझाना।	स्थानीय बाजार में जाकर लोगों के खरीदने की आदतों के उदाहरण इकट्ठा करना	उपभोक्तावाद के नकारात्मक प्रभाव को कम करने के उपाय सुझाना। समूह चर्चा और प्रस्तुति में अपने विचार साझा करना।	उपभोक्तावाद और जिम्मेदार उपभोग के महत्व को समझेंगे। समाज में जिम्मेदारी और जागरूकता के लिए प्रेरित
जुलाई	26	क्षितिज काव्य खंड-रसखान के सवैये कृतिका-मेरे संग की औरतें	रसखान के सवैयों का भावार्थ और प्रेमरस की विशेषताओं को समझना।	सवैयों को गाने या कविता की तरह प्रस्तुत करना।	सवैयों का ऑडियो सुनना और समझना।	सवैयों के भाव को चित्र, पोस्टर या लघु नाटक में प्रस्तुत करना तथा	समूह चर्चा और प्रस्तुति में अपने विचार साझा करना	साहित्यिक प्रतीक और अलंकार पहचान

		व्याकरण-वाक्य भेद लेखन-संवाद लेखन	स्त्री जीवन और सामाजिक भूमिका पर विचार करना।	महिलाओं के सामाजिक योगदान और चुनौतियों पर विचार साझा करना।	महिला समानता और सामाजिक जागरूकता पर पोस्टर या स्लोगन बनाना।	महिला समानता और सामाजिक जागरूकता पर पोस्टर या स्लोगन बनाना।	तथा भावों और प्रेमरस का चित्रण,	महिलाओं के जीवन, संघर्ष और योगदान को समझेंगे।
अगस्त	24	क्षितिज (गद्य)- साँवले सपनों की याद काव्य खंड-कैदी और कोकिला अलंकार (अनुप्रास, यमक, उपमा एवं रूपक) लेखन-लघुकथा लेखन	विद्यार्थी लेखक की संवेदनशीलता और व्यक्तित्व को समझकर अपने अनुभव से जोड़ सकेंगे। स्वतंत्रता, मानवीय संवेदनाएँ और सामाजिक मूल्यों पर विचार करेंगे।	अपने अनुभव या सपनों की याद पर लघु कविता या कहानी लिखना। स्वतंत्रता, स्वतंत्रता की चाह और सामाजिक संवेदनाओं पर चित्रबनाना।	कक्षा में अनुभव साझा करना और भावों पर चर्चा। समूह चर्चा में पात्रों और घटनाओं पर अपने विचार साझा करना।	सपनों और वास्तविकता पर पोस्टर बनाना। स्वतंत्रता, न्याय और मानवीय संवेदनाओं पर पोस्टर या स्लोगन बनाना।	सपनों और जीवन के विश्लेषण। समूह चर्चा और प्रस्तुति में विचार व्यक्त करना।	भावनात्मक जागरूकता और संवेदनशीलता विकसित करेंगे। मानवीय संवेदनशीलता और आलोचनात्मक सोच का विकास करेंगे।
सितंबर	23	पढ़ाए गए सभी पाठों की पुनरावृत्ति तथा अर्द्धवार्षिक परीक्षा						
अक्टूबर	22	क्षितिज (गद्य)- मेरे बचपन के दिन काव्य खंड-ग्रामश्री पुनरावृत्ति-उपसर्ग-प्रत्यय, लेखन-अनुच्छेद लेखन, कृतिका-रीढ़ की हड्डी	संवेदनशीलता, करुणा और नैतिक मूल्यों की समझ विकसित करना नैतिक और भावनात्मक संवेदनशीलता का विकास भाषा, लेखन और रचनात्मक अभिव्यक्ति कौशल में विकास। गाँव के प्राकृतिक सौंदर्य, संस्कृति और जीवन शैली के प्रति जागरूकता	पाठ की घटनाओं या बचपन की स्मृतियों को चित्रित करना। विकसित करना। गाँव का दृश्य, खेत-खलिहान, नदी-नाले या प्राकृतिक दृश्य का चित्र बनाना।	भिन्न क्षमता वाले छात्रों के लिए सरल और गहन प्रश्न। सभी पृष्ठभूमियों और संस्कृतियों का सम्मान। समूह कार्य और अनुभव साझा करने के अवसर।	बुजुर्गों से बचपन के अनुभव पर साक्षात्कार। गाँव के प्राकृतिक और सांस्कृतिक दृश्य पर पोस्टर या चार्ट बनाना।	भावपूर्ण वाचन, कठिन शब्दों का अर्थ निकालना तथा कविता सुनकर मुख्य बिंदु और भाव समझना।	नैतिक और भावनात्मक संवेदनशीलता का विकास छायावादी कविता और भावनाओं की पहचान।
नवंबर	16	क्षितिज (गद्य)- प्रेमचंद के फटे जूते काव्य खंड-मेघ आए पुनरावृत्ति- समास लेखन-पत्र लेखन	गरीबी, संघर्ष और स्वाभिमान जैसे सामाजिक मुद्दों की समझ। सामाजिक और नैतिक मूल्यों जैसे सहानुभूति, करुणा और जिम्मेदारी की समझ। बच्चों के काम करने के दृश्य या बारिश में उनका संघर्ष चित्रित करना।	जूतों का मॉडल/कोलाज बनाना। या मॉडल बनाकर मौसम और प्रकृति का चित्रण।	सहानुभूति, आत्मचिंतन, सामाजिक जागरूकता का ज्ञान, बारिश में बच्चों की गतिविधियाँ पर रचनात्मक लेखन।	प्रेमचंद का जीवन एवं साहित्य पर चार्ट/पोस्टर बनाना। प्राकृतिक परिस्थितियों (जैसे बारिश) और मनोभावों के बीच संबंध को समझना।	सहानुभूति, आत्मचिंतन, सामाजिक जागरूकता विकसित करना तथा पाठ संदेश पर विचार करना। पर्यावरणीय जागरूकता, सहानुभूति और सामाजिक संवेदनशीलता।	भाषा, लेखन और रचनात्मक अभिव्यक्ति कौशल में विकास। पाठ के भावनात्मक और सामाजिक संदेश को वास्तविक जीवन से जोड़कर समझना।
दिसंबर	24	क्षितिज (काव्य)- बच्चे काम पर जा रहे हैं। कृतिका-रीढ़ की हड्डी व्याकरण-वाक्य भेद लेखन-संवाद लेखन	बच्चों के श्रम और उनकी कठिन परिस्थितियों के प्रति जागरूकता विकसित करना।	बच्चों के श्रम और सामाजिक परिस्थितियों पर चार्ट या पोस्टर बनाना।	सभी सामाजिक पृष्ठभूमियों और क्षमताओं का सम्मान।	बच्चों के काम करने के दृश्य या उनके संघर्ष को चित्रित करना।	बच्चों के संघर्ष, सामाजिक और नैतिक मूल्यों पर चर्चा।	सामाजिक, नैतिक और भावनात्मक संवेदनशीलता का विकास।
जनवरी	14	पढ़ाए गए सभी पाठों की पुनरावृत्ति वार्षिक परीक्षा हेतु मॉडल प्रश्नपत्रों का अभ्यास						
फरवरी	22	पढ़ाए गए सभी पाठों की पुनरावृत्ति तथा वार्षिक परीक्षा						
मार्च								

नवमी कक्षा

विषयः : संस्कृतम्

पुस्तकानि : निर्धारितपुस्तकानि ----

पाठ्यपुस्तकम् मणिका प्रथमो भागः (रा प्र परि शै .अनु) रा .अन प्र परि

अभ्यासपुस्तकानि मणिका प्रथमो भागः अभ्यासपुस्तकम् (रापरि .प्र .अनु .शै ..)

- सहायकपुस्तकानि
1. प्रायोगिकसंस्कृतव्याकरणम् प्रथमो भागः -- डा. परमानन्दगुप्त
 2. सरस्वती मणिका संस्कृतव्याकरणम् प्रथमो भागः हरिओऽम् शास्त्री
 3. संस्कृतसहचर आचार्य राधामोहन उपाध्याय श्री घनश्याम पाण्डेय

मासः	WD	अध्यायः/ . उपविषयः	शिक्षण उद्देश्यानि	कला एकीकरणम्	समावेशी शिक्षणम्	अनुसंधानम् कार्यम् मिश्रितम् शिक्षणम्	दक्षता आधारित गतिविधि शिक्षणम्	शिक्षणपरिणामः
	NOP							
अप्रैल	23	मणिकातः प्रथमः पाठः अविवेकः परमापदां पदम्	अविचार्य कार्यं न कर्तव्यम्।	विवेकस्य प्रयोगः कथं कुर्यात् अस्योपरि कथानिर्माणम्	विवेकस्य प्रयोगः	गद्यात्मकपाठाभ्या सः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	विवेकस्य प्रयोगः	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः संस्कृतवर्णमाला	संस्कृतवर्णमालायाः ज्ञानम् पठने सहायतार्थम्	संस्कृतवर्णमाला याः स्वरैः सह सुलेखलेखनम्	संस्कृतवर्णमालायाः स्वरैः सह सुलेखलेखनम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
		वर्णसंयोजनं वर्णवियोजनं च।	वर्णाधारेण पदपरिचयः	सुलेखलेखनम्	सुलेखलेखनम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
		उच्चारणस्थानानि।	उच्चारणस्थानपरिच यः	उच्चारणस्थाना नि संगीतसाधनैः तालिका माध्यमेन	उच्चारणस्थानानि संगीतसाधनैः तालिका माध्यमेन	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता

		स्वरसन्धिः दीर्घ -, गुण, वृद्धि, यण, अयादि, पूर्वरूप ।	सन्धिकार्य किमर्थ करणीयम्? लाभाः के?	गणितविषयेन सह मेलनम्	गणितविषयेन सह मेलनम्	सन्धिज्ञानम् च।	भाषाज्ञानम्	भाषाशुद्धता
		अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।	चिन्तनक्षमतायाः विकासः लेखनशैल्याः कौशलम् अनुवादकार्यं चित्रवर्णनम्।	कलाविषयेन सह मेलनम्	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
मई	7	मणिकातः द्वितीयः पाठः पाथेयम्	सुभाषितानां जीवने महत्त्वम्	संगीतशिक्षकेन सह	-----	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	सुभाषितानां महत्त्वम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
जून	16	मणिकातः तृतीयः पाठः विजयतां स्वदेशः।	महाराणाप्रतापभामाशाहस्य विषये जानार्जनम्	इतिहास शिक्षकेन सह मेलनम्	-----	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम् श्लोकाधारेण अन्यश्लोकनिर्माणम्	देशभक्तिभावना	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः धातुरूपाणि पठ् -, अस्, कृ, पा, (परस्मैपदि पञ्चलकारेषु(सेव रुच्, याच् आत्मनेपदि) (लट्लृट्लकारयोः नी, ह, भज्, पच् (उभयपदिनः) अनुवादार्थं धातुरूपाणि- अस् --, कृ, कुध्,	धातुरूपाणां स्मरणम्	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	धातुरूपाणां स्मरणं	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता

		लिख, हस्, क्रीड, पत्, वद्, पा(पिब), चल, स्था,(तिष्ठ), नम्, गम्, कथ, चिन्त, (परस्मैपदि पञ्चलकारेषु(सेव् रुच्, याच् आत्मनेपदि) (लट्लृट्लकारयोः नी, ह, भज्, पच् (उभयपदिनः)						
जुलाई	26	मणिकातः- चतुर्थः पाठः- विद्या भान्ति सदगुणाः।	हितोपदेशः ग्रन्थः कथं रचितम् अस्य विषये ज्ञानार्जनम्	-----	<u>समस्यासमाधानम्</u>	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	ज्ञानस्य महत्त्वम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः शब्दरूपाणि- पुल्लिङ्गशब्दरूपाणि अकारान्त, साधुवत्, राजन्, बालकवत् , राजन् , भवत् , विद्वस्, गुणिन् इकारान्तमुनिवत् -, उकारान्त साधुवत् - स्त्रीलिङ्गशब्दरूपाणि आकारान्तलतावत् - ईकारान्त नदीवत् -	शब्दरूपाणां स्मरणम्	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	शब्दरूपाणां स्मरणं	अनुवादकार्यम्	भाषाज्ञानम्	भाषाशुद्धता

		मातृवत्। - ऋकारान्त नपुंसकलिङ्गशब्दरूपा णि अकारान्त - फलवत्, इकारान्त - ,वारि,जगत्, चक्षुष,मनस। अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।						
		चित्रवर्णनम्, अनुवादः (लङ्लकारे) कारकपरिचयः (द्वितीयातः चतुर्थीपर्यन्तम्)	लेखनकौशलस्य वृद्धिः	पदनिर्माणम्	वाक्यनिर्माणम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
		संख्या 1-100 पर्यन्तम् (1-4 केवलं प्रथमा विभक्तौ)	लेखनकौशलस्य वृद्धिः संख्याज्ञानं च।	पदनिर्माणम्	संख्याज्ञानम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
अगस्त	24	मणिकातः पञ्चमः पाठः - कर्मणा याति संसिद्धिम्	कर्मणा सर्वं सिध्यते	अन्या कथा माध्येन	कर्मस्य महत्त्वम्	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	भाषाज्ञानम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		षष्ठः पाठः- तत् त्वम् असि।	आत्मज्ञानं कथं प्राप्यते	न्या कथा माध्येन	गर्वरहितजीवनम्	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	आत्मज्ञानम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।

		<p>व्याकरणतः- प्रत्ययप्रयोगाः- क्त्वा, तुमुन्, ल्यप्।</p>	प्रत्ययज्ञानम्	पदनिर्माणम् प्रत्ययै सह पदपरिचयः	भाषाज्ञानम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
		<p>उपपदविभक्तिप्रयोगाः- द्वितीयापरितः -, उभयतः, अभितः, सर्वतः, समया, निकषा, प्रति, विना, धिक्। तृतीया - सार्धम्/समम्/साकम्/सह , विना, अलम्, विना, सदृश, हीनअङ्गविकारे।/ चतुर्थी- रुच्, कुप् दा(यच्छ), नमः, स्वाहा। अनुवादः लोट्लकारे। अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।</p>	लेखनकौशलस्य वृद्धिः	पदनिर्माणम्	भाषाज्ञानम्	व्याकरणज्ञानम्, वाक्यनिर्माणं च।	भाषाज्ञानम्	भाषाशुद्धता
		<p>व्यञ्जनसन्धिः - तृतीयवर्णे परिवर्तनम् म् (जश्त्वसन्धिः) स्थाने अनुस्वारः, तुगागमः।</p>	सन्धिकार्यं किमर्थं करणीयम्? लाभाः के?	गणितविषयेन सह मेलनम्	भाषाज्ञानम्	सन्धिज्ञानम्	भाषाज्ञानम्	भाषाशुद्धता

		<p>अव्ययानि स्थानबोधकानि --- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र कालबोधकानि - यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः प्रश्नबोधकानि - किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्। अन्यानि - च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव</p>	अव्ययाः के भवन्ति?	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	भाषाज्ञानम्	अव्ययः परिचयः	भाषाज्ञानम्	भाषाशुद्धता
सितम्बर	23	अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् च।	चिन्तनक्षमतायाः विकासःलेखनशैल्याः कौशलम्,अनुवाद कार्यं चित्रवर्णनम्।	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	भाषाज्ञानम्	पदपरिचयः, अनुवादकार्यम्	भाषाज्ञानम्	भाषाशुद्धता
		अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु	अर्धवार्षिकी परीक्षायाः पु
अक्तूबर	22	मणिकातः- सप्तमः पाठः तरवे नमोऽस्तु।	वृक्षाणां महत्त्वम्	नाट्यविधिना ठस्य यवद्वात्मकया सपद्ययोः वर्णनम्।	वृक्षाणां उपयोगिता	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	वृक्षाणां महत्त्वम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः	चिन्तनक्षमतायाः	हिन्दी-	भाषाज्ञानम्	अनुवादकार्यम्	भाषाज्ञानम्	भाषाशुद्धता

		अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।	विकासः लेखनशैल्याः कौशलम् अनुवादकार्यं चित्रवर्णनम्।	आङ्गलभाषाभ्यां सह मेलनम्				
नवम्बर	16	मणिकातः- अष्टमः पाठः न धर्मवृद्धेषु वयः समीक्ष्यते।		कथामाध्यमेन	ज्ञानस्य सम्बन्ध वयसेन न भवति	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	कर्तव्यपरायण किम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः- उपपदविभक्तिप्रयोगाः विना - पञ्चमी -, बहिः, भी, रक्ष। षष्ठी - अधः, उपरि, पुरतः, पृष्ठतः, वामतः, दक्षिणतः। सप्तमी स्निह् -, विश्वस्, निपुणः, कुशलः। अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।	लेखनकौशलस्य वृद्धिः	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	भाषाज्ञानम्	उपपदविभक्ति परिचयः	भाषाज्ञानम्	भाषाशुद्धता
		प्रत्ययप्रयोगः- क्त,क्तवतु, क्त्वा, तुमुन्, ल्यप्, शतु, शानच् च।	प्रत्ययौ ज्ञानं प्रयोगः च।	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	भाषाज्ञानम्	प्रत्ययपरिचयः	भाषाज्ञानम्	भाषाशुद्धता
दिसम्बर	24	मणिकातः	राजाभोजस्य विषये	गीतशिक्षकेन सह	काव्यप्रेमः		ज्ञानार्जनम्	

