CBSE Affiliation No. 3430369

DELHI PUBLIC SCHOOL
CHAS, BOKARO

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

SUBJECT: English
Textbook: 1. Kaveri By NCERT

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

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

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

			memory ("Vitamin M") while emphasizing respect and trust over control.					remembered. Students can identify the humorous turning points of the story where the "suspect" outsmarts the "detective." Students demonstrate an understanding that senior citizens require trust, respect, and independence alongside physical care.
Aug	24	Fiction : The World of Limitless Possibilities Poetry: Nine Gold Medals Grammar Topics Connectors Types of Phrases and Clauses Subordinate clauses (Noun clauses, Adjective clauses Adverb clauses & Relative clauses) Factual Description Descriptive Paragraph Writing	Understand the concept of "ability beyond disability" and how resilience transforms a personal tragedy into a breakthrough success. Identify how an interview structure reveals a subject's character, choices, and life achievements. Understand that true sportsmanship and human empathy are far more valuable than winning a competitive race. Evaluate how the actions of the eight runners represent solidarity, compassion, and a collective choice over personal victory.	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.	Write key definitions on the board before reading, such as *resilience* (ability to bounce back) and *inclusivity* (including everyone equally). Write key words on the board like *Special Olympics* (sports for athletes with determination), *stumbled* (tripped), and *solidarity* (standing together).	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.	In pairs, students create a simple T-chart comparing the two choices Dr. Malik faced at age 29: *Squandering life in remorse* versus *Transforming life into limitless possibilities*, noting down the real-world outcomes of choosing the latter. 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.	Students successfully trace key biographical events and turning points from an interview-style chapter text. Students demonstrate an awareness of disability rights and express a respectful, non-stereotypical perspective toward para-athletes. Students can explain the shift in the poem's atmosphere from intense competition to

								universal celebration. Students demonstrate an understanding that helping a fallen companion is a greater human achievement than individual victory.
Sep	23	Fiction : Twin Melodies Revision Half – Yearly Examination (Revision of all the formats, Integrated Grammar Practice)	Understand the generational gap and tension between traditional classical art forms and modern innovation (fusion music). Recognize the importance of open family communication, parental trust, and balancing passion with cultural respect.	Students draw two simple musical instruments side-by-side in their notebooks (e.g., a traditional Indian *Violin* or *Tabla* next to a Western *Keyboard* or *Guitar*) and write the definition of "Fusion" inside an interconnected banner.	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.	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.	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.	Students can successfully analyze character motivations and structural turning points within a script/play layout. Students can articulate how mutual empathy and honest conversations resolve intergenerational misunderstandings .
Oct	22	Poetry : A Friend Found in Music Fiction : Carrier Of Words Grammar Topics: Active and Passive Voice Dialogue Writing Narrative Essay Writing	Understand the poem's exploration of music as a source of comfort, emotional release, and universal companionship. Locate and explain examples of personification where music is described as a living friend. Understand Khetaram's deep dedication as a Gramin Dak	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. Display a simple contrast table on	Ask students when the poet turns to music and to explain how a non-living thing like melody can feel like a "true friend." 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	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.	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. In pairs, students write down 2 specific difficulties	Students can describe how music functions as an emotional outlet based on specific stanzas in the text. Students identify music and artistic expressions as healthy personal tools for

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

			time, and recognize that an evolved life goal carries as much value as an original youthful dream.		*True Achiever:* 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. 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 Grammar Topics Prepositions Integrated grammar Writing Sections Practice Informal Invitation	Understand the concept of self-worth and how internal confidence overcomes external criticism or self-doubt. 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., *brave*, *patient*, *kind*) inside it to visually represent inner strength.	Write a simple, direct contrast on the blackboard to guide all learners: *Self-Doubt:* "I can't do it," focus on mistakes, fear of trying. *Belief:* "I will try," learning from mistakes, inner courage.	Students write a single motivational sentence on a small cue card (e.g., *"Mistakes are proof that you are trying"*) 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 am bad at math"* to *"I need more practice with these steps"*).	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							

कक्षा–नौवीं
विषय–हिंदी

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

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

नवमी कक्षा

विषयः : संस्कृतम्

पुस्तकानि : निर्धारितपुस्तकानि ---

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

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

सहायकपुस्तकानि 1. प्रायोगिकसंस्कृतव्याकरणम् प्रथमो भागः -- डा. परमानन्दगुप्त

2. सरस्वती मणिका संस्कृतव्याकरणम् प्रथमो भागः हरिओऽम् शास्त्री

3. संस्कृतसहचर आचार्य राधामोहन उपाध्याय श्री घनश्याम पाण्डेय

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

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

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

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

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

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

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

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

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

SUBJECT: MATHEMATIC (041)
Textbook: 1. **NCERT**
2.**NCERT EXAMPLER**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**1. Coordinate Geometry** • Brief history of coordinate geometry • The 2-D Cartesian coordinate system • Distance between two points in the 2-D plane • Midpoint of the distance between two points in the 2-D plane **2. Introduction to Polynomials** • Algebraic expressions • Definition of a polynomial. Degree of a polynomial • Introduction to linear polynomials and applications • Exploring linear patterns • Modelling linear growth and linear decay • Linear relationships • Visualising linear relationships	By the end of the lesson, students will be able to: 1. Understand the concept and historical development of coordinate geometry. 2. Identify and plot points correctly on the Cartesian plane. 3. Apply the **distance formula** to find the distance between two points. 4. Calculate the **midpoint** of a line segment using the midpoint formula. 5. Interpret real-life situations using coordinate geometry concepts. By the end of the lesson, students will be able to: 1. Understand and identify algebraic	• Create **coordinate grid drawings** (e.g., animals, shapes) by plotting points. • Design **rangoli or patterns** using coordinate points and symmetry. • Use **color coding** to highlight different quadrants and points. • Integrate **geometric art** by connecting plotted points to form designs. • Encourage students to create their own **pixel art** using coordinates.	**Use concrete and real-life examples** Relate coordinate geometry to maps, games, or grids students are familiar with. • Use **real-life contexts** (money, distance, temperature) to explain linear relationships. • Allow **multiple modes of learning** (drawing graphs, verbal explanation, written work).	1. To apply coordinate geometry in real-life situations. 2. To understand plotting of points and use of coordinates creatively. 3. Combine multiple lines to create an artistic design (e.g., kite, building, pattern). 4. • Students collect real-life data (e.g., pocket money over days, distance vs time). • Form a linear equation and plot a graph. • Identify slope and intercept.	• Students apply coordinate geometry concepts (like plotting, distance, midpoint) in real-life or practical activities instead of just memorizing formulas. • **Activity-driven learning** Learning happens through tasks such as graph plotting, map creation, and problem-solving exercises that build skills step by step. • Students are evaluated on their ability to solve problems, interpret graphs, and explain concepts rather than only written exams.	**The student will be able to:** • Specify locations and the position of one point relative to another point using coordinates. • Represent a floor plan on a grid using coordinates. • Compute the distance between two points using coordinates, the position of the midpoint of a line segment using coordinates. • Determine whether three points lie in a straight line using coordinates. • Check whether a triangle is right-angled using coordinates. • Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning. **The student will**

		• Slope and y-intercept of a line y = ax + b	expressions and polynomials. 2. Determine the **degree** of a polynomial. 3. Recognize and form **linear polynomials** of the type ax+bax + bax+b. 4. Analyze and represent **linear relationships** in real-life situations. 5. Interpret and graph linear equations, identifying **slope and y-intercept**.	• Create **line-based artwork** using graphs of linear equations. • Design **pattern art** showing linear growth (repeating patterns with constant increase). • Use **color-coded graphs** to represent different slopes and intercepts. • Draw **city skylines or landscapes** using straight-line equations. • Make **string art or grid art** to visualize straight lines and intersections.				**be able to:** • Understand the meaning of an algebraic expression. • Define a polynomial. • Identify the degree, terms and coefficients of terms in a polynomial. • Model linear growth and decay using linear polynomials. • Explain and identify patterns in linear relationships. • Identify the slope and y-intercept of a linear equation in two variables. • Graph a linear equation in two variables. • Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.

May	07	**3. Number Systems** • Introduction to rational numbers , • Representation of rational numbers on the number line, • Density of rational numbers and its proof . • Finding rational numbers between any two rational numbers .	By the end of the lesson, students will be able to: 1. Understand and identify **rational and irrational numbers**. 2. Represent rational numbers on the **number line** accurately. 3. Explain the **density property** of rational numbers. 4. Convert rational numbers into **decimal form** and classify them. 5. Understand the concept of irrational numbers and visualize them using the **square root spiral**.	• Create a **square root spiral (Theodorus spiral)** using ruler and compass. • Use **geometric designs** to represent irrational numbers visually. • Design a **poster** differentiating rational and irrational numbers.	• Encourage **group discussions** to explain concepts like density. • Use **real-life examples** (fractions, measurements) to explain rational numbers. • Allow **hands-on activities** like drawing spirals and plotting points.	• Students construct the **square root spiral** using a compass and ruler. • Label values like $\sqrt{2}$, $\sqrt{3}$, $\sqrt{4}$, etc.	• **Concept application through activities** Students apply concepts like rational numbers, decimal expansion, and irrational numbers through tasks such as plotting on number lines and constructing square root spirals. • **Focus on conceptual understanding** Emphasis is placed on understanding ideas like **density of rational numbers** and differences between rational and irrational numbers rather than rote memorization. • **Hands-on and experiential learning** Activities like drawing number	**The student will be able to:** • Understand the concept of a rational number. • Represent rational numbers on the number line. • Understand the properties of rational numbers. • Explain the concept of density of rational numbers. • Compute decimal representation of rational numbers. • Understand the concept of irrational numbers. • Prove the irrationality. • Construct the square root spiral. • Apply computational thinking to represent rational and irrational numbers through algorithms and visual models, generate decimal expansions systematically, and reason about numbers using

