

**BHAVDIYA PUBLIC SCHOOL, AYODHYA**

**ACADEMIC PLAN**

**FOR SECONDARY STAGE**

**(CLASS IX & X)**



**SESSION 2023-24**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
June -	<p><b>LITERATURE- Beehive</b>  <b>Topic:Unit-1.1: The Fun They Had Chapter</b>  <b>Description-</b> The short story –The Fun They Had by Isaac Asimov takes us to the world of the future where computers will play a major role. The story is set in the future, when books and schools as we now know them will perhaps not exist. More specifically, the narrative deals with the future of education which will become increasingly computerized and estranged from social interactions. The author’s message is one of warnings against the dangers of</p>	<p><b>To enable the students:</b></p> <ul style="list-style-type: none"> <li>To enable the students to read, write, speak and understand English correctly.</li> <li>To enrich the vocabulary of the students to use the same correctly.</li> <li>To enable the students to understand the difficult words and phrases in the lesson.</li> <li>To acquaint the students with a scientific story.</li> <li>To enable the students about Robots and Robotic teachers.</li> <li>To enable the students about a variety of Modern</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>Eagerness to learn</li> <li>Importance of Classroom, Teacher and Emotional Bonding</li> <li>Curiosity</li> <li>Scientific Temperament</li> <li>Impact of Teacher in place of Robot</li> </ul>	<p><b>Activity (To introduce the lesson):</b></p> <p>Imagine a time when all books will be on computers and there will be no books printed on paper. Would you like such books? Why/ Why not? (Multistructural)</p> <p><b>Activity (To Support learning):</b></p> <p>Calculate how many years and months ahead from now Margie’s diary entry is.</p> <p><b>Activity (To assess learning):</b></p> <p>Imagine the school in the story ‘_The Fun They Had’. Compare it with your own school. (Work book pg.8)</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>To enable the students to read, write, speak and understand English correctly.</li> <li>To enrich the vocabulary of the students to use the same correctly.</li> <li>To enable the students to understand the difficult words and phrases in the lesson.</li> <li>To acquaint the students with a scientific story.</li> <li>To enable the students about Robots and Robotic teachers.</li> <li>To enable the students about a variety of Modern</li> </ul>	<p><b>Activity/Assignment:</b>                      Textual                      Question/Workbook Exercises  <b>Class Work:</b> Elaborate why you would prefer to be taught by both human teacher and a robot. <b>(Workbook)</b></p>