		नवमः पाठः कवयामि वयामि यामि।	जानार्जनम्			गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्		पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		दशमः पाठः भारतीयं विज्ञानम्	संगीतरचनाकथं जातम्	कलाशिक्षकेन सह चित्रवर्णनम्	संगीतसाधना	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	विज्ञानस्य महत्त्वम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः- संख्यावाचकशब्दानां रूपाणि - एक-द्वि-त्रि- चतुर(त्रिषु लिङ्गेषु)	संख्यावाचिशब्दरूपाणां स्मरणम्	गणितविषयेन सह मेलनम्	भाषाज्ञानम्	संख्यापरिचयः	भाषाज्ञानम्	भाषाशुद्धता
		अपठित अवबोधनं, चित्रवर्णनम्, संवादलेखनम् पत्रलेखनं च।	चिन्तनक्षमतायाः विकासः लेखनशैल्याः कौशलम् अनुवादकार्यं चित्रवर्णनम्।	गणितविषयेन सह मेलनम्	भाषाज्ञानम्	अनुवादकार्यम्	भाषाज्ञानम्	भाषाशुद्धता
		विसर्गसन्धिः - उत्त्वम्, विसर्गस्य सत्त्वम्, षत्वम्, शत्वम्, रत्वम् ।	सन्धिपरिचयः	गणितविषयेन सह मेलनम्	भाषाज्ञानम्	सन्धिज्ञानम्	भाषाज्ञानम्	भाषाशुद्धता
जनवरी	14	मणिकातः						
		एकादशः पाठः भारतेनास्ति मे जीवनं जीवनम्।	देशप्रेमस्य महत्त्वम्	ङ्गीतशिक्षकस्य हायतया	देशप्रेमः	गद्यात्मकपाठाभ्यासः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	जीवनस्य महत्त्वम्	पाठस्य ज्ञानम् अभ्यासकार्यस्य लेखनम् च।
		व्याकरणतः-	प्रत्ययौ ज्ञानं प्रयोगः	हिन्दी-	भाषाज्ञानम्	प्रत्ययपरिचयः	भाषाज्ञानम्	

		प्रत्ययप्रयोगः शतृ -, शानच् च।	च।	आङ्गलभाषाभ्यां सह मेलनम्				भाषाशुद्धता
		कारकप्रयोगः कर्ता तु सम्बोधनं पर्यन्तम्। पत्रलेखनम्, संवादलेखनम्, चित्रवर्णनम्, अपठितगद्यांशः च।	लेखनकौशलस्य वृद्धिः	हिन्दी- आङ्गलभाषाभ्यां सह मेलनम्	भाषाज्ञानम्	कारकपरिचयः	भाषाज्ञानम्	भाषाशुद्धता
		समासाः-तत्पुरुष (विभक्ति उपपद, नञ, कर्मधारय, च)।	समासपरिचयः	हिन्दीशिक्षकस्य सहायतया	भाषाज्ञानम्	समासपरिचयः	भाषाज्ञानम्	भाषाशुद्धता
फरवरी	22	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षा याः पुनरावृत्तिः, वार्षिकपरीक्षा च।	वार्षिकपरीक्षायाः पुनरावृत्तिः, वार्षिकपरीक्षा च।

SUBJECT: MATHEMATIC (041)

Textbook: 1. NCERT

2.NCERT EXAMPLER

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>1. Coordinate Geometry</p> <ul style="list-style-type: none"> • Brief history of coordinate geometry • The 2-D Cartesian coordinate system • Distance between two points in the 2-D plane • Midpoint of the distance between two points in the 2-D plane <p>2. Introduction to Polynomials</p> <ul style="list-style-type: none"> • Algebraic expressions • Definition of a polynomial. Degree of a polynomial • Introduction to linear polynomials and applications • Exploring linear patterns • Modelling linear growth and linear decay • Linear relationships • Visualising linear relationships 	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept and historical development of coordinate geometry. 2. Identify and plot points correctly on the Cartesian plane. 3. Apply the distance formula to find the distance between two points. 4. Calculate the midpoint of a line segment using the midpoint formula. 5. Interpret real-life situations using coordinate geometry concepts. <p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and identify algebraic 	<ul style="list-style-type: none"> • Create coordinate grid drawings (e.g., animals, shapes) by plotting points. • Design rangoli or patterns using coordinate points and symmetry. • Use color coding to highlight different quadrants and points. • Integrate geometric art by connecting plotted points to form designs. • Encourage students to create their own pixel art using coordinates. 	<p>Use concrete and real-life examples</p> <p>Relate coordinate geometry to maps, games, or grids students are familiar with.</p> <ul style="list-style-type: none"> • Use real-life contexts (money, distance, temperature) to explain linear relationships. • Allow multiple modes of learning (drawing graphs, verbal explanation, written work). 	<ol style="list-style-type: none"> 1. To apply coordinate geometry in real-life situations. 2. To understand plotting of points and use of coordinates creatively. 3. Combine multiple lines to create an artistic design (e.g., kite, building, pattern). 4. • Students collect real-life data (e.g., pocket money over days, distance vs time). <ul style="list-style-type: none"> • Form a linear equation and plot a graph. • Identify slope and intercept. 	<ul style="list-style-type: none"> • Students apply coordinate geometry concepts (like plotting, distance, midpoint) in real-life or practical activities instead of just memorizing formulas. • Activity-driven learning Learning happens through tasks such as graph plotting, map creation, and problem-solving exercises that build skills step by step. • Students are evaluated on their ability to solve problems, interpret graphs, and explain concepts rather than only written exams. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Specify locations and the position of one point relative to another point using coordinates. • Represent a floor plan on a grid using coordinates. • Compute the distance between two points using coordinates, the position of the midpoint of a line segment using coordinates. • Determine whether three points lie in a straight line using coordinates. • Check whether a triangle is right-angled using coordinates. • Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning. <p>The student will</p>

		<ul style="list-style-type: none"> • Slope and y-intercept of a line $y = ax + b$ 	<p>expressions and polynomials.</p> <ol style="list-style-type: none"> 2. Determine the degree of a polynomial. 3. Recognize and form linear polynomials of the type $ax+bx + bax+b$. 4. Analyze and represent linear relationships in real-life situations. 5. Interpret and graph linear equations, identifying slope and y-intercept. 	<ul style="list-style-type: none"> • Create line-based artwork using graphs of linear equations. • Design pattern art showing linear growth (repeating patterns with constant increase). • Use color-coded graphs to represent different slopes and intercepts. • Draw city skylines or landscapes using straight-line equations. • Make string art or grid art to visualize straight lines and intersections. 				<p>be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of an algebraic expression. • Define a polynomial. • Identify the degree, terms and coefficients of terms in a polynomial. • Model linear growth and decay using linear polynomials. • Explain and identify patterns in linear relationships. • Identify the slope and y-intercept of a linear equation in two variables. • Graph a linear equation in two variables. • Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.
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May	07	<p>3. Number Systems</p> <ul style="list-style-type: none"> • Introduction to rational numbers , • Representation of rational numbers on the number line, • Density of rational numbers and its proof . • Finding rational numbers between any two rational numbers . 	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and identify rational and irrational numbers. 2. Represent rational numbers on the number line accurately. 3. Explain the density property of rational numbers. 4. Convert rational numbers into decimal form and classify them. 5. Understand the concept of irrational numbers and visualize them using the square root spiral. 	<ul style="list-style-type: none"> • Create a square root spiral (Theodorus spiral) using ruler and compass. • Use geometric designs to represent irrational numbers visually. • Design a poster differentiating rational and irrational numbers. 	<ul style="list-style-type: none"> • Encourage group discussions to explain concepts like density. • Use real-life examples (fractions, measurements) to explain rational numbers. • Allow hands-on activities like drawing spirals and plotting points. 	<ul style="list-style-type: none"> • Students construct the square root spiral using a compass and ruler. • Label values like $\sqrt{2}$, $\sqrt{3}$, $\sqrt{4}$, etc. 	<ul style="list-style-type: none"> • Concept application through activities Students apply concepts like rational numbers, decimal expansion, and irrational numbers through tasks such as plotting on number lines and constructing square root spirals. • Focus on conceptual understanding Emphasis is placed on understanding ideas like density of rational numbers and differences between rational and irrational numbers rather than rote memorization. • Hands-on and experiential learning Activities like drawing number 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of a rational number. • Represent rational numbers on the number line. • Understand the properties of rational numbers. • Explain the concept of density of rational numbers. • Compute decimal representation of rational numbers. • Understand the concept of irrational numbers. • Prove the irrationality. • Construct the square root spiral. • Apply computational thinking to represent rational and irrational numbers through algorithms and visual models, generate decimal expansions systematically, and reason about numbers using
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							lines and geometric constructions help students learn by doing. <ul style="list-style-type: none"> • Real-life connection Concepts are linked to everyday situations such as measurements, money, and approximations to make learning meaningful.	step-by-step logical procedures.
June	16	3. Number Systems (Continued.....) <ul style="list-style-type: none"> • Decimal representation of rational numbers. • Introduction to irrational numbers. • Proof of irrationality of 2 and 3 . • The square root spiral. 4. Introduction to Euclid’s Geometry: Axioms and Postulates <ul style="list-style-type: none"> • History of geometry • Constructing a square with a given side as described in the Baudhayana’s 	<ul style="list-style-type: none"> • Understand the historical development of geometry, including contributions of Baudhayana and Euclid. • Construct geometric figures, such as a square with a given side, using traditional and modern methods. • Learn and explain Euclid’s definitions, axioms, and postulates. • Apply axioms of measurement and rules to solve geometric problems. <ul style="list-style-type: none"> • Develop logical reasoning and 	<ul style="list-style-type: none"> • Draw geometric patterns inspired by Sulbasutras and Indian temple designs. • Use colored diagrams to illustrate Euclid’s axioms and postulates. • Create geometric mandalas or tessellations using squares, triangles, and circles. • Design 	<ul style="list-style-type: none"> • Provide step-by-step guided instructions for drawing geometric figures. • Encourage group work to help students of varying abilities learn from each other. • Use visual aids and interactive diagrams for students with different learning styles. 	<p>Students pick one Euclid postulate (e.g., “through a point, only one line can be drawn parallel to a given line”) and create a poster or diagram showing it visually.</p>	<ul style="list-style-type: none"> • Hands-on figure construction to build practical skills in geometry. • Application of axioms and postulates in solving real geometric problems. • Analytical reasoning: Compare historical and modern construction methods. • Visualization skills: Interpret geometric 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms, and postulates. • Explain that there are

		<p><i>Sulbasutras</i></p> <ul style="list-style-type: none"> • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects 	<p>problem-solving skills in geometry.</p>	<p>visual representations of axioms (e.g., parallel lines, line segments).</p>			<p>relationships through diagrams.</p>	<p>elements of plane geometry (point, line, surface) for which we have an intuitive sense.</p> <ul style="list-style-type: none"> • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms
July	26	<p>5. Lines and Angles</p> <ul style="list-style-type: none"> • Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on 	<ul style="list-style-type: none"> • Understand rays, angles, and their types (acute, obtuse, right, straight, reflex). • Measure angles accurately using a protractor and other tools. • Identify intersecting lines and relationships between angles formed. • Learn and apply theorems on 	<ul style="list-style-type: none"> • Use colored lines and rays to differentiate types of angles in diagrams. • Draw intersecting lines with creative patterns to visualize theorems. • Make posters 	<ul style="list-style-type: none"> • Use protractors, rulers, and visual aids for hands-on learning. • Provide step-by-step demonstrations for measuring angles and constructing diagrams. 	<p>Students draw a set of intersecting and parallel lines and identify all angle pairs (corresponding, alternate, vertically opposite).</p>	<ul style="list-style-type: none"> • Hands-on construction of angles and lines to build practical skills. • Application of theorems to identify unknown angles in diagrams. • Analytical reasoning: Solve problems using logical angle 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain the notion of an angle. • Explain the notion of a ray. • Explain that angles are formed between two rays with a common starting point. • State that a straight angle equals two right angles and measures 180° while a right angle

	<p>intersecting lines</p> <ul style="list-style-type: none"> Theorems and examples on parallel lines <p>6. Sequences and Progressions</p> <p>Introduction to sequences</p> <ul style="list-style-type: none"> Explicit or general rule of a sequence Recursive rule of a sequence Arithmetic Progressions (AP): nth term, visualising an AP, and practical contexts leading to Aps Sum of the first n natural numbers Geometric Progressions (GP): nth term, visualising a GP, and practical contexts 	<p>intersecting and parallel lines in problem-solving.</p> <ul style="list-style-type: none"> Understand the concept of sequences and distinguish between arithmetic and geometric progressions. Learn to write sequences using explicit (general) and recursive rules. Calculate the nth term of an AP or GP and sum of the first n terms in an AP. Visualize sequences in real-life contexts, including patterns in nature, savings, or population growth. Apply sequences to problem-solving tasks such as the Tower of Hanoi puzzle and fractal patterns. 	<p>showing theorems on parallel lines with decorative illustrations.</p> <ul style="list-style-type: none"> Create visual patterns representing APs and GPs using colored beads or tiles. Use fractal art to demonstrate geometric progression in nature. Design graphical representations of sequences on a number line. Make a Tower of Hanoi model 	<ul style="list-style-type: none"> Provide step-by-step methods for deriving nth terms and sums. Encourage group work for solving recursive sequences or Tower of Hanoi puzzles. Relate APs and GPs to everyday contexts such as money, population, or savings. 	<p>Students use disks and pegs to solve the Tower of Hanoi puzzle.</p>	<p>relationships.</p> <ul style="list-style-type: none"> Application-based learning: Solve problems like Tower of Hanoi using recursion. Analytical skills: Derive nth terms and sums from real-life examples. Pattern recognition: Identify arithmetic and geometric patterns in nature and art. 	<p>measures 90°.</p> <ul style="list-style-type: none"> Classify angles as acute, right, obtuse, or reflex. Define parallelism. State and apply the linear pair theorem and its converse. Prove that vertically opposite angles are equal. Identify corresponding, alternate, and interior angles. Explain transitivity of parallelism. Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° <p>The student will be able to:</p> <ul style="list-style-type: none"> Understand the concept of a sequence of numbers. Identify the pattern in a sequence and predict the next few terms. Determine the recursive and explicit rules for different sequences. Obtain the terms of a sequence given its recursive and explicit rule.
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		<p>leading to GPs</p> <ul style="list-style-type: none"> • Applications of GP in fractals • Tower of Hanoi puzzle 		<p>using cardboard or blocks as a visual and artistic activity</p>				<ul style="list-style-type: none"> • Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle.
Aug	24	<p>7. Triangles: Congruence Theorems</p> <ul style="list-style-type: none"> • Practical applications and uses of triangles • Conditions of congruence of triangles and their proofs • Theorems on triangles • Propositions and converse of a proposition • Problems based on applications of theorems on triangles. 	<ul style="list-style-type: none"> • Understand and state the conditions for triangle congruence (SSS, SAS, ASA, AAS, RHS). • Apply congruence theorems to solve practical geometric problems. • Prove basic theorems related to triangles and understand their converses. • Develop logical reasoning skills through step-by-step geometric proofs. • Relate triangle properties to real-life applications (engineering, architecture, art). 	<ul style="list-style-type: none"> • Geometric Art Projects – Students can create tessellations and mandalas using congruent triangles. • Origami Triangles – Folding exercises to demonstrate congruence and symmetry. 	<ul style="list-style-type: none"> • Pair students with diverse learning needs for collaborative problem-solving. • Offer multiple representations: diagrams, verbal explanations, animations, and hands-on activities. • Scaffold learning by moving from simple to complex proofs. 	<p>Practical: Measuring Congruence in the Classroom – Students measure lengths and angles of cut-out triangles to test congruence theorems physically.</p>	<ul style="list-style-type: none"> • Activity: Proof Walk – Students work in groups to physically “walk through” a triangle proof using marked points on the floor. • Activity: Real-Life Application Challenge – Identify congruent triangles in everyday objects (windows, tiles, road signs) and justify the congruence 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain that a triangle is rigid, unlike a quadrilateral. • Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition.