							lines and geometric constructions help students learn by doing. • **Real-life connection** Concepts are linked to everyday situations such as measurements, money, and approximations to make learning meaningful.	step-by-step logical procedures.
June	16	**3. Number Systems (Continued…..)** • Decimal representation of rational numbers. • Introduction to irrational numbers. • Proof of irrationality of 2 and 3 . • The square root spiral. **4. Introduction to Euclid's Geometry: Axioms and Postulates** • History of geometry • Constructing a square with a given side as described in the Baudhayana's	• Understand the **historical development of geometry**, including contributions of Baudhayana and Euclid. • Construct geometric figures, such as **a square with a given side**, using traditional and modern methods. • Learn and explain **Euclid's definitions, axioms, and postulates**. • Apply **axioms of measurement** and rules to solve geometric problems. • Develop logical reasoning and	• Draw geometric patterns inspired by **Sulbasutras** and Indian temple designs. • Use **colored diagrams** to illustrate Euclid's axioms and postulates. • Create **geometric mandalas or tessellations** using squares, triangles, and circles. • Design	• Provide **step-by-step guided instructions** for drawing geometric figures. • Encourage **group work** to help students of varying abilities learn from each other. • Use **visual aids and interactive diagrams** for students with different learning styles.	Students pick one Euclid postulate (e.g., "through a point, only one line can be drawn parallel to a given line") and create a **poster or diagram** showing it visually.	• **Hands-on figure construction** to build practical skills in geometry. • **Application of axioms and postulates** in solving real geometric problems. • **Analytical reasoning**: Compare historical and modern construction methods. • **Visualization skills**: Interpret geometric	**The student will be able to:** • Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms, and postulates. • Explain that there are

		Sulbasutras • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects	problem-solving skills in geometry.	**visual representations** 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. • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms
July	26	**5. Lines and Angles** • Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on	• Understand **rays, angles, and their types** (acute, obtuse, right, straight, reflex). • Measure angles accurately using a **protractor** and other tools. • Identify **intersecting lines** and relationships between angles formed. • Learn and apply **theorems on**	• Use **colored lines and rays** to differentiate types of angles in diagrams. • Draw **intersecting lines with creative patterns** to visualize theorems. • Make **posters**	• Use **protractors, rulers, and visual aids** for hands-on learning. • Provide **step-by-step demonstrations** for measuring angles and constructing diagrams.	Students draw a set of intersecting and parallel lines and **identify all angle pairs** (corresponding, alternate, vertically opposite).	• **Hands-on construction** of angles and lines to build practical skills. • **Application of theorems** to identify unknown angles in diagrams. • **Analytical reasoning**: Solve problems using logical angle	**The student will be able to:** • Explain the notion of an angle. • Explain the notion of a ray. • Explain that angles are formed between two rays with a common starting point. • State that a straight angle equals two right angles and measures 180° while a right angle

		intersecting lines • Theorems and examples on parallel lines **6. Sequences and Progressions** Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions (AP): nth term, visualising an AP, and practical contexts leading to Aps • Sum of the first n natural numbers • Geometric Progressions (GP): nth term, visualising a GP, and practical contexts	**intersecting and parallel lines** in problem-solving. • Understand the concept of **sequences** and distinguish between arithmetic and geometric progressions. • Learn to write sequences using **explicit (general) and recursive rules**. • Calculate the **nth term** of an AP or GP and sum of the first n terms in an AP. • Visualize sequences in **real-life contexts**, including patterns in nature, savings, or population growth. • Apply sequences to **problem-solving tasks** such as the Tower of Hanoi puzzle and fractal patterns.	showing theorems on parallel lines with decorative illustrations. • Create **visual patterns** representing APs and GPs using colored beads or tiles. • Use **fractal art** to demonstrate geometric progression in nature. • Design **graphical representations** of sequences on a number line. • Make a **Tower of Hanoi model**	• Provide **step-by-step methods** for deriving nth terms and sums. • Encourage **group work** for solving recursive sequences or Tower of Hanoi puzzles. • Relate APs and GPs to **everyday contexts** such as money, population, or savings.	Students use disks and pegs to solve the **Tower of Hanoi puzzle**.	relationships. • **Application-based learning:** Solve problems like Tower of Hanoi using recursion. • **Analytical skills:** Derive nth terms and sums from real-life examples. • **Pattern recognition:** Identify arithmetic and geometric patterns in nature and art.	measures 90°. • Classify angles as acute, right, obtuse, or reflex. • Define parallelism. • State and apply the linear pair theorem and its converse. • Prove that vertically opposite angles are equal. • Identify corresponding, alternate, and interior angles. • Explain transitivity of parallelism. • Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° **The student will be able to:** • Understand the concept of a sequence of numbers. • Identify the pattern in a sequence and predict the next few terms. • Determine the recursive and explicit rules for different sequences. • Obtain the terms of a sequence given its recursive and explicit rule.

		leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle		using cardboard or blocks as a visual and artistic activity				• Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle.
Aug	24	**7. Triangles: Congruence Theorems** • Practical applications and uses of triangles • Conditions of congruence of triangles and their proofs • Theorems on triangles • Propositions and converse of a proposition • Problems based on applications of theorems on triangles.	• Understand and state the conditions for triangle congruence (SSS, SAS, ASA, AAS, RHS). • Apply congruence theorems to solve practical geometric problems. • Prove basic theorems related to triangles and understand their converses. • Develop logical reasoning skills through step-by-step geometric proofs. • Relate triangle properties to real-life applications (engineering, architecture, art).	• **Geometric Art Projects** – Students can create tessellations and mandalas using congruent triangles. • **Origami Triangles** – Folding exercises to demonstrate congruence and symmetry.	• Pair students with diverse learning needs for collaborative problem-solving. • Offer multiple representations: diagrams, verbal explanations, animations, and hands-on activities. • Scaffold learning by moving from simple to complex proofs.	**Practical: Measuring Congruence in the Classroom** – Students measure lengths and angles of cut-out triangles to test congruence theorems physically.	• **Activity: Proof Walk** – Students work in groups to physically "walk through" a triangle proof using marked points on the floor. • **Activity: Real-Life Application Challenge** – Identify congruent triangles in everyday objects (windows, tiles, road signs) and justify the congruence	**The student will be able to:** • Explain that a triangle is rigid, unlike a quadrilateral. • Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition.

		8. Mensuration: Area and Perimeter • Perimeter of shapes • Perimeter of a circle: Introduction to Pi and its irrationality • Length of an arc • Area of shapes: rectangles, parallelograms, and triangles • Heron's formula • Squaring a rectangle: Proof from Baudhayana's Sulbasutras • Area of a circle: derivation • Area of the sector of a circle • Brahmagupta's formula for area of a cyclic 4-gon • Heron's formula as a special case of Brahmagupta's formula	• Understand and calculate the perimeter and area of basic and composite shapes. • Derive formulas for the area of circles, sectors, and triangles (Heron's and Brahmagupta's formulas). • Recognize the concept of π, its irrationality, and its application in calculations. • Explore historical methods of measuring areas, e.g., Baudhayana's Sulbasutras and Brahmagupta's formula. • Apply mensuration concepts to solve real-life problems like fencing, tiling, and land measurement.	• **Geometric Art with Circles and Sectors** – Create mandalas or rangoli designs using sectors and arcs to explore area visually. • **Tiling Patterns** – Use rectangles, parallelograms, and triangles to design floor or wall patterns, calculating areas for accurate placement.	• Use physical cut-outs of shapes for hands-on exploration of perimeter and area. • Provide visual aids and color-coded diagrams for differently-abled learners. • Scaffold complex formulas with step-by-step visual derivations. • Use digital tools like geometry software to visualize arcs, sectors, and cyclic quadrilaterals.	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.	using proper theorems. **Real-Life Problem Solving** – Students estimate the area of irregular plots of land or school grounds using Heron's and Brahmagupta's formulas.	• Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. **The student will be able to:** • Define perimeter as the length around the boundary of any shape. • Explain that the circumference-to-diameter ratio is constant for all circles. • Compute the area of a circle using the formula. • Explain and use the formula for area of a sector of a circle. • Solve problems on areas of sectors and

								segments of circles. • State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides. • Explain why Heron's formula is a 'special case' of Brahmagupta's formula.
Sep	23	**REVISION FOR TERM 1 AND TERM - 1**						
Oct	22	**9. Exploring Algebraic Identities** • Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles • Factorisation without using algebra tiles • Finding new identities • Simplifying rational expressions.	• Recall and apply standard algebraic identities in simplification and factorization of expressions. • Factorize quadratic and higher-order expressions using identities. • Develop skills to derive new algebraic identities through observation and reasoning. • Visualize algebraic identities using geometrical models and algebra tiles for better conceptual understanding.	• **Geometric Visualization** – Use area models and squares/rectangles to represent identities like $(a+b)^2$ and $(a-b)^2$. • **Algebra Tiles as Art** – Create colorful patterns using algebra tiles to visually represent factorization and identity proofs.	• Use tactile algebra tiles for students with visual or learning disabilities. • Offer multiple representations: numeric, geometric, and symbolic approaches. • Pair students for collaborative exploration, allowing peer explanation and support.		Apply algebraic identities to simplify calculations in areas such as finance (interest calculations) or architecture (area and volume expressions).	**The student will be able to:** • Visualise algebraic identities using geometric models. • Determine the factors of algebraic expressions using identities. • Interpret factors of quadratic expressions through geometric models. • Find simplified versions of rational expressions. • Use computational thinking strategies, such as decomposition and step-by-step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.