	computerized home schooling which deprives children of the benefits of the personal interactions between students and teachers, which help them, develop social skills.	Teaching aid.			Teaching aid	
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<p><b>June</b> -</p>	<p><b>LITERATURE- Beehive</b> <b>Topic: UNIT- 1.2- The Road Not Taken</b> <b>Chapter</b> <b>Description-</b> The poem is based on very common experience about Real life situations where one has to choose between two options. The poet represents a dilemma of a man in a particular situation. It suggests us to make choices that are acceptable and less risky and also depicts the factors that determine our choice and the need to take right decision at the right time. The mood of the poem is very thoughtful and philosophical.</p>	<p><b>To enable the students to:</b> *Understand that the decisions taken by people shape their lives *Encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation *Analyze, interpret, and infer ideas from the text. * Enhance their creativity and imagination *Develop confidence in spoken skill</p>	<p><b>To enable the students to imbibe-</b> *Decision-making *Determination *Analyzing the logical reasoning of the situation *Problem solving * Conflict Resolution *Face challenges in life *To face the adversities of life *To be optimistic *Faith on oneself * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time *To learn acceptance * To develop Comprehending, Effective * ReadingandListeningskills</p>	<p><b>Activity (To introduce the lesson):</b> Video of Pankaj Tripathi will be shown to inspire the students. How he had struggled to fulfil his passion. <b>Activity (To Support learning):</b> The path which we have chosen, decides our future, our destination. Discuss. PPT based on the poem will be shown . <b>Activity (to assess learning):</b> Identify the poetic devices from the poem. Which path would you like to prefer - 'More well-travelled path' or the 'less travelled by', when life will give you a chance to choose? Discussion of the poem with reference to 'M.S.Dhoni, The Untold Story'; Dhoni was a TC and then chose the path to follow his passion.</p>	<p><b>Students will be able to:</b> *Understand that the decisions taken by people shape their lives. *Describe the dilemma of the poet and the poetic devices used in the poem. * Negotiate their own learning goals and evaluate their own progress, edit, revise, and review their own work *Enhance their creativity and imagination *Develop confidence in spoken skill *Make choices that are acceptable and less risky *Know the factors that determine our choice *Right decision at the right time</p>	<p><b>Classwork: Theme, Analysis</b> After you have made a choice do you always think about what might have been ( a state of confusion), or do you accept the reality?</p>
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<p><b>July</b> -</p>	<p><b>LITERATURE- Beehive</b> <b>Topic: Topic: Unit – 2.1.The Sound of Music Chapter</b> <b>Description- Part-I-Evelyn</b> Glennie is a multi-percussionist. She can play about 1000 instruments with perfection. She listens to sound without hearing it. Evelyn fought against a physical disability &amp; became a source of inspiration for thousands of disabled persons.</p>	<p><b>Part I</b></p> <ul style="list-style-type: none"> <li>• To enable the students to get inspiration from the real life experiences of a differently abled person.</li> <li>• To enable them to express themselves in grammatically correct language.</li> <li>• To enable the learners to extrapolate from the given text.</li> <li>• To sensitize the students to the feelings of an individual.</li> <li>• To enable the students to feel the struggle of Evelyn for her success. To enable them to use new words and phrases in their own language.</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>&gt; Determination.</li> <li>&gt; Hard work</li> <li>&gt; Simplicity</li> <li>&gt; Face the adversities of life</li> <li>&gt; To be optimistic</li> </ul>	<p><b>Activity (To introduce the lesson):</b> Warm Activity- <b>Discussion:</b> <b>Activity based on Part-2: The Shehnai of Bismillah Khan</b> Name the different instruments played in India. Name few famous instrumentalist in their respective fields. Workbook Unit-2 will be discussed and solved in the class. <b>Activity (To Support learning):</b> Share information about people/children who have overcome their physical barriers and have achieved success in their lives. The Sound of Music' is a biographical piece about Evelyn Glennie, a famous percussionist, who listened to sound without hearing it. Video of Evelyn Glennie will be shown. Video of SudhaChandran, a classical dancer, who lost her leg in an accident (Film NaacheMayuri) <b>Activity (to assess learning):</b> <b>Class Work:</b> 1. How does Evelyn hear music?</p>	<p><b>Students will be able: Part I</b></p> <ul style="list-style-type: none"> <li>• To get inspiration from the real life experiences of a differently abled person.</li> <li>• To express themselves in grammatically correct language.</li> <li>• To extrapolate from the given text.</li> <li>• To sensitize themselves to the feelings of an individual.</li> <li>• To feel the struggle of Evelyn for her success.</li> <li>• To use new words and phrases in their own language.</li> </ul>	<p><b>Class Work:</b> 1. How does Evelyn hear music?</p>
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<p><b>July</b> -</p>	<p><b>LITERATURE- Beehive Topic: Topic: UNIT 2.2. Wind Poet:</b></p>	<p><b>To enable the students:</b>  <input type="checkbox"/> To understand various poetic devices (repetition/ free verse/ metaphor)</p>	<p><b>To enable the students to imbibe-</b>  <input type="checkbox"/> To praise nature's great power i.e. air, water, fire</p>	<p><b>Activity (To introduce the lesson):</b>  <b>Warm up Activity:</b>  Share your experience about your visit to a place during summer holidays. How do you feel the presence of wind?</p>	<p><b>Students will be able to:</b>  <input type="checkbox"/> To understand various poetic devices (repetition/ free verse/ metaphor)</p>	<p><b>Class Work:</b> *What values do you inculcate from the poem _Wind'?</p>
	<p><b>SubramaniaBharati Chapter</b>  <b>Description-</b> The poet describes the raw force of the wind in this poem. The wind is thus a symbol of power or force. The wind blows out weak fires. But it makes strong fires roar. So, this way its friendship is good. The poem –Windl inspires us to face the challenges thrown at us with grit and firm determination. We should be strong enough to face all the hardships of life with courage. Wind symbolizes problems and obstacles that we all face and go through at some point time in our lives.</p>	<p>in the poem  To know about the literature of other language (Tamil)  <input type="checkbox"/>  To enrich the vocabulary  <input type="checkbox"/> <input type="checkbox"/>  To help them to enjoy and appreciate poetry  To kindle the imagination of creative poetry  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  To enable them grasp the theme and gist of the poem.  To help them to exercise the message given in the poem in their life.  To develop their poem recitation skills.  <input type="checkbox"/></p>	<p>To deal with the nature's power's appropriately Control anger Develop strength Facing hardships Courage  <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Activity (To Support learning):</b>  Compose a poem based on natural elements in not less than three stanzas using at least four poetic devices.  <b>Activity (to assess learning):</b>  *What values do you inculcate from the poem _Wind'?</p>	<p>in the poem  To know about the literature of other language (Tamil)  <input type="checkbox"/>  To enrich the vocabulary  <input type="checkbox"/> <input type="checkbox"/>  To help them to enjoy and appreciate poetry  To kindle the imagination of creative poetry  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  To enable them grasp the theme and gist of the poem.  To help them to exercise the message given in the poem in their life.  To develop their poem recitation skills.  <input type="checkbox"/></p>	<p>Find out the figures of speech from the poem  Personification (WIND)  Repetition (don't, crumbling)  Onomatopoeia *The wind blows strongly and causes a lot of destruction. How can we make friends with it?  *Think about the different forces present in nature, share what do they represent/ convey/ symbolise.</p>