	<p>8. Mensuration: Area and Perimeter</p> <ul style="list-style-type: none"> • Perimeter of shapes • Perimeter of a circle: Introduction to Pi and its irrationality • Length of an arc • Area of shapes: rectangles, parallelograms, and triangles • Heron’s formula • Squaring a rectangle: Proof from Baudhayana’s Sulbasutras • Area of a circle: derivation • Area of the sector of a circle • Brahmagupta’s formula for area of a cyclic 4-gon • Heron’s formula as a special case of Brahmagupta’s formula 	<ul style="list-style-type: none"> • Understand and calculate the perimeter and area of basic and composite shapes. • Derive formulas for the area of circles, sectors, and triangles (Heron’s and Brahmagupta’s formulas). • Recognize the concept of π, its irrationality, and its application in calculations. • Explore historical methods of measuring areas, e.g., Baudhayana’s Sulbasutras and Brahmagupta’s formula. • Apply mensuration concepts to solve real-life problems like fencing, tiling, and land measurement. 	<ul style="list-style-type: none"> • Geometric Art with Circles and Sectors – Create mandalas or rangoli designs using sectors and arcs to explore area visually. • Tiling Patterns – Use rectangles, parallelograms, and triangles to design floor or wall patterns, calculating areas for accurate placement. 	<ul style="list-style-type: none"> • Use physical cut-outs of shapes for hands-on exploration of perimeter and area. • Provide visual aids and color-coded diagrams for differently-abled learners. • Scaffold complex formulas with step-by-step visual derivations. • Use digital tools like geometry software to visualize arcs, sectors, and cyclic quadrilaterals. 	<p>Using a protractor and string, students measure and calculate the length of arcs and area of sectors in classroom objects like clocks or circular tables.</p>	<p>using proper theorems.</p> <p>Real-Life Problem Solving – Students estimate the area of irregular plots of land or school grounds using Heron’s and Brahmagupta’s formulas.</p>	<ul style="list-style-type: none"> • Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Define perimeter as the length around the boundary of any shape. • Explain that the circumference-to-diameter ratio is constant for all circles. • Compute the area of a circle using the formula. • Explain and use the formula for area of a sector of a circle. • Solve problems on areas of sectors and
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Sep	23	REVISION FOR TERM 1 AND TERM - 1						
Oct	22	9. Exploring Algebraic Identities • Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles • Factorisation without using algebra tiles • Finding new identities • Simplifying rational expressions.	<ul style="list-style-type: none"> Recall and apply standard algebraic identities in simplification and factorization of expressions. Factorize quadratic and higher-order expressions using identities. Develop skills to derive new algebraic identities through observation and reasoning. Visualize algebraic identities using geometrical models and algebra tiles for better conceptual understanding. 	<ul style="list-style-type: none"> Geometric Visualization – Use area models and squares/rectangles to represent identities like $(a+b)^2$ and $(a-b)^2$. Algebra Tiles as Art – Create colorful patterns using algebra tiles to visually represent factorization and identity proofs. 	<ul style="list-style-type: none"> Use tactile algebra tiles for students with visual or learning disabilities. Offer multiple representations: numeric, geometric, and symbolic approaches. Pair students for collaborative exploration, allowing peer explanation and support. 		Apply algebraic identities to simplify calculations in areas such as finance (interest calculations) or architecture (area and volume expressions).	The student will be able to: • Visualise algebraic identities using geometric models. • Determine the factors of algebraic expressions using identities. • Interpret factors of quadratic expressions through geometric models. • Find simplified versions of rational expressions. • Use computational thinking strategies, such as decomposition and step-by-step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.

	<p>10. 4-gons (Quadrilaterals)</p> <ul style="list-style-type: none"> • Properties of parallelograms • Important theorems related to parallelograms and their proof • The midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms. 	<ul style="list-style-type: none"> • Understand the definitions, properties, and types of quadrilaterals, focusing on parallelograms. • Apply and prove important theorems related to parallelograms, including properties of sides, angles, and diagonals. • Understand and apply the Midpoint Theorem to solve geometric problems. • Explore the concept of central symmetry in parallelograms and other quadrilaterals. 	<ul style="list-style-type: none"> • Geometric Designs – Use parallelograms and other quadrilaterals to create tessellations and pattern art. • Symmetry Art – Draw quadrilateral-based symmetric art to visualize central symmetry. • Origami Parallelograms – Fold paper to form quadrilaterals, demonstrating geometric properties through hands-on creation. 	<ul style="list-style-type: none"> • Use 3D models and cut-outs of quadrilaterals for tactile exploration of properties. • Offer color-coded diagrams to highlight congruent sides, angles, and diagonals for visual learners. • Scaffold proofs step-by-step and provide guided worksheets for diverse learners. • Pair students for peer-assisted exploration, ensuring collaborative understanding. 	<p>Measure and connect midpoints of quadrilateral sides to verify the midpoint theorem experimentally.</p>	<p>Students draw or construct quadrilaterals and identify lines/points of central symmetry, applying theoretical knowledge practically.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Frame a precise definition of a 4-gon. • Prove various characterisations of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. • Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons.
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								<ul style="list-style-type: none"> • Understand how any 4-gon can tile a plane.
Nov	16	<p>11. Circles</p> <ul style="list-style-type: none"> • Practical applications and uses of circles • Definitions related to a circle — centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords from the centre • Subtended angles by an arc • Cyclicity of points 	<ul style="list-style-type: none"> • Understand and define key elements of a circle: centre, radius, diameter, chord, and arc. • Apply theorems related to chords, perpendicular bisectors, and angles subtended by arcs. • Explore the distance of chords from the centre and understand properties of equidistant chords. • Understand cyclicity and identify cyclic quadrilaterals formed by points on a circle. • Apply circle theorems and properties to solve practical and real-life problems involving circular shapes 	<ul style="list-style-type: none"> • Circular Mandalas & Rangoli – Use chords, radii, and arcs to create symmetric circular designs. • Geometric Circle Art – Draw patterns using concentric circles and intersecting chords to illustrate properties visually. 	<ul style="list-style-type: none"> • Use physical circular objects (hoops, lids, discs) to demonstrate radii, chords, and arcs. • Color-code chords, radii, and angles for clarity, supporting visual learners. • Pair students for collaborative problem-solving and peer demonstrations of circle properties. 	<p>Students create a playground layout or roundabout design using chords, arcs, and radii, calculating distances and angles.</p>	<p>Cyclic Quadrilateral Challenge – Identify sets of points forming cyclic quadrilaterals in classroom objects, diagram them, and apply subtended angle theorems.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • State the definition of a circle. • Explain the meanings of the terms ‘chord’, ‘diameter’, ‘radius’, ‘arc’, ‘segment’, and ‘sector’. • Explain why there exists a unique circle through three non-collinear points. • Construct the circumcircle and circumcentre of a triangle. • Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. • Explain what ‘angle subtended by an arc at the centre’ means. • Explain why ‘equal chords subtend equal angles at the centre’. • Explain why ‘chords that subtend equal angles at the centre are equal’. • Explain why ‘the line from the centre

								<p>of a circle to the midpoint of a chord is perpendicular to the chord’.</p> <p>‘a perpendicular from the centre to a chord bisects the chord’.</p> <p>‘equal chords are equidistant from the centre (and conversely)’.</p> <p>‘among unequal chords, the longer chord is closer to the centre’.</p> <ul style="list-style-type: none"> • ‘the diameter is the longest chord’. • ‘the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle’. • ‘angles in the same segment of a circle are equal’. • ‘the angle in a semicircle is a right angle’. • ‘a quadrilateral with supplementary opposite angles is cyclic, and conversely’. • Determine when four given points are
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Dec	24	<p>12. Linear Equations in Two Variables</p> <ul style="list-style-type: none"> • Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a pair of linear equations in two variables • Nature of solutions: consistency and inconsistency • Algebraic methods of solving a pair of linear equations: method of substitution and method of elimination <p>13. Mensuration: Surface Area and Volume</p> <ul style="list-style-type: none"> • Surface areas and volumes of spheres (including hemispheres) 	<ul style="list-style-type: none"> • Understand the concept of linear equations in two variables and represent them algebraically. • Solve linear equations using graphical methods and interpret solutions visually. • Learn slope-intercept form and use it to graph linear equations efficiently. • Solve a pair of linear equations using graphical and algebraic methods (substitution and elimination). • Analyze the nature of solutions (unique, infinite, or no solution) and understand consistency and inconsistency. <ul style="list-style-type: none"> • Understand the concepts of surface area and volume for spheres, hemispheres, and right circular cones. • Derive and apply formulas for the curved 	<p>Students create designs or patterns using lines on a graph to represent linear equations creatively.</p> <ul style="list-style-type: none"> • 3D Models and Paper Crafts – Create paper models of spheres, hemispheres, 	<ul style="list-style-type: none"> • Use physical grid boards or graph paper for tactile learners to plot points and lines. • Offer step-by-step guided graphing activities with color-coded axes and points. • Scaffold algebraic solution methods with worked examples before independent practice. • Pair students for peer-assisted graph plotting and problem-solving. <ul style="list-style-type: none"> • Use physical 3D models for hands-on exploration for visually or 	<p>Plot multiple linear equations on graph paper or a whiteboard and identify the intersection point(s) to explore the nature of solutions.</p> <p>Measure actual objects like basketballs, hemispherical bowls, or cones, and calculate their</p>	<p>Apply linear equations to optimize simple real-life scenarios, like budgeting, resource allocation, or mixing solutions, reinforcing practical application.</p> <p>Apply formulas to calculate material needed for manufacturing spherical/hemisph</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Recognise cuboids and cubes in real-life situations. • Compute the surface area and volume of a

		and right circular cones	<p>surface area, total surface area, and volume of these 3D shapes.</p> <ul style="list-style-type: none"> • Solve real-life problems involving spheres, hemispheres, and cones, such as tanks, funnels, and domes. • Develop spatial visualization skills to relate 2D nets and 3D shapes. • Connect surface area and volume concepts with practical applications in design, construction, and daily life. 	<p>and cones to explore surface area and volume visually.</p> <ul style="list-style-type: none"> • Decorative Geometry – Design patterns on 3D shapes (e.g., cones as party hats, spheres as globes) to connect measurement with creativity. • Geometric Sculptures – Use clay or play-dough to form shapes and decorate, showing understanding of surface area and volume. 	<p>kinesthetically oriented learners.</p> <ul style="list-style-type: none"> • Color-code different surfaces (curved vs. total surface) to aid visual understanding. 	<p>surface area and volume to verify formulas experimentally.</p> <p>Calculate the surface area and volume for spherical or conical containers, considering real-life application of material usage.</p>	<p>erical tanks, party cones, or ice-cream cones.</p> <p>Draw nets of spheres and cones, then predict surface area and volume before building models to reinforce 3D comprehension.</p>	<p>cuboid.</p> <ul style="list-style-type: none"> • Explain how a cube is a ‘special case’ of a cuboid. • Describe a right circular cylinder using its radius and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height. • Compute the surface area and volume of a cone. • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere.
Jan	14	<p>14. Statistics</p> <ul style="list-style-type: none"> • Graphical representation of data • Measures of central tendency 	<ul style="list-style-type: none"> • Understand different types of data and methods of organizing them for analysis. • Represent data graphically using bar graphs, histograms, pie charts, and line graphs. 	<ul style="list-style-type: none"> • Graph Art – Students create colorful bar graphs, histograms, or pie charts representing real-life data 	<ul style="list-style-type: none"> • Use tactile graph boards or 3D bar charts for visually impaired or kinesthetic learners. • Color-code 	<ul style="list-style-type: none"> • Collect data from classmates on a topic (e.g., favorite food, travel preference), represent it graphically, and 	<p>Students analyze pre-prepared graphs to draw conclusions and answer questions based on central tendency.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and

		<p>experiments</p> <ul style="list-style-type: none"> • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables 	<p>to 1) and interpret likelihoods.</p> <ul style="list-style-type: none"> • Differentiate between empirical probability (based on experiments) and theoretical probability (based on sample spaces). • Construct and analyze sample spaces, events, and use them to calculate probabilities. • Represent probabilities using tree diagrams and tables to visualize outcomes. 	<p>Use posters or digital art to show probability distributions visually.</p>	<p>diagrams for clarity.</p> <ul style="list-style-type: none"> • Scaffold learning by starting with simple events before introducing compound events. • Pair students for collaborative experimentation and discussion of probability outcomes 	<p>Create a simple board game or spinner, record outcomes, and calculate probabilities of winning events.</p>	<p>event by analysing statistical data.</p> <ul style="list-style-type: none"> • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.
Feb	22						

SUBJECT :PHYSICS [Science]

Text Book : 1. N.C.E.R.T

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
	NOP							
April	23/11	1. Motion Distance and displacement, Velocity; Uniform and Non-Uniform motion along a straight line; acceleration, distance–time and velocity–time graphs for uniformly accelerated motion	<ul style="list-style-type: none"> To enable students to understand various aspect Distance and displacement. To understand about Uniform and Non-Uniform motion along a straight line To know the acceleration and its types. To analyze distance–time and velocity–time graphs for uniformly accelerated motion. 	Mathematics (Scale of graph/ slope of graph)	Work sheet for Group A, B and C	Graphical representation of various types of motion. To plot velocity-Time graph and acceleration.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	<ul style="list-style-type: none"> Students will be able to Analyses and interprets graphs / figures etc., such as distance time and velocity-time graphs, computing distance / speed /acceleration of objects in motion,
May	7/03	Motion (contd.): Numerical on distance – time and velocity –time graphs for uniformly accelerated motion	<ul style="list-style-type: none"> To plot distance – time graph and find speed. 	To make a scrap book on equations of motion				
June	16/07	Motion (contd.): Derivation of Equations of motion by graphical/ Mathematical method, elementary idea of uniformly circular motion.	<ul style="list-style-type: none"> To enable students to derive the Equations of motion by graphical/ Mathematical method To understand about elementary idea of uniformly circular motion 	To make a scrap book on equations of motion		Demonstration of uniform circular motion.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Derives formulae / equations / laws, such as mathematical expression for second law of motion, expression for force of gravity, equations of motion from velocity-time graphs, etc.
July	26/12	2. Force and Newton’s Laws of Motion: Force and motion, Balanced and Unbalanced force. First law of motion, Inertia & Mass. Momentum, force and acceleration., Second law of motion, Third law of motion, Action and .Laws of conservation of momentum.	<ul style="list-style-type: none"> To enable students to understand various aspect Balanced and Unbalanced force . To understand about First law of motion To know the Second law of motion .To analyze Third law of motion. To know about the application of Laws of 	Physical Education. Class activity: Tug – of – War. (Balanced and Unbalanced force)	Discussion of Various Examples of Inertia and its types .Dust coming out of mat when beaten. Falling forward in transport when sudden breaks are applied. Leaves get detached from the	To establish the relationship between weight of a rectangular wooden block using spring balance.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Derives formulae / equations / laws, such as mathematical expression for second law of motion, law of conservation of momentum, expression for recoil velocity.

			conservation of momentum.		tree when shaken hardly.			
Aug	24/12	5. Work, Energy and simple machines- Work done by a force, 1 Joule, types of work, Kinetic and Potential energy	<ul style="list-style-type: none"> To enable students to understand various aspect of Work done by a force. To understand about types of work. To know the Kinetic and Potential energy. 	Draw diagrams and show all types of works.	Study of Hydro – Electric power plant.	NA	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Applies learning to hypothetical situations, such as weight of an object at moon, weight of an object at equator and poles, life on other planets, etc.
Sept		TERM 1 EXAMINATION						
Sept Oct	07/03 22/08	5. Work, Energy and simple machines(contd.) Law of conservation of energy, Rate of doing work .	<ul style="list-style-type: none"> To enable students to understand various aspect of Law of conservation of energy. To understand about Rate of doing work . 	Draw a flow chart of various energies involved in it.	Study how energy is conserved.	To Study the conservation of energy in a hydroelectric power plant.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Students will be able to know why an object floats or sink in liquid.
Nov	16/09	5. Work, Energy and simple machines (contd) Simple machines and their mechanical advantage (pulley, lever, inclined plane)	<ul style="list-style-type: none"> <u>*To identify different simple machines.</u> <u>*To know mechanical advantage of simple machines</u> 	Draw diagrams of different machines.	<u>Worksheet and project for all students based on their learning capabilities.</u>	Practical working of simple machines by self made projects of students.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Identify where work is done according to scientific conception and calculate the magnitude of work.
Dec	24/11	6. Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans;	<ul style="list-style-type: none"> To enable students to understand various aspect of nature of sound. To understand about propagation of sound in various media. To know the range of hearing in humans 	To make a chart for comparison for various properties of sound.	Verification of the Laws of reflection of sound		<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	
Jan	14/09	ultrasound; reflection of sound; echo.	<ul style="list-style-type: none"> .To analyze ultrasound, supersonic. To know about the application of Laws of reflection of sound and echo. 			To find the time period of a simple pendulum.	<ul style="list-style-type: none"> Q & A LOA Quiz Viva 	Identify which type of sound is hearable, how does a sound propagate , echo.
Feb	07/03	TERM II EXAMINATION						

SUBJECT : CHEMISTRY

Textbook:1. NCERT SCIENCE.

2.NEW MILLENIUM CHEMISTRY.

