

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

**SUBJECT: English**

**Textbook: 1. Kaveri By NCERT**

| Month | WD | Chapter/Sub-Topics                                                                                                                                                                                                                 | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Art Integration                                                                                                                                             | Inclusive Teaching                                                                              | Project / Practical                                                                                                                       | Competency Based Activity Learning                                                                                                                         | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| April | 23 | <p>Fiction: How I Taught My Grandmother to Read</p> <p>Fiction: The Pot Maker</p> <p>Grammar Topics:<br/>Verb Forms ( Main Verb, Helping Verb)</p> <p>Formal Letter: Letter to the Editor/ Letter of Complaint/ Request/ Query</p> | <p>Understand the value of literacy, self-reliance, and breaking age barriers in education.</p> <p>Evaluate the emotional bond, respect, and role reversal between the narrator and her grandmother.</p> <p>Recognize the importance of safeguarding traditional community crafts and passing ancestral skills to the next generation.</p> <p>Evaluate Sentila's determination to master pottery despite her physical failures and her mother's initial resistance.</p> | <p>"The Fabric of Literacy" – Comic Strip Creation.</p> <p>Ask students to debate why traditional crafts are "owned by the community, not individuals."</p> | <p>Conduct a brief 2-minute role-play of the dialogue between the narrator and grandmother.</p> | <p>Students interview an elderly family/community member about their youth's educational opportunities and modern digital challenges.</p> | <p>Groups analyze the grandmother's helplessness when she couldn't read the magazine independently.</p> <p>"The Mentor's Role" – Comparative Analysis.</p> | <p>Students can articulate how determination overcomes social and age barriers in education.</p> <p>Students demonstrate patience and enhanced empathy when communicating with older generations.</p> <p>Students can explain how cultural legacy, community duty, and personal resilience intersect to keep traditional art forms alive.</p> <p>Students display a deep respect for manual labor and understand that mastering any complex, hands-on skill demands emotional resilience and patience.</p> |
| May   | 07 | Non Finite Verb                                                                                                                                                                                                                    | Distinguish between Gerunds,                                                                                                                                                                                                                                                                                                                                                                                                                                            | "The Double                                                                                                                                                 | Display a simple                                                                                | Pairs review an                                                                                                                           | Provide pairs with                                                                                                                                         | Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|      |    | <p>(Gerund, Infinitive &amp; Participles – Present and Past)</p> <p>Poetry :Bharat our Land</p>                                                                                                                                                                                   | <p>Infinitives, and Participles (Present/Past) based on their structural role in a sentence.</p> <p>Construct sentences using non-finite verbs correctly as nouns, adjectives, or adverbs without changing form based on tense or subject.</p> <p>Locate and explain the natural symbols (Himalayas, Ganga) used to describe the country.</p> <p>Recognize the poem's patriotic tone and its message of unity and appreciation for heritage.</p> | <p>Agent"</p> <p><i>Gerund: A verb dressed up as a Noun; Participle: A verb wearing an Adjective cape)</i></p> <p>Students choose their favorite line (e.g., about the golden sun or the mighty mountains) and draw a simple, single-pane sketch illustrating it in their notebooks.</p> | <p>classification hierarchy chart to clearly map out how the main verb branches into finite and non-finite categories</p> <p>Read the poem aloud together as a class to help struggling and auditory learners catch the rhythm.</p>                 | <p>editorial article from a newspaper or a page from their literature textbook to highlight and categorize every non-finite verb they spot.</p>                                                                                                                                                               | <p>common functional errors (e.g., "<i>I am look forward to meet you</i>" or "<i>The breaking glass cut my hand</i>"). Groups diagnose the structural issue using core grammar logic.</p> <p>Students work in pairs to list 3 physical qualities (like rivers) and 3 human qualities (like courage) mentioned in the poem.</p>       | <p>successfully identify and correct functional errors related to gerunds, infinitives, and participles in written English.</p> <p>Students demonstrate the ability to vary sentence structures in their own writing by replacing clumsy clauses with crisp non-finite phrases.</p> <p>Students can accurately pinpoint the main geographical landmarks celebrated in the poem.</p> <p>Students successfully use the poem's core descriptive words in simple sentences of their own.</p> |
| June | 16 | <p>Fiction: Winds Of Change</p> <p>Poetry : Gifts of Grace : Honouring Our Vacations</p> <p>Sentences Reordering or Sentence Transformation</p> <p>*Pronouns</p> <p>Notice Writing (school assembly, resident welfare association, school events, classroom information etc.)</p> | <p>Explain how the title represents both the literal breeze of a <i>pankha</i> and the shifting economic/cultural role of traditional crafts over time.</p> <p>Identify how different regional hand-fans (like Rajasthan's appliqué work or Gujarat's mirror work) reflect local cultural identity and materials.</p>                                                                                                                            | <p>Students sketch a simple outline of a hand fan in their notebooks and decorate it using basic geometric patterns inspired by local folk art (like simple lines, dots, or mirror representations).</p> <p>Students select any one profession mentioned in the poem and draw a</p>      | <p>Discussion on how technology acts as both a challenge and an opportunity for local artisans.</p> <p>Draw a simple matching matrix on the blackboard to clarify the text's links for all learners:</p> <p><i>Carpenter → Wood / Precision</i></p> | <p>Students ask their parents or grandparents if they own a traditional hand fan, note down what material it is made of, and write a 3-sentence summary of when it is used at home.</p> <p>Students observe their neighborhood for a day and list 3 community workers they see, writing a 1-sentence note</p> | <p>"Utility vs. Decor." Develops classification and comparative analysis skills by linking traditional history to contemporary economic realities.</p> <p>In pairs, students choose two random professions from the poem (e.g., Farmer and Mason) and write down 2 sentences explaining how one relies on the work of the other.</p> | <p>Students can explain the transformation of a utility object into a commercial cultural artifact using examples from the text.</p> <p>Students demonstrate an understanding of why it is important to support local artisans and preserve fading traditional</p>                                                                                                                                                                                                                       |

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|      |    |                                                                                                                                                                                                                                                  | <p>Recognize the importance of different occupations (farmers, weavers, electricians, cooks) and how they build society.</p> <p>Explain how a person's vocation or craft acts as a true expression of their skills and personal identity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>simple tool associated with it (e.g., a farmer's plough, a weaver's shuttle, or a cook's ladle) inside a decorative shield.</p>                                                                                          | <p><i>Electrician → Cables / Lights</i></p> <p><i>Shoemaker → Footwear / Quality</i></p>                                                                                                                                                                                                                              | <p>thanking them for making daily life easier.</p>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 | <p>handicrafts.</p> <p>Students can accurately identify the diverse regional vocations celebrated throughout the poem.</p> <p>Students demonstrate a respectful attitude and articulate the importance of equal dignity for all types of manual and mental labor.</p>                                                                                                                                                                                                     |
| July | 26 | <p>Poetry : Canvas Of Soil<br/>I cannot Remember<br/>My Mother<br/>Fiction: Vitamin -M</p> <p>Determiners</p> <p>Reported speech (Command, Request, Statement and Question)</p> <p>Informal Letter Writing - (Based on different situations)</p> | <p>Understand how the poet compares gardening to painting (e.g., soil as a <i>palette/canvas</i> and seeds as <i>brushstrokes</i>).</p> <p>Recognize the relationship between human creativity, patience, and nature's natural transformation during spring.</p> <p>Locate and explain how the poet uses sensory cues (smell of flowers, sound of a tune) to recall his mother.</p> <p>Understand the poem's exploration of early maternal loss, distant memory, and enduring emotional bonds.</p> <p>Understand Ravi's protective intent toward his grandfather versus the grandfather's clever desire for independence and freedom.</p> <p>Identify how the author humorously critiques society's anxiety over elderly</p> | <p>Students draw a basic painter's palette in their notebooks, but instead of paint, they color it with shades found in nature (greens, reds, blues, and browns) and label them with corresponding words from the poem.</p> | <p>Focus on vocal emphasis during imagery-rich phrases like "<i>awaiting spring's vibrant hue</i>" to support auditory learners.</p> <p>Sketch a simple linear path on the blackboard tracking the grandfather's real journey (Park → Tea Stall → Barber Shop → Bus) to help all learners follow the plot easily.</p> | <p>Students observe a single plant, patch of grass, or potted flower at home or school for two days and write a 3-sentence description of its colors and how sunlight changes its appearance.</p> <p>Students note down one everyday instance where an older family member displayed quick wit, shared an insightful story, or handled a situation completely independently.</p> | <p>"The Metaphor Match."</p> <p>In pairs, students find lines in the text where natural growth is described using artistic terms and write why the comparison works.</p> <p>In pairs, students divide a page into two columns labeled <i>Sound</i> and <i>Smell</i>. They extract the exact lines from the poem where the mother's memory is triggered by these two senses.</p> | <p>Students can independently identify and explain extended metaphors and imagery in a poetic text.</p> <p>Students demonstrate an understanding of how human labor and nature collaborate to create everyday environmental beauty.</p> <p>Students can successfully identify auditory (sound) and olfactory (smell) imagery within a poetic text.</p> <p>Students can explain in their own words how love and memory can exist even when a person cannot be visually</p> |

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|     |    |                                                                                                                                                                                                                                                                                                                            | memory ("Vitamin M") while emphasizing respect and trust over control.                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>remembered.</p> <p>Students can identify the humorous turning points of the story where the "suspect" outsmarts the "detective."</p> <p>Students demonstrate an understanding that senior citizens require trust, respect, and independence alongside physical care.</p>                                                                                |
| Aug | 24 | <p>Fiction : The World of Limitless Possibilities</p> <p>Poetry: Nine Gold Medals</p> <p>Grammar Topics Connectors<br/>Types of Phrases and Clauses<br/>Subordinate clauses ( Noun clauses, Adjective clauses<br/>Adverb clauses &amp; Relative clauses )</p> <p>Factual Description<br/>Descriptive Paragraph Writing</p> | <p>Understand the concept of "ability beyond disability" and how resilience transforms a personal tragedy into a breakthrough success.</p> <p>Identify how an interview structure reveals a subject's character, choices, and life achievements.</p> <p>Understand that true sportsmanship and human empathy are far more valuable than winning a competitive race.</p> <p>Evaluate how the actions of the eight runners represent solidarity, compassion, and a collective choice over personal victory.</p> | Students draw a simple two-pane transformation sketch in their notebooks: a caterpillar facing a wall on one side, and a butterfly soaring over it on the other side, representing Dr. Deepa Malik's transition from despair to limitless opportunities. | <p>Write key definitions on the board before reading, such as <i>resilience</i> (ability to bounce back) and <i>inclusivity</i> (including everyone equally).</p> <p>Write key words on the board like <i>Special Olympics</i> (sports for athletes with determination), <i>stumbled</i> (tripped), and <i>solidarity</i> (standing together).</p> | Students select any one Indian para-athlete (such as Sheetal Devi or Deepa Malik) and create a basic 1-page profile card detailing their sport, their major medal achievement, and one major barrier they overcame. | <p>In pairs, students create a simple T-chart comparing the two choices Dr. Malik faced at age 29: <i>Squandering life in remorse</i> versus <i>Transforming life into limitless possibilities</i>, noting down the real-world outcomes of choosing the latter.</p> <p>In pairs, students analyze the moment the eight runners stopped and turned back. They discuss what would have happened if only one runner had turned back versus all eight.</p> | <p>Students successfully trace key biographical events and turning points from an interview-style chapter text.</p> <p>Students demonstrate an awareness of disability rights and express a respectful, non-stereotypical perspective toward para-athletes.</p> <p>Students can explain the shift in the poem's atmosphere from intense competition to</p> |