		10. 4-gons (Quadrilaterals) • Properties of parallelograms • Important theorems related to parallelograms and their proof • The midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms.	• Understand the definitions, properties, and types of quadrilaterals, focusing on parallelograms. • Apply and prove important theorems related to parallelograms, including properties of sides, angles, and diagonals. • Understand and apply the **Midpoint Theorem** to solve geometric problems. • Explore the concept of **central symmetry** in parallelograms and other quadrilaterals.	• **Geometric Designs** – Use parallelograms and other quadrilaterals to create tessellations and pattern art. • **Symmetry Art** – Draw quadrilateral-based symmetric art to visualize central symmetry. • **Origami Parallelograms** – Fold paper to form quadrilaterals, demonstrating geometric properties through hands-on creation.	• Use 3D models and cut-outs of quadrilaterals for tactile exploration of properties. • Offer color-coded diagrams to highlight congruent sides, angles, and diagonals for visual learners. • Scaffold proofs step-by-step and provide guided worksheets for diverse learners. • Pair students for peer-assisted exploration, ensuring collaborative understanding.	Measure and connect midpoints of quadrilateral sides to verify the midpoint theorem experimentally.	Students draw or construct quadrilaterals and identify lines/points of central symmetry, applying theoretical knowledge practically.	**The student will be able to:** • Frame a precise definition of a 4-gon. • Prove various characterisations of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. • Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons.

								• Understand how any 4-gon can tile a plane.
Nov	16	**11. Circles** • Practical applications and uses of circles • Definitions related to a circle — centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords from the centre • Subtended angles by an arc • Cyclicity of points	• Understand and define key elements of a circle: centre, radius, diameter, chord, and arc. • Apply theorems related to chords, perpendicular bisectors, and angles subtended by arcs. • Explore the distance of chords from the centre and understand properties of equidistant chords. • Understand cyclicity and identify cyclic quadrilaterals formed by points on a circle. • Apply circle theorems and properties to solve practical and real-life problems involving circular shapes	• **Circular Mandalas & Rangoli** – Use chords, radii, and arcs to create symmetric circular designs. • **Geometric Circle Art** – Draw patterns using concentric circles and intersecting chords to illustrate properties visually.	• Use physical circular objects (hoops, lids, discs) to demonstrate radii, chords, and arcs. • Color-code chords, radii, and angles for clarity, supporting visual learners. • Pair students for collaborative problem-solving and peer demonstrations of circle properties.	Students create a playground layout or roundabout design using chords, arcs, and radii, calculating distances and angles.	**Cyclic Quadrilateral Challenge** – Identify sets of points forming cyclic quadrilaterals in classroom objects, diagram them, and apply subtended angle theorems.	**The student will be able to:** • State the definition of a circle. • Explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'. • Explain why there exists a unique circle through three non-collinear points. • Construct the circumcircle and circumcentre of a triangle. • Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. • Explain what 'angle subtended by an arc at the centre' means. • Explain why 'equal chords subtend equal angles at the centre'. 'chords that subtend equal angles at the centre are equal'. 'the line from the centre

								of a circle to the midpoint of a chord is perpendicular to the chord'. 'a perpendicular from the centre to a chord bisects the chord'. 'equal chords are equidistant from the centre (and conversely)'. 'among unequal chords, the longer chord is closer to the centre'. • 'the diameter is the longest chord'. • 'the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle'. • 'angles in the same segment of a circle are equal'. • 'the angle in a semicircle is a right angle'. • 'a quadrilateral with supplementary opposite angles is cyclic, and conversely'. • Determine when four given points are

								concyclic.
Dec	24	**12. Linear Equations in Two Variables** • Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a pair of linear equations in two variables • Nature of solutions: consistency and inconsistency • Algebraic methods of solving a pair of linear equations: method of substitution and method of elimination **13. Mensuration: Surface Area and Volume** • Surface areas and volumes of spheres (including hemispheres)	• Understand the concept of linear equations in two variables and represent them algebraically. • Solve linear equations using graphical methods and interpret solutions visually. • Learn slope-intercept form and use it to graph linear equations efficiently. • Solve a pair of linear equations using graphical and algebraic methods (substitution and elimination). • Analyze the nature of solutions (unique, infinite, or no solution) and understand consistency and inconsistency. • Understand the concepts of surface area and volume for spheres, hemispheres, and right circular cones. • Derive and apply formulas for the curved	Students create designs or patterns using lines on a graph to represent linear equations creatively. • **3D Models and Paper Crafts –** Create paper models of spheres, hemispheres,	• Use physical grid boards or graph paper for tactile learners to plot points and lines. • Offer step-by-step guided graphing activities with color-coded axes and points. • Scaffold algebraic solution methods with worked examples before independent practice. • Pair students for peer-assisted graph plotting and problem-solving. • Use physical 3D models for hands-on exploration for visually or	Plot multiple linear equations on graph paper or a whiteboard and identify the intersection point(s) to explore the nature of solutions. Measure actual objects like basketballs, hemispherical bowls, or cones, and calculate their	Apply linear equations to optimize simple real-life scenarios, like budgeting, resource allocation, or mixing solutions, reinforcing practical application. Apply formulas to calculate material needed for manufacturing spherical/hemisph	**The student will be able to:** • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. **The student will be able to:** • Recognise cuboids and cubes in real-life situations. • Compute the surface area and volume of a

		and right circular cones	surface area, total surface area, and volume of these 3D shapes. • Solve real-life problems involving spheres, hemispheres, and cones, such as tanks, funnels, and domes. • Develop spatial visualization skills to relate 2D nets and 3D shapes. • Connect surface area and volume concepts with practical applications in design, construction, and daily life.	and cones to explore surface area and volume visually. • **Decorative Geometry** – Design patterns on 3D shapes (e.g., cones as party hats, spheres as globes) to connect measurement with creativity. • **Geometric Sculptures** – Use clay or play-dough to form shapes and decorate, showing understanding of surface area and volume.	kinesthetically oriented learners. • Color-code different surfaces (curved vs. total surface) to aid visual understanding.	surface area and volume to verify formulas experimentally. Calculate the surface area and volume for spherical or conical containers, considering real-life application of material usage.	erical tanks, party cones, or ice-cream cones. Draw nets of spheres and cones, then predict surface area and volume before building models to reinforce 3D comprehension.	cuboid. • Explain how a cube is a 'special case' of a cuboid. • Describe a right circular cylinder using its radius and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height. • Compute the surface area and volume of a cone. • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere.
Jan	14	**14. Statistics** • Graphical representation of data • Measures of central tendency	• Understand different types of data and methods of organizing them for analysis. • Represent data graphically using bar graphs, histograms, pie charts, and line graphs.	• **Graph Art** – Students create colorful bar graphs, histograms, or pie charts representing real-life data	• Use tactile graph boards or 3D bar charts for visually impaired or kinesthetic learners. • Color-code	• Collect data from classmates on a topic (e.g., favorite food, travel preference), represent it graphically, and	Students analyze pre-prepared graphs to draw conclusions and answer questions based on central tendency.	**The student will be able to:** • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and

			• Compute measures of central tendency: mean, median, and mode. • Interpret graphical data and summarize it using appropriate statistical measures. • Apply statistics to real-life situations to make informed decisions based on data.	like class survey results or population statistics. • **Data Visualization Posters** – Make visually appealing posters showing trends or comparisons using graphs. • **Infographics** – Combine graphics, images, and statistics to tell a story about the data collected.	graphs and charts to differentiate categories clearly.	calculate measures of central tendency. • **Real-Life Data Representation** – Use newspapers, census reports, or sports statistics to create graphs and analyze central tendencies.	Use statistical measures to make decisions in hypothetical real-life scenarios, e.g., choosing a product based on customer survey data.	apply weighted average in different settings. • Read and interpret stacked bar graphs and 100% stacked bar graphs. • Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making.
		15. Introduction to Probability • Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing	• Understand the concepts of probability, randomness, and uncertainty in real-life situations. • Represent probability on a probability scale (0	Create colorful tree diagrams for various experiments (coin toss, dice roll, card draws).	• Use physical objects like coins, dice, and spinners to make abstract probability concepts tangible. • Color-code events and outcomes in tree	Collect experimental data from repeated trials and compare empirical probability with theoretical probability.	**Tree Diagram Challenge** – Solve problems involving multi-stage events using tree diagrams to visualize all possible outcomes and probabilities.	**The student will be able to:** • Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an

		experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables	to 1) and interpret likelihoods. • Differentiate between **empirical probability** (based on experiments) and **theoretical probability** (based on sample spaces). • Construct and analyze sample spaces, events, and use them to calculate probabilities. • Represent probabilities using **tree diagrams** and tables to visualize outcomes.	Use posters or digital art to show probability distributions visually.	diagrams for clarity. • Scaffold learning by starting with simple events before introducing compound events. • Pair students for collaborative experimentation and discussion of probability outcomes	Create a simple board game or spinner, record outcomes, and calculate probabilities of winning events.		event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.
Feb	22							

SUBJECT :PHYSICS [Science]