Month	W D	Chapter/ Sub-Topics	Learning Objectives	ArtIntegration	Inclusive Teaching	Project/Practical	Competency Based Activity Learning	Learning Outcomes
April	24	Exploring mixtures and their separations	<ul style="list-style-type: none"> Define mixture and differentiate between homogeneous and heterogeneous mixtures Understand concepts like solution, solute, solvent Explain common separation techniques (filtration, evaporation, distillation, etc.) Apply suitable methods to separate mixtures in daily life 	<p>Distinction between homogeneous and heterogeneous mixtures based on their properties</p> <ul style="list-style-type: none"> Demonstration of separation techniques, such as crystallization, distillation, paper chromatography, sublimation, centrifugation and coagulation Classify mixtures as solutions, suspensions, or colloids based on their properties Explanation of the scientific principles behind different separation techniques Application of the knowledge of homogeneous and heterogeneous mixtures in daily life Definition and calculation of the concentration of solutions using mass by mass percentage, mass by volume percentage, volume by volume percentage 	<ul style="list-style-type: none"> visual aids (charts, videos, real objects) simple step-by-step instructions group activities for peer learning. 	<ul style="list-style-type: none"> Draw labelled diagrams or flow charts of separation techniques Display awareness about the societal impact of chemistry in making life healthier, cleaner and sustainable Correlate the phenomenon used in centrifugation to the spinning dance Demonstrate the use of small-scale or micro-scale experiments, as crystallization of copper sulfate, as an alternative to traditional methods 	<ul style="list-style-type: none"> Situation-based question: “How will you obtain pure water from seawater?” Group Task: Design a method to separate a mixture of sand, salt, and iron filings Think & Answer: Why can't filtration separate salt from water? Encouragement of reasoning and explanation not just memorization but for better understanding. 	<ul style="list-style-type: none"> Correctly classify the mixtures Identify and explain separation techniques Perform basic experiments safely Apply concepts to real-life situations Develop scientific thinking and observation skills

				Analysis of graphs of solubility and explain how the solubility of substances changes with temperature • Use scientific conventions and standard units to express concentrations				
May	08	Remaining part of exploring mixtures and their separations	substances changes with temperature • Use scientific conventions and standard units to express concentrations	<ul style="list-style-type: none"> • Handle common laboratory chemicals and apparatus safely • Relate separation techniques with practices observed in the local environment 	<ul style="list-style-type: none"> • local examples (tea, muddy water, oil-water mixture) • worksheets with different difficulty levels 	<ul style="list-style-type: none"> • Experiment Paper chromatography (separating ink colours) • Home Assignment: Identify 5 mixtures at home and suggest separation methods 	<ul style="list-style-type: none"> ▪ when you try to separate sugar from water using filtration but fails. ▪ Why did this method not work? ▪ Suggest a correct method and explain why it works. 	<ul style="list-style-type: none"> ▪ Selection of appropriate separation techniques based on properties ▪ Application of concepts to solve real-life problems (water purification, cooking, etc.)
June	14	Beginning part of structure of an Atom	<ul style="list-style-type: none"> • Define an atom and understand its basic structure • Identify subatomic particles (electron, proton, neutron) • Description of contributions of scientists like Dalton, Thomson, Rutherford, Chadwick • Explanation of early atomic models and their limitations 	<ul style="list-style-type: none"> • Differentiate between subatomic particles (electrons, protons, and neutrons) based on their charge, and position in the atom contributions of scientists like Dalton, Thomson, Rutherford, Chadwick • Explanation of early atomic models and their limitations 	<ul style="list-style-type: none"> • visual aids (animations, charts, models) • concepts with simple analogies (solar system model) • Providing step-by-step explanations • Encouraging group discussion 	Recognize and accurately apply the chemical symbols for the first 25 elements according to IUPAC. <ul style="list-style-type: none"> • differentiated worksheets (basic to advanced levels) • Encouraging peer learning and group work 	<ul style="list-style-type: none"> • Situation-based Question: “Why did Rutherford conclude that most of the atom is empty space?” • Problem-solving Task: Compare Thomson’s and Rutherford’s models and identify which is more accurate and why 	<ul style="list-style-type: none"> • Explanation of the structure of an atom in simple terms • Identification and describing the subatomic particles and their properties • Comparison of different atomic models • Analysing the limitations of early theories
July	26	Remaining part of structure of atom	<ul style="list-style-type: none"> • contributions of scientists like John Dalton, J. J. Thomson, Ernest Rutherford, and Niels Bohr • atomic models and their limitations • atomic number, mass number, isotopes, and isobars • electronic configuration 	Illustration of how electrons are distributed in different energy levels, such as K, L, M, N ... or by numbers n = 1, 2, 3, 4 ... <ul style="list-style-type: none"> • valence electrons, valency, atomic number, atomic mass, isotopes, and isobars • 	<ul style="list-style-type: none"> • concepts using analogies (solar system model for Bohr’s atom) • Provide differentiated worksheets (basic to advanced levels) • Concept using for 	Draw labelled diagrams of various atomic models, such as Thomson’s model, Rutherford’s model and Bohr’s model <ul style="list-style-type: none"> • Create and present role play, stage play, or story of ‘Journey Inside the Atom’ to 	<ul style="list-style-type: none"> • Isotopes have similar chemical properties but different physical properties. • Identify an element if its atomic number is given? 	<ul style="list-style-type: none"> • Writing electronic configurations correctly and filling of electrons in different shells starting from atomic no 1 to 25. • Calculation of atomic number, mass number, and valency

			<p>of first 25 elements</p> <ul style="list-style-type: none"> • valency and its relation to electronic configuration 	<p>the number of electrons, protons, and neutrons of an element using its atomic and mass numbers</p> <ul style="list-style-type: none"> • Interpret data, such as atomic mass, maximum number of electrons in a shell, and valency to classify elements accurately • Use scientific conventions as per international standards, such as notations for electron, proton, neutron, unified atomic mass unit (u), and distribution of electrons in various shells, such as K, L, M, N ... 	<ul style="list-style-type: none"> • atomic models and their limitations • Atomic number, mass number, Isotopes, and Isobars • Electronic configuration of various elements from Atomic no. 1 to 21. 	<p>display awareness about the contributions of key scientists in the discovery and development of atomic structure</p>		
Aug	22	Beginning part of Atoms and Molecules	<p>Understanding of laws of chemical combination</p> <p>Explanation of Law of Conservation of Mass and Law of Constant Proportions</p> <p>atom, molecule, ion with examples</p> <p>chemical formulae of compounds correctly</p> <p>Understanding of atomic mass, molecular mass, and mole concept</p> <p>Dalton's atomic theory, Covalent compounds and their properties, Ions,</p>	<p>Differentiate between chemical species based on their properties or characteristics, such as atoms and molecules, elements and compounds, ionic and covalent compounds, cations and anions, formula unit mass and molecular mass</p> <p>Calculate the charge on an ion, valency from the atomic number, the molecular and formula unit mass</p> <p>Use scientific conventions, symbols,</p>	<ul style="list-style-type: none"> • Real-life examples (water formation, cooking reactions) • Provide step-by-step numerical problem solving • visual aids and models for better understanding • 	<p>Plan and demonstrate activities to observe and verify the law of conservation of mass</p> <p>Handle common laboratory chemicals and apparatus safely</p> <p>Handle common laboratory chemicals and apparatus safely</p>	<ul style="list-style-type: none"> • mass remains conserved during a chemical reaction. • prove that atoms combine in fixed ratios? <p>Various types of Numerical based on Law of conservation of mass and Law of constant composition.</p>	<ul style="list-style-type: none"> • laws of chemical combination. • mole concept calculations • relationships between mass, moles, and particles

				and valency to write the chemical formulae of simple compounds • Display awareness about the scientific discoveries, such as the contributions of Antoine Lavoisier, Joseph Proust, and John Dalton					
Sep	05	Revision of Term-1 syllabus							
Oct	13	Remaining part of Atoms and molecules, Ions,	<p>Ionic compounds and their properties</p> <p>Methods of Writing chemical formulas, Writing formulas for various types of compounds, e.g.: Magnesium acetate, Sodium phosphate, Calcium nitrate, Magnesium sulphate, Aluminum nitrate, Molecular mass Formula unit mass,</p>	<p>Exhibit creativity and work collaboratively in groups to construct simple models of compounds</p> <p>Formulate hypotheses about scientific phenomena by applying prior knowledge and understanding of scientific concepts and laws, and predict the results of data based on the hypotheses</p> <p>Accurately use scientific instruments, apparatus and chemicals to collect data</p>	<p>• Real-life relatable examples (water, air, food substances)</p> <p>• numerical into small, manageable steps</p>	<p>Analyze the results and findings using scientific terms</p> <p>• Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats</p>	<p>• Calculate molar mass of compounds (e.g., H₂O, CO₂, NaCl, H₂SO₄, HNO₃, CH₃COOH, C₆H₅COONa)</p> <p>• Convert grams to moles and moles to number of particles</p> <p>• Writing chemical formulae using valency</p>	<p>atoms, molecules, ions, and mole, Avogadro number formula of Compounds, Differentiation between atom and molecules</p>	
Nov	22	Beginning part of Earth as a System: Energy, Matter and Life	<p>• Understanding the Earth as an interconnected system</p> <p>• Identification the four major domains: lithosphere, hydrosphere, atmosphere, biosphere</p>	<p>Explain the interconnectedness between different spheres of the Earth (biosphere, geosphere, hydrosphere, cryosphere and</p>	<p>• visuals, animations, and real-life examples (rain cycle, soil, air)</p> <p>• Encouragement of group discussions and</p>	<p>Describe how the latitude and tilt of the Earth, and absorption and reflection of solar radiation by different surfaces cause differential heating of the Earth's</p>	<p>• pollution in the atmosphere affect the biosphere.</p> <p>• if one sphere (e.g., hydrosphere) is disturbed?</p>	<p>• Identify and describe Earth's four spheres</p> <p>• Understand their characteristics</p> <p>• Relate real-life examples to Earth's</p>	

			<ul style="list-style-type: none"> • Explain interactions between different spheres • Recognize the importance of balance in Earth's system • Understand human impact on natural systems 	atmosphere) Explain the nature of solar radiation <ul style="list-style-type: none"> • Explain that solar radiation is an electromagnetic wave having different frequencies 	peer learning <ul style="list-style-type: none"> • Provide simple explanations with local examples (rivers, forests, weather) • Use of hands-on activities like model making 	surface • Identify various components of the Earth that interact with solar energy		systems <ul style="list-style-type: none"> • Explain environmental changes
Dec	23	Remaining part of Earth as a System: Energy, Matter and Life	Differential warming of the earth, Biogeochemical cycles, Water cycle.	Explain the role of the atmosphere in influencing weather and climate on the Earth • Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books	<ul style="list-style-type: none"> • visuals, animations, and real-life examples (rain cycle, soil, air) • Encourage group discussions 	Draw flow charts, concept maps for biogeochemical cycles, differential heating of the Earth's surface and Electromagnetic spectrum	<ul style="list-style-type: none"> • Identify which sphere is involved in given situations (rainfall, farming, breathing) • Explain the interaction between any two spheres with examples 	<ul style="list-style-type: none"> • Relate real-life examples to Earth's systems • Explain environmental changes • Analyse interactions between spheres • Identify causes and effects of environmental imbalance
Jan	16	Completion of Earth as a System: Energy, Matter and Life and Revision of whole syllabus.	Carbon cycle, Nitrogen cycle, Oxygen cycle, Human impact on Earth's system	<ul style="list-style-type: none"> • Explanation of the role of the atmosphere in influencing weather and climate on the Earth 	<ul style="list-style-type: none"> • visuals, animations, and real-life examples (plants, animals, waste, energy use) • Encourage group discussions and peer learning to explain cycles • Provide stepwise illustrations and simplified explanations • hands-on activities like observing leaf litter decomposition or water cycle 	Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments	<ul style="list-style-type: none"> • deforestation occurs in a forest, which cycles are most affected and why? • excessive use of fertilizers affects the nitrogen cycle and groundwater? • What happens to oxygen levels in water bodies when large amounts of waste enter rivers? 	<ul style="list-style-type: none"> • Explanation of carbon, nitrogen, and oxygen cycles clearly • Describing steps and processes involved in each cycle • Recognizing the role of organisms and environment in cycles
Feb		TERM II						

SUBJECT: BIOLOGY

Textbook: 1. NCERT

2. NEW MILLENNIUM DINESH

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Cell</p> <ul style="list-style-type: none"> • Discovery of cell • Plant and animal cells • Prokaryotic and eukaryotic cells • Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, 	<p>Acquisition of knowledge: The student will be able to know about</p> <p>1. Single membrane bounded cell organelles :- endoplasmic reticulum, Golgi apparatus, Lysosomes , vacuoles</p> <p>2. Development of understanding:</p> <ol style="list-style-type: none"> 1. To enable students to the understand Differentiate between plant and animal cell, prokaryote and eukaryote. 2. Describe the structural and functional features of cells 3. Cite case study related to the use of science in human life 4. Differentiate between diffusion and osmosis. 	<p>Prepare a 3D model by using Clay , thermocol, cardboard , beads, pulses, etc.</p> <p>Use different material for different organelles:</p> <ol style="list-style-type: none"> 1. Mitochondria – Rajma 2. Nucleus- Clay ball 3. Vacuole – transparent plastic 4. Chloroplast- Green beads 	<p>Flow chart of Overview of cell through PPT</p>	<p>1. Exhibit creativity and design models using low cost or no-cost eco-friendly material to study structure and functions of cell and cell organelles</p>	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning * Picture based Questions * Case based question 	<p>The student will be able to know and learn about endoplasmic reticulum, vacuoles, plasma membrane, cell wall</p> <p>The students will be able to After the completion of the this topic , the students will be able to</p> <ol style="list-style-type: none"> 1. Differentiate between plant and animal cell, prokaryote and eukaryote 2. Describe the structural and functional features of cells <p>The student will be able to Develop the skill of making figure of Prokaryotes cell E.R, Golgi body, Vacuoles etc.</p>
May	07	<p>Cell continues...</p> <p>Cell as a structural and functional unit of life; structure and function of key organelles :- (chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall)</p> <ul style="list-style-type: none"> • Permeability of cell 	<p>Acquisition of knowledge: The student will be able to know about</p> <p>Double membrane bounded cell organelles :- nucleus, mitochondria, chloroplast</p> <p>Membrane less bounded cell</p>		<p>Flow chart of cell division through PPT</p>	<p>2. Carry out an experiment to understand the osmosis</p> <ul style="list-style-type: none"> • Analyse results and present findings using scientific terms 	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning 	<p>The student will be able to know and learn about nucleus, mitochondria, chloroplast</p> <p>The students will be able to After the completion of the this topic ,</p>

		<p>membranes</p> <ul style="list-style-type: none"> Cellular division and cancer Recent advancement in cell biology 	<p>Ribosome</p> <p>Mitosis and meiosis</p> <p>Development of understanding:</p> <p>Cite case study related to the use of science in human life, for example, Leigh Syndrome and mitochondrial dysfunction.</p>				<p>* Picture based Questions</p> <p>*Case based question</p>	<p>the students</p> <p>Explain the role of cell division mitosis and meiosis in creating similarities and variations</p> <p>The student will be able to</p> <p>Develop the skill of making figure of Nucleus , Mitochondria, Chloroplast</p>
June	16	<p>Tissues</p> <p>Tissues: Introduction and importance</p> <ul style="list-style-type: none"> Level of organisation in the living organisms Plant and animal tissues Types of plant tissues Meristematic tissues (types and function of each) Permanent tissues (types, structure and function of each) 	<p>Acquisition of knowledge:</p> <p>The student will be able to know about</p> <p>plant tissue</p> <p>Meristematic tissue</p> <ol style="list-style-type: none"> Apical Lateral Intercalary <p>Permanent tissue</p> <ol style="list-style-type: none"> Simple permanent Complex permanent <p>Protective tissue</p> <ol style="list-style-type: none"> Cork Epidermis <p>Development of understanding:</p> <p>The students will be able to –</p> <ol style="list-style-type: none"> Know the term tissues with illustration Identify the type of simple permanent tissues and their functions in a plant. Describe the locations and function of meristematic tissue 	Growth of roots in onion bulb	Flow chart of Overview of plant tissue and its types through PPT	Carry out an experiment to identify the different types of plant tissue by permanent slide	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> High order thinking Assertion and Reasoning Picture based Questions Case based question 	<p>The student will be able to know and learn about</p> <p>Meristematic tissue,</p> <p>Simple permanent tissue parenchyma, collenchyma, sclerenchyma,</p> <p>complex tissue, xylem, phloem</p> <p>Protective tissue Epidermis, Cork.</p> <p>The students will be able to</p> <p>After the completion of the this topic , the students will be</p> <ol style="list-style-type: none"> describe the locations and function of meristematic tissue plants. classify the meristematic

			plants. 4. Analyse the role of xylem and phloem components					tissue based on their location in the plant body. 3. explain the causes behind the restricted growth of a plant or branch. 4. role of protective layers like Stomata, epidermis, Cork and bark
July	26	<p>Tissue continues ...</p> <ul style="list-style-type: none"> • Animal tissues • Overview (epithelial, connective, muscular and nervous tissues — types, structure and function of each) • Elementary idea of musculoskeletal system • Care of musculoskeletal system: injuries, postural care, nutrition and exercise 	<p>Acquisition of knowledge: The student will be able to know about Animal tissues Epithelial tissue, Connective tissue, Muscular tissue</p> <p>Development of understanding: The students will be able to –</p> <ol style="list-style-type: none"> 1. corelate the structure of epithelial tissues to their functions in an organism. 2. describe different types of connective tissues and relate their structure to specific functions. 3. corelate the structure of epithelial tissues to their functions in an organism 4. describe different types of connective 	Plant tissue poster with culture art Combine science with regional art like:-Madhubani painting Warli painting		Carry out an experiment to identify the different types of animals tissue by permanent slide	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question 	<p>The student will be able to know and learn about Epithelial tissue, Connective tissue, Muscular tissue,</p> <p>The students will be able to After the completion of the this topic , the students .co-relate the structure, function and location of various forms of connective tissues.</p> <ol style="list-style-type: none"> 2. interpret the importance of the presence of various forms of connective tissues. 2.categorise and interpret the significance of various types of connective tissue.