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| Sep | 23 | <p>Fiction : Twin Melodies</p> <p>Revision Half – Yearly Examination</p> <p>(Revision of all the formats, Integrated Grammar Practice)</p>                                       | <p>Understand the generational gap and tension between traditional classical art forms and modern innovation (fusion music).</p> <p>Recognize the importance of open family communication, parental trust, and balancing passion with cultural respect.</p>                               | <p>Students draw two simple musical instruments side-by-side in their notebooks (e.g., a traditional Indian <i>Violin</i> or <i>Tabla</i> next to a Western <i>Keyboard</i> or <i>Guitar</i>) and write the definition of "Fusion" inside an interconnected banner.</p> | <p>Have students read aloud short, emotionally expressive lines from Act II (the dinner scene argument) to help auditory learners catch the strict tone of the father versus the hesitation of the daughter.</p>                                                             | <p>Students write a short 3-line dialogue between two fictional friends: one who loves traditional Indian classical music and one who loves modern pop or rock music, showing how they can enjoy both.</p> | <p>In pairs, students create a basic 2-column table listing Guru Nabin Sharma's initial arguments against fusion music versus the benefits of experimentation seen in the climax.</p>                                                         | <p>Students can successfully analyze character motivations and structural turning points within a script/play layout.</p> <p>Students can articulate how mutual empathy and honest conversations resolve intergenerational misunderstandings.</p> |
| Oct | 22 | <p>Poetry : A Friend Found in Music</p> <p>Fiction : Carrier Of Words</p> <p>Grammar Topics: Active and Passive Voice</p> <p>Dialogue Writing</p> <p>Narrative Essay Writing</p> | <p>Understand the poem's exploration of music as a source of comfort, emotional release, and universal companionship.</p> <p>Locate and explain examples of personification where music is described as a living friend.</p> <p>Understand Khetaram's deep dedication as a Gramin Dak</p> | <p>Students draw a simple, flowing ribbon or soundwave across their notebooks and doodle small symbols of things that make them feel safe (e.g., a raindrop, a smile, a leaf) along the curves.</p> <p>Display a simple contrast table on</p>                           | <p>Ask students when the poet turns to music and to explain how a non-living thing like melody can feel like a "true friend."</p> <p>Students find out the location of the nearest local post office or postbox to their house, note down its pin code, and ask a family</p> | <p>Students write down the title of one song or musical instrument that helps them relax when they are stressed and write a 2-sentence explanation of how it makes them feel.</p>                          | <p>In pairs, students find lines in the poem where the music matches a specific human emotion (e.g., sadness, joy, or loneliness) and match them in a simple 2-column table.</p> <p>In pairs, students write down 2 specific difficulties</p> | <p>Students can describe how music functions as an emotional outlet based on specific stanzas in the text.</p> <p>Students identify music and artistic expressions as healthy personal tools for</p>                                              |

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|     |    |                                                                                                                                                                             | <p>Sewak navigating the harsh Thar Desert to connect isolated communities.</p> <p>Evaluate the postman's dual role as both a deliverer of mail and a trusted emotional link (reading/writing letters) for illiterate villagers.</p>                                                                                                                                                                                                                                                              | <p>the smartboard to help all learners visualize the setting:</p> <p>Our City: Roads, Mobile Phones, Internet.</p> <p>Somarad (Desert): Sand Dunes, No Phones, Heavy 28kg Mailbag on Foot.</p>                                                               | <p>member what a "Money Order" was used for in the past.</p>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                     | <p>Khetaram faces due to weather (50°C heat) and 2 ways he actively helps the villagers beyond just dropping off paper.</p>                                                                                                                                                                                                                                                                                            | <p>managing stress and isolation.</p> <p>Students successfully identify and summarize the challenges and social value of rural public services from a documentary-style text.</p> <p>Students demonstrate respect for community helpers who perform physically exhausting duties to maintain human connection.</p> |
| Nov | 16 | <p>Poetry : Words</p> <p>Fiction : Follow That Dream</p> <p>Grammar Topics Passive Voice (Contd), Integrated Grammar Practice Exercises</p> <p>Magazine Article Writing</p> | <p>Understand how words can act as either healing medicine or destructive weapons depending on how they are chosen and spoken.</p> <p>Contrast the heavy, long-lasting impact of careless speech with the restorative power of gentle, encouraging words.</p> <p>Understand that turning an aspiration into reality demands long-term commitment, realistic assessment of costs, and the willingness to make personal sacrifices.</p> <p>Identify how a person's aspirations can change over</p> | <p>Students draw a simple balance scale in their notebooks. On one side, they write a harsh word from the poem (e.g., <i>bitter, sharp</i>); on the other side, they write a healing word (e.g., <i>soothing, kind</i>), showing how words carry weight.</p> | <p>Ask students to name one thing words can do according to the first stanza and explain the phrase "<i>words leave footprints on the heart.</i>"</p> <p>Write a simple, two-column distinction on the blackboard to clarify the text's core contrast for all learners:</p> <p><i>Mere Dreamer:</i> Wishful thinking, stays in daydreaming, avoids taking risks.</p> | <p>Draw a simple two-part diagram on the blackboard to clearly illustrate the poem's core message:</p> <p><i>Harsh Words = Thorns / Wounds</i></p> <p><i>Kind Words = Balm / Sunshine</i></p> <p>Students find a brief, 3-sentence biographical fact about an individual who spent years mastering their craft (such as a scientist, artist, or sportsperson) and note down one</p> | <p>In pairs, students create a basic 3-step flowchart tracking a thought before it becomes a spoken word: <i>Is it True?</i> → <i>Is it Necessary?</i> → <i>Is it Kind?</i> They write down a scenario where filtering a word avoids a major argument.</p> <p>In pairs, students analyze the excerpt's formula for action: <i>Passion</i> → <i>Conviction</i> → <i>Counting the Cost</i> → <i>The Plunge</i>. They</p> | <p>Students successfully identify and explain the contrasting themes and core metaphors used by the poet to describe speech.</p> <p>Students demonstrate a conscious awareness of their language choices, choosing polite and empathetic phrasing during classroom interactions.</p>                               |

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|     |    |                                                                                                                                                   | time, and recognize that an evolved life goal carries as much value as an original youthful dream.                                                                                                                            |                                                                                                                                                                                                             | <i>True Achiever:</i><br>Action-oriented, invests consistent effort, accepts challenges.                                                                                                                                          | major obstacle that person overcame.                                                                                                                                             | complete a simple, realistic table predicting what a student must give up (like leisure time or distractions) to achieve an immediate academic or personal goal.                     | Students can easily distinguish between wishful dreaming and practical execution based on the criteria presented in the letter.<br><br>Students demonstrate an understanding of the reflective letter format and use text-backed arguments to describe how resilience helps overcome setbacks. |
| Dec | 24 | Poetry : Believe in Yourself<br><br>Grammar Topics<br>Prepositions Integrated grammar<br><br>Writing Sections Practice<br><br>Informal Invitation | Understand the concept of self-worth and how internal confidence overcomes external criticism or self-doubt.<br><br>Recognize the encouraging, motivational tone and how the poet uses uplifting verbs to inspire resilience. | Students draw a simple outline of a shield or armor in their notebooks and write three positive words about themselves (e.g., <i>brave, patient, kind</i> ) inside it to visually represent inner strength. | Write a simple, direct contrast on the blackboard to guide all learners:<br><br><i>Self-Doubt:</i> "I can't do it," focus on mistakes, fear of trying.<br><br><i>Belief:</i> "I will try," learning from mistakes, inner courage. | Students write a single motivational sentence on a small cue card (e.g., " <i>Mistakes are proof that you are trying</i> ") to keep on their study desks as a personal reminder. | In pairs, students convert 3 negative statements into positive, action-oriented ones (e.g., Change " <i>I am bad at math</i> " to " <i>I need more practice with these steps</i> "). | Students can explain how the poem defines true success as an internal journey rather than just external approval. Students successfully identify and use the poem's motivational terms to express resilience in their own speech and writing.                                                  |
| Jan | 14 | Revision Annual Examination                                                                                                                       | Revision of Notice, Dialogue, Informal letter Writing formats and Paragraph writing. Integrated Grammar practice.                                                                                                             |                                                                                                                                                                                                             |                                                                                                                                                                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |
| Feb | 22 |                                                                                                                                                   |                                                                                                                                                                                                                               |                                                                                                                                                                                                             |                                                                                                                                                                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |
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## नवमी कक्षा

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

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

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

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

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



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

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

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

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|       |    | प्रत्ययप्रयोगः शतृ -,<br>शानच् च।                                                                               | च।                                                         | आङ्गलभाषाभ्यां<br>सह मेलनम्                                |                                                            |                                                            |                                                                | भाषाशुद्धता                                                |
|       |    | कारकप्रयोगः कर्ता तु<br>सम्बोधनं पर्यन्तम्।<br>पत्रलेखनम्,<br>संवादलेखनम्,<br>चित्रवर्णनम्,<br>अपठितगद्यांशः च। | लेखनकौशलस्य वृद्धिः                                        | हिन्दी-<br>आङ्गलभाषाभ्यां<br>सह मेलनम्                     | भाषाज्ञानम्                                                | कारकपरिचयः                                                 | भाषाज्ञानम्                                                    | भाषाशुद्धता                                                |
|       |    | समासाः-तत्पुरुष (विभक्ति)<br>उपपद, नञ, कर्मधारय,<br>च)।                                                         | समासपरिचयः                                                 | हिन्दीशिक्षकस्य<br>सहायतया                                 | भाषाज्ञानम्                                                | समासपरिचयः                                                 | भाषाज्ञानम्                                                    | भाषाशुद्धता                                                |
| फरवरी | 22 | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः, वार्षिकपरीक्षा<br>च।                                                         | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>च। | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>च। | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>च। | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>च। | वार्षिकपरीक्षा<br>याः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>च। | वार्षिकपरीक्षायाः<br>पुनरावृत्तिः,<br>वार्षिकपरीक्षा<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| April | 23 | <b>1. Coordinate Geometry</b> <ul style="list-style-type: none"> <li>Brief history of coordinate geometry</li> <li>The 2-D Cartesian coordinate system</li> <li>Distance between two points in the 2-D plane</li> <li>Midpoint of the distance between two points in the 2-D plane</li> </ul> <b>2. Introduction to Polynomials</b> <ul style="list-style-type: none"> <li>Algebraic expressions</li> <li>Definition of a polynomial. Degree of a polynomial</li> <li>Introduction to linear polynomials and applications</li> <li>Exploring linear patterns</li> <li>Modelling linear growth and linear decay</li> <li>Linear relationships</li> <li>Visualising linear relationships</li> </ul> | <p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand the concept and historical development of coordinate geometry.</li> <li>Identify and plot points correctly on the Cartesian plane.</li> <li>Apply the <b>distance formula</b> to find the distance between two points.</li> <li>Calculate the <b>midpoint</b> of a line segment using the midpoint formula.</li> <li>Interpret real-life situations using coordinate geometry concepts.</li> </ol> <p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand and identify algebraic</li> </ol> | <ul style="list-style-type: none"> <li>Create <b>coordinate grid drawings</b> (e.g., animals, shapes) by plotting points.</li> <li>Design <b>rangoli or patterns</b> using coordinate points and symmetry.</li> <li>Use <b>color coding</b> to highlight different quadrants and points.</li> <li>Integrate <b>geometric art</b> by connecting plotted points to form designs.</li> <li>Encourage students to create their own <b>pixel art</b> using coordinates.</li> </ul> | <p><b>Use concrete and real-life examples</b><br/>Relate coordinate geometry to maps, games, or grids students are familiar with.</p> <ul style="list-style-type: none"> <li>Use <b>real-life contexts</b> (money, distance, temperature) to explain linear relationships.</li> <li>Allow <b>multiple modes of learning</b> (drawing graphs, verbal explanation, written work).</li> </ul> | <ol style="list-style-type: none"> <li>To apply coordinate geometry in real-life situations.</li> <li>To understand plotting of points and use of coordinates creatively.</li> <li>Combine multiple lines to create an artistic design (e.g., kite, building, pattern).</li> <li>Students collect real-life data (e.g., pocket money over days, distance vs time).</li> </ol> <ul style="list-style-type: none"> <li>Form a linear equation and plot a graph.</li> <li>Identify slope and intercept.</li> </ul> | <ul style="list-style-type: none"> <li>Students apply coordinate geometry concepts (like plotting, distance, midpoint) in real-life or practical activities instead of just memorizing formulas.</li> <li><b>Activity-driven learning</b><br/>Learning happens through tasks such as graph plotting, map creation, and problem-solving exercises that build skills step by step.</li> <li>Students are evaluated on their ability to solve problems, interpret graphs, and explain concepts rather than only written exams.</li> </ul> | <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Specify locations and the position of one point relative to another point using coordinates.</li> <li>Represent a floor plan on a grid using coordinates.</li> <li>Compute the distance between two points using coordinates, the position of the midpoint of a line segment using coordinates.</li> <li>Determine whether three points lie in a straight line using coordinates.</li> <li>Check whether a triangle is right-angled using coordinates.</li> <li>Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning.</li> </ul> <p><b>The student will</b></p> |