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

Month	WD / NOP	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23/11	**1. Motion** Distance and displacement, Velocity; Uniform and Non-Uniform motion along a straight line; acceleration, distance–time and velocity–time graphs for uniformly accelerated motion	• To enable students to understand various aspect Distance and displacement. • To understand about Uniform and Non-Uniform motion along a straight line • To know the acceleration and its types. • To analyze distance–time and velocity–time graphs for uniformly accelerated motion.	Mathematics (Scale of graph/ slope of graph)	Work sheet for Group A, B and C	Graphical representation of various types of motion. To plot velocity-Time graph and acceleration.	• Q & A • LOA • Quiz • Viva	• Students will be able to Analyses and interprets graphs / figures etc., such as distance time and velocity-time graphs, computing distance / speed /acceleration of objects in motion.
May	7/03	**Motion (contd.):** Numerical on distance – time and velocity –time graphs for uniformly accelerated motion		To plot distance – time graph and find speed.				
June	16/07	**Motion (contd.):** Derivation of Equations of motion by graphical/ Mathematical method, elementary idea of uniformly circular motion.	• To enable students to derive the Equations of motion by graphical/ Mathematical method • To understand about elementary idea of uniformly circular motion	To make a scrap book on equations of motion		Demonstration of uniform circular motion.	• Q & A • LOA • Quiz • Viva	Derives formulae / equations / laws, such as mathematical expression for second law of motion, expression for force of gravity, equations of motion from velocity-time graphs, etc.
July	26/12	**2. Force and Newton's Laws of Motion:** Force and motion, Balanced and Unbalanced force. First law of motion, Inertia & Mass. Momentum, force and acceleration., Second law of motion, Third law of motion, Action and .Laws of conservation of momentum.	• To enable students to understand various aspect Balanced and Unbalanced force . • To understand about First law of motion • To know the Second law of motion • .To analyze Third law of motion. • To know about the application of Laws of	Physical Education. Class activity: Tug – of – War. (Balanced and Unbalanced force)	Discussion of Various Examples of Inertia and its types .Dust coming out of mat when beaten. Falling forward in transport when sudden breaks are applied. Leaves get detached from the	To establish the relationship between weight of a rectangular wooden block using spring balance.	• Q & A • LOA • Quiz • Viva	Derives formulae / equations / laws, such as mathematical expression for second law of motion, law of conservation of momentum, expression for recoil velocity.

			conservation of momentum.		tree when shaken hardly.			
Aug	24/12	**5. Work, Energy and simple machines-** Work done by a force, 1 Joule, types of work, Kinetic and Potential energy	• To enable students to understand various aspect of Work done by a force. • To understand about types of work. • To know the Kinetic and Potential energy.	Draw diagrams and show all types of works.	Study of Hydro – Electric power plant.	NA	• Q & A • LOA • Quiz • Viva	Applies learning to hypothetical situations, such as weight of an object at moon, weight of an object at equator and poles, life on other planets, etc.
Sept		**TERM 1 EXAMINATION**						
Sept Oct	07/03 22/08	**5. Work, Energy and simple machines(contd.)** Law of conservation of energy, Rate of doing work .	• To enable students to understand various aspect of Law of conservation of energy. • To understand about Rate of doing work .	Draw a flow chart of various energies involved in it.	Study how energy is conserved.	To Study the conservation of energy in a hydroelectric power plant.	• Q & A • LOA • Quiz • Viva	Students will be able to know why an object floats or sink in liquid.
Nov	16/09	**5. Work, Energy and simple machines (contd)** **Simple machines and their mechanical advantage (pulley, lever, inclined plane)**	*To identify different simple machines. *To know mechanical advantage of simple machines	Draw diagrams of different machines.	Worksheet and project for all students based on their learning capabilities.	Practical working of simple machines by self made projects of students.	• Q & A • LOA • Quiz • Viva	Identify where work is done according to scientific conception and calculate the magnitude of work.
Dec	24/11	**6. Sound:** Nature of sound and its propagation in various media, speed of sound, range of hearing in humans;	• To enable students to understand various aspect of nature of sound. • To understand about propagation of sound in various media. • To know the range of hearing in humans	To make a chart for comparison for various properties of sound.	Verification of the Laws of reflection of sound		• Q & A • LOA • Quiz • Viva	
Jan	14/09	ultrasound; reflection of sound; echo.	• .To analyze ultrasound, supersonic. • To know about the application of Laws of reflection of sound and echo.		.	To find the time period of a simple pendulum.	• Q & A • LOA • Quiz • Viva	Identify which type of sound is hearable, how does a sound propagate , echo.
Feb	07/03	**TERM II EXAMINATION**						

SUBJECT : CHEMISTRY

Textbook:1. NCERT SCIENCE.

2.NEW MILLENIUM CHEMISTRY.

Month	W D	Chapter/ Sub-Topics	Learning Objectives	ArtIntegration	Inclusive Teaching	Project/Practical	Competency Based Activity Learning	Learning Outcomes
April	24	Exploring mixtures and their separations	• Define **mixture** and differentiate between **homogeneous** and **heterogeneous mixtures** • Understand concepts like **solution, solute, solvent** • Explain common separation techniques (filtration, evaporation, distillation, etc.) • Apply suitable methods to separate mixtures in daily life	Distinction between homogeneous and heterogeneous mixtures based on their properties •Demonstration of separation techniques, such as crystallization, distillation, paper chromatography, sublimation, centrifugation and coagulation • Classify mixtures as solutions, suspensions, or colloids based on their properties • Explanation of the scientific principles behind different separation techniques • Application of the knowledge of homogeneous and heterogeneous mixtures in daily life • Definition and calculation of the concentration of solutions using mass by mass percentage, mass by volume percentage, volume by volume percentage •	• visual **aids** (charts, videos, real objects) • simple **step-by-step instructions** • **group activities** for peer learning.	. Draw labelled diagrams or flow charts of separation techniques • Display awareness about the societal impact of chemistry in making life healthier, cleaner and sustainable . Correlate the phenomenon used in centrifugation to the spinning dance • Demonstrate the use of small-scale or micro-scale experiments, as crystallization of copper sulfate, as an alternative to traditional methods	• Situation-**based question:** "How will you obtain pure water from seawater?" • Group **Task:** Design a method to separate a mixture of sand, salt, and iron filings • Think **& Answer:** Why can't filtration separate salt from water? • Encouragement of **reasoning and explanation** not just memorizatio but for better understanding.	• Correctly **classify the mixtures** • Identify and explain **separation techniques** • Perform basic experiments safely • Apply concepts to **real-life situations** • Develop **scientific thinking and observation skills**

				Analysis of graphs of solubility and explain how the solubility of substances changes with temperature • Use scientific conventions and standard units to express concentrations				
May	08	Remaining part of exploring mixtures and their separations	substances changes with temperature • Use scientific conventions and standard units to express concentrations	• Handle common laboratory chemicals and apparatus safely • Relate separation techniques with practices observed in the local environment	• **local examples** (tea, muddy water, oil-water mixture) • worksheets with **different difficulty levels**	• Experiment Paper chromatography (separating ink colours) • Home **Assignment:** Identify 5 mixtures at home and suggest separation methods	▪ when you try to separate sugar from water using filtration but fails. ▪ Why did this method not work? ▪ Suggest a correct method and explain why it works.	▪ Selection of appropriate separation techniques based on properties ▪ Application of concepts to solve real-life problems (water purification, cooking, etc.)
June	14	Beginning part of structure of an Atom	• Define an **atom** and understand its basic structure • Identify **subatomic particles** (electron, proton, neutron) • Description of contributions of scientists like **Dalton, Thomson, Rutherford, Chadwick** • Explanation of early atomic models and their limitations	• Differentiate between subatomic particles (electrons, protons, and neutrons) based on their charge, and position in the atom contributions of scientists like **Dalton, Thomson, Rutherford, Chadwick** • Explanation of early atomic models and their limitations	**visual aids** (animations, charts, models) • concepts with **simple analogies** (solar system model) • Providing **step-by-step explanations** • Encouraging **group discussion**	Recognize and accurately apply the chemical symbols for the first 25 elements according to IUPAC. • differentiated **worksheets** (basic to advanced levels) • Encouraging **peer learning and group work**	• Situation-**based Question:** "Why did Rutherford conclude that most of the atom is empty space?" • Problem-**solving Task:** Compare Thomson's and Rutherford's models and identify which is more accurate and why	• Explanation of the **structure of an atom** in simple terms • Identification and describing the subatomic **particles and their properties** • Comparison of different **atomic models** • Analysing the **limitations of early theories**
July	26	Remaining part of structure of atom	• contributions of scientists like John Dalton, J. J. Thomson, Ernest Rutherford, and Niels Bohr • **atomic models** and their limitations • **atomic number, mass number, isotopes, and isobars** • **electronic configuration**	Illustration of how electrons are distributed in different energy levels, such as K, L, M, N ... or by numbers n = 1, 2, 3, 4 ... • valence electrons, valency, atomic number, atomic mass, isotopes, and isobars •	• concepts using **analogies** (solar system model for Bohr's atom) • Provide **differentiated worksheets** (basic to advanced levels) • Concept using for	Draw labelled diagrams of various atomic models, such as Thomson's model, Rutherford's model and Bohr's model • Create and present role play, stage play, or story of 'Journey Inside the Atom' to	• Isotopes have similar chemical properties but different physical properties. • Identify an element if its atomic number is given?	• Writing electronic configurations correctly and filling of electrons in different shells starting from atomic no 1 to 25. • Calculation of atomic number, mass number, and valency