			tissues and relate their structure to specific functions 5. compare the structure of different types of muscular tissues and relate it to their functions					3. understand the organization of various types of tissues for proper functioning of organs. The student will be able to develop the skill of making figures.
Aug	24	Tissue continues ... connective, muscular and nervous tissues — types, structure and function Term1 Revision	Acquisition of knowledge: The student will be able to know about Nervous tissue Development of understanding: The students will be able to – describe the structure of a neuron and explain the functioning of nervous tissue	Role play activity Neuron passing message Muscles contraction Blood transporting oxygen			LOA & WORKSHEET Question on * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	The student will be able to know and learn about Nervous tissue The students will be able to After the completion of the this topic , the students describe the structure of a neuron and explain the functioning of nervous tissue. The student will be able to develop the skill of making figures.
Sep	23	Term 1						
Oct	22	Reproduction • Introduction to different forms of reproduction — sexual and asexual	Acquisition of knowledge: The student will be able to know about Asexual reproduction and its types	<u>Experiential learning: Visit school garden and make a list of 10 plants you observe. Talk to gardener to find</u>	Mind map of asexual reproduction and its types.	Carry out an experiment to - show vegetative propagation by stem cutting , tuber etc. - to observe budding in hydra , binary	LOA & WORKSHEET Question on	The student will be able to know and learn about -Asexual reproduction and its types

		<ul style="list-style-type: none"> Types of asexual reproduction with examples Sexual reproduction in flowering plants (flower and its parts, pollination, fertilization, seed dispersal) <ul style="list-style-type: none"> Reproductive health and hygiene Introduction to birth control methods and importance 	Fission, budding, spore formation, fragmentation, regeneration and vegetative propagation Sexual reproduction in plant Development of understanding: The students will be able to – Differentiate between binary and multiple fission, regeneration and fragmentation Advantage of vegetative propagation Unisexual and bisexual reproduction Structure of bisexual reproduction	<u>the life span, mode of propagation etc.</u>		fission in amoeba - to identify the different parts of bisexual flower.	* High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	-Sexual reproduction in plant The students will be able to After the completion of this topic, the students -advantages of vegetative propagation -describe the structure of bisexual flower -know about pollination and its types -Fertilization and embryo development The student will be able to develop the skill of making figures
Nov	16	Reproduction cont... Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilization, pregnancy and development of embryo, menstrual cycle) Reproductive health	Acquisition of knowledge: The student will be able to know about Male reproductive system Female reproductive system Fertilization Implantation Pregnancy Parturition Menstrual cycle Reproductive health Development of understanding: The students will be able to – Identify the male and female reproductive system Understand the birth control	Create models using clay, cardboard or recycled materials: Model of uterus and fallopian tubes -stage of embryo development -menstrual cycle wheel (rotating chart showing 28 days)	Create poster on :- -Process of human reproduction -Menstrual cycle explained -hormone changes during puberty	-To study Binary fission in amoeba -Budding in Hydra -Observe Different parts of a flower -To study vegetative propagation in potato	LOA & WORKSHEET Question on * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	The student will be able to know and learn about Male reproductive system Female reproductive system Fertilization Implantation Pregnancy Parturition Menstrual cycle Reproductive health

			methods					
Dec	24	<p>Diversity</p> <p>Importance of classification</p> <ul style="list-style-type: none"> • Five kingdoms and their key features with examples • Major division of animals and plants 	<p>Acquisition of knowledge:</p> <p>The student will be able to know about</p> <ul style="list-style-type: none"> -The Hierarchy of classification -Five kingdom of classification a. Kingdom – Monera b. Kingdom- Protista c. Kingdom- Fungi d. Kingdom – Animalia e. Kingdom- Plantae <p>Kingdom-plantae</p> <p>Division-Algae</p> <ul style="list-style-type: none"> Bryophyta Pteridophyta Gymnosperm Angiosperm <p>Development of understanding:</p> <p>The students will be able to –</p> <ul style="list-style-type: none"> - know about importance of classification - Differentiate between Cryptogamae and Phanerogamae - Know about Characteristics Of different Division 	Make a rangoli showing five kingdoms	Create a mind map on 5 kingdom flow chart	Carry out an experiment to Amoeba , spirogyra fern , pinus through specimens and permanent slide	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning * Picture based Questions *Case based questions 	<p>The student will be able to know and learn about</p> <p>Five kingdom of classification</p> <ol style="list-style-type: none"> Kingdom – Monera Kingdom- Protista Kingdom- Fungi Kingdom – Animalia Kingdom- Plantae <p>Kingdom-plantae</p> <p>Division-Algae</p> <ul style="list-style-type: none"> Bryophyta Pteridophyta Gymnosperm Angiosperm <p>The students will be able to</p> <p>After the completion of the this topic , the students know about importance of classification</p> <ul style="list-style-type: none"> - Differentiate between Cryptogamae and Phanerogamae - Know about Characteristics Of different Division
Jan	14	<p>Diversity cont..</p> <p>Kingdom – Animalia</p> <ul style="list-style-type: none"> • Binomial nomenclature • Acellular entities: viruses <p>+ Revision Term-2</p>	<p>Acquisition of knowledge:</p> <p>The student will be able to know about</p> <p>Kingdom -Animalia</p> <p>Phylum- Porifera , coelenterate, Ctenophora Playthelminthes , Nematoda , Annelida , Arthropoda, Mollusca , Echinodermata ,</p>	Make a colorful chart showing vertebrate classes with drawing	by concept mapping to make a simple classification tree on the board.	Carry out an experiment to - show the specimens of star fish , octopus , hydra liver fluke , planaria , leech ,	<p>LOA & WORKSHEET</p> <p>Question on</p> <ul style="list-style-type: none"> * High order thinking * Assertion and Reasoning 	<p>The student will be able to know and learn about</p> <p>Kingdom - Animalia</p> <p>Phylum- Porifera , coelenterate, Ctenophora Playthelminthes , Nematoda , Annelida , Arthropoda,</p>

			<p>Chordata</p> <p>Subphylum – Vertebrata</p> <p>Class- -Pisces</p> <p>Amphibia</p> <p>Reptiles</p> <p>Aves</p> <p>Mammalia</p> <p>Development of understanding:</p> <p>The students will be able to –</p> <ul style="list-style-type: none"> - know about level of organization - Differentiate between Porifera and Coelenterata - Know about Characteristics Of different phylum -Know about binomial nomenclature of different organism . 				<p>* Picture based Questions</p> <p>*Case based questions</p>	<p>Mollusca , Echinodermata , Chordata</p> <p>Subphylum – Vertebrata</p> <p>Class- -Pisces</p> <p>Amphibia</p> <p>Reptiles</p> <p>Aves</p> <p>Mammalia</p> <p>The students will be able to</p> <p>After the completion of the this topic , the students know about</p> <ul style="list-style-type: none"> - Characteristics Of different phylum and its example .
Feb	22	Revision + Term 2						

SUBJECT: HISTORY SPL (Social Science)

Textbook: 1. Exploring Society: India and Beyond – Part 1

2. Exploring Society: India and Beyond – Part 2

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>History-Ch -1. Understanding Social Science (4 Hours) Meaning, scope and relevance of Social Science Understanding Social Science from an Indian perspective. Historical events and processes using different types of sources with specific examples from the Indian history. Analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilizational beginnings and beyond, and its relations with other civilizations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa. Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic</p>	<p>Students will be able to: Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognize their interconnections. Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions.</p>	<p>Activity: “Cultural Exchange” Objective: To analyse India’s relations with other civilizations. Activity: Make a comparative Flow chart showing connections between India and: Mesopotamia Ancient Greece China Central Asia Southeast Asia Include: Trade routes (Silk Route) Spread of Buddhism Exchange of spices, cotton, ideas Map work: -</p>	<p>Multisensory Teaching Approach. Differentiated Instruction Use of Local Context & Culture Peer Learning & Group Work</p>	<p>Project 1: Portfolio – “Understanding Social Science from Indian Perspective” Include: 1. Meaning and Scope of Social Science 2. Importance in Indian Society 3. Sources of Indian History: Archaeological (Harappa) Literary texts Inscriptions (Ashokan Edicts) Foreign accounts 4. Reflection page (student’s view)</p>	<p>Competency: Critical thinking & evidence-based understanding Activity: Provide students with pictures of: Bhimbetka Rock Shelters Ashokan Edicts Seals from Indus Valley Civilization Students answer: What type of source is this? What does it tell us about society? What are its limitations? Outcome: Students learn to interpret historical sources.</p>	<p>Students can: Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognize their interconnections. . Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making</p>

		and political transformations) Growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, ahimsa, the six systems of Indian philosophy, Ayurveda, yoga, the 22 shrutis of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of the Indian history	Map art with trade routes				decisions.	
May	07	SPL-Ch -5. Democracy (9 Hours): Meaning and features; roots of democracy in India; challenges and global systems (Parliamentary vs. Presidential). Understanding that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early	Learners will be able to- Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia,	Preamble Calligraphy & Illustration Activity: Students design and decorate the Preamble of the Indian Constitution using creative borders inspired by regional art forms (Madhubani,	Use videos, animations, infographics on democracy - Use charts to compare Parliamentary & Presidential systems - Read aloud Preamble with visuals of Indian Parliament. Allow students to express learning through	Role Play / Street Play (Nukkad Natak) Topic Options: Parliamentary vs Presidential system Importance of Fundamental Duties Role of media in democracy Students enact: Prime Minister (Parliamentary	Competency: Understanding the Meaning and Features of Democracy Activity: Concept Mapping Task: Students create a concept map of democracy, including features like: Popular sovereignty Free and fair	Learners are able to - Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary

	<p>experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, sanghas and ganas, village councils and committees, and Uthiramerur inscriptions) Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties Analyses the basic features of a democracy and democratic government, its history in India and across the world, and compares this form of government with the other forms of government</p>	and Canada.	<p>Warli, Gond, etc.). Reference: Adoption of the Constitution of India Students highlight: Justice Liberty Equality Fraternity</p> <p>Poster Making – “Features of Democracy” Students create posters showing: Free & fair elections Rule of Law Fundamental Rights Accountability They may include symbols like ballot box, Parliament, citizens voting.</p>	<p>posters, role-plays, songs, or digital presentations - Use group discussions for students with speech or writing difficulties. - Connect democracy to students’ daily life (voting in school, local panchayats) - Encourage participation via debate, surveys, and class voting.</p>	<p>System – India) President (Presidential System – United States) Journalist Citizen</p>	<p>elections Rule of law Fundamental rights Accountability Competency Developed: Analytical thinking Identifying key features of a system Visual organization of information.</p> <p>Connecting Indian Heritage with Modern Democracy Activity: Timeline Creation Task: Create a historical timeline showing evolution of democracy in India: Mahajanapadas (e.g., Vajji) Sanghas and Ganas Guilds (Shrenis) Village Panchayats Uthiramerur Inscriptions Adoption of Constitution (Adoption of the Constitution of</p>	<p>and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.</p>
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		Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions					India.	
June	16	<p>History -Ch -4. Beginnings of Civilization (9 Hours)</p> <p>Cultural development from 2 million years ago • Early human history • Periodization: Archaeological ages • Who were human ancestors? • Paleolithic hunter-gatherers and use of stone tools • Mesolithic transition to food production • Mesolithic sites and tools • Neolithic and the beginning of farming • Neolithic Revolution • Domestication of Plants and Animals • Harappan and</p>	<p>Learners will be able to-</p> <p>Describe how prehistoric time divisions are organized.</p> <ul style="list-style-type: none"> • Explain how humans lived before the invention of writing. • Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. • Explore the factors of urban development and transformation through time. • Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy. • Describe the social, political, and religious 	<p>Performing Arts Integration</p> <p>A. Role Play – Political Institutions Activity:</p> <p>Students enact Sabha and Samiti assemblies:</p> <p>Discussing land distribution, trade, or community issues.</p> <p>Assign roles: King, Priest, Member of Sabha/Samiti.</p>	<p>Collaborative & Peer Learning</p> <p>Group mural of Vedic society and early empires</p> <p>Role-play or skit of Sabha/Samiti meetings</p> <p>Peer teaching: explain trade networks, guilds, or educational systems.</p>	<p>“State and Society in Early India (Vedic Age to 1000 CE)”</p> <hr/> <p>Objectives:</p> <p>Understand political, social, economic, and cultural life in early India.</p> <p>Explore the administrative structure of early empires.</p> <p>Learn about trade, guilds, crafts, and economic networks.</p> <p>Appreciate the educational heritage and</p>	<p>Concept Mapping & Role Play Task:</p> <p>Students create a concept map of Vedic social structure: Varna system, rituals, Sabha & Samiti, and political organization.</p> <p>Role-play a Sabha/Samiti assembly discussing land, ritual duties, or governance.</p> <p>Competency Developed:</p> <p>Understanding social and political hierarchy</p> <p>Analytical thinking and decision-</p>	<p>Learners are able to</p> <p>Describe how prehistoric time divisions are organized.</p> <ul style="list-style-type: none"> • Explain how humans lived before the invention of writing. • Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. • Explore the factors of urban development and transformation

		contemporary cultures • Mesopotamian civilization, Egyptian civilization, and Chinese civilization.	structures of the civilizations of Egypt and Mesopotamia.			knowledge traditions. Develop research, creativity, and collaborative skills.	making Empathy through role-play Assessment: Observe clarity, participation, and correctness of information.	through time. • Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy. • Describe the social, political, and religious structures of the civilizations of Egypt and Mesopotamia.
July	26	History-Ch-5. State and Society (up to 1000 CE) (9 Hours) Vedic Age-geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge-educational heritage, institutions, knowledge traditions, and cultural practices • Traders and trade routes, guilds and merchants, crafts and industries.	Learners will be able to- Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity/	Rituals & Social Order Poster Activity: Make posters showing: Vedic rituals (Yajnas, Soma sacrifice) Social hierarchy (Varna system) Early political institutions (Sabha, Samiti) Art Form: Madhubani, Warli motifs, or collage..	Quest for Knowledge Educational Heritage Gurukul system. Teacher (Guru) and student (Shishya) relationship. Oral transmission of knowledge. Major Educational Institutions Nalanda Takshashila Subjects: Philosophy, medicine, mathematics,	Traders and Trade Routes (a) Internal Trade Markets existed in towns and villages. Use of coins increased. Guilds (Shrenis) controlled trade and crafts. (b) External Trade Trade with Central Asia, Rome, and Southeast Asia. Land routes like the Silk Route and maritime	Competency-Based Activities Activity 1: Source Analysis Students read a short extract from the Rigveda and answer: What does it tell us about society? What role did rituals play? Competency Developed: Interpretation & analytical reasoning. Competencies Developed) By the end of this chapter, students will be able to: A. Knowledge & Understanding	Learners are able to Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and