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



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

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

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

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

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

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

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|  |  |                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Compute measures of central tendency: mean, median, and mode.</li> <li>• Interpret graphical data and summarize it using appropriate statistical measures.</li> <li>• Apply statistics to real-life situations to make informed decisions based on data.</li> </ul> | <p>like class survey results or population statistics.</p> <ul style="list-style-type: none"> <li>• <b>Data Visualization Posters</b> – Make visually appealing posters showing trends or comparisons using graphs.</li> <li>• <b>Infographics</b> – Combine graphics, images, and statistics to tell a story about the data collected.</li> </ul> | <p>graphs and charts to differentiate categories clearly.</p>                                                                                                                                             | <p>calculate measures of central tendency.</p> <ul style="list-style-type: none"> <li>• <b>Real-Life Data Representation</b> – Use newspapers, census reports, or sports statistics to create graphs and analyze central tendencies.</li> </ul> | <p>Use statistical measures to make decisions in hypothetical real-life scenarios, e.g., choosing a product based on customer survey data.</p>               | <p>apply weighted average in different settings.</p> <ul style="list-style-type: none"> <li>• Read and interpret stacked bar graphs and 100% stacked bar graphs.</li> <li>• Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making.</li> </ul> |
|  |  | <p><b>15. Introduction to Probability</b></p> <ul style="list-style-type: none"> <li>• Concept of probability and randomness</li> <li>• The probability scale</li> <li>• Empirical probability: analysing statistical data and performing</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the concepts of probability, randomness, and uncertainty in real-life situations.</li> <li>• Represent probability on a probability scale (0</li> </ul>                                                                                                  | <p>Create colorful tree diagrams for various experiments (coin toss, dice roll, card draws).</p>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Use physical objects like coins, dice, and spinners to make abstract probability concepts tangible.</li> <li>• Color-code events and outcomes in tree</li> </ul> | <p>Collect experimental data from repeated trials and compare empirical probability with theoretical probability.</p>                                                                                                                           | <p><b>Tree Diagram Challenge</b> – Solve problems involving multi-stage events using tree diagrams to visualize all possible outcomes and probabilities.</p> | <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of randomness.</li> <li>• Describe the likelihood of an event using the probability scale.</li> <li>• Estimate the empirical probability of the occurrence of an</li> </ul>                                                                           |

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|     |    | <p>experiments</p> <ul style="list-style-type: none"> <li>• Theoretical probability: sample space and events</li> <li>• Representing probability through tree diagrams and tables</li> </ul> | <p>to 1) and interpret likelihoods.</p> <ul style="list-style-type: none"> <li>• Differentiate between <b>empirical probability</b> (based on experiments) and <b>theoretical probability</b> (based on sample spaces).</li> <li>• Construct and analyze sample spaces, events, and use them to calculate probabilities.</li> <li>• Represent probabilities using <b>tree diagrams</b> and tables to visualize outcomes.</li> </ul> | <p>Use posters or digital art to show probability distributions visually.</p> | <p>diagrams for clarity.</p> <ul style="list-style-type: none"> <li>• Scaffold learning by starting with simple events before introducing compound events.</li> <li>• Pair students for collaborative experimentation and discussion of probability outcomes</li> </ul> | <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"> <li>• Define theoretical probability of an event.</li> <li>• Apply the definition of theoretical probability to compute the probability of an event.</li> <li>• Compute probability of events with the help of tree diagrams and tables.</li> <li>• Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.</li> </ul> |
| Feb | 22 |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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**SUBJECT :PHYSICS [Science]**
**Text Book : 1. N.C.E.R.T**

| Month | WD<br>NOP | Chapter/Sub-Topics                                                                                                                                                                                                                                                | Learning Objectives                                                                                                                                                                                                                                                                                                                                          | Art Integration                                                                           | Inclusive Teaching                                                                                                                                                                     | Project / Practical                                                                                   | Competency Based Activity Learning                                                                           | Learning Outcomes                                                                                                                                                                                                                          |
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| April | 23/11     | <b>1. Motion</b><br>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"> <li>To enable students to understand various aspect Distance and displacement.</li> <li>To understand about Uniform and Non-Uniform motion along a straight line</li> <li>To know the acceleration and its types.</li> <li>To analyze distance–time and velocity–time graphs for uniformly accelerated motion.</li> </ul> | Mathematics<br>(Scale of graph/ slope of graph)                                           | Work sheet for Group A, B and C                                                                                                                                                        | Graphical representation of various types of motion.<br>To plot velocity-Time graph and acceleration. | <ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• LOA</li> <li>• Quiz</li> <li>• Viva</li> </ul> | <ul style="list-style-type: none"> <li>• 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,</li> </ul> |
| May   | 7/03      | <b>Motion (contd.):</b><br>Numerical on distance – time and velocity –time graphs for uniformly accelerated motion                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                              | To plot distance – time graph and find speed.                                             |                                                                                                                                                                                        |                                                                                                       |                                                                                                              |                                                                                                                                                                                                                                            |
| June  | 16/07     | <b>Motion (contd.):</b><br>Derivation of Equations of motion by graphical/ Mathematical method, elementary idea of uniformly circular motion.                                                                                                                     | <ul style="list-style-type: none"> <li>To enable students to derive the Equations of motion by graphical/ Mathematical method</li> <li>To understand about elementary idea of uniformly circular motion</li> </ul>                                                                                                                                           | To make a scrap book on equations of motion                                               |                                                                                                                                                                                        | Demonstration of uniform circular motion.                                                             | <ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• LOA</li> <li>• Quiz</li> <li>• Viva</li> </ul> | 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     | <b>2. Force and Newton’s Laws of Motion:</b><br>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"> <li>To enable students to understand various aspect Balanced and Unbalanced force .</li> <li>To understand about First law of motion</li> <li>To know the Second law of motion</li> <li>.To analyze Third law of motion.</li> <li>To know about the application of Laws of</li> </ul>                                     | Physical Education.<br>Class activity: Tug – of – War.<br>(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"> <li>• Q &amp; A</li> <li>• LOA</li> <li>• Quiz</li> <li>• Viva</li> </ul> | Derives formulae / equations / laws, such as mathematical expression for second law of motion, law of conservation of momentum, expression for recoil velocity.                                                                            |

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|             |                |                                                                                                                                             | conservation of momentum.                                                                                                                                                                                                                 |                                                                 | tree when shaken hardly.                                                            |                                                                         |                                                                                                      |                                                                                                                                                         |
| Aug         | 24/12          | <b>5. Work, Energy and simple machines-</b><br>Work done by a force, 1 Joule, types of work, Kinetic and Potential energy                   | <ul style="list-style-type: none"> <li>To enable students to understand various aspect of Work done by a force.</li> <li>To understand about types of work.</li> <li>To know the Kinetic and Potential energy.</li> </ul>                 | Draw diagrams and show all types of works.                      | Study of Hydro – Electric power plant.                                              | NA                                                                      | <ul style="list-style-type: none"> <li>Q &amp; A</li> <li>LOA</li> <li>Quiz</li> <li>Viva</li> </ul> | 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        |                | <b>TERM 1 EXAMINATION</b>                                                                                                                   |                                                                                                                                                                                                                                           |                                                                 |                                                                                     |                                                                         |                                                                                                      |                                                                                                                                                         |
| Sept<br>Oct | 07/03<br>22/08 | <b>5. Work, Energy and simple machines(contd.)</b><br>Law of conservation of energy, Rate of doing work .                                   | <ul style="list-style-type: none"> <li>To enable students to understand various aspect of Law of conservation of energy.</li> <li>To understand about Rate of doing work .</li> </ul>                                                     | 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"> <li>Q &amp; A</li> <li>LOA</li> <li>Quiz</li> <li>Viva</li> </ul> | Students will be able to know why an object floats or sink in liquid.                                                                                   |
| Nov         | 16/09          | <b>5. Work, Energy and simple machines (contd)</b><br><b>Simple machines and their mechanical advantage (pulley, lever, inclined plane)</b> | <u>*To identify different simple machines.</u><br><br><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"> <li>Q &amp; A</li> <li>LOA</li> <li>Quiz</li> <li>Viva</li> </ul> | Identify where work is done according to scientific conception and calculate the magnitude of work.                                                     |
| Dec         | 24/11          | <b>6. Sound:</b><br>Nature of sound and its propagation in various media, speed of sound, range of hearing in humans;                       | <ul style="list-style-type: none"> <li>To enable students to understand various aspect of nature of sound.</li> <li>To understand about propagation of sound in various media.</li> <li>To know the range of hearing in humans</li> </ul> | 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"> <li>Q &amp; A</li> <li>LOA</li> <li>Quiz</li> <li>Viva</li> </ul> |                                                                                                                                                         |
| Jan         | 14/09          | ultrasound; reflection of sound; echo.                                                                                                      | <ul style="list-style-type: none"> <li>.To analyze ultrasound, supersonic.</li> <li>To know about the application of Laws of reflection of sound and echo.</li> </ul>                                                                     |                                                                 | .                                                                                   | To find the time period of a simple pendulum.                           | <ul style="list-style-type: none"> <li>Q &amp; A</li> <li>LOA</li> <li>Quiz</li> <li>Viva</li> </ul> | Identify which type of sound is hearable, how does a sound propagate , echo.                                                                            |
| Feb         | 07/03          | <b>TERM II EXAMINATION</b>                                                                                                                  |                                                                                                                                                                                                                                           |                                                                 |                                                                                     |                                                                         |                                                                                                      |                                                                                                                                                         |

**SUBJECT : CHEMISTRY**
**Textbook:**1. NCERT SCIENCE.

**2.NEW MILLENIUM CHEMISTRY.**

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



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



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|     |    |                                       | <p>of first 25 elements</p> <ul style="list-style-type: none"> <li>• valency and its relation to electronic configuration</li> </ul>                                                                                                                                                                                                                                                                                          | <p>the number of electrons, protons, and neutrons of an element using its atomic and mass numbers</p> <ul style="list-style-type: none"> <li>• Interpret data, such as atomic mass, maximum number of electrons in a shell, and valency to classify elements accurately</li> <li>• 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 ...</li> </ul> | <ul style="list-style-type: none"> <li>• <b>atomic models</b> and their limitations</li> <li>• <b>Atomic number, mass number, Isotopes, and Isobars</b></li> <li>• <b>Electronic configuration of various elements from Atomic no. 1 to 21.</b></li> </ul>       | display awareness about the contributions of key scientists in the discovery and development of atomic structure                                                                                                           |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                    |
| Aug | 22 | Beginning part of Atoms and Molecules | <p>Understanding of <b>laws of chemical combination</b></p> <p>Explanation of <b>Law of Conservation of Mass</b> and <b>Law of Constant Proportions</b></p> <p><b>atom, molecule, ion</b> with examples</p> <p><b>chemical formulae</b> of compounds correctly</p> <p>Understanding of <b>atomic mass, molecular mass, and mole concept</b></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"> <li>• <b>Real-life examples</b> (water formation, cooking reactions)</li> <li>• Provide <b>step-by-step numerical problem solving</b></li> <li>• <b>visual aids and models</b> for better understanding</li> <li>•</li> </ul> | <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"> <li>• mass remains conserved during a chemical reaction.</li> <li>• prove that atoms combine in fixed ratios?</li> </ul> <p>Various types of Numerical based on Law of conservation of mass and Law of constant composition.</p> | <ul style="list-style-type: none"> <li>• laws of chemical combination.</li> <li>• mole concept calculations</li> <li>• relationships between mass, moles, and particles</li> </ul> |