			of first 25 elements • valency and its relation to electronic configuration	the number of electrons, protons, and neutrons of an element using its atomic and mass numbers • Interpret data, such as atomic mass, maximum number of electrons in a shell, and valency to classify elements accurately • Use scientific conventions as per international standards, such as notations for electron, proton, neutron, unified atomic mass unit (u), and distribution of electrons in various shells, such as K, L, M, N …	• **atomic models** and their limitations • **Atomic number, mass number, Isotopes, and Isobars** • **Electronic configuration of various elements from Atomic no.1 to 21.**	display awareness about the contributions of key scientists in the discovery and development of atomic structure		
Aug	22	Beginning part of Atoms and Molecules	Understanding of **laws of chemical combination** Explanation of **Law of Conservation of Mass** and **Law of Constant Proportions** **atom, molecule, ion** with examples **chemical formulae** of compounds correctly Understanding of **atomic mass, molecular mass, and mole concept** Daltons atomic theory, Covalent compounds and their properties, Ions,	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 Calculate the charge on an ion, valency from the atomic number, the molecular and formula unit mass Use scientific conventions, symbols,	• Real-**life examples** (water formation, cooking reactions) • Provide **step by step numerical problem solving** • **visual aids and models** for better understanding •	Plan and demonstrate activities to observe and verify the law of conservation of mass Handle common laboratory chemicals and apparatus safely Handle common laboratory chemicals and apparatus safely	• mass remains conserved during a chemical reaction. • prove that atoms combine in fixed ratios? Various types of Numerical based on Law of conservation of mass and Law of constant composition.	• laws of chemical combination. • mole concept calculations • relationships between mass, moles, and particles

				and valency to write the chemical formulae of simple compounds • Display awareness about the scientific discoveries, such as the contributions of Antoine Lavoisier, Joseph Proust, and John Dalton				
Sep	05	Revision of Term-1 syllabus						
Oct	13	Remaining part of Aton and molecules, Ions,	Ionic compounds and their properties 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,	Exhibit creativity and work collaboratively in groups to construct simple models of compounds 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 Accurately use scientific instruments, apparatus and chemicals to collect data	• Real-**life relatable examples** (water, air, food substances) • numerical into **small, manageable steps**	Analyze the results and findings using scientific terms • Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats	• Calculate **molar mass** of compoun ds (e.g., H_2O, CO_2, NaCl, H_2SO_4,HNO_3,CH_3COOH,CH_3COONa) • Convert **grams to moles and moles to number of particles** • Writing chemical formulae using valency	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	• Understanding the Earth as an **interconnected system** • Identification the four major domains: **lithosphere, hydrosphere, atmosphere, biosphere**	Explain the interconnectedness between different spheres of the Earth (biosphere, geosphere, hydrosphere, cryosphere and	• visuals, **animations, and real-life examples** (rain cycle, soil, air) • Encouragement of **group discussions and**	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	• pollution in the atmosphere affect the biosphere. • if one sphere (e.g., hydrosphere) is disturbed?	• Identify and describe Earth's four spheres • Understand their characteristics • Relate real-life examples to Earth's

			• Explain interactions between different spheres • Recognize the importance of balance in Earth's system • Understand human impact on natural systems	atmosphere) Explain the nature of solar radiation • Explain that solar radiation is an electromagnetic wave having different frequencies	**peer learning** • Provide **simple explanations with local examples** (rivers, forests, weather) • Use of **hands-on activities** like model making	surface • Identify various components of the Earth that interact with solar energy		systems • Explain environmental changes
Dec	23	Remaining part of Earth as a System: Energy, Matter and Life	Differential warming of the earth, Biogeochemical cycles, Water cycle.	Explain the role of the atmosphere in influencing weather and climate on the Earth • Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books	• visuals, **animations, and real-life examples** (rain cycle, soil, air) • Encourage **group discussions**	Draw flow charts, concept maps for biogeochemical cycles, differential heating of the Earth's surface and Electromagnetic spectrum	• Identify which sphere is involved in given situations (rainfall, farming, breathing) • Explain the interaction between any two spheres with examples	• Relate real-life examples to Earth's systems • Explain environmental changes • Analyse interactions between spheres • Identify causes and effects of environmental imbalance
Jan	16	Completion of Earth as a System: Energy, Matter and Life and Revision of whole syllabus.	Carbon cycle, Nitrogen cycle, Oxygen cycle, Human impact on Earths system	• Explanation of the role of the atmosphere in influencing weather and climate on the Earth	• visuals, **animations, and real-life examples** (plants, animals, waste, energy use) • Encourage **group discussions** and peer learning to explain cycles • Provide **stepwise illustrations and simplified explanations** • **hands-on activities** like observing leaf litter decomposition or water cycle	Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments	• deforestation occurs in a forest, which cycles are most affected and why? • excessive use of fertilizers affects the nitrogen cycle and groundwater? • What happens to oxygen levels in water bodies when large amounts of waste enter rivers?	• Explanation of carbon, nitrogen, and oxygen cycles clearly • Describing steps and processes involved in each cycle • Recognizing the role of organisms and environment in cycles
Feb		TERM II						

SUBJECT: BIOLOGY
Textbook: 1. NCERT
2.NEW MILLENNIUM DINESH

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**Cell** • Discovery of cell • Plant and animal cells • Prokaryotic and eukaryotic cells • Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast,	**Acquisition of knowledge:** The student will be able to know about **1. Single membrane bounded cell organelles** :- endoplasmic reticulum, Golgi apparatus, Lysosomes , vacuoles **2.Development of understanding:** 1. To enable students to the understand Differentiate between plant and animal cell, prokaryote and eukaryote. 2. Describe the structural and functional features of cells 3. Cite case study related to the use of science in human life 4. Differentiate between diffusion and osmosis.	Prepare a 3D model by using Clay , thermocol, cardboard , beads, pulses, etc. Use different material for different organelles: 1.Mitochondria – Rajma 2.Nucleus- Clay ball 3. Vacuole – transparent plastic 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 **Question on** * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	**The student will be able to know and learn about** endoplasmic reticulum, vacuoles, plasma membrane, cell wall **The students will be able to** After the completion of the this topic , the students will be able to 1.Differentiate between plant and animal cell, prokaryote and eukaryote 2. Describe the structural and functional features of cells **The student will able to** Develop the skill of making figure of Prokaryotes cell E.R, Golgi body, Vacuoles etc.
May	07	**Cell continues…** Cell as a structural and functional unit of life; structure and function of key organelles :- (chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) • Permeability of cell	**Acquisition of knowledge:** The student will be able to know about Double membrane bounded cell organelles :- nucleus, mitochondria, chloroplast Membrane less bounded cell		Flow chart of cell division through PPT	2. Carry out an experiment to understand the osmosis • Analyse results and present findings using scientific terms	LOA & WORKSHEET **Question on** * High order thinking * Assertion and Reasoning	**The student will be able to know and learn about** nucleus, mitochondria, chloroplast **The students will be able to** After the completion of the this topic ,

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

			plants. **4.** Analyse the role of xylem and phloem components					tissue based on their location in the plant body. 3. explain the causes behind the restricted growth of a plant or branch. 4. role of protective layers like Stomata, epidermis, Cork and bark
July	26	**Tissue continues …** • Animal tissues • Overview (epithelial, connective, muscular and nervous tissues — types, structure and function of each) • Elementary idea of musculoskeletal system • Care of musculoskeletal system: injuries, postural care, nutrition and exercise	**Acquisition of knowledge:** The student will be able to know about Animal tissues Epithelial tissue, Connective tissue, Muscular tissue **Development of understanding:** The students will be able to – 1. corelate the structure of epithelial tissues to their functions in an organism. 2. describe different types of connective tissues and relate their structure to specific functions. 3. corelate the structure of epithelial tissues to their functions in an organism 4. describe different types of connective	Plant tissue poster with culture art Combine science with regional art like:-Madhubani painting Warli painting		Carry out an experiment to identify the different types of animals tissue by permanent slide	LOA & WORKSHEET **Question on** * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	**The student will be able to know and learn about** Epithelial tissue, Connective tissue, Muscular tissue, **The students will be able to** After the completion of the this topic , the students .co-relate the structure, function and location of various forms of connective tissues. 2. interpret the importance of the presence of various forms of connective tissues. 2.categorise and interpret the significance of various types of connective tissue.

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

		• Types of asexual reproduction with examples • Sexual reproduction in f lowering plants (flower and its parts, pollination, fertilization, seed dispersal) • Reproductive health and hygiene • Introduction to birth control methods and importance	Fission , budding, spore formation , fragmentation , regeneration and vegetative propagation Sexual reproduction in plant **Development of understanding:** The students will be able to – Differentiate between binary and multiple fission , regeneration and fragmentation Advantage of vegetative propagation Unisexual and bisexual reproduction Structure of bisexual reproduction	the life span , mode of propagation etc.		fission in amoeba - to identify the different part of bisexual flower.	* HIgh order thinking * Assertion and Reasoning * Picture based Questions *Case based question	-Sexual reproduction in plant **The students will be able to** After the completion of the this topic , the students -advantages of vegetative propagation -describe the structure of bisexual flower -know about pollination and its types -Fertilization and embryo development **The student will able to** develop the skill of making figures
Nov	16	**Reproduction cont...** Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilization, pregnancy and development of embryo, menstrual cycle) Reproductive health	**Acquisition of knowledge:** The student will be able to know about Male reproductive system Female reproductive system Fertilization Implantation Pregnancy Parturition Menstrual cycle Reproductive health **Development of understanding:** The students will be able to – Identify the male and female reproductive system Understand the birth control	Create models using clay, cardboard or recycled materials: Model of uterus and fallopian tubes -stage of embryo development -menstrual cycle wheel (rotating chart showing 28 days)	Create poster on :- -Process of human reproduction -Menstrual cycle explained -hormone changes during puberty	-To study Binary fission in amoeba -Budding in Hydra -Observe Different parts of a flower -To study vegetative propagation in potato	LOA & WORKSHEET **Question on** * High order thinking * Assertion and Reasoning * Picture based Questions *Case based question	**The student will be able to know and learn about** Male reproductive system Female reproductive system Fertilization Implantation Pregnancy Parturition Menstrual cycle Reproductive health