				<p>Vedic Age Map & Illustration Activity: Students create illustrated maps of the Vedic Age showing: Geography (rivers, forests, settlements) Major regions like Aryavarta Trade routes and rivers (Saraswati, Ganga, Yamuna) Art Form: Hand-drawn maps, watercolors, or digital illustration.</p>	<p>astronomy. Knowledge Traditions Vedas and Upanishads. Buddhist and Jain texts. Scientific advances: Zero and decimal system. Contributions of Aryabhata Contributions of Charaka.</p> <p><u>Inclusive Teaching– Learning Education</u> <u>gradually became accessible beyond elites, especially in Buddhist institutions.</u> <u>Women like Gargi and Maitreyi participated in philosophical debates.</u> <u>Emphasis on moral values and character building.</u></p>	<p>routes were important. (c) Crafts and Industries Textile production (cotton and silk) Metalwork Pottery Ivory carving Shipbuilding</p>	<p>Explain features of the Vedic Age using sources like the Rigveda. Describe administrative systems of the Maurya Empire and the Gupta Empire. Identify major centers of learning like Nalanda and Takshashila. Explain the role of guilds, traders, and trade routes. B. Critical Thinking Compare Early Vedic and Later Vedic political systems. Analyze how administration changed from Mauryan to Gupta rule. Evaluate how trade influenced social and economic growth. C. Skill Development Map-reading (locating trade routes and regions). Source analysis (interpreting Vedic hymns or Ashokan inscriptions). Project-based</p>	<p>their continuity.</p>
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Aug	24	<p>SPL-Ch-7- Elections (9 Hours) Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India.</p>	<p>Learners will be able to Identify factors highlighting importance of elections in a democracy. • Categorize three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. • Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India.</p>	<p>Art-Integrated Activities Activity 1: Poster Making – “Power of My Vote” Task: Design a creative poster highlighting: Importance of voting Free and fair elections Role of citizens Students may include slogans like: “Every Vote Counts” “Democracy Depends on You” Learning Outcome: Students understand the significance of elections in democracy. Role Play /</p>	<p>Inclusive Classroom Activities Activity 1: Think–Pair–Share Question: “Why are elections necessary in democracy?” All students think individually → discuss with partner → share with class.</p> <hr/> <p>Activity 2: Group Task (Mixed Ability Groups) Each group explains one topic: Electoral System Role of ECI Constituency Party System Mixed grouping ensures peer learning.</p> <hr/> <p>Activity 3:</p>	<p>Delimitation Commission The Delimitation Commission of India is responsible for: Redrawing constituency boundaries. Ensuring equal representation based on population. Reserving seats for SC and ST categories. Its decisions cannot be challenged in court.</p> <hr/> <p>5. Election Commission of India (ECI) The Election Commission of India is an independent constitutional body. Functions: Conducting free and fair elections. Preparing and updating electoral rolls.</p>	<p>Knowledge Competency Explain why elections are important in a democracy. Describe the role of the Election Commission of India. Understand the function of the Delimitation Commission of India. Define constituency, electoral roll, enumerator, and party system. Challenges in Elections Money power Muscle power Fake news Low voter turnout in some areas The ECI takes strict steps to control these problems.</p>	<p>Learners are able to – Identify factors highlighting importance of elections in a democracy. • Categorize three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. •</p>

				<p>Street Play (Nukkad Natak) Theme Options: Importance of fair elections Role of the Election Commission of India Problems like fake voting or money power Students can dramatize: An election campaign Polling day scenario Vote counting process Skills Developed: Communication, teamwork, critical thinking.</p>	<p>Mock Election Students: Prepare electoral rolls. Act as enumerators. Conduct voting. Ensures practical understanding for all learners.</p>	<p>Monitoring election campaigns. Enforcing the Model Code of Conduct. Recognizing political parties and allotting symbols. The independence of the ECI ensures transparency in elections. Party System in India India follows a multi-party system. Types of Political Parties: National Parties State Parties Registered (Unrecognized) Parties Examples of National Parties: Bharatiya Janata Party Indian National Congress Regional parties also play a major role in forming coalition governments.</p>		<p>Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India.</p>
Sep	23	History -Ch 3-	Learners will be able to-	Bhakti Poetry Recitation & Illustration	Strategies for Inclusive Teaching.	A project on – Safeguarding Sovereignty	Knowledge Competency Explain how	Learners are able to-

	<p>Building a Resilient India (1000-1700 CE) (9 Hours) Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state</p>	<p>Explain the cultural, political, and military contributions of regional kingdoms in the medieval India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms in medieval India adapted to changing political, economic, and cultural contexts over time. • Analyze the continuity of the civilizational history of India as a nation up to 18th century CE.</p>	<p>(Literary Arts) Students: Recite dohas of Kabir Present verses of Mirabai Discuss teachings of Guru Nanak They illustrate the message of equality and devotion through drawings. Learning Outcome: Understanding social reform and spiritual ideas.</p> <hr/> <p>Music & Devotional Song Activity Students: Sing Bhajans or Shabads. Create a short devotional composition reflecting Bhakti ideals. Learning Outcome: Emotional</p>	<p>Differentiated Instruction. Support for Different Learning Abilities. Understand how Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies. Recognize the development of art, architecture, languages, and literature. Explain the Bhakti tradition and its social significance. Appreciate the role of forts and economic growth in state resilience. Participate actively in discussions, projects, and creative activities.</p>	<p>Resistance & Alliances The Rajput dynasties resisted invasions and defended their kingdoms. The Vijayanagara Empire formed alliances to protect southern India. The Maratha Confederacy challenged the Mughal Empire and expanded regional influence. Activity: Draw a timeline showing major resistance movements and alliances.</p>	<p>Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies. Describe the development of art, architecture, languages, and literature. Understand the Bhakti movement and its social and spiritual significance. Skill Competency Interpret historical sources (poems, inscriptions, architectural evidence). Create timelines of resistance movements and alliances. Analytical Competency Compare resistance strategies of different kingdoms</p>	<p>Explain the cultural, political, and military contributions of regional kingdoms in the medieval India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms in medieval India adapted to changing political, economic, and cultural contexts over time. • Analyze the continuity of the civilizational history of India as a nation up to 18th century CE.</p>
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				connection with historical movements.			(Rajput, Vijayanagara, Marathas). Analyze architectural styles: Mughal vs. South Indian temples.	
Oct	22	<p>History-Ch-4. India and the World-I (1900 BCE-1200 CE) (8 Hours.</p> <p>Trade and commerce-trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia • Cultural Connections- Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia • Indian Knowledge Systems- Medicine, Mathematics and Astronomy, Religion.</p>	<p>Learners will be able to –</p> <p>Explore India's relations with early civilizations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.</p>	<p>Religion & Cultural Art (Art & Craft Integration)</p> <p>Students make small models or drawings of: Temples, stupas, and monasteries influenced by Indian culture in Southeast Asia. Coins and inscriptions showing Greek, Roman, or Chinese influence. Decorate with symbols of major religions (Hinduism, Buddhism, Jainism). Learning Outcome:</p>	<p>Strategies for Inclusive Teaching A. Differentiated Instruction.</p> <p>Explain India's trade and commerce with Mesopotamia, Greece, Rome, China, and Southeast Asia. Recognize cultural interactions and influence on art, religion, and literature. Describe contributions of Indian knowledge systems: medicine, mathematics, astronomy, and religion.</p>	<p>Make a project about any of the followings - Cultural Connections Interactions with Greece and Rome: Influence on art, coins, and architecture. Interactions with Central Asia and China: Buddhism spread along trade routes; cultural exchange of knowledge. \Influence on Southeast Asia: Indian writing systems, temples, and religious practices influenced countries like Cambodia, Indonesia, and</p>	<p>Knowledge Competency Describe India's trade and commerce with Mesopotamia, Greece, Rome, China, and Southeast Asia. Explain cultural exchanges between India and other civilizations. Understand Indian contributions in medicine, mathematics, astronomy, and religions. Skill Competency</p>	<p>Learners are able to –</p> <p>Explore India's relations with early civilizations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.</p>

				Appreciating cultural influence and Indian contribution to global religion.	Participate confidently in discussions, projects, and creative activities.	Thailand. Activity: Create a visual chart or poster showing cultural exchanges between India and other regions.	Draw trade route maps showing exports, imports, and cultural links. Prepare charts and diagrams of Indian knowledge systems (medicine, mathematics, astronomy). Create visual presentations on Indian influence in Southeast Asia.	
Nov	16							
Dec	24	SPL-Ch-5- The Roots of Authority: in Kautilya and shukraniti- danda and relationship with nyaya and bala; the types of nyaya and bala • Constitutional status of justice and security since ancient times • Links the role of citizens with the elections and the democratic institutions • Types of authority- functional, sensitive, and welfare-oriented.	Learners will be able to Explain the roots of authority in Indian political thought. • Interpret the relationship between Danda (discipline/force) and Nyaya (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in India. • Understand the post-independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the	Art- Integrated Activities 1.Diagrammatic Representation of Danda, Nyaya, and Bala Activity: Students create a concept map or flowchart showing: Danda → Enforcement Nyaya → Justice Bala → Power/Strength Include types under each and modern	Strategies for Inclusive Teaching A. Differentiated Instruction. Explain the concepts of danda, nyaya, and bala in ancient texts (<i>Kautilya</i> and <i>Shukraniti</i>). Identify types of authority: functional, sensitive, and welfare-oriented. Understand the constitutional status of justice and security	Activity Ideas (for Project Work) Diagram / Concept Map Draw a map linking danda, nyaya, bala with types of authority and modern governance equivalents. Poster on Types of Authority Functional, Sensitive, Welfare-Oriented – with symbols, colors, or illustrations. Role Play Enact a scenario showing a citizen approaching authorities to resolve a dispute. Show how nyaya	Knowledge Competency Explain the concepts of danda, nyaya, and bala in Kautilya and Shukraniti. Identify the types of nyaya and bala and their relevance. Understand the constitutional status of justice and security in ancient India.	Learners are able to- Explain the roots of authority in Indian political thought. • Interpret the relationship between Danda (discipline/force) and Nyaya (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in

			role of citizens in author.	equivalents (e.g., police, courts, defence). Learning Outcome: Visual understanding of abstract concepts. Connect historical terms with modern governance.	since ancient times. Connect the role of citizens with elections and democratic institutions. Participate in classroom discussions, projects, and role-play activities.	and bala are applied. Storyboard / Comic Strip Show a king or ruler exercising authority and ensuring justice. Include citizens' role in governance. Analytical Competency Compare Kautilya's and Shukraniti's approaches to governance, justice, and authority. Analyze how authority, justice, and citizen participation relate to modern democracy.		India. • Understand the post-independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the role of citizens in authority.
Jan	14	Revision for Term II Examination.	Mind Maps / Concept Maps – for remembering key concepts and linkages. Flashcards – dates, terms, definitions, types of authority, trade routes.	Timeline Revision – for chronological understanding in History.	Flowcharts / Diagrams – governance systems, elections, nyaya-bala-danda. Art & Creative.	Learning – posters, charts, sketches for visual retention	Role-plays / Storyboards – Civic participation, Bhakti movement, trade relations.	Previous Year Questions / HOTS – practice analytical and case-based questions.
Feb	22							

SUBJECT: GEOGRAPHY

Textbook: 1. NCERT TEXTBOOK [CONTEMPORARY INDIA I - IX]

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>1. Shaping of the Earth's Surface-</p> <ul style="list-style-type: none"> • Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation — <ul style="list-style-type: none"> (i) River (ii) waves and currents, 	<p>Acquisition of Knowledge: To enable the students to know about the theory of plate tectonics and describe how plate movements cause earthquakes, volcanoes, and the formation of mountains.</p> <p>Identify and describe the layers of the Earth's interior — crust, mantle, and core — along with their main characteristics.</p> <p>Explain the process of weathering and understand its role in breaking down rocks.</p> <p>Understand erosion and gradation and describe how they help in shaping the Earth's surface.</p> <p>Identify and explain the work of different agents of gradation, namely:</p>	<p>a. Prepare a PPT on the theory of continental drift and plate tectonic.</p> <p>b. Drawing of earth's internal structure.</p> <p>c. Pictorial representation on major landforms</p>	<p>When it comes to teaching the topics Theory of plate tectonics, Interior of the Earth, Role of weathering and erosion; agents of gradation goal is to make sure that all students, regardless of their background, learning style, or ability, can access, understand, and apply the concepts effectively.</p>	<p>Locate major tectonic plates on a world map.</p> <p>Pictorial representation of internal structure of the earth.</p>	<p>Q & A – Concept based, Picture based, Activity based, Application based, Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, Assertion and reason</p>	<p>Students will be able to know the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics.</p> <p>Locate major tectonic plates on a world map.</p> <p>Explain processes of weathering and erosion with suitable examples.</p> <p>Identify the prominent agents of gradation operating in a given region.</p>
May	07	<p>Shaping of the Earth's Surface- (Continue)</p> <ul style="list-style-type: none"> (iii) Wind (iv) Glaciers, and underground water 				<p>Pictorial representation of major landforms created by different exogenic force.</p>	<p>Application based questions and answers.</p>	
June	16	<p>Shaping of the Earth's Surface- (Continue)</p>	<p>To enable the students to know</p>		<p>-----</p>	<p>Draw a diagram of an active volcano</p>	<p>Case based, source based,</p>	<p>To develop knowledge</p>

		<ul style="list-style-type: none"> Landforms and disasters: (i) Earthquakes, (ii) Landslides, (iii) Avalanches, (iv) Glacial Lake Outburst Flood (GLOF) and duststroms 	about different disasters and how to mitigate from it.			and do the labeling of the different parts of it.	Assertion and reasoning based questions.	about different disasters and how to mitigate from it.
July	26	<p>2. Atmosphere and Climate:</p> <ul style="list-style-type: none"> Structure and composition; elements of weather and climate Seasons of India 	<p>To enable the students about the structure of atmosphere.</p> <p>To enable the students about the composition of atmosphere.</p> <p>To make understand students about the importance of atmosphere.</p>	Role plays on layers of atmosphere	When teaching “Atmosphere and climate” the goal is to provide clear, idea and concept that can be understood by everyone, including those who may face challenges	Diagram on structure of the atmosphere	<p>a. Application based questions and answers.</p> <p>b. Case based, source based, Assertion and reasoning based questions.</p>	Gain an understanding of atmosphere and its various gases. Learn about the role and importance of atmosphere
Aug	24	<p>Atmosphere and Climate: (Continue)</p> <ul style="list-style-type: none"> Monsoon in India Climate change Floods Carbon footprint 	<p>To enable the students to understand about as how the atmospheric conditions vary over the time and space, the Concept of Climate and Weather, the Concept of Monsoon and climate change.</p> <p>To make understand students about the Carbon footprint in details.</p>	Collect photographs of typical rural houses and clothing of people from different regions of India. Examine whether they reflect any relationship with the climatic condition and relief of the		<p>Draw a neat diagram showing the branches of the Southwest Monsoon.</p> <p>Project: Preparedness for a disaster- Flood</p>	Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason	The students will be capable of explaining about as how the atmospheric conditions vary over the time and space, the Concept of Climate and Weather, the Concept of Monsoon, Regional Variations of Climatic Conditions in India Students will understand how increasing carbon footprint is affecting the Indian
Sep	23	Revision for Term-I						

		Exam						
Oct	22	<p>3.Oceans and Life:</p> <ul style="list-style-type: none"> • Introduction to ocean relief, movement of ocean water- waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges 	<p>After studying this chapter, students will be able to: Define oceans and explain their importance on Earth.</p> <p>Name the major oceans of the world.</p> <p>Describe the distribution of oceans.</p> <p>Explain the composition of ocean water (salinity).</p> <p>Identify different ocean movements: waves, tides, and currents.</p> <p>The economic importance of marine resources and understand the environmental and livelihood challenges related to their use.</p>	<p>Prepare a short skit on:</p> <p>“Life of a Fisherman”</p> <p>“Ocean Pollution and Its Effects”</p> <p>“Marine Conservation Awareness”</p> <p>(You may refer to coastal cities like Chennai where fishing is an important livelihood)</p>	<p>Inclusive teaching aims to create a learning environment that ensures all students, regardless of their learning style, abilities, or background, can effectively understand the topics of the chapter “Oceans and life”</p>	<p>Design a coral reef ecosystem using clay, paper, or recycled materials.</p>	<p>Application based questions and answers.</p> <p>Case based, source based, Assertion and reasoning based questions.</p> <p>Critical thinking, Logical reasoning, case based, source based</p>	<p>After completing this chapter, students will be able to understand the concept of ocean relief and describe the major features of the ocean floor such as the continental shelf, continental slope, abyssal plains, mid-ocean ridges, and ocean trenches. They will be able to locate the five major oceans on a world map and explain how ocean floor features are formed..</p>
Nov	16	<p>3.Oceans and Life:</p> <ul style="list-style-type: none"> • Cyclones and Tsunamis — early warning systems • International maritime rules and regulations 	<p>To enable the students to understand about the causes and characteristics of cyclones and tsunamis and understand their impact on coastal regions and human life.</p> <p>To enable the students to understand able to</p>	<p>Poster Making: “Be Alert, Stay Safe” campaign on cyclone and tsunami preparedness</p>	<p>Inclusive teaching aims to create a learning environment that ensures all students, regardless of their learning style, abilities, or background, can effectively understand the topics of the chapter “Oceans and life”</p>	<p>1. Design a poster on “Disaster Preparedness Saves Lives.”</p> <p>2. Mark cyclone-prone areas of India on a map.</p> <p>3. Draw a flowchart showing</p>	<p>Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason</p>	<p>After studying this topic, students will be able to explain the causes and characteristics of cyclones and tsunamis and understand their impact on coastal regions and human life. They will learn how early warning systems help in</p>

			understand the need for international maritime rules and regulations to ensure safety, security, and environmental protection at sea.			how a cyclone early warning system works.		reducing loss of life and property by using modern technology such as satellites, radar systems, and seismic monitoring.
Dec	24	<p>4. Life on Earth:</p> <ul style="list-style-type: none"> • Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges 	<p>To enable the students to understand able the concept of biomes and explain how climate, temperature, and rainfall influence their distribution across the world.</p> <p>To enable the students to understand able the Ecotourism as a responsible form of tourism that promotes environmental conservation and benefits local communities.</p>	Create a collage or 3D model showing major biomes like tropical rainforest, desert, grassland, tundra, and temperate forest.	When it comes to teaching the topics Biomes: Distribution and characteristics; biosphere reserves in India, Forest and ecotourism; forest dwellers, their livelihoods, and challenges goal is to make sure that all students, regardless of their background, learning style, or ability, can understand, and apply the concepts effectively in day to day life.	<p>Role Play / Skit Present a short skit showing:</p> <p>A tourist harming the environment</p> <p>A responsible eco-tourist protecting nature</p> <p>Highlight the importance of sustainable tourism.</p>	<p>Application based questions and answers.</p> <p>Case based, source based, Assertion and reasoning based questions.</p>	After studying this topic, students will be able to understand the concept of biomes and explain how climate, temperature, and rainfall influence their distribution across the world. Learners will develop an understanding of ecotourism as a responsible form of tourism that promotes environmental conservation and benefits local communities.