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|     |    |                                                              |                                                                                                                                                                                                                                                                               | 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 Atom 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 <b>relatable examples</b> (water, air, food substances)</p> <p>• numerical into <b>small, manageable steps</b></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> | <ul style="list-style-type: none"> <li>Calculate <b>molar mass</b> of compounds (e.g., H<sub>2</sub>O, CO<sub>2</sub>, NaCl, H<sub>2</sub>SO<sub>4</sub>, HNO<sub>3</sub>, CH<sub>3</sub>COOH, C<sub>6</sub>H<sub>5</sub>COONa)</li> <li>Convert <b>grams to moles and moles to number of particles</b></li> <li>Writing chemical formulae using valency</li> </ul> | atoms, molecules, ions, and mole, Avogadro number formula of Compounds, Differentiation between atom and molecules                                                                   |
| Nov | 22 | Beginning part of Earth as a System: Energy, Matter and Life | <ul style="list-style-type: none"> <li>Understanding the Earth as an <b>interconnected system</b></li> <li>Identification the four major domains: <b>lithosphere, hydrosphere, atmosphere, biosphere</b></li> </ul>                                                           | Explain the interconnectedness between different spheres of the Earth (biosphere, geosphere, hydrosphere, cryosphere and                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>visuals, <b>animations, and real-life examples</b> (rain cycle, soil, air)</li> <li>Encouragement of <b>group discussions and</b></li> </ul> | 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          | <ul style="list-style-type: none"> <li>pollution in the atmosphere affect the biosphere.</li> <li>if one sphere (e.g., hydrosphere) is disturbed?</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and describe Earth's four spheres</li> <li>Understand their characteristics</li> <li>Relate real-life examples to Earth's</li> </ul> |

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|     |    |                                                                                          | <ul style="list-style-type: none"> <li>• Explain interactions between different spheres</li> <li>• Recognize the importance of balance in Earth's system</li> <li>• Understand human impact on natural systems</li> </ul> | atmosphere) Explain the nature of solar radiation<br><br><ul style="list-style-type: none"> <li>• Explain that solar radiation is an electromagnetic wave having different frequencies</li> </ul>         | <b>peer learning</b><br><ul style="list-style-type: none"> <li>• Provide <b>simple explanations with local examples</b> (rivers, forests, weather)</li> <li>• Use of <b>hands-on activities</b> like model making</li> </ul>                                                                                                                                                                             | surface • Identify various components of the Earth that interact with solar energy                                                 |                                                                                                                                                                                                                                                                                                                      | systems<br><ul style="list-style-type: none"> <li>• Explain environmental changes</li> </ul>                                                                                                                                                                |
| 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"> <li>• visuals, <b>animations, and real-life examples</b> (rain cycle, soil, air)</li> <li>• Encourage <b>group discussions</b></li> </ul>                                                                                                                                                                                                                             | Draw flow charts, concept maps for biogeochemical cycles, differential heating of the Earth's surface and Electromagnetic spectrum | <ul style="list-style-type: none"> <li>• Identify which sphere is involved in given situations (rainfall, farming, breathing)</li> <li>• Explain the interaction between any two spheres with examples</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Relate real-life examples to Earth's systems</li> <li>• Explain environmental changes</li> <li>• Analyse interactions between spheres</li> <li>• Identify causes and effects of environmental imbalance</li> </ul> |
| 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"> <li>• Explanation of the role of the atmosphere in influencing weather and climate on the Earth</li> </ul>                                                             | <ul style="list-style-type: none"> <li>• visuals, <b>animations, and real-life examples</b> (plants, animals, waste, energy use)</li> <li>• Encourage <b>group discussions</b> and peer learning to explain cycles</li> <li>• Provide <b>stepwise illustrations and simplified explanations</b></li> <li>• <b>hands-on activities</b> like observing leaf litter decomposition or water cycle</li> </ul> | Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments                 | <ul style="list-style-type: none"> <li>• deforestation occurs in a forest, which cycles are most affected and why?</li> <li>• excessive use of fertilizers affects the nitrogen cycle and groundwater?</li> <li>• What happens to oxygen levels in water bodies when large amounts of waste enter rivers?</li> </ul> | <ul style="list-style-type: none"> <li>• Explanation of carbon, nitrogen, and oxygen cycles clearly</li> <li>• Describing steps and processes involved in each cycle</li> <li>• Recognizing the role of organisms and environment in cycles</li> </ul>      |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| April | 23 | <b>Cell</b> <ul style="list-style-type: none"> <li>• Discovery of cell</li> <li>• Plant and animal cells</li> <li>• Prokaryotic and eukaryotic cells</li> <li>• Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast,</li> </ul> | <b>Acquisition of knowledge:</b><br>The student will be able to know about<br><b>1. Single membrane bounded cell organelles :-</b> endoplasmic reticulum, Golgi apparatus, Lysosomes , vacuoles<br><br><b>2. Development of understanding:</b><br>1. To enable students to the understand Differentiate between plant and animal cell, prokaryote and eukaryote.<br>2. Describe the structural and functional features of cells<br>3. Cite case study related to the use of science in human life<br>4. Differentiate between diffusion and osmosis. | Prepare a 3D model by using Clay , thermocol, cardboard , beads, pulses, etc.<br><br>Use different material for different organelles:<br>1. Mitochondria – Rajma<br>2. Nucleus- Clay ball<br>3. Vacuole – transparent plastic<br>4. Chloroplast- Green beads | Flow chart of Overview of cell through PPT | 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 | LOA & WORKSHEET<br><br><b>Question on</b><br><br>* High order thinking<br><br>* Assertion and Reasoning<br><br>* Picture based Questions<br><br>* Case based question | <b>The student will be able to know and learn about</b> endoplasmic reticulum, vacuoles, plasma membrane, cell wall<br><br><b>The students will be able to</b> After the completion of the this topic , the students will be able to<br>1. Differentiate between plant and animal cell, prokaryote and eukaryote<br>2. Describe the structural and functional features of cells<br><b>The student will be able to</b> Develop the skill of making figure of Prokaryotes cell E.R, Golgi body, Vacuoles etc. |
| May   | 07 | <b>Cell continues...</b><br>Cell as a structural and functional unit of life; structure and function of key organelles :- (chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall)<br>• Permeability of cell                                                                             | <b>Acquisition of knowledge:</b><br>The student will be able to know about<br>Double membrane bounded cell organelles :- nucleus, mitochondria, chloroplast<br>Membrane less bounded cell                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              | Flow chart of cell division through PPT    | 2. Carry out an experiment to understand the osmosis<br>• Analyse results and present findings using scientific terms                                | LOA & WORKSHEET<br><br><b>Question on</b><br><br>* High order thinking<br><br>* Assertion and Reasoning                                                               | <b>The student will be able to know and learn about</b> nucleus, mitochondria, chloroplast<br><b>The students will be able to</b> After the completion of the this topic ,                                                                                                                                                                                                                                                                                                                                  |

|      |    |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |                                                                  |                                                                                            |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|      |    | membranes<br>• Cellular division and cancer<br>• Recent advancement in cell biology                                                                                                                                                                                                       | Ribosome<br>Mitosis and meiosis<br><b>Development of understanding:</b><br>Cite case study related to the use of science in human life, for example, Leigh Syndrome and mitochondrial dysfunction.                                                                                                                                                                                                                                                                                                                                                                                                         |                               |                                                                  |                                                                                            | * Picture based Questions<br>*Case based question                                                                                                    | the students<br>Explain the role of cell division mitosis and meiosis in creating similarities and variations<br><b>The student will be able to</b><br>Develop the skill of making figure of Nucleus , Mitochondria, Chloroplast                                                                                                                                                                                                                                                 |
| June | 16 | <b>Tissues</b><br>Tissues: Introduction and importance<br>• Level of organisation in the living organisms<br>• Plant and animal tissues<br>• Types of plant tissues<br>• Meristematic tissues (types and function of each)<br>• Permanent tissues (types, structure and function of each) | <b>Acquisition of knowledge:</b><br>The student will be able to know about<br><b>plant tissue</b><br><b>Meristematic tissue</b><br>1. Apical<br>2. Lateral<br>3. Intercalary<br><b>Permanent tissue</b><br>1. Simple permanent<br>2. Complex permanent<br><br><b>Protective tissue</b><br>1. Cork<br>2. Epidermis<br><br><b>Development of understanding:</b><br>The students will be able to –<br>1. Know the term tissues with illustration<br><br>2. Identify the type of simple permanent tissues and their functions in a plant.<br><br>3. 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 | LOA & WORKSHEET<br><br><b>Question on</b><br>* High order thinking<br>* Assertion and Reasoning<br>* Picture based Questions<br>*Case based question | <b>The student will be able to know and learn about</b><br>Meristematic tissue,<br><br>Simple permanent tissue<br>parenchyma, collenchyma, sclerenchyma,<br><br>complex tissue, xylem, phloem<br><br><b>Protective tissue</b><br>Epidermis, Cork.<br><br><b>The students will be able to</b><br>After the completion of the this topic , the students <b>will be</b><br>1. describe the locations and function of meristematic tissue plants.<br><br>2.classify the meristematic |

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

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|     |    |                                                                                                                                   | tissues and relate their structure to specific functions<br>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.<br><b>The student will be able to</b> develop the skill of making figures.                                                                                                                                                                  |
| Aug | 24 | <b>Tissue continues ...</b><br><br>connective, muscular and nervous tissues — types, structure and function<br><br>Term1 Revision | <b>Acquisition of knowledge:</b><br>The student will be able to know about Nervous tissue<br><b>Development of understanding:</b><br>The students will be able to – describe the structure of a neuron and explain the functioning of nervous tissue | Role play activity<br>Neuron passing message<br>Muscles contraction<br>Blood transporting oxygen                     |                                                 |                                                                                                                                    | LOA & WORKSHEET<br><br><b>Question on</b><br><br>* High order thinking<br><br>* Assertion and Reasoning<br><br>* Picture based Questions<br><br>*Case based question | <b>The student will be able to know and learn about</b> Nervous tissue<br><br><b>The students will be able to</b> After the completion of the this topic , the students describe the structure of a neuron and explain the functioning of nervous tissue.<br><br><b>The student will be able to</b> develop the skill of making figures. |
| Sep | 23 | Term 1                                                                                                                            |                                                                                                                                                                                                                                                      |                                                                                                                      |                                                 |                                                                                                                                    |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          |
| Oct | 22 | <b>Reproduction</b><br><br>• Introduction to different forms of reproduction — sexual and asexual                                 | <b>Acquisition of knowledge:</b><br>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<br>- show vegetative propagation by stem cutting , tuber etc.<br>- to observe budding in hydra , binary | LOA & WORKSHEET<br><br><b>Question on</b>                                                                                                                            | <b>The student will be able to know and learn about</b><br>-Asexual reproduction and its types                                                                                                                                                                                                                                           |