			methods					
Dec	24	**Diversity** Importance of classification • Five kingdoms and their key features with examples • Major division of animals and plants	**Acquisition of knowledge:** The student will be able to know about -The Hierarchy of classification -Five kingdom of classification a. Kingdom – Monera b. Kingdom- Protista c. Kingdom- Fungi d. Kingdom – Animalia e. Kingdom- Plantae **Kingdom-plantae** **Division**-Algae Bryophyta Pteridophyta Gymnosperm Angiosperm **Development of understanding:** The students will be able to – - know about importance of classification - Differentiate between Cryptogamae and Phanerogamae - Know about Characteristics Of different Division	Make a rangoli showing five kingdoms	Create a mind map on 5 kingdom flow chart	Carry out an experiment to Amoeba , spirogyra fern , pinus through specimens and permanent slide	LOA & WORKSHEET **Question on** * High order thinking * Assertion and Reasoning * Picture based Questions *Case based questions	**The student will be able to know and learn about** Five kingdom of classification a. Kingdom – Monera b. Kingdom- Protista c. Kingdom- Fungi d. Kingdom – Animalia e. Kingdom- Plantae **Kingdom-plantae** **Division**-Algae Bryophyta Pteridophyta Gymnosperm Angiosperm **The students will be able to** After the completion of the this topic , the students know about importance of classification - Differentiate between Cryptogamae and Phanerogamae - Know about Characteristics Of different Division
Jan	14	**Diversity cont..** **Kingdom – Animalia** • Binomial nomenclature • Acellular entities: viruses + **Revision Term-2**	**Acquisition of knowledge:** The student will be able to know about **Kingdom -Animalia** **Phylum**- 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 - show the specimens of star fish , octopus , hydra liver fluke , planaria , leech ,	LOA & WORKSHEET **Question on** * High order thinking * Assertion and Reasoning	**The student will be able to know and learn about** **Kingdom - Animalia** **Phylum**- Porifera , coelenterate, Ctenophora Playthelminthes , Nematoda , Annelida , Arthropoda,

			Chordata **Subphylum – Vertebrata** **Class**– Pisces Amphibia Reptiles Aves Mammalia **Development of understanding:** The students will be able to – - know about level of organization - Differentiate between Porifera and Coelenterata - Know about Characteristics Of different phylum -Know about binomial nomenclature of different organism .				* Picture based Questions *Case based questions	Mollusca , Echinodermata , Chordata **Subphylum – Vertebrata** **Class**- -Pisces Amphibia Reptiles Aves Mammalia **The students will be able to** After the completion of the this topic , the students know about - Characteristics Of different phylum and its example .
Feb	22	**Revision + Term 2**						

SUBJECT: HISTORY SPL (Social Science)
Textbook: 1. Exploring Society: India and Beyond – Part 1
2. Exploring Society: India and Beyond – Part 2

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

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

		experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, sanghas and ganas, village councils and committees, and Uthiramerur inscriptions) Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties Analyses the basic features of a democracy and democratic government, its history in India and across the world, and compares this form of government with the other forms of government	and Canada.	Warli, Gond, etc.). Reference: Adoption of the Constitution of India Students highlight: Justice Liberty Equality Fraternity **Poster Making – "Features of Democracy"** Students create posters showing: Free & fair elections Rule of Law Fundamental Rights Accountability They may include symbols like ballot box, Parliament, citizens voting.	posters, role-plays, songs, or digital presentations - Use group discussions for students with speech or writing difficulties. - Connect democracy to students' daily life (voting in school, local panchayats) - Encourage participation via debate, surveys, and class voting.	System – India) President (Presidential System – United States) Journalist Citizen	elections Rule of law Fundamental rights Accountability **Competency Developed:** Analytical thinking Identifying key features of a system Visual organization of information. **Connecting Indian Heritage with Modern Democracy Activity: Timeline Creation Task:** Create a **historical timeline** showing evolution of democracy in India: Mahajanapadas (e.g., Vajji) Sanghas and Ganas Guilds (Shrenis) Village Panchayats Uthiramerur Inscriptions Adoption of Constitution (Adoption of the Constitution of	and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.

		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	**History -Ch -4. Beginnings of Civilization (9 Hours)** 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	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	**Performing Arts Integration A. Role Play – Political Institutions Activity:** Students enact **Sabha and Samiti assemblies**: Discussing land distribution, trade, or community issues. Assign roles: King, Priest, Member of Sabha/Samiti.	**Collaborative & Peer Learning** Group mural of Vedic society and early empires Role-play or skit of Sabha/Samiti meetings Peer teaching: explain trade networks, guilds, or educational systems.	**"State and Society in Early India (Vedic Age to 1000 CE)"** **Objectives:** 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	**Concept Mapping & Role Play Task:** Students create a **concept map** of Vedic social structure: Varna system, rituals, Sabha & Samiti, and political organization. Role-play a **Sabha/Samiti assembly** discussing land, ritual duties, or governance. **Competency Developed:** Understanding social and political hierarchy Analytical thinking and decision-	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

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

				Vedic Age Map & Illustration Activity: Students create **illustrated maps** of the Vedic Age showing: Geography (rivers, forests, settlements) Major regions like Aryavarta Trade routes and rivers (Saraswati, Ganga, Yamuna) **Art Form:** Hand-drawn maps, watercolors, or digital illustration.	astronomy. **Knowledge Traditions** Vedas and Upanishads. Buddhist and Jain texts. Scientific advances: Zero and decimal system. Contributions of **Aryabhata** Contributions of **Charaka.** **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.	routes were important. **(c) Crafts and Industries** Textile production (cotton and silk) Metalwork Pottery Ivory carving Shipbuilding	Explain features of the Vedic Age using sources like the **Rigveda**. Describe administrative systems of the **Maurya Empire** and the **Gupta Empire**. Identify major centers of learning like **Nalanda** and **Takshashila**. Explain the role of guilds, traders, and trade routes. **B. Critical Thinking** Compare Early Vedic and Later Vedic political systems. Analyze how administration changed from Mauryan to Gupta rule. Evaluate how trade influenced social and economic growth. **C. Skill Development** Map-reading (locating trade routes and regions). Source analysis (interpreting Vedic hymns or Ashokan inscriptions). Project-based	their continuity.

							learning. Debate and discussion skills.	
Aug	24	**SPL-Ch-7- Elections (9 Hours)** Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India.	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.	**Art-Integrated Activities** **Activity 1: Poster Making – "Power of My Vote"** **Task:** Design a creative poster highlighting: Importance of voting Free and fair elections Role of citizens Students may include slogans like: "Every Vote Counts" "Democracy Depends on You" **Learning Outcome:** Students understand the significance of elections in democracy. **Role Play /**	**Inclusive Classroom Activities** **Activity 1: Think–Pair–Share** Question: "Why are elections necessary in democracy?" All students think individually → discuss with partner → share with class. --- **Activity 2: Group Task (Mixed Ability Groups)** Each group explains one topic: Electoral System Role of ECI Constituency Party System Mixed grouping ensures peer learning. --- **Activity 3:**	**Delimitation Commission** The **Delimitation Commission of India** is responsible for: Redrawing constituency boundaries. Ensuring equal representation based on population. Reserving seats for SC and ST categories. Its decisions cannot be challenged in court. --- **5. Election Commission of India (ECI)** The **Election Commission of India** is an independent constitutional body. **Functions:** Conducting free and fair elections. Preparing and updating electoral rolls.	Knowledge Competency Explain why elections are important in a democracy. Describe the role of the Election Commission of India. Understand the function of the Delimitation Commission of India. Define constituency, electoral roll, enumerator, and party system. Challenges in Elections Money power Muscle power Fake news Low voter turnout in some areas The ECI takes strict steps to control these problems.	Learners are able to – Identify factors highlighting importance of elections in a democracy. • Categorize three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. •

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

		Building a Resilient India (1000-1700 CE) (9 Hours) Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state	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.	**(Literary Arts)** Students: Recite dohas of **Kabir** Present verses of **Mirabai** Discuss teachings of **Guru Nanak** They illustrate the message of equality and devotion through drawings. **Learning Outcome:** Understanding social reform and spiritual ideas. **Music & Devotional Song Activity** Students: Sing Bhajans or Shabads. Create a short devotional composition reflecting Bhakti ideals. **Learning Outcome:** Emotional	Differentiated Instruction. Support for Different Learning Abilities. Understand how Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies. Recognize the development of art, architecture, languages, and literature. Explain the Bhakti tradition and its social significance. Appreciate the role of forts and economic growth in state resilience. Participate actively in discussions, projects, and creative activities.	**Resistance & Alliances The Rajput dynasties resisted invasions and defended their kingdoms. The Vijayanagara Empire formed alliances to protect southern India. The Maratha Confederacy challenged the Mughal Empire and expanded regional influence. Activity: Draw a timeline showing major resistance movements and alliances.**	Indian rulers safeguarded sovereignty through resistance, alliances, and confederacies. Describe the development of art, architecture, languages, and literature. Understand the Bhakti movement and its social and spiritual significance. Skill Competency Interpret historical sources (poems, inscriptions, architectural evidence). Create timelines of resistance movements and alliances. Analytical Competency Compare resistance strategies of different kingdoms	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.

				connection with historical movements.			(Rajput, Vijayanagara, Marathas). Analyze architectural styles: Mughal vs. South Indian temples.	
Oct	22	**History-Ch-4. India and the World-I (1900 BCE-1200 CE) (8 Hours**. 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 – 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.	**Religion & Cultural Art (Art & Craft Integration)** Students make small models or drawings of: Temples, stupas, and monasteries influenced by Indian culture in Southeast Asia. Coins and inscriptions showing Greek, Roman, or Chinese influence. Decorate with symbols of major religions (Hinduism, Buddhism, Jainism). **Learning Outcome:**	**Strategies for Inclusive Teaching A. Differentiated Instruction.** 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.	**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	Knowledge Competency Describe India's trade and commerce with Mesopotamia, Greece, Rome, China, and Southeast Asia. Explain cultural exchanges between India and other civilizations. Understand Indian contributions in medicine, mathematics, astronomy, and religions. Skill Competency	Learners are able to – 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.