Jan	14	<p>4. Life on Earth:</p> <ul style="list-style-type: none"> • Forest and wildlife conservation • Government efforts to support forest dwellers 	<p>To enable the students to understand the importance of forest and wildlife conservation in maintaining ecological balance and biodiversity.</p> <p>To make understand students about the major conservation initiatives such as Project Tiger and the role of protected areas like the Jim Corbett National Park in wildlife protection. Furthermore, learners will understand the role of the government in supporting forest dwellers through policies and laws like the Forest Rights Act, 2006, which recognizes the rights of tribal and local communities over forest resources.</p>	<p>Students can create forest-themed art inspired by traditional Indian tribal art like Madhubani Painting.</p>	<p>When it comes to teaching the topics Forest and wildlife conservation, Government efforts to support forest dwellers goal is to make sure that all students, regardless of their background, learning style, or ability, can understand, and apply the concepts effectively in day to day life.</p>	<p>Poster making- Students create a poster to spread awareness about protecting wildlife.</p>	<p>Application based questions and answers.</p> <p>Case based, source based, Assertion and reasoning based questions.</p>	<p>After studying this topic, students will be able to understand the importance of forest and wildlife conservation in maintaining ecological balance and biodiversity. They will be able to explain the need for protecting endangered species and conserving natural habitats through national parks, wildlife sanctuaries, and biosphere reserves.</p>
Feb	22	Revision for Term-I I Exam						
March								

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SUBJECT: ECONOMICS
Textbook: 1. NCERT

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	L-1 Building Blocks in Economics	<p>Scarcity of resources, opportunity cost and the need for making choice. What do economists do?</p> <ul style="list-style-type: none"> • What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy 	Make posters explaining scarcity and resource management.	<ol style="list-style-type: none"> 1. Use examples from students' daily life for better understanding. 2. Encourage group activities and discussions on economic decisions. 	Create a chart showing needs versus wants in daily life.	<ol style="list-style-type: none"> 1. Develop observation and analytical skills. 2. Learn to classify and categorize goods, services, and resources. 	<p>Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making.</p> <ul style="list-style-type: none"> • Describe what economists do and how they study production, distribution, and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
May	07	L-1 Building Blocks in Economics	<p>Scarcity of resources, opportunity cost and the need for making choice. What do economists do?</p>	Make posters explaining scarcity and resource	<ol style="list-style-type: none"> 3. Use examples from students' 	Create a chart showing needs versus wants in daily life.	<ol style="list-style-type: none"> 3. Develop observation and analytical 	<p>Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and</p>

			<ul style="list-style-type: none"> • What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy 	management.	<p>daily life for better understanding.</p> <p>4. Encourage group activities and discussions on economic decisions.</p>		<p>skills.</p> <p>4. Learn to classify and categorize goods, services, and resources.</p>	<p>economic decision-making.</p> <ul style="list-style-type: none"> • Describe what economists do and how they study production, distribution, and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
June	16	L-2 The Price Puzzle: What Drives the Market	<ul style="list-style-type: none"> • Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods) 	Create diagrams showing shifts in demand and supply for different products.	<ol style="list-style-type: none"> 1. Use everyday examples of goods and prices to explain concepts. 2. Encourage group discussions on how market prices are determined. 3. Use simulations or interactive 	Identify cases where prices deviate from textbook theory (e.g., milk, branded items, seasonal fruits).	<ol style="list-style-type: none"> 1. Develop analytical and observation skills by studying real markets. 2. Apply theoretical knowledge to practical scenarios. 3. Practice data collection, comparison, 	<ul style="list-style-type: none"> • Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g.,

					activities for understanding market dynamics.		and interpretation.	increase in demand or supply) lead to surplus or shortage and affect equilibrium. <ul style="list-style-type: none"> • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (nonexcludable and non-rival goods like parks or street lighting).
July	26	L-2 The Price Puzzle: What Drives the Market	<ul style="list-style-type: none"> • Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods) 	Create diagrams showing shifts in demand and supply for different products.	<ol style="list-style-type: none"> 4. Use everyday examples of goods and prices to explain concepts. 5. Encourage group discussions on how market prices are determined. 6. Use simulations or interactive activities for understanding market dynamics. 	Identify cases where prices deviate from textbook theory (e.g., milk, branded items, seasonal fruits).	<ol style="list-style-type: none"> 4. Develop analytical and observation skills by studying real markets. 5. Apply theoretical knowledge to practical scenarios. 6. Practice data collection, comparison, and interpretation. 	<ul style="list-style-type: none"> • Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types.

								<ul style="list-style-type: none"> • Understand public goods (nonexcludable and non-rival goods like parks or street lighting).
Aug	24	L-3 From Ideas to Startups	<ul style="list-style-type: none"> • What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts 	Prepare visual representations of Make in India and MSME contributions.	<ol style="list-style-type: none"> 1. Use real-life examples and stories to explain entrepreneurship. 2. Encourage group discussions and role-play for business planning exercises. 3. Provide simple tools and templates for all learners to create business plans. 	Calculate simple costs, revenue, and profits using basic accounting principles.	<ol style="list-style-type: none"> 1. Develop creativity and innovation skills. 2. Learn practical problem-solving in starting a business. 3. Practice planning, budgeting, and basic accounting. 	<ul style="list-style-type: none"> • Define entrepreneurship and explain its importance in innovation, job creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth.
Sep	23	REVISION FOR TERM I						
Oct	22	L-3 From Ideas to Startups	<ul style="list-style-type: none"> • What is entrepreneurship and explain the resources 	Prepare visual representations of Make in India and	<ol style="list-style-type: none"> 4. Use real-life examples and 	Calculate simple costs, revenue, and profits using	<ol style="list-style-type: none"> 4. Develop creativity and 	<ul style="list-style-type: none"> • Define entrepreneurship and explain its importance in innovation, job

			<p>required to start a business</p> <ul style="list-style-type: none"> • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts 	MSME contributions.	<p>stories to explain entrepreneurship.</p> <ol style="list-style-type: none"> 5. Encourage group discussions and role-play for business planning exercises. 6. Provide simple tools and templates for all learners to create business plans. 	basic accounting principles.	<p>innovation skills.</p> <ol style="list-style-type: none"> 5. Learn practical problem-solving in starting a business. 6. Practice planning, budgeting, and basic accounting. 	<p>creation, and economic growth.</p> <ul style="list-style-type: none"> • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth.
Nov	16	L-4 Smart Ways to Manage Your Finances	<ul style="list-style-type: none"> • Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting 	Make a colourful monthly budget planner.	<ol style="list-style-type: none"> 1. Use real-life examples like household expenses or pocket money. 2. Encourage group discussions on saving, spending, and budgeting. 	Suggest ways to manage savings and plan expenditures effectively.	<ol style="list-style-type: none"> 1. Develop skills in financial planning and decision-making. 2. Practice basic calculations of 	<ul style="list-style-type: none"> • Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals.

							interest and budgeting.	
							3. Analyse financial scenarios and solve problems.	
Dec	24	L-4 Smart Ways to Manage Your Finances	<ul style="list-style-type: none"> • Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting 	Make a colourful monthly budget planner.	<ol style="list-style-type: none"> 3. Use real-life examples like household expenses or pocket money. 4. Encourage group discussions on saving, spending, and budgeting. 	Suggest ways to manage savings and plan expenditures effectively.	<ol style="list-style-type: none"> 4. Develop skills in financial planning and decision-making. 5. Practice basic calculations of interest and budgeting. 6. Analyse financial scenarios and solve problems. 	<ul style="list-style-type: none"> • Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals.
Jan	14	REVISION FOR TERM II						
Feb	22	REVISION FOR TERM II						

SUBJECT: Artificial Intelligence (417)

Textbook: Decoding Artificial Intelligence (Sultan chand)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Part A: Unit-1 Communication Skills: - Introduction Ways of communication • Elements of communications • Importance of communication skills • Verbal and nonverbal communication • Factors Affecting communication at the Workplace. • Communication barriers Ways to handle • communication</p> <p>Part A: Unit-2 Self-management skills: - Meaning and Importance of Stress Management • Stress Management Technique Self-confidence and positive thinking. • Personal hygiene and self-grooming.</p>	<p>Students will learn about the best way to communicate and how to handle any barriers if it occurs.</p> <p>Students will learn about the best practices of self-management</p>	<p>1. Make a Comic book on “Autoboots” and show how autoboots are communicating. Use verbal communication to show the messages and paste images of autoboots.</p> <p>2. Draw the diagram of Visual communication which you can identify in public places.</p> <p>Make a poster on Yoga which will explain how yoga is helpful in releasing stress</p>	<p>Focus on every student should learn the communication skills which promote active listening and ensure that students are able to express themselves.</p> <p>Every student should learn the self-management skills which will help them in time management and improve their personality</p>	<p>Identify the various types of communication and which best practices can be used to handle communication barriers.</p> <p>Identify the various causes of stress and what is the best practice to handle it.</p>	<p>• Various sign boards to discussed • Types of various communication</p> <p>academically and personally. These skills include time management, goal setting</p>	<p>Students will be able to identify various types of communication and able to handle barriers of communication.</p> <p>Students will be able to identify various self-management techniques.</p>
May	07	<p>Part -A Unit -3 ICT Skills - 1 : •Role and important of ICT •Computer basics & Input, Output and Storage System •Basic Components of a computer System. •Peripheral Devices & their Uses</p>	<p>Students will learn about ICT, Input, Output OS, Peripheral Devices , Viruses, ISP</p>	<p>Make a chart paper and paste images of keyboard. Highlight the different keys with colors based on the category and write about the key.</p>	<p>Every student should learn about ICT Tools: Smartphones and Tablets, Parts of Computer and Peripherals Basic operations and performing Basic File Operations.</p>	<p>Creating a Document Steps: 1. Open Microsoft Word. 2. Click on “New Document.” 3. Type a paragraph on “Importance of ICT.” 4. Format the text (bold heading, change font size). 5. Save the file as ICT_Project.docx”.</p>	<p>Students will be able to use ICT tools to collect, process, and communicate information effectively and safely.</p>	<p>Students will be able to know about input, output, OS, peripheral devices, viruses, ISP, Data.</p>
June	16	<p>PART: B Unit 5: Introduction to Python: Introduction to Python</p>	<p>Students focus on building foundational</p>	<p>Using the Turtle module, students can create art,</p>	<p>Inclusive teaching in Python programming aims to ensure that all students, regardless of</p>	<p>Write python program for the following: a. Area of circle b. Area</p>	<p>Python focuses on developing specific skills and competencies in learners through hands-on,</p>	<p>Understanding Python Syntax and Structure Implement</p>

		language and its applications • Datatypes and variables • Operators in pythons Some basic programming in Python	programming skills, logical thinking	patterns, and shapes programmatically,	their learning styles, backgrounds, or abilities, can successfully learn and apply Python coding skills. process.	of triangle c. Convert meter to centimeter	practical activities. The main idea is to help learners understand and apply Python concepts through interactive exercises, projects, and challenges that align with real - world scenarios.	Control Flow Statements	
July	26	PART: B Unit 1- AI reflection , Project Cycle and Ethics. Introduction to AI: setting up the context of the curriculum: Excite Relate Purpose Possibilities AI ethic PART: B Unit 2- Data Literacy •Introduction to Data Literacy •Impact of Data Literacy •How to become Data Literacy	students to artificial intelligence as well as the ethical considerations and project management techniques involved in technological development.	Reflection in AI projects is important because it enhances learning, improves problem-solving, encourages creativity, promotes self- management, and ensures ethical use of AI.	Inclusive teaching in Python programming aims to ensure that all students, regardless of their learning styles, backgrounds, or abilities, can successfully learn and apply Python coding skills. process.	Students will do the practical in Ice Breaker Activity: Dream Smart Home idea • Learners to design a rough layout of floor plan of their dream smart home.	AI Reflection focuses on learners actively electing on the impact and potential consequences of AI systems and technologies.	Understanding AI Concepts and Technologies AI Project Lifecycle and Management	
Aug	24	PART: B Unit 2- Data Literacy :- Data security and privacy , Acquiring ,processing and interpreting data Unit 3: -Math for AI (Statistics & Probability) • Introduction • Logical reasoning	Student will learn the concepts of data ,information ,knowledge and wisdom The goal is to introduce mathematical concepts that understand AI algorithms and models.	Apply mathematical concepts (mean, pattern, linear relationship) in AI.	It ensures that all students, are provided with the necessary support to understand key mathematical concepts used in artificial intelligence.			Understand the Basic Concept s of Probability Statistic al Inference and Estimation	
Sep	23	Project work and Revision							
Oct	22	Unit 4 : - Introduction to Generative AI: - • Introduction •New Methods of generative AI	Students will learn to distinguish between traditional AI and generative AI, understand the importance of quality prompts, and explore how AI can assist in creative fields.	It refers to a subset of AI techniques that can create new content such as images, music, text, and even code with the rise of technologies like GPT	It ensures that all students, are provided with the necessary support to understand key Generative AI concepts used in artificial intelligence	create new content such as images, music, text, and even code		Students are know about Generative AI can create new content such as images, music, text,	
Nov	16	Part A: Entrepreneurial Skills: Introduction Myths of Entrepreneur Advantages and Disadvantages of	Entrepreneurial skills are essential for students to understand as they prepare for future careers, whether they		It aims to ensure that all students — regardless of their background, learning abilities, or socio -	Make a project on “Entrepreneur and Society”. Write all the possible things that an	Entrepreneurial Skills Competency - Based Activity Learning (CBAL) is an	Understanding Entrepreneurshi p and the Business	

		Entrepreneurship Types and Fields of Entrepreneurship p	choose to start their own businesses or work within an organization.		economic status — have equal access to the knowledge, tools, and support needed to develop entrepreneurial competencies.	entrepreneur is doing for the society and how they are involved	educational approach designed to help learners develop the skills and mindset necessary for successful entrepreneurship	Environment Developing a Business Idea and Innovation	
Dec	24	PART: A Unit 5: Green Skills Natural Environment Influence on Environment Natural resource conservation Green Economy Green skills	It refer to the knowledge, abilities, values, and attitudes that are required to promote sustainable environmental practices.	1. Make a poster on “Save Nature - Save Earth”. Write one message regarding save nature and save earth. 2. Using waste material make some useful thing. For example: Make flowerpot using old plastic bottle.	It focuses on ensuring that all students, regardless of their socio - economic backgrounds, abilities, learning styles, or cultural contexts, can access and engage with the knowledge and skills required to address environmental sustainability		Green Skills It focuses on developing the knowledge and practical abilities required to address environmental challenges and promote sustainable development.	Understanding Environmental Issues and Sustain ability Knowledge of Green Technologies and Innovations	
Jan	14	1. Introduction to Computational Thinking <ul style="list-style-type: none"> • Meaning of Computational Thinking (CT) • Importance of CT in daily life • Real-life examples of problem-solving 	Students are able to Understand concept of Computational Thinking	Draw diagrams/visual charts showing steps of CT	Use simple language, examples from daily life	Break “School Function Planning” into steps	Group activity to divide a task into sub-tasks	Students can create and interpret flowcharts	
Feb	22	REVISION FOR ANNUAL EXAMINATION							

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song “ Buddham Sharanam Gacchami ”	Children will learn the song and will get to know about the Swar used in this Song.	Concept About • Jhpataal and Even Beats • Melody of Raag Bilawal	Usage of Notes of Raag Bihag and made difference between the songs	Teaching Komal Notes through this Song	Creating Swar Alankars and aaroh and avroh	NO	NO	Flip the musical notes	Children will learn the Song and will know the usage of Komal ga and Dha
May	08										
June	14	Raag “ Bhairavi ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars Usingof all komal swar Effortlessly singing Raag Swars and useage as sargams	Knowing About the follwing 1. Jaati 2. Thaati 3. Waadi swar 4. samwadi swar 5. Gayan samay	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Re and Dha sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understandi ng the Tune	Children will get to know small alnkars Using all komal swar Effortlessly singing Raag Swars and useage as sargams
July	26										
Aug	22	Song for teachers “ Nanhe se Kadam Le Kar ”	Knowing to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches	Knowing About the follwing 1. Indo - western Beats 2. Collaboration between indian Classical music and western music	Usage of different sargams during singing	Blending Saragams with songs	Singing and counting in Hand beats	NO	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches
Sept		Term I EXAMINATION									
Oct	13	Bhajan “ Krishn Kanhaiya Dau ji ke Bhiyaa ”	Children will learn the Bhajan and will get to know about the Swar used in this Bhajan.	Knowing about 1. Dadra taal. Children will learn to sing Suddh Swar.	Blending Swar of raag Bhopali	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form in Kalyaan Thaati	NO	NO	Guess the Song Activity	Children will learn the Bhajan and will be able to sing Suddh Swar effortlessly
Nov	22										