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



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|     |    |                                                                                                                                                    | methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                               |                                                                       |                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Dec | 24 | <b>Diversity</b><br>Importance of classification<br>• Five kingdoms and their key features with examples<br>• Major division of animals and plants | <b>Acquisition of knowledge:</b><br>The student will be able to know about<br>-The Hierarchy of classification<br>-Five kingdom of classification<br>a. Kingdom – Monera<br>b. Kingdom- Protista<br>c. Kingdom- Fungi<br>d. Kingdom – Animalia<br>e. Kingdom- Plantae<br><b>Kingdom-plantae</b><br><b>Division-Algae</b><br>Bryophyta<br>Pteridophyta<br>Gymnosperm<br>Angiosperm<br><br><b>Development of understanding:</b><br>The students will be able to –<br>- know about importance of classification<br>- Differentiate between Cryptogamae and Phanerogamae<br>- 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                   | LOA & WORKSHEET<br><br><b>Question on</b><br>* High order thinking<br>* Assertion and Reasoning<br>* Picture based Questions<br>*Case based questions | <b>The student will be able to know and learn about</b><br>Five kingdom of classification<br>a. Kingdom – Monera<br>b. Kingdom- Protista<br>c. Kingdom- Fungi<br>d. Kingdom – Animalia<br>e. Kingdom- Plantae<br><b>Kingdom-plantae</b><br><b>Division-Algae</b><br>Bryophyta<br>Pteridophyta<br>Gymnosperm<br>Angiosperm<br><br><b>The students will be able to</b><br>After the completion of the this topic , the students know about importance of classification<br>- Differentiate between Cryptogamae and Phanerogamae<br>- Know about Characteristics Of different Division |
| Jan | 14 | <b>Diversity cont..</b><br><b>Kingdom – Animalia</b><br>• Binomial nomenclature<br>• Acellular entities: viruses +<br><b>Revision Term-2</b>       | <b>Acquisition of knowledge:</b><br>The student will be able to know about<br><b>Kingdom -Animalia</b><br><b>Phylum-</b> Porifera , coelenterate, Ctenophora Playthelminthes , Nematoda , Annelida , Arthropoda, Mollusca , Echinodermata ,                                                                                                                                                                                                                                                                                                                                                                                | 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<br>- show the specimens of star fish , octopus , hydra liver fluke , planaria , leech , | LOA & WORKSHEET<br><br><b>Question on</b><br>* High order thinking<br>* Assertion and Reasoning                                                       | <b>The student will be able to know and learn about</b><br><b>Kingdom - Animalia</b><br><b>Phylum-</b> Porifera , coelenterate, Ctenophora Playthelminthes , Nematoda , Annelida , Arthropoda,                                                                                                                                                                                                                                                                                                                                                                                      |

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

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

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|     |    | and political transformations)<br>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 | <b>SPL-Ch -5. Democracy (9 Hours):</b><br>Meaning and features; roots of democracy in India; challenges and global systems (Parliamentary vs. Presidential).<br>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-<br>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, | <b>Preamble Calligraphy &amp; Illustration Activity:</b><br>Students design and decorate the <b>Preamble of the Indian Constitution</b> using creative borders inspired by regional art forms (Madhubani, | Use videos, animations, infographics on democracy<br>- Use charts to compare Parliamentary & Presidential systems<br>- Read aloud Preamble with visuals of Indian Parliament.<br>Allow students to express learning through | <b>Role Play / Street Play (Nukkad Natak)</b><br><b>Topic Options:</b><br>Parliamentary vs Presidential system<br>Importance of Fundamental Duties<br>Role of media in democracy<br>Students enact: Prime Minister (Parliamentary | <b>Competency: Understanding the Meaning and Features of Democracy</b><br><b>Activity: Concept Mapping</b><br><b>Task:</b><br>Students create a <b>concept map</b> of democracy, including features like:<br>Popular sovereignty<br>Free and fair | Learners are able to -<br>Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary |

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|  | <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)</p> <p>Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p> <p>Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p> <p>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.).</p> <p>Reference: Adoption of the Constitution of India</p> <p>Students highlight: Justice Liberty Equality Fraternity</p> <p><b>Poster Making – “Features of Democracy”</b></p> <p>Students create posters showing: Free &amp; fair elections Rule of Law Fundamental Rights Accountability</p> <p>They may include symbols like ballot box, Parliament, citizens voting.</p> | <p>posters, role-plays, songs, or digital presentations</p> <p>- Use group discussions for students with speech or writing difficulties.</p> <p>- Connect democracy to students’ daily life (voting in school, local panchayats)</p> <p>- Encourage participation via debate, surveys, and class voting.</p> | <p>System – India)</p> <p>President (Presidential System – United States)</p> <p>Journalist</p> <p>Citizen</p> | <p>elections</p> <p>Rule of law</p> <p>Fundamental rights</p> <p>Accountability</p> <p><b>Competency Developed:</b></p> <p>Analytical thinking</p> <p>Identifying key features of a system</p> <p>Visual organization of information.</p> <p><b>Connecting Indian Heritage with Modern Democracy</b></p> <p><b>Activity: Timeline Creation</b></p> <p><b>Task:</b></p> <p>Create a <b>historical timeline</b> showing evolution of democracy in India:</p> <p>Mahajanapadas (e.g., Vajji)</p> <p>Sanghas and Ganas</p> <p>Guilds (Shrenis)</p> <p>Village Panchayats</p> <p>Uthiramerur Inscriptions</p> <p>Adoption of Constitution (Adoption of the Constitution of</p> | <p>and presidential systems. •</p> <p>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><b>History -Ch -4. Beginnings of Civilization (9 Hours)</b></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- Describe how prehistoric time divisions are organized. • 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> | <p><b>Performing Arts Integration</b></p> <p><b>A. Role Play – Political Institutions</b></p> <p><b>Activity:</b> Students enact <b>Sabha and Samiti assemblies:</b> Discussing land distribution, trade, or community issues. Assign roles: King, Priest, Member of Sabha/Samiti.</p> | <p><b>Collaborative &amp; Peer Learning</b></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><b>“State and Society in Early India (Vedic Age to 1000 CE)”</b></p> <hr/> <p><b>Objectives:</b> Understand political, social, economic, and cultural life in early India. Explore the administrative structure of early empires. Learn about trade, guilds, crafts, and economic networks. Appreciate the educational heritage and</p> | <p><b>Concept Mapping &amp; Role Play Task:</b> Students create a <b>concept map</b> of Vedic social structure: Varna system, rituals, Sabha &amp; Samiti, and political organization. Role-play a <b>Sabha/Samiti assembly</b> discussing land, ritual duties, or governance. <b>Competency Developed:</b> Understanding social and political hierarchy Analytical thinking and decision-</p> | <p>Learners are able to Describe how prehistoric time divisions are organized. • 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</p> |

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|      |    | contemporary cultures<br>• 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<br><b>Assessment:</b> 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 | <b>History-Ch-5. State and Society (up to 1000 CE) (9 Hours)</b><br>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-<br>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/ | <b>Rituals &amp; Social Order Poster Activity:</b><br>Make posters showing: Vedic rituals (Yajnas, Soma sacrifice) Social hierarchy (Varna system) Early political institutions (Sabha, Samiti)<br><b>Art Form:</b> Madhubani, Warli motifs, or collage.. | <b>Quest for Knowledge Educational Heritage</b><br>Gurukul system. Teacher (Guru) and student (Shishya) relationship. Oral transmission of knowledge.<br><b>Major Educational Institutions Nalanda Takshashila</b><br>Subjects: Philosophy, medicine, mathematics, | <b>Traders and Trade Routes (a) Internal Trade</b><br>Markets existed in towns and villages. Use of coins increased. Guilds (Shrenis) controlled trade and crafts.<br><b>(b) External Trade</b><br>Trade with Central Asia, Rome, and Southeast Asia. Land routes like the Silk Route and maritime | <b>Competency-Based Activities</b><br><b>Activity 1: Source Analysis</b><br>Students read a short extract from the <b>Rigveda</b> and answer:<br>What does it tell us about society? What role did rituals play?<br><b>Competency Developed:</b> Interpretation & analytical reasoning.<br><b>Competencies Developed)</b><br>By the end of this chapter, students will be able to:<br><b>A. Knowledge &amp; Understanding</b> | 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 |

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|  |  |  |  | <p><b>Vedic Age Map &amp; Illustration Activity:</b><br/>Students create <b>illustrated maps</b> of the Vedic Age showing:<br/>Geography (rivers, forests, settlements)<br/>Major regions like Aryavarta<br/>Trade routes and rivers (Saraswati, Ganga, Yamuna)<br/><b>Art Form:</b><br/>Hand-drawn maps, watercolors, or digital illustration.</p> | <p>astronomy.<br/><b>Knowledge Traditions</b><br/>Vedas and Upanishads.<br/>Buddhist and Jain texts.<br/>Scientific advances:<br/>Zero and decimal system.<br/>Contributions of <b>Aryabhata</b><br/>Contributions of <b>Charaka</b>.</p> <p><u><b>Inclusive Teaching– Learning Education gradually became accessible beyond elites, especially in Buddhist institutions. Women like Gargi and Maitreyi participated in philosophical debates. Emphasis on moral values and character building.</b></u></p> | <p>routes were important.<br/><b>(c) Crafts and Industries</b><br/>Textile production (cotton and silk)<br/>Metalwork<br/>Pottery<br/>Ivory carving<br/>Shipbuilding</p> | <p>Explain features of the Vedic Age using sources like the <b>Rigveda</b>.<br/>Describe administrative systems of the <b>Maurya Empire</b> and the <b>Gupta Empire</b>.<br/>Identify major centers of learning like <b>Nalanda</b> and <b>Takshashila</b>.<br/>Explain the role of guilds, traders, and trade routes.<br/><b>B. Critical Thinking</b><br/>Compare Early Vedic and Later Vedic political systems.<br/>Analyze how administration changed from Mauryan to Gupta rule.<br/>Evaluate how trade influenced social and economic growth.<br/><b>C. Skill Development</b><br/>Map-reading (locating trade routes and regions).<br/>Source analysis (interpreting Vedic hymns or Ashokan inscriptions).<br/>Project-based</p> | <p>their continuity.</p> |
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| Aug | 24 | <b>SPL-Ch-7- Elections (9 Hours)</b><br>Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India. | 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. | <b>Art-Integrated Activities</b><br><b>Activity 1: Poster Making – “Power of My Vote”</b><br><b>Task:</b> Design a creative poster highlighting: Importance of voting<br>Free and fair elections<br>Role of citizens<br>Students may include slogans like: “Every Vote Counts”<br>“Democracy Depends on You”<br><b>Learning Outcome:</b> Students understand the significance of elections in democracy.<br><b>Role Play /</b> | <b>Inclusive Classroom Activities</b><br><b>Activity 1: Think-Pair-Share</b><br>Question: “Why are elections necessary in democracy?”<br>All students think individually → discuss with partner → share with class.<br><hr/> <b>Activity 2: Group Task (Mixed Ability Groups)</b><br>Each group explains one topic:<br>Electoral System<br>Role of ECI<br>Constituency Party System<br>Mixed grouping ensures peer learning.<br><hr/> <b>Activity 3:</b> | <b>Delimitation Commission</b><br>The <b>Delimitation Commission of India</b> 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.<br><hr/> <b>5. Election Commission of India (ECI)</b><br>The <b>Election Commission of India</b> is an independent constitutional body.<br><b>Functions:</b> Conducting free and fair elections. Preparing and updating electoral rolls. | Knowledge Competency<br>Explain why elections are important in a democracy.<br>Describe the role of the Election Commission of India.<br>Understand the function of the Delimitation Commission of India.<br>Define constituency, electoral roll, enumerator, and party system.<br>Challenges in Elections<br>Money power<br>Muscle power<br>Fake news<br>Low voter turnout in some areas<br>The ECI takes strict steps to control these problems. | Learners are able to –<br>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. • |