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

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

SUBJECT: GEOGRAPHY

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

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	**1. Shaping of the Earth's Surface-** • Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation — (i) River (ii) waves and currents,	**Acquisition of Knowledge:** To enable the students to know about the theory of plate tectonics and describe how plate movements cause earthquakes, volcanoes, and the formation of mountains. Identify and describe the layers of the Earth's interior — crust, mantle, and core — along with their main characteristics. Explain the process of weathering and understand its role in breaking down rocks. Understand erosion and gradation and describe how they help in shaping the Earth's surface. Identify and explain the work of different agents of gradation, namely:	a. Prepare a PPT on the theory of continental drift and plate tectonic. b. Drawing of earth's internal structure. c. Pictorial representation on major landforms	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.	Locate major tectonic plates on a world map. Pictorial representation of internal structure of the earth.	Q & A – Concept based, Picture based, Activity based, Application based, Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason	Students will be able to know the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. Locate major tectonic plates on a world map. Explain processes of weathering and erosion with suitable examples. Identify the prominent agents of gradation operating in a given region.
May	07	Shaping of the Earth's Surface- **(Continue)** (iii) Wind (iv) Glaciers, and underground water				Pictorial representation of major landforms created by different exogenic force.	Application based questions and answers.	
June	16	Shaping of the Earth's Surface- (Continue)	To enable the students to know		--------	Draw a diagram of an active volcano	Case based, source based,	To develop knowledge

		• Landforms and disasters: (i) Earthquakes, (ii) Landslides, (iii) Avalanches, (iv) Glacial Lake Outburst Flood (GLOF) and duststroms	about different disasters and how to mitigate from it.			and do the labeling of the different parts of it.	Assertion and reasoning based questions.	about different disasters and how to mitigate from it.
July	26	**2. Atmosphere and Climate:** • Structure and composition; elements of weather and climate • Seasons of India	To enable the students about the structure of atmosphere. To enable the students about the composition of atmosphere. To make understand students about the importance of atmosphere.	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	a. Application based questions and answers. b. Case based, source based, Assertion and reasoning based questions.	Gain an understanding of atmosphere and its various gases. Learn about the role and importance of atmosphere
Aug	24	Atmosphere and Climate: (Continue) • Monsoon in India • Climate change • Floods • Carbon footprint	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. To make understand students about the Carbon footprint in details.	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		Draw a neat diagram showing the branches of the Southwest Monsoon. Project: Preparedness for a disaster- Flood	Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason	The students will be capable of explaining about as how the atmospheric conditions vary over the time and space, the Concept of Climate and Weather, the Concept of Monsoon, Regional Variations of Climatic Conditions in India Students will understand how increasing carbon footprint is affecting the Indian
Sep	23	**Revision for Term-I**						

		Exam						
Oct	22	**3.Oceans and Life:** • Introduction to ocean relief, movement of ocean water- waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges	After studying this chapter, students will be able to: Define oceans and explain their importance on Earth. Name the major oceans of the world. Describe the distribution of oceans. Explain the composition of ocean water (salinity). Identify different ocean movements: waves, tides, and currents. The economic importance of marine resources and understand the environmental and livelihood challenges related to their use.	Prepare a short skit on: "Life of a Fisherman" "Ocean Pollution and Its Effects" "Marine Conservation Awareness" (You may refer to coastal cities like Chennai where fishing is an important livelihood)	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"	Design a coral reef ecosystem using clay, paper, or recycled materials.	Application based questions and answers. Case based, source based, Assertion and reasoning based questions. Critical thinking, Logical reasoning, case based, source based	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..
Nov	16	**3.Oceans and Life:** • Cyclones and Tsunamis — early warning systems • International maritime rules and regulations	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. To enable the students to understand able to	**Poster Making:** "Be Alert, Stay Safe" campaign on cyclone and tsunami preparedness .	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"	1. Design a poster on "Disaster Preparedness Saves Lives." 2. Mark cyclone-prone areas of India on a map. 3. Draw a flowchart showing	Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason	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

			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	**4. Life on Earth:** • Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges	To enable the students to understand able the concept of biomes and explain how climate, temperature, and rainfall influence their distribution across the world. To enable the students to understand able the Ecotourism as a responsible form of tourism that promotes environmental conservation and benefits local communities.	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.	**Role Play / Skit** Present a short skit showing: A tourist harming the environment A responsible eco-tourist protecting nature Highlight the importance of sustainable tourism.	Application based questions and answers. Case based, source based, Assertion and reasoning based questions.	After studying this topic, students will be able to understand the concept of biomes and explain how climate, temperature, and rainfall influence their distribution across the world. Learners will develop an understanding of ecotourism as a responsible form of tourism that promotes environmental conservation and benefits local communities.

Jan	14	**4. Life on Earth:** • Forest and wildlife conservation • Government efforts to support forest dwellers	To enable the students to understand able t the importance of forest and wildlife conservation in maintaining ecological balance and biodiversity. 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.	Students can create forest-themed art inspired by traditional Indian tribal art like **Madhubani Painting**.	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.	**Poster making-** Students create a poster to spread awareness about protecting wildlife.	Application based questions and answers. Case based, source based, Assertion and reasoning based questions.	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.
Feb	22	**Revision for Term-I I Exam**						
March								

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SUBJECT: ECONOMICS

Textbook: 1. NCERT

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

			• What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy	management.	daily life for better understanding. 4. Encourage group activities and discussions on economic decisions.		skills. 4. Learn to classify and categorize goods, services, and resources.	economic decision-making. • Describe what economists do and how they study production, distribution, and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
June	16	**L-2** **The Price Puzzle: What Drives the Market**	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	Create diagrams showing shifts in demand and supply for different products,	1. Use everyday examples of goods and prices to explain concepts. 2. Encourage group discussions on how market prices are determined. 3. Use simulations or interactive	Identify cases where prices deviate from textbook theory (e.g., milk, branded items, seasonal fruits).	1. Develop analytical and observation skills by studying real markets. 2. Apply theoretical knowledge to practical scenarios. 3. Practice data collection, comparison,	• Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g.,

					activities for understanding market dynamics.		and interpretation.	increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (nonexcludable and non-rival goods like parks or street lighting).
July	26	**L-2** **The Price Puzzle: What Drives the Market**	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	Create diagrams showing shifts in demand and supply for different products.	4. Use everyday examples of goods and prices to explain concepts. 5. Encourage group discussions on how market prices are determined. 6. Use simulations or interactive activities for understanding market dynamics.	Identify cases where prices deviate from textbook theory (e.g., milk, branded items, seasonal fruits).	4. Develop analytical and observation skills by studying real markets. 5. Apply theoretical knowledge to practical scenarios. 6. Practice data collection, comparison, and interpretation.	• Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types.

								• Understand public goods (nonexcludable and non-rival goods like parks or street lighting).
Aug	24	**L-3** **From Ideas to Startups**	• What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	Prepare visual representations of Make in India and MSME contributions.	1. Use real-life examples and stories to explain entrepreneurs hip. 2. Encourage group discussions and role-play for business planning exercises. 3. Provide simple tools and templates for all learners to create business plans.	Calculate simple costs, revenue, and profits using basic accounting principles.	1. Develop creativity and innovation skills. 2. Learn practical problem-solving in starting a business. 3. Practice planning, budgeting, and basic accounting.	• Define entrepreneurship and explain its importance in innovation, job creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth.
Sep	23	**REVISION FOR TERM I**						
Oct	22	**L-3** **From Ideas to Startups**	• What is entrepreneurship and explain the resources	Prepare visual representations of Make in India and	4. Use real-life examples and	Calculate simple costs, revenue, and profits using	4. Develop creativit y and	• Define entrepreneurship and explain its importance in innovation, job

			required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	MSME contributions.	stories to explain entrepreneurship. 5. Encourage group discussions and role-play for business planning exercises. 6. Provide simple tools and templates for all learners to create business plans.	basic accounting principles.	innovation skills. 5. Learn practical problem-solving in starting a business. 6. Practice planning, budgeting, and basic accounting.	creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth.
Nov	16	**L-4** **Smart Ways to Manage Your Finances**	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting	Make a colourful monthly budget planner.	1. Use real-life examples like household expenses or pocket money. 2. Encourage group discussions on saving, spending, and budgeting.	Suggest ways to manage savings and plan expenditures effectively.	1. Develop skills in financial planning and decision-making. 2. Practice basic calculations of	• Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals.