Dec	23	Christmas Song “We three kings”	Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)	Concept About <ul style="list-style-type: none"> • Four By Four Beat Structure • Scale and its type 	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almanc “Gaye ja aye Rahi”	Knowing About How to sing Motivational Song Using of Komal Ga swar in Song	Concept About <ul style="list-style-type: none"> • Kaafi Raag And its different Chalan • Swar and its type 	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Other Songs related to Horse Beat	Using of other musical notes rather than Komal gandhar and Dhaiwat	NO	NO	Children will Know About How to sing Motivational Song Using of Komal Ga swar in Song
Feb		Term II EXAMINATION									
Mar		Revision “All Songs”									

SUBJECT: ART & CRAFT

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	Landscape in pencil shading Portrait study	<u>To give knowledge about pencil shade.</u>	Shape & Size. trigonometry	Shape & Size. trigonometry	<u>Prepare a chart of pencil shade.</u>	• Q & A LOA	<ul style="list-style-type: none"> • Students will be able to understand various aspects of development. • Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	07	Portrait study	<u>To give detailed knowledge to draw face.</u>	Literature- portrait painting of famous personality	Literature- portrait painting of famous personality	<u>Draw a portrait of anyone sports personalities.</u>		Student will make a portrait in pencil shading
JUNE	16	Rajasthani miniature Art Mughal Miniature Art art	<u>To give knowledge of both the topics.</u>	History of Indian art During Mughal art and culture	History of Indian art During Mughal art and culture	<u>Project file on Rajasthani miniature & Mughal miniature</u>		Student will learn theory of Rajasthani Miniature
JULY	26	Acrylic or oil painting on canvas Composition in Watercolor	<u>To teach use of acrylic color</u>	Knowing 3D shapes in math's	Knowing 3D shapes in math's	<u>Draw a flower using Acrylic Color.</u>		Students will do a painting on canvas using acrylic color
AUG	24	Acrylic or oil painting on canvas Composition in Watercolor	<u>To teach use of acrylic color</u>	Knowing 3D shapes in math's	Knowing 3D shapes in math's	<u>Draw a flower using Acrylic Color.</u>		Students will do a painting on canvas using acrylic color

SEPT	23	Glass Painting Madhubani painting	<u>To teach Glass Painting.</u>	Madhubani can be done on glass and art and culture of Bihar can be taught	Madhubani can be done on glass and art and culture of Bihar can be taught	<u>Do a Painting on 10" X 10" size of Glass.</u>	MCQ on Folk Art	Students will make a Composition in Madhubani style
OCT	22	Glass Painting Madhubani painting	<u>To teach Glass Painting.</u>	Madhubani can be done on glass and art and culture of Bihar can be taught	Madhubani can be done on glass and art and culture of Bihar can be taught	<u>Do a Painting on 10" X 10" size of Glass.</u>	MCQ on Folk Art	Students will done Glass Painting on a 8X10 Size glass
NOV	16	Madhubani painting Composition in Watercolor	To inculcate knowledge about composition drawing.	It can be related with village story, in Hindi or Eng subject	It can be related with village story, in Hindi or Eng subject	One Landscape and one village landscape to be done	MCQ on Folk Art	Students will be making a composition in Watercolor
DEC	24	Study of Design a) Floral b) Geometrical c) Ornamental d) Abstract	To inculcate knowledge about various design.	Math's, shapes, symmetry	Math's, shapes, symmetry	Draw a Rangoli on your own idea.	MCQ on Rangoli art	Students will make designs on the following topics in the copy
JAN	14	Ivory/colored paper paper craft	<u>To teach use of Ivory paper/ colored sheet</u>	Animals and bird drawing in science and literature too	Animals and bird drawing in science and literature too	<u>Make a bird with Ivory paper.</u>		Students will make paper cut flowers

SUBJECT: Physical Education

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1. INTRODUCTION / PREAMBLE 1.1 Rationale 1.2 Overall Objectives of Health and Physical Education 1.3 Mainstreaming HPE	Understand the concept and importance of Health and Physical Education in school curriculum.	Ground Marking, Poster Making.	Encourage participation of all learners regardless of physical ability.	Diagram making of fields.	Students list daily physical activities and analyze their benefits.	Students develop positive attitudes toward physical activity and healthy living.
May	07	2. FOUR STRAND 2.1 Introduction 2.2 The Objectives	Understand the four strands and their roles in student development.	<u>Yoga chart making by students</u>	<u>Provide equal opportunities for participation in all strands.</u>	Practical file making.	Students prepare a mind map showing the four strands and their benefits.	Students can identify and explain the four strands of Health and Physical Education.
June	16	3. GAMES / SPORTS 3.1 Athletics or Swimming 3.2 Team Games 3.3 Individual Games 3.4 Adventure Sports	Learn basic rules and skills of various games and sports.	Chart making of all Adventure Sports	Use modified rules and equipment to include all students.	Practical file making.	Practice basic skills such as dribbling, passing, throwing, catching, and running drills.	Students understand the importance of teamwork and fair play.
July	26	4. HEALTH AND FITNESS	<u>Understand components of physical fitness (strength, endurance, flexibility, speed).</u>	<u>Chart making of all Adventure Sports .</u>	<u>Provide alternative exercises based on students' physical abilities.</u>	Practical file making.	Conduct simple fitness tests (sit-ups, shuttle run, flexibility test).	Students recognize the importance of maintaining physical fitness.
Aug	24	5. SEWA (SOCIAL EMPOWERMENT THROUGH WORK EDUCATION AND ACTION) 5.1 Introduction 5.2 Objectives 5.3 The SEWA Philosophy 5.4 Note to Class Teachers 5.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential. 5.6 Guidelines for Schools 5.7 Guidelines for Students 5.8 What forms of social Empowerment Activity? 5.9 Activities Complying with SEWA criteria	Understand the concept of social responsibility.	<u>Making of diet chart of different age group. Picture chart making of fitness test</u>	<u>Assign tasks according to students' abilities and interests.</u>	Practical file making.	Participate in community cleanliness drive, tree plantation, or health awareness campaign.	Students develop social responsibility and leadership skills.

Sep	23	TERM 1						
Oct	22	5. SEWA (SOCIAL EMPOWERMENT THROUGH WORK EDUCATION AND ACTION) 5.10 Guidelines for Mentor Teacher for conduct of SEWA 5.11 Procedures 5.12 My SEWA promise Form - Illustrative 5.13 SEWA Hourly Schedule 5.14 SEWA Hour Log (Illustrative) 5.15 SEWA Self Appraisal Form (Illustrative) 5.16 Flow Chart for Conducting a Project / Report / Event 5.17 Assessment and Evaluation 5.18 Exemplar Projects under Social Empowerment sub - strand of SEWA	Understand the concept of social responsibility.	Making of sports injuries Chart.	<u>Assign tasks according to students' abilities and interests.</u>	Practical file making.	Participate in community cleanliness drive, tree plantation, or health awareness campaign.	Students develop social responsibility and leadership skills.
Nov	16	6. HEALTH AND ACTIVITY RECORD	Maintain records of physical activities and health habits.	Picture chart making of Jung classification and big five theory.	Provide guidance to students who need assistance in documentation	Practical file making.	Students maintain a weekly health diary including exercise, diet, and sleep.	Students learn to track their physical activity and health habits.
Dec	24	7. TRANSACTIONAL STRATEGIES FOR THE STRANDS OF HPE	Understand effective teaching-learning methods for physical education.	Pictorial chart making of sports training cycle	Use varied strategies such as demonstration, peer learning, and group activities.	Practical file making.	Conduct group sports activities and peer teaching sessions.	Students improve practical skills through experiential learning.
Jan	14	8. ASSESSMENT FOR THE STRANDS * THE GRADES / LEVELS OBTAINED UNDER THE FIRST THREE STRANDS WILL BE REFLECTED IN THE REPORT CARDS.	Understand methods of evaluating physical fitness and skills.	Pictorial chart making of sports training cycle.	Use flexible assessment methods suitable for different abilities.	Practical file making.	Perform skill-based assessments, fitness tests, and activity records.	Students demonstrate improvement in physical skills and health awareness.
Feb	22	TERM 2						

Subject: INSTRUMENT (Music)

Month	W. D.	Chapter/ Sub-Topic	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Style of different Gharanas Composition Writing Hasta sadhan.	Knowledge of Notation	Number Counting.	Number Counting.	Practice for different ghrana bol.	Students will come to know about Hasta sadhan bol.	Students will come to know about Hasta sadhan bol.
May	07	Teen taal Kaida with palta. Vistar and tehai.	Development of nikas	Number Counting.	Number Counting.	Practice for Teen taal , Kaida and palta	Students will come to know about Teen taal and Kaida	Students will come to know about Teen taal and Kaida
June	16	Teen taal kaida with palta cont.	Development of nikas	Taal Counting.	Taal Counting.	Teen Taal & Kaida Practice	Students will learn about above taal.	Students will learn about above taal.
July	26	Teen taal kaida continue Western beat 4/4 beats	To inculcate knowledge about Kaida.	Forward & Back-word counting.	Forward & Back- word counting.	Skill Practice	They will learn about Kaida, Palta, Vishtaar & Tihai. And Western beats.	They will learn about Kaida, Palta, Vishtaar & Tihai. And Western beats.
Aug	24	Teen Taal rela with palta, vishtar, tehai	To improve knowledge about Teen taal rela	Dance & Vocal music.	Dance & Vocal music.	Life skills of any Indian musician	They will come to know about This Taal	They will come to know about This Taal
Sept	23							
Oct	22	Ektaal kayda with palta an tehai	Practice of Ektaal, kayda, palta and tehai.	Dance & Vocal music.	Dance & Vocal music.	Adherence of vrule and decipline	They will learn Ektaal, kayda, palta and tehai.	They will learn Ektaal, kayda, palta and tehai.

Nov	16	Continue western beata practice, folk beats pratice	To improve knowledge about different Taal.	Vocal music & Folk Music	Vocal music & Folk Music	Aiesthetic sense	They will come to know about folk and western beats	They will come to know about folk and western beats
Dec	24	Ektaal tukra and chakradhar and theka practice	To inculcate knowledge about taals	Dance & Vocal music.	Dance & Vocal music.	Aiesthetic sense	Students will learn Ektaal tukra and chakradhar and theka practice	Students will learn Ektaal tukra and chakradhar and theka practice
Jan	14	Sequence of table solo performance and knowledge of accompaniment.	To improve perfection	Perform Tabla in stage	Perform Tabla in stage	Life sketch of any western musician	They will improve their performance.	They will improve their performance
Feb								
March								

SUBJECT : DANCE

Month	WD / NOP	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	2	Shiv Vandana started.	<u>Extreme Tandav form of dance has to be learnt by the students.</u>	Tandav and Lasya.	<u>Rudraksh jewellery making.</u>	Integrate with mythology.	<u>Extreme Tandav form of dance has to be learnt by the students.</u>	<u>Extreme Tandav form of dance has to be learnt by the students.</u>
MAY	07	Revision						
JUNE	16	Bharatnatyam Based Choreography	<u>To know about bharatnatyam dance's fundamental things is necessary.</u>	Basic rules of bharatnatyam Dance.	<u>bharatnatyam based project</u>	Integrate with History.	<u>The art of moving our head, neck & eye on the classical rhythms.</u>	<u>To know about bharatnatyam dance's fundamental things is necessary.</u>
JULY	26	Nritya & Natya	<u>Basic understanding of Art and Artform.</u>	Basic rules of theatre art	<u>Complete introduction of theatre art.</u>	Intigrate with Geography.	<u>The art of moving our head, neck & eye on the classical rhythms.</u>	<u>Basic understanding of Art and Artform.</u>
AUG	24	Anga, Pratyanga & Upanga	Classification of body	Understanding the body.	<u>Draw a diagram of the body labelling anga, pratyanga &</u>	Integration with science.	<u>Ganesh Vandana lyrics and meaning.</u>	Classification of body

					<u>upaanga.</u>			
SEPT	23							
OCT	22	Shirobheda Greevabheda & Drishtibheda	<u>Head, Neck & eye Movements</u>	Understanding the mobility.	<u>The art of moving our head, neck & eye on the classical rhythms.</u>	Integration with science.	<u>The art of moving our head, neck & eye on the classical rhythms.</u>	<u>Head, Neck & eye Movements</u>
NOV	16	continues						
DEC	24	Ganesh Vandana introduced.	<u>To know the mythology,one should learn Ganesh Vandana.</u>	Lord Ganesha's life history	<u>Ganesh Vandana lyrics and meaning.</u>	Integrate with Sanskrit.	<u>Ganesh Vandana lyrics and meaning.</u>	<u>To know the mythology,one should learn Ganesh Vandana.</u>
JAN	14	Any one Martial Art form of India.	<u>The students should know about different culture of India.</u>	Regional folk dance names learning.	<u>Jewellery making of that particular dance.</u>	Integrate with SST	<u>Jewellery making of that particular dance.</u>	<u>The students should know about different culture of India.</u>
FEB	22					Integration with science.	<u>The art of moving our head, neck & eye on the classical rhythms.</u>	<u>Head, Neck & eye Movements</u>

SUBJECT: GENERAL KNOWLEDGE**Textbook: 1. NCERT BASED GK/GS GENERAL STUDIES ONE LINER (ARIHANT PUBLICATION)**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Ancient Indian History 1. Historical Sources 2. Pre Historic culture 3. Indus Valley Civilization 4. Vedic Culture 5. Jainism 6. Buddhism and Other Religion 7. Mahajanpadas period and the attacks of Foreigners.	Understand ancient civilizations and cultural evolution	Drawing Indus Valley seals, Vedic symbols	Group discussions with peer support	Timeline chart of civilizations	Quiz on ancient dynasties	Students gain knowledge of India's cultural roots
May	07	Geography: - 1. Climate 2. Natural Vegetation	Identify climatic zones and vegetation types	Map drawing of vegetation zones	Use of visual aids for diverse learners	Climate chart preparation	Role-play on conservation	Students can explain India's climate and vegetation patterns
June	16	Art and Culture: - 1. Art Architecture 2. Painting 3. Sculpture 4. Music, Dance and Theatre 5. Religion and Philosophy 6. Language and Literature 7. Major Fairs and Festivals	Appreciate India's cultural diversity	Poster making on festivals	Encourage sharing of local traditions	Presentation on regional art forms	Group activity on folk dances	Students develop respect for cultural heritage
July	26	Environment and Ecology: - 1. Environment and Ecology 2. Biome 3. Biodiversity	Understand ecological balance and sustainability	Collage on biodiversity	Case studies for varied learning levels	Project on local biodiversity	Simulation of disaster response	Students learn environmental responsibility

		<ol style="list-style-type: none"> 4. Environmental Pollution 5. Sustainable Development 6. Disaster and Disaster Management 						
Aug	24	Indian Polity: - <ol style="list-style-type: none"> 1. Constitutional Development 2. Making of the Indian Constitution 3. Indian Constitution: Introduction 4. Fundamental Rights 5. Fundamental Duties 	Learn democratic values and constitutional principles	Chart of Fundamental Rights	Role-play of constitutional debates	Debate on rights vs duties	Mock parliament activity	Students understand civic responsibilities
Sep	23	Revision & Term I examination	Consolidate learning	–	–	–	–	Students recall and apply knowledge
Oct	22	Economics: - <ol style="list-style-type: none"> 1. Growth and Development 2. Money and Banking Computer & Technology: - <ol style="list-style-type: none"> 1. Computer Technology 2. Biotechnology 3. Important Institutions and Abbreviations. 	Understand basics of economy and technology	Infographic on banking system	Simplified examples for all learners	Project on digital banking	Crossword on abbreviations	Students grasp economic and tech concepts
Nov	16	Static GK: - <ol style="list-style-type: none"> 1. First in India 2. Largest, Tallest and Longest in India 3. Prominent person and places related to them. 	Memorize key facts about India	Flashcards of “First in India”	Peer quiz sessions	Chart of tallest structures	Quiz competition	Students recall important GK facts

		4. Popular Nicknames						
Dec	24	Static GK: - 5. First in the World 6. Country capital and currency 7. Largest, Longest and Highest in the World 8. Famous Places in India and the World.	Gain global awareness	World map labeling	Group work for diverse learners	Currency collection project	GK treasure hunt	Students develop global perspective
Jan	14	Static GK: - 9. National Animals, Birds and symbols of Major countries. 10. Major Organizations and Institutions 11. National and International Awards. 12. National and International Dates.	Recognize symbols, institutions, awards	Drawing national symbols	Sharing cultural knowledge	Chart of international awards	Quiz on dates & events	Students identify global institutions and awards
Feb	22	Revision & Term II examination	Consolidate learning	–	–	–	–	Students demonstrate holistic GK knowledge