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

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|  |  | <p><b>Building a Resilient India (1000-1700 CE) (9 Hours)</b><br/>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><b>(Literary Arts)</b><br/>Students:<br/>Recite dohas of <b>Kabir</b><br/>Present verses of <b>Mirabai</b><br/>Discuss teachings of <b>Guru Nanak</b><br/>They illustrate the message of equality and devotion through drawings.<br/><b>Learning Outcome:</b><br/>Understanding social reform and spiritual ideas.</p> <hr/> <p><b>Music &amp; Devotional Song Activity</b><br/>Students:<br/>Sing Bhajans or Shabads.<br/>Create a short devotional composition reflecting Bhakti ideals.<br/><b>Learning Outcome:</b><br/>Emotional</p> | <p>Differentiated Instruction.<br/>Support for Different Learning Abilities.<br/>Understand how Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies.<br/>Recognize the development of art, architecture, languages, and literature.<br/>Explain the Bhakti tradition and its social significance.<br/>Appreciate the role of forts and economic growth in state resilience.<br/>Participate actively in discussions, projects, and creative activities.</p> | <p><b>Resistance &amp; Alliances</b><br/><b>The Rajput dynasties resisted invasions and defended their kingdoms.</b><br/><b>The Vijayanagara Empire formed alliances to protect southern India.</b><br/><b>The Maratha Confederacy challenged the Mughal Empire and expanded regional influence.</b><br/><b>Activity: Draw a timeline showing major resistance movements and alliances.</b></p> | <p>Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies.<br/>Describe the development of art, architecture, languages, and literature.<br/>Understand the Bhakti movement and its social and spiritual significance.<br/>Skill Competency<br/>Interpret historical sources (poems, inscriptions, architectural evidence).<br/>Create timelines of resistance movements and alliances.<br/>Analytical Competency<br/>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 | <b>History-Ch-4. India and the World-I (1900 BCE-1200 CE) (8 Hours).</b><br>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. | Learners will be able to –<br>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. | <b>Religion &amp; Cultural Art (Art &amp; Craft Integration)</b><br>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).<br><b>Learning Outcome:</b> | <b>Strategies for Inclusive Teaching A. Differentiated Instruction.</b><br>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. | <b>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</b> | Knowledge Competency<br>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.<br>Skill Competency | Learners are able to –<br>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. |

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|     |    |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Appreciating cultural influence and Indian contribution to global religion.                                                                                                                                                                                                                                      | Participate confidently in discussions, projects, and creative activities.                                                                                                                                                                                                                                                   | Thailand.<br><b>Activity:</b> 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 | <b>SPL-Ch-5- The Roots of Authority: in Kautilya and shukraniti- danda and relationship with nyaya and bala; the types of nyaya and bala</b> • 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 | <b>Art- Integrated Activities</b><br><b>1.DiagrammaticRepresentation of Danda, Nyaya, and Bala</b><br><b>Activity:</b> Students create a <b>concept map or flowchart</b> showing:<br><b>Danda</b> → Enforcement<br><b>Nyaya</b> → Justice<br><b>Bala</b> → Power/Strength<br>Include types under each and modern | <b>Strategies for Inclusive Teaching</b><br>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 | <b>Activity Ideas (for Project Work)</b><br><b>Diagram / Concept Map</b><br>Draw a map linking <b>danda, nyaya, bala</b> with types of authority and modern governance equivalents.<br><b>Poster on Types of Authority</b><br>Functional, Sensitive, Welfare-Oriented – with symbols, colors, or illustrations.<br><b>Role Play</b><br>Enact a scenario showing a citizen approaching authorities to resolve a dispute. Show how <b>nyaya</b> | <b>Knowledge Competency</b><br>Explain the concepts of <b>danda, nyaya, and bala</b> in Kautilya and Shukraniti. Identify the <b>types of nyaya and bala</b> 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 |

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|     |    |                                   | role of citizens in author.                                                                                                                                      | equivalents (e.g., police, courts, defence).<br><b>Learning Outcome:</b> 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 <b>bala</b> are applied.<br><b>Storyboard / Comic Strip</b> Show a king or ruler exercising authority and ensuring justice. Include citizens' role in governance.<br><b>Analytical Competency</b> 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. | <b>Mind Maps / Concept Maps</b> – for remembering key concepts and linkages.<br><b>Flashcards</b> – dates, terms, definitions, types of authority, trade routes. | <b>Timeline Revision</b> – for chronological understanding in History.                                                                                               | <b>Flowcharts / Diagrams</b> – governance systems, elections, nyaya-bala-danda.<br><b>Art &amp; Creative.</b>                                                           | <b>Learning</b> – posters, charts, sketches for visual retention                                                                                                                                                                                                                                                                                                                  | <b>Role-plays / Storyboards</b> – Civic participation, Bhakti movement, trade relations. | <b>Previous Year Questions / HOTS</b> – practice analytical and case-based questions.                                                                                                                                                |
| Feb | 22 |                                   |                                                                                                                                                                  |                                                                                                                                                                      |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                          |                                                                                                                                                                                                                                      |
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**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                                                                                                                                                                                                                                                                                                                              |
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| April | 23 | <b>1. Shaping of the Earth's Surface-</b> <ul style="list-style-type: none"> <li>Theory of plate tectonics</li> <li>Interior of the Earth</li> <li>Role of weathering and erosion; agents of gradation —                             <ul style="list-style-type: none"> <li>(i) River</li> <li>(ii) waves and currents,</li> </ul> </li> </ul> | <p><b>Acquisition of Knowledge:</b> 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 &amp; 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 | <b>Shaping of the Earth's Surface- (Continue)</b> <ul style="list-style-type: none"> <li>(iii) Wind</li> <li>(iv) Glaciers, and underground water</li> </ul>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   | Pictorial representation of major landforms created by different exogenic force.                                        | Application based questions and answers.                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                |
| June  | 16 | <b>Shaping of the Earth's Surface- (Continue)</b>                                                                                                                                                                                                                                                                                              | To enable the students to know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                       | -----                                                                                                                                                                                                                                                                                                             | Draw a diagram of an active volcano                                                                                     | Case based, source based,                                                                                                                                                                                                       | To develop knowledge                                                                                                                                                                                                                                                                                                                           |

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|      |    | <ul style="list-style-type: none"> <li>Landforms and disasters: (i) Earthquakes, (ii) Landslides, (iii) Avalanches, (iv) Glacial Lake Outburst Flood (GLOF) and duststorms</li> </ul> | 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><b>2. Atmosphere and Climate:</b></p> <ul style="list-style-type: none"> <li>Structure and composition; elements of weather and climate</li> <li>Seasons of India</li> </ul>       | <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><b>Atmosphere and Climate: (Continue)</b></p> <ul style="list-style-type: none"> <li>Monsoon in India</li> <li>Climate change</li> <li>Floods</li> <li>Carbon footprint</li> </ul> | <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 | <b>Revision for Term-I</b>                                                                                                                                                            |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                 |                                                                                                                                                                   |                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |



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| Oct | 22 | <b>3.Oceans and Life:</b> <ul style="list-style-type: none"> <li>• Introduction to ocean relief, movement of ocean water- waves, tides and currents</li> <li>• Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges</li> </ul> | <p>After studying this chapter, students will be able to:<br/>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 | <b>3.Oceans and Life:</b> <ul style="list-style-type: none"> <li>• Cyclones and Tsunamis — early warning systems</li> <li>• International maritime rules and regulations</li> </ul>                                                                                                      | <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><b>Poster Making:</b><br/>“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</p> <p>Analytical based Question</p> <p>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>                                                                                                                                         |

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|     |    |                                                                                                                                                                                                                                                | 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><b>4. Life on Earth:</b></p> <ul style="list-style-type: none"> <li>• Biomes: Distribution and characteristics; biosphere reserves in India</li> <li>• Forest and ecotourism; forest dwellers, their livelihoods, and challenges</li> </ul> | <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><b>Role Play / Skit</b><br/>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> | <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.</p> |

|       |    |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                          |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |
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| Jan   | 14 | <p><b>4. Life on Earth:</b></p> <ul style="list-style-type: none"> <li>• Forest and wildlife conservation</li> <li>• Government efforts to support forest dwellers</li> </ul> | <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 <b>Madhubani Painting</b>.</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><b>Poster making-</b><br/>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 | <b>Revision for Term-I I Exam</b>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                          |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |
| March |    |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                          |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |

**SUBJECT: ECONOMICS****Textbook: 1. NCERT**

| Month | WD | Chapter/Sub-Topics                      | Learning Objectives                                                                                                                                                                                                                                                 | Art Integration                                           | Inclusive Teaching                                                                                                                          | Project / Practical                                      | Competency Based Activity Learning                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| April | 23 | <b>L-1 Building Blocks in Economics</b> | Scarcity of resources, opportunity cost and the need for making choice.<br>What do economists do?<br>• What to produce, how to produce, and for whom to produce?<br>• Difference between market, centrally planned, and mixed economic systems<br>• Welfare economy | Make posters explaining scarcity and resource management. | 1. Use examples from students' daily life for better understanding.<br>2. Encourage group activities and discussions on economic decisions. | Create a chart showing needs versus wants in daily life. | 1. Develop observation and analytical skills.<br>2. Learn to classify and categorize goods, services, and resources. | Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making.<br>• Describe what economists do and how they study production, distribution, and consumption of goods and services.<br>• Recognise how economic analysis helps in policy-making and solving real-world issues.<br>• Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce.<br>• Identify and differentiate the characteristics of planned, free market, and mixed economic systems.<br>• Explain the concept of a welfare economy and the importance of social safety nets. |
| May   | 07 | <b>L-1 Building Blocks in Economics</b> | Scarcity of resources, opportunity cost and the need for making choice.<br>What do economists do?                                                                                                                                                                   | Make posters explaining scarcity and resource             | 3. Use examples from students'                                                                                                              | Create a chart showing needs versus wants in daily life. | 3. Develop observation and analytical                                                                                | Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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



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

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

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



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|     |    |                                                   |                                                                                                                                                                                                                                        |                                          |                                                                                                                                          |                                                                   | interest and budgeting.                                                                                                                                                         |                                                                                                                                                                                                                                                                                  |
|     |    |                                                   |                                                                                                                                                                                                                                        |                                          |                                                                                                                                          |                                                                   | 3. Analyse financial scenarios and solve problems.                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| Dec | 24 | <b>L-4<br/>Smart Ways to Manage Your Finances</b> | <ul style="list-style-type: none"> <li>• Relevance of personal financial management in daily life</li> <li>• Inflation and its impact on purchasing power</li> <li>• Simple vs. compound interest rate</li> <li>• Budgeting</li> </ul> | Make a colourful monthly budget planner. | 3. Use real-life examples like household expenses or pocket money.<br>4. Encourage group discussions on saving, spending, and budgeting. | Suggest ways to manage savings and plan expenditures effectively. | 4. Develop skills in financial planning and decision-making.<br>5. Practice basic calculations of interest and budgeting.<br>6. Analyse financial scenarios and solve problems. | <ul style="list-style-type: none"> <li>• Explain what personal financial management means and why it is essential in everyday life.</li> <li>• Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals.</li> </ul> |
| Jan | 14 | <b>REVISION FOR TERM II</b>                       |                                                                                                                                                                                                                                        |                                          |                                                                                                                                          |                                                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
| Feb | 22 | <b>REVISION FOR TERM II</b>                       |                                                                                                                                                                                                                                        |                                          |                                                                                                                                          |                                                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |
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**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                                                                                                                                                                                  |
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| April | 23 | <b>Part A: Unit-1 Communication Skills:</b> - 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<br><b>Part A: Unit-2 Self-management skills:</b> - Meaning and Importance of Stress Management • Stress Management Technique Self-confidence and positive thinking. • Personal hygiene and self-grooming. | <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 “Autoboos” 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 | <b>Part -A Unit -3 ICT Skills - 1 :</b> •Role and important of ICT •Computer basics & Input, Output and Storage System •Basic Components of a computer System. •Peripheral Devices & their Uses                                                                                                                                                                                                                                                                                                               | Students will learn about ICT, Input, Output OS, Peripheral Devices , Viruses, ISP                                                                                               | Make a chart paper and paste images of keyboard. Highlight the different keys with colors based on the category and write about the key.                                                                                                                                                                                                             | Every student should learn about ICT Tools: Smartphones and Tablets, Parts of Computer and Peripherals Basic operations and performing Basic File Operations.                                                                                                                                  | <b>Creating a Document Steps:</b><br>1. Open Microsoft Word.<br>2. Click on “New Document.”<br>3. Type a paragraph on “Importance of ICT.”<br>4. Format the text (bold heading, change font size).<br>5. Save the file as ICT_Project.docx”. | Students will be able to <b>use ICT tools to collect, process, and communicate information effectively and safely.</b>                                            | Students will be able to know about input, output, OS, peripheral devices, viruses, ISP, Data.                                                                                                     |
| June  | 16 | <b>PART: B Unit 5: Introduction to Python:</b> Introduction to Python                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students focus on building foundational                                                                                                                                          | Using the <b>Turtle module</b> , students can create art,                                                                                                                                                                                                                                                                                            | Inclusive teaching in Python programming aims to ensure that all students, regardless of                                                                                                                                                                                                       | Write python program for the following: a. Area of circle b. Area                                                                                                                                                                            | Python focuses on developing specific skills and competencies in learners through hands-on,                                                                       | Understanding Python Syntax and Structure Implement                                                                                                                                                |