							interest and budgeting. 3. Analyse financial scenarios and solve problems.	
Dec	24	**I.-4** **Smart Ways to Manage Your Finances**	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting	Make a colourful monthly budget planner.	3. Use real-life examples like household expenses or pocket money. 4. Encourage group discussions on saving, spending, and budgeting.	Suggest ways to manage savings and plan expenditures effectively.	4. Develop skills in financial planning and decision-making. 5. Practice basic calculations of interest and budgeting. 6. Analyse financial scenarios and solve problems.	• Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals.
Jan	14	**REVISION FOR TERM II**						
Feb	22	**REVISION FOR TERM II**						

SUBJECT: Artificial Intelligence (417)

Textbook: Decoding Artificial Intelligence (Sultan chand)

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

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

		Entrepreneurship Types and Fields of Entrepreneurship p	choose to start their own businesses or work within an organization.		economic status — have equal access to the knowledge, tools, and support needed to develop entrepreneurial competencies.	entrepreneur is doing for the society and how they are involved	educational approach designed to help learners develop the skills and mindset necessary for successful entrepreneurship	Environment Developing a Business Idea and Innovatio n
Dec	24	**PART: A Unit 5: Green Skills Natural Environment Influence on Environment Natural resource conservation Green Economy Green skills**	It refer to the knowledge, abilities, values, and attitudes that are required to promote sustainable environmental practices.	1. Make a poster on "Save Nature - Save Earth". Write one message regarding save nature and save earth. 2. Using waste material make some useful thing. For example: Make flowerpot using old plastic bottle.	It focuses on ensuring that all students, regardless of their socio - economic backgrounds, abilities, learning styles, or cultural contexts, can access and engage with the knowledge and skills required to address environmental sustainability		Green Skills It focuses on developing the knowledge and practical abilities required to address environmental challenges and promote sustainable development.	Understanding Environmental Issues and Sustain ability Knowledge of Green Technologies and Innovations
Jan	14	**1. Introduction to Computational Thinking** • **Meaning of Computational Thinking (CT)** • **Importance of CT in daily life** • **Real-life examples of problem-solving**	Students are able to Understand concept of Computational Thinking	Draw diagrams/visual charts showing steps of CT	Use simple language, examples from daily life	Break "School Function Planning" into steps	Group activity to divide a task into sub-tasks	Students can create and interpret flowcharts
Feb	22	**REVISION FOR ANNUAL EXAMINATION**						

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD / 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 May	24 08	Song **"Buddham Sharanam Gacchami"**	Children will learn the song and will get to know about the Swar used in this Song.	Concept About • Jhpataal and Even Beats • Melody of Raag Bilawal	Usage of Notes of Raag Bihag and made difference between the songs	Teaching Komal Notes through this Song	Creating Swar Alankars and aaroh and avroh	NO	NO	Flip the musical notes	Children will learn the Song and will know the usage of Komal ga and Dha
June July	14 26	Raag **"Bhairavi"** Discription, Aaroh, Avroh & Bandish	Practice of small alnkars Usingof all komal swar Effortlessly singing Raag Swars and useage as sargams	Knowing About the follwing 1. Jaati 2. Thaat 3. Waadi swar 4. samwadi swar 5. Gayan samay	Identification of other songs related to this raga's interpretation	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
Aug	22	Song for teachers **"Nanhe se Kadam Le Kar"**	Knowing to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches	Knowing About the follwing 1. Indo - western Beats 2. Collaboration between indian Classical music and western music	Usage of different sargams during singing	Blending Saragams with songs	Singing and counting in Hand beats	NO	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About expressing gratitude towrds teaches
Sept		**Term I EXAMINATION**									
Oct Nov	13 22	Bhajan **"Krishn Kanhaiya Dau ji ke Bhiyaa"**	Children will learn the Bhajan and will get to know about the Swar used in this Bhajan.	Knowing about 1. Dadra taal. Children will 2. learn to sing Suddh Swar.	Blending Swar of raag Bhopali	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form in Kalyaan Thaat	NO	NO	Guess the Song Activity	Children will learn the Bhajan and will be able to sing Suddh Swar effortlessly

Dec	23	Christmas Song **"We three kings"**	Knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and taping 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 • Kaafi Raag And its different Chalan • Swar and its type	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Other Songs related to Horse Beat	Using of other musical notes rather than Komal gandhar and Dhaiwat	NO	NO	Children will Know About How to sing Motivational Song Using of Komal Ga swar in Song
Feb		**Term II EXAMINATION**									
Mar		**Revision "All Songs"**									

SUBJECT: ART & CRAFT

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	**23**	Landscape in pencil shading Portrait study	To give knowledge about pencil shade.	Shape & Size. trigonometry	Shape & Size. trigonometry	Prepare a chart of pencil shade.	•Q & A LOA	•Students will be able to understand various aspects of development. •Students will be able to identify various indicators of development Student will be able to differentiate quantitative &qualitative measures of comparison
MAY	**07**	Portrait study	To give detailed knowledge to draw face.	Literature- portrait painting of famous personality	Literature- portrait painting of famous personality	Draw a portrait of anyone sports personalities.		**Student will make a portrait in pencil shading**
JUNE	**16**	Rajasthani miniature Art Mughal Miniature Art art	To give knowledge of both the topics.	History of Indian art During Mughal art and culture	History of Indian art During Mughal art and culture	Project file on Rajasthani miniature & Mughal miniature		**Student will learn theory of Rajasthani Miniature**
JULY	**26**	Acrylic or oil painting on canvas Composition in Waterco	To teach use of acrylic color	Knowing 3D shapes in math's	Knowing 3D shapes in math's	Draw a flower using Acrylic Color.		**Students will do a painting on canvas using acrylic color**
AUG	**24**	Acrylic or oil painting on canvas Composition in Waterco	To teach use of acrylic color	Knowing 3D shapes in math's	Knowing 3D shapes in math's	Draw a flower using Acrylic Color.		**Students will do a painting on canvas using acrylic color**

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

SUBJECT: Physical Education

Month	WD	Chapter/Sub Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1. INTRODUCTION / PREAMBLE 1.1 Rationale 1.2 Overall Objectives of Health and Physical Education 1.3 Mainstreaming HPE	Understand the concept and importance of Health and Physical Education in school curriculum.	Ground Marking, Poster Making.	Encourage participation of all learners regardless of physical ability.	Diagram making of fields.	Students list daily physical activities and analyze their benefits.	Students develop positive attitudes toward physical activity and healthy living.
May	07	2. FOUR STRAND 2.1 Introduction 2.2 The Objectives	Understand the four strands and their roles in student development.	Yoga chart making by students	Provide equal opportunities for participation in all strands.	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	Understand components of physical fitness (strength, endurance, flexibility, speed).	Chart making of all Adventure Sports .	Provide alternative exercises based on students' physical abilities.	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.	Making of diet chart of different age group. Picture chart making of fitness test	Assign tasks according to students' abilities and interests.	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.	Assign tasks according to students' abilities and interests.	Practical file making.	Participate in community cleanliness drive, tree plantation, or health awareness campaign.	Students develop social responsibility and leadership skills.
Nov	16	6. HEALTH AND ACTIVITY RECORD	Maintain records of physical activities and health habits.	Picture chart making of Jung classification and big five theory.	Provide guidance to students who need assistance in documentation	Practical file making.	Students maintain a weekly health diary including exercise, diet, and sleep.	Students learn to track their physical activity and health habits.
Dec	24	7.TRANSACTIONAL STRATEGIES FOR THE STRANDS OF HPE	Understand effective teaching-learning methods for physical education.	Pictorial chart making of sports training cycle	Use varied strategies such as demonstration, peer learning, and group activities.	Practical file making.	Conduct group sports activities and peer teaching sessions.	Students improve practical skills through experiential learning.
Jan	14	8.ASSESSMENT FOR THE STRANDS * THE GRADES / LEVELS OBTAINED UNDER THE FIRST THREE STRANDS WILL BE REFLECTED IN THE REPORT CARDS.	Understand methods of evaluating physical fitness and skills.	Pictorial chart making of sports training cycle.	Use flexible assessment methods suitable for different abilities.	Practical file making.	Perform skill-based assessments, fitness tests, and activity records.	Students demonstrate improvement in physical skills and health awareness.
Feb	22	TERM 2						

Subject: INSTRUMENT (Music)

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

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

SUBJECT : DANCE

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

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

SUBJECT: GENERAL KNOWLEDGE

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

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

		4. Environmental Pollution 5. Sustainable Development 6. Disaster and Disaster Management						
Aug	24	**Indian Polity:** - 1. Constitutional Development 2. Making of the Indian Constitution 3. Indian Constitution: Introduction 4. Fundamental Rights 5. Fundamental Duties	Learn democratic values and constitutional principles	Chart of Fundamental Rights	Role-play of constitutional debates	Debate on rights vs duties	Mock parliament activity	Students understand civic responsibilities
Sep	23	**Revision & Term I examination**	Consolidate learning	–	–	–	–	Students recall and apply knowledge
Oct	22	**Economics:** - 1. Growth and Development 2. Money and Banking **Computer & Technology:** - 1. Computer Technology 2. Biotechnology 3. Important Institutions and Abbreviations.	Understand basics of economy and technology	Infographic on banking system	Simplified examples for all learners	Project on digital banking	Crossword on abbreviations	Students grasp economic and tech concepts
Nov	16	**Static GK:** - 1. First in India 2. Largest, Tallest and Longest in India 3. Prominent person and places related to them.	Memorize key facts about India	Flashcards of "First in India"	Peer quiz sessions	Chart of tallest structures	Quiz competition	Students recall important GK facts

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