|      |    |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                             |                                                                                                                                                                                 |                                                                                                                                                                                                                   |                                                                                                                     |
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|      |    | language and its applications<br>• Datatypes and variables •<br>Operators in python Some<br>basic programming in<br>Python                                                                                                                                                                                                              | programming skills,<br>logical thinking                                                                                                                                                        | patterns, and<br>shapes<br>programmatically.                                                                                                                                                                                        | their learning styles,<br>backgrounds, or<br>abilities, can<br>successfully learn and<br>apply Python coding<br>skills, process.                                                                                                            | of triangle c. Convert<br>meter to centimeter                                                                                                                                   | practical activities. The<br>main idea is to help<br>learners understand and<br>apply Python concepts<br>through interactive<br>exercises, projects, and<br>challenges that align with<br>real - world scenarios. | Control Flow<br>Statements                                                                                          |
| July | 26 | <b>PART: B Unit 1- AI<br/>reflection,</b> Project Cycle and<br>Ethics. Introduction to AI:<br>setting up the context of the<br>curriculum: Excite Relate<br>Purpose Possibilities AI<br>ethic<br><b>PART: B Unit 2- Data<br/>Literacy</b> •Introduction to<br>Data Literacy •Impact of<br>Data Literacy •How to<br>become Data Literacy | students to artificial<br>intelligence as well as the<br>ethical considerations and<br>project management<br>techniques involved in<br>technological development.                              | Reflection in AI<br>projects is<br>important because<br>it <b>enhances<br/>learning,<br/>improves<br/>problem-solving,<br/>encourages<br/>creativity,<br/>promotes self-<br/>management, and<br/>ensures ethical<br/>use of AI.</b> | Inclusive teaching in<br>Python<br>programming aims<br>to ensure that all<br>students, regardless<br>of their learning<br>styles, backgrounds,<br>or abilities, can<br>successfully learn<br>and apply Python<br>coding skills.<br>process. | Students will do the<br>practical in Ice<br>Breaker Activity:<br>Dream Smart Home<br>idea • Learners to<br>design a rough layout<br>of floor plan of their<br>dream smart home. | AI Reflection focuses<br>on learners actively<br>electing on the impact<br>and potential<br>consequences of AI<br>systems and<br>technologies.                                                                    | Understanding AI<br>Concepts and<br>Technologies AI<br>Project Lifecycle<br>and Management                          |
| Aug  | 24 | PART: B Unit 2- Data<br>Literacy :- Data security and<br>privacy ,<br><br>Acquiring ,processing and<br>interpreting data<br><br>Unit 3: -Math for AI<br>(Statistics & Probability) •<br>Introduction • Logical<br>reasoning                                                                                                             | Student will learn the<br>concepts of data ,information<br>,knowledge and wisdom<br><br>The goal is to introduce<br>mathematical concepts that<br>understand AI algorithms and<br>models.      | Apply<br><b>mathematical<br/>concepts</b> (mean,<br>pattern, linear<br>relationship) in AI.                                                                                                                                         | It ensures that all<br>students, are<br>provided with the<br>necessary support to<br>understand key<br>mathematical<br>concepts used in<br>artificial<br>intelligence.                                                                      |                                                                                                                                                                                 |                                                                                                                                                                                                                   | Understand the<br>Basic Concept s of<br>Probability<br>Statistic al<br>Inference and<br>Estimation                  |
| Sep  | 23 | <b>Project work and Revision</b>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                             |                                                                                                                                                                                 |                                                                                                                                                                                                                   |                                                                                                                     |
| Oct  | 22 | <b>Unit 4 : - Introduction to<br/>Generative AI: - •</b><br>Introduction •New Methods<br>of generative AI                                                                                                                                                                                                                               | Students will learn to<br>distinguish between<br>traditional AI and generative<br>AI, understand the importance<br>of quality prompts, and<br>explore how AI can assist in<br>creative fields. | It refers to a subset<br>of AI techniques<br>that can create new<br>content such as<br>images, music,<br>text, and even code<br>with the rise of<br>technologies like<br>GPT                                                        | It ensures that all<br>students, are<br>provided with the<br>necessary support to<br>understand key<br><b>Generative AI</b><br>concepts used in<br>artificial intelligence                                                                  | create new content<br>such as images,<br>music, text, and even<br>code                                                                                                          |                                                                                                                                                                                                                   | Students are know<br>about <b>Generative<br/>AI</b><br>can create new<br>content such as<br>images, music,<br>text, |
| Nov  | 16 | Part A: Entrepreneurial<br>Skills: Introduction Myths of<br>Entrepreneur Advantages<br>and Disadvantages of                                                                                                                                                                                                                             | Entrepreneurial skills are<br>essential for students to<br>understand as they prepare for<br>future careers, whether they                                                                      |                                                                                                                                                                                                                                     | It aims to ensure that<br>all students —<br>regardless of their<br>background, learning<br>abilities, or socio -                                                                                                                            | Make a project on<br>“Entrepreneur and<br>Society”. Write all the<br>possible things that an                                                                                    | Entrepreneurial Skills<br>Competency - Based<br>Activity Learning<br>(CBAL) is an                                                                                                                                 | Understanding<br>Entrepreneurshi<br>p and the<br>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 | <b>PART: A Unit 5: Green Skills Natural Environment Influence on Environment Natural resource conservation Green Economy Green skills</b>                                       | 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 Sustainability Knowledge of Green Technologies and Innovations |
| Jan | 14 | <b>1. Introduction to Computational Thinking</b><br><br>• Meaning of Computational Thinking (CT)<br>• Importance of CT in daily life<br>• 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 | <b>REVISION FOR ANNUAL EXAMINATION</b>                                                                                                                                          |                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |                                                                 |                                                                                                                                                               |                                                                                                       |

**SUBJECT: ART EDUCATION (VOCAL MUSIC)**

| Month | WD<br>NOP | 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                                                                                                  |
|-------|-----------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------|--------------------------------|----------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| April | 24        | Song<br>“ <b>Buddham Sharanam Gacchami</b> ”                       | Children will learn the song and will get to know about the Swar used in this Song.                    | Concept About<br>• Jhpataal and Even Beats<br>• 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<br>“ <b>Bhairavi</b> ”<br>Discription, Aaroh, Avroh & Bandish | Practice of small alnkars Usingof all komal swar Effortlessly singing Raag Swars and useage as sargams | Knowing About the follwing<br>1. Jaati<br>2. Thaati<br>3. Waadi swar<br>4. samwadi swar<br>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 understanding 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<br>“ <b>Nanhe se Kadam Le Kar</b> ”              | Knowing to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches  | Knowing About the follwing<br>1. Indo - western Beats<br>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  |           | <b>Term I EXAMINATION</b>                                          |                                                                                                        |                                                                                                                            |                                                                       |                                           |                                                  |                                |                      |                                                      |                                                                                                                    |
| Oct   | 13        | Bhajan “ <b>Krishn Kanhaiya Dau ji ke Bhiyaa</b> ”                 | Children will learn the Bhajan and will get to know about the Swar used in this Bhajan.                | Knowing about<br>1. Dadra taal.<br>Children will<br>2. 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<br>“We three kings”  | Knowing About Singing in Western Beats along with Clapping and tapping Sound Variations in Western music (Western Notation) | Concept About<br>• Four By Four Beat Structure<br>• 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 know 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<br>• Kaafi Raag And its different Chalan<br>• 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/<br>Sub-Topics                                         | Learning Objectives                             | Art Integration                                        | Inclusive Teaching                                     | Project / Practical                                                | Competency Based Activity Learning | Learning Outcomes                                                                                                                                                                                                                                                                              |
|-------|----------|----------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APRIL | 23       | Landscape in pencil shading<br>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<br>LOA                     | <ul style="list-style-type: none"> <li>• Students will be able to understand various aspects of development.</li> <li>• Students will be able to identify various indicators of development</li> </ul> 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>             |                                    | <b>Student will make a portrait in pencil shading</b>                                                                                                                                                                                                                                          |
| JUNE  | 16       | Rajasthani miniature Art<br>Mughal Miniature Art<br>art        | <u>To give knowledge of both the topics.</u>    | History of Indian art<br>During Mughal art and culture | History of Indian art<br>During Mughal art and culture | <u>Project file on Rajasthani miniature &amp; Mughal miniature</u> |                                    | <b>Student will learn theory of Rajasthani Miniature</b>                                                                                                                                                                                                                                       |
| JULY  | 26       | Acrylic or oil painting on canvas<br>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>                          |                                    | <b>Students will do a painting on canvas using acrylic color</b>                                                                                                                                                                                                                               |
| AUG   | 24       | Acrylic or oil painting on canvas<br>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>                          |                                    | <b>Students will do a painting on canvas using acrylic color</b>                                                                                                                                                                                                                               |

|             |           |                                                                                |                                                   |                                                                           |                                                                           |                                                    |                           |                                                                       |
|-------------|-----------|--------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------|---------------------------|-----------------------------------------------------------------------|
| <b>SEPT</b> | <b>23</b> | Glass Painting<br>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>   | <b>MCQ on Folk Art</b>    | <b>Students will make a Composition in Madhubani style</b>            |
| <b>OCT</b>  | <b>22</b> | Glass Painting<br>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>   | <b>MCQ on Folk Art</b>    | <b>Students will done Glass Painting on a 8X10 Size glass</b>         |
| <b>NOV</b>  | <b>16</b> | Madhubani painting<br>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 | <b>MCQ on Folk Art</b>    | <b>Students will be making a composition in Watercolor</b>            |
| <b>DEC</b>  | <b>24</b> | Study of Design<br>a) Floral<br>b) Geometrical<br>c) Ornamental<br>d) Abstract | To inculcate knowledge about various design.      | Math's, shapes, symmetry                                                  | Math's, shapes, symmetry                                                  | Draw a Rangoli on your own idea.                   | <b>MCQ on Rangoli art</b> | <b>Students will make designs on the following topics in the copy</b> |
| <b>JAN</b>  | <b>14</b> | Ivory/colored paper<br>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>               |                           | <b>Students will make paper cut flowers</b>                           |



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

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|-------|----|--------------------------------------------------------------------|--------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| 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 &amp; 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 &amp; 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 &amp;</u> | Integration with science. | <u>Ganesh Vandana lyrics and meaning.</u>                                   | Classification of body                                                     |

|      |    |                                             |                                                                           |                                           |                                                                                                 |                              |                                                                                         |                                                                               |
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|      |    |                                             |                                                                           |                                           | <u>upaanga.</u>                                                                                 |                              |                                                                                         |                                                                               |
| SEPT | 23 |                                             |                                                                           |                                           |                                                                                                 |                              |                                                                                         |                                                                               |
| OCT  | 22 | Shirobheda<br>Greevabheda<br>& Drishtibheda | <u>Head, Neck &amp; eye<br/>Movements</u>                                 | Understanding<br>the mobility.            | <u>The art of<br/>moving our<br/>head, neck &amp;<br/>eye on the<br/>classical<br/>rhythms.</u> | Integration<br>with science. | <u>The art of moving<br/>our head, neck &amp;<br/>eye on the classical<br/>rhythms.</u> | <u>Head, Neck &amp;<br/>eye Movements</u>                                     |
| NOV  | 16 | continues                                   |                                                                           |                                           |                                                                                                 |                              |                                                                                         |                                                                               |
| DEC  | 24 | Ganesh Vandana<br>introduced.               | <u>To know the<br/>mythology,one should<br/>learn Ganesh Vandana.</u>     | Lord<br>Ganesha's life<br>history         | <u>Ganesh<br/>Vandana<br/>lyrics and<br/>meaning.</u>                                           | Integrate with<br>Sanskrit.  | <u>Ganesh Vandana<br/>lyrics and meaning.</u>                                           | <u>To know the<br/>mythology,one<br/>should learn<br/>Ganesh Vandana.</u>     |
| JAN  | 14 | Any one Martial<br>Art form of<br>India.    | <u>The students should<br/>know about different<br/>culture of India.</u> | Regional folk<br>dance names<br>learning. | <u>Jewellery<br/>making of<br/>that<br/>particular<br/>dance.</u>                               | Integrate with<br>SST        | <u>Jewellery making of<br/>that particular dance.</u>                                   | <u>The students<br/>should know<br/>about different<br/>culture of India.</u> |
| FEB  | 22 |                                             |                                                                           |                                           |                                                                                                 | Integration<br>with science. | <u>The art of moving<br/>our head, neck &amp;<br/>eye on the classical<br/>rhythms.</u> | <u>Head, Neck &amp;<br/>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 | <b>Ancient Indian History</b><br>1. Historical Sources<br>2. Pre Historic culture<br>3. Indus Valley Civilization<br>4. Vedic Culture<br>5. Jainism<br>6. Buddhism and Other Religion<br>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 | <b>Geography: -</b><br>1. Climate<br>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 | <b>Art and Culture: -</b><br>1. Art Architecture<br>2. Painting<br>3. Sculpture<br>4. Music, Dance and Theatre<br>5. Religion and Philosophy<br>6. Language and Literature<br>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 | <b>Environment and Ecology: -</b><br>1. Environment and Ecology<br>2. Biome<br>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                  |

|     |    |                                                                                                                                                                                                               |                                                       |                                |                                      |                             |                            |                                            |
|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------|--------------------------------------|-----------------------------|----------------------------|--------------------------------------------|
|     |    | 4. Environmental Pollution<br>5. Sustainable Development<br>6. Disaster and Disaster Management                                                                                                               |                                                       |                                |                                      |                             |                            |                                            |
| Aug | 24 | <b>Indian Polity: -</b><br>1. Constitutional Development<br>2. Making of the Indian Constitution<br>3. Indian Constitution: Introduction<br>4. Fundamental Rights<br>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 | <b>Revision &amp; Term I examination</b>                                                                                                                                                                      | Consolidate learning                                  | —                              | —                                    | —                           | —                          | Students recall and apply knowledge        |
| Oct | 22 | <b>Economics: -</b><br>1. Growth and Development<br>2. Money and Banking<br><b>Computer &amp; Technology: -</b><br>1. Computer Technology<br>2. Biotechnology<br>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 | <b>Static GK: -</b><br>1. First in India<br>2. Largest, Tallest and Longest in India<br>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 | <b>Static GK: -</b><br>5. First in the World<br>6. Country capital and currency<br>7. Largest, Longest and Highest in the World<br>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 | <b>Static GK: -</b><br>9. National Animals, Birds and symbols of Major countries.<br>10. Major Organizations and Institutions<br>11. National and International Awards.<br>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 | <b>Revision &amp; Term II examination</b>                                                                                                                                                                        | Consolidate learning                    | —                        | —                               | —                             | —                      | Students demonstrate holistic GK knowledge       |
|     |    |                                                                                                                                                                                                                  |                                         |                          |                                 |                               |                        |                                                  |

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)—<br>दो बैलों की कथा,<br><br>काव्य खंड— रैदास के पद<br>कृतिका—इस जल प्रलय में<br><br>व्याकरण—उपसर्ग—प्रत्यय,<br><br>लेखन—अनुच्छेद लेखन, | पशु—प्रेम एवं नैतिक मूल्यों की पहचान कर सकेंगे।<br>भक्ति भाव व नैतिक मूल्यों की समझ।<br>प्राकृतिक आपदा की स्थिति को समझना।<br>उपसर्ग एवं प्रत्यय की परिभाषा एवं जोड़कर नए शब्द बनाना।<br>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<br>भजन/चित्रांकन।<br>सामाजिक, नैतिक और भावनात्मक संदेश को वास्तविक जीवन से जोड़कर समझना। | सभी विद्यार्थियों को समान अवसर देकर रैदास के पदों का भावार्थ उनके सांसारिक जीवन से जोड़कर समझाना।<br>पाठ की घटनाओं और प्राकृतिक आपदा पर विचार करना। | पर्यावरण विषय पर पोस्टर व रिपोर्ट तैयार करना।<br>संत कवि चाट बनाना।                                             | संवाद और समाधान कौशल का विकास करना।<br>टीमवर्क और सहयोग का महत्व, वाचन, व्याख्या        | कहानी के घटनाक्रम को क्रमबद्ध तरीके से समझ और वर्णन।<br><br>छात्र पदों का अर्थ व संदेश समझ सकें। |
| मई     | 07         | गद्य खंड— क्या लिखूँ?                                                                                                                              | रचनात्मक लेखन कौशल विकसित करना                                                                                                                                                                                                                                                     | पोस्टर/रचनात्मक लेखन                                                                                                                               | संकेत आधारित सहायता                                                                                                                                 | “मेरी पसंद” लेख                                                                                                 | लेखन, प्रस्तुति                                                                         | छात्र अपने विचार स्पष्ट रूप से लिख सकें।                                                         |
| जून    | 16         | गंगा— गद्य खंड —संवेदन (साक्षात्कार)<br>काव्य खंड—<br>व्याकरण—संज्ञा, सर्वनाम, विशेषण, क्रिया<br>लेखन—पत्र लेखन                                    | साक्षात्कार शैली व संप्रेषण कौशल विकसित करना।                                                                                                                                                                                                                                      | रोल प्ले                                                                                                                                           | समूह कार्य                                                                                                                                          | साक्षात्कार प्रोजेक्ट                                                                                           | बोलना, सुनना                                                                            | छात्र प्रश्न—उत्तर तैयार कर सकें।                                                                |
| जुलाई  | 26         | गंगा काव्य खंड—<br>राम—परशुराम संवाद<br>व्याकरण—वाक्य भेद<br>लेखन—संवाद लेखन                                                                       | संवाद शैली व भाव समझना<br>स्त्री जीवन और सामाजिक भूमिका पर विचार करना।                                                                                                                                                                                                             | नाट्य रूपांतरण या चौपाइयों को गाने या कविता की तरह प्रस्तुत करना।                                                                                  | भूमिकानुसार कार्य /पोस्टर या स्लोगन बनाना।                                                                                                          | रामायण पात्र चार्ट                                                                                              | समूह चर्चा और अभिनय प्रस्तुति में अपने विचार साझा करना तथा भावों का चित्रण,।            | छात्र संवाद का अर्थ स्पष्ट कर सकें।                                                              |
| अगस्त  | 24         | गंगा (गद्य)—<br>आदिवासी पढ़ून तक<br>काव्य खंड— भारती जय विजयोत्सव<br>अलंकार (अनुप्रास, यमक, श्लेष, उपमा एवं रूपक)<br>लेखन—लघुकथा लेखन              | विद्यार्थी सामाजिक विविधता व संस्कृति को समझकर समझकर अपने अनुभव से जोड़ सकेंगे।<br><br>काव्य सौंदर्य व भाव समझना।                                                                                                                                                                  | जनजातीय कला पर अपने अनुभव या सपनों की याद पर लघु कहानी लिखना।<br>कविता गायन                                                                        | कक्षा में अनुभव साझा करना और भावों पर चर्चा।<br>समूह चर्चा में पात्रों और घटनाओं पर अपने विचार साझा करना।                                           | आदिवासी जीवन प्रोजेक्ट बनाना।<br>स्वतंत्रता, न्याय और मानवीय संवेदनाओं पर स्लोगन बनाना।<br>कवि परिचय चाट बनाना। | सपनों और जीवन के अनुभवों का विश्लेषण।<br>समूह चर्चा और प्रस्तुति में विचार व्यक्त करना। | भावनात्मक जागरूकता और संवेदनशीलता विकसित करेंगे।।<br>छात्र भावार्थ लिख सकें                      |

|         |    |                                                                                                    |                                                                                                             |                                                                                                        |                                                                                                                                                        |                                                                                                  |                                                                   |                                                                                          |
|---------|----|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| सितंबर  | 23 |                                                                                                    |                                                                                                             |                                                                                                        |                                                                                                                                                        |                                                                                                  |                                                                   |                                                                                          |
| अक्टूबर | 22 | गंगा (गद्य)– रीढ़ की हड्डी काव्य खंड–झाँसी की रानी पुनरावृत्ति–उपसर्ग–प्रत्यय, लेखन–अनुच्छेद लेखन, | संवेदनशीलता, करुणा और नैतिक मूल्यों तथा सामाजिक व्यंग्य की समझ विकसित करना वीर रस व प्रेरणा की समझ।         | नाटक मंचन /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। सभी की भागीदारी। | सामाजिक कुरीतियों पर पोस्टर या चार्ट बनाना। स्वतंत्रता सेनानी प्रोजेक्ट तैयार करना।              | चिंतन, अभिनय                                                      | छात्र नैतिक और भावनात्मक संवेदनशीलता का विकास, प्रतीकात्मक अर्थ व कविता का सार समझ सकें। |
| नवंबर   | 16 | गंगा (गद्य)–मैं और मेरा देश काव्य खंड–घर की याद पुनरावृत्ति– समास लेखन–पत्र लेखन                   | देशभक्ति व नागरिक कर्तव्यों की समझ। भावनात्मक अभिव्यक्ति विकसित करना।                                       | पोस्टर/चित्र बनाना। या चित्र/संस्मरण                                                                   | समूह चर्चा व्यक्तिगत सहयोग                                                                                                                             | “मेरा देश” प्रोजेक्ट तैयार करना तथा “मेरी यादें” विषय पर लेख लिखना।                              | लेखन, प्रस्तुति                                                   | छात्र अपने विचार व्यक्त कर सकें तथा भाषा, लेखन और रचनात्मक अभिव्यक्ति कौशल में विकास।    |
| दिसंबर  | 24 | गंगा (काव्य)– जब याद तुम्हारी आती है निर्मल जीत सिंह सेखों व्याकरण–वाक्य भेद लेखन–संवाद लेखन       | छात्रों में भावनात्मक संवेदनशीलता व अभिव्यक्ति विकसित करना। वीरता, देशभक्ति व प्रेरणा की भावना विकसित करना। | छात्र कविता का भावार्थ व अपने अनुभव व्यक्त कर सकें। छात्र पाठ का सार व पात्र का चरित्र–चित्रण कर सकें। | चित्र बनाना (अपनों की याद) सैनिक जीवन का चित्र/पोस्टर                                                                                                  | कविता पाठ कमजोर छात्रों के लिए सरल व्याख्या, ऑडियो का प्रयोग समूह चर्चा, सभी छात्रों को भागीदारी | “मेरी यादें” विषय पर लेख/संस्मरण “भारत के वीर सैनिक” पर प्रोजेक्ट | कविता वाचन, भाव अभिव्यक्ति, लेखन भाषण, लेखन, प्रस्तुतीकरण                                |
| जनवरी   | 14 | पढ़ाए गए सभी पाठों की पुनरावृत्ति + मूल्यांकन                                                      | पूरे पाठ्यक्रम का समेकन                                                                                     | माइंड मैप तैयार कर सकेंगे।                                                                             | व्यक्तिगत सहायता                                                                                                                                       | मॉडल/चार्ट                                                                                       | क्विज, टेस्ट                                                      | छात्र सभी अधिगम परिणाम प्राप्त कर सकें                                                   |
| फरवरी   | 22 | पढ़ाए गए सभी पाठों की पुनरावृत्ति तथा वार्षिक परीक्षा                                              |                                                                                                             |                                                                                                        |                                                                                                                                                        |                                                                                                  |                                                                   |                                                                                          |
| मार्च   |    |                                                                                                    |                                                                                                             |                                                                                                        |                                                                                                                                                        |                                                                                                  |                                                                   |                                                                                          |