<p><b>July</b> -</p>	<p><b>LITERATURE- Beehive</b> <b>Topic: Topic: UNIT- 3.2- Rain on the Roof</b> <b>Chapter</b> <b>Description-</b> The poet describes a rainy night. He says that all the stars of the sky</p>	<p><b>To enable the students to:</b></p> <ul style="list-style-type: none"> <li>• To inculcate the habit of reading poems (AP)</li> <li>• To admire the bliss of nature in the form of rain (SY)</li> <li>• Sensitize the</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Appreciate the beauty of nature</li> <li>• Divinity</li> <li>• Sensitivity towards nature</li> <li>• Mother's Care and</li> </ul>	<p><b>Activity (To introduce the lesson):</b> <b>Warm up Activity:</b> When the sky is covered with dark clouds and it starts raining, what thoughts flash through your mind? (Relational Outcome) <b>Activity (To Support learning):</b> Identify the figures of speech from the poem. <b>Activity (to assess learning):</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• To inculcate the habit of reading poems (AP)</li> <li>• To admire the bliss of nature in the form of rain (SY)</li> <li>• Sensitize the</li> </ul>	<p><b>Discuss:</b> Does everybody have a cosy bed to lie in, when it rains? Describe how different kinds of people or animals spend</p>
	<p>have become invisible because they have been covered by clouds. Darkness usually has a negative connotation, and the poet makes no exception to this rule and the sound of raindrops can only transport him there for him to recover from his melancholic mood. Memories of his mother are evoked as he listens to the repetitive rhythm of the raindrops as they are falling on his roof.</p>	<p>learners to ideas and emotions that are evoked by rain (SY)</p> <ul style="list-style-type: none"> <li>• To develop their imagination skills</li> <li>• To make them realise that nature gives soothing/ healing effect (AP)</li> <li>• To identify the poetic devices used in the poem (U)</li> </ul>	<p>Concern</p> <ul style="list-style-type: none"> <li>• Love for siblings</li> <li>• To develop Comprehending, Reading, Listening and Imaginative skills</li> </ul>	<p>Write a letter to your parents appreciating them for all the little things they do. (Work book pg.51)</p>	<p>learners to ideas and emotions that are evoked by rain (SY)</p> <ul style="list-style-type: none"> <li>• To develop their imagination skills</li> <li>• To make them realise that nature gives soothing/ healing effect (AP)</li> <li>• To identify the poetic devices used in the poem (U)</li> </ul>	<p>time, seek shelter etc. during rain. <b>Classwork:</b> Summary Figures of speech <b>GRAMMAR:</b> Write a letter to your parents appreciating them for all the little things they do. (Work book pg.51)</p>

<p><b>July</b> -</p>	<p><b>MOMENTS</b> <b>Topic: M.1.The Lost Child</b> <b>WRITER: MULK RAJ ANAND</b> <b>Chapter Description-</b> Mulk Raj Anand's story, 'The Lost Child' narrates how a little boy was lost in the crowd of a village fair. It tells us how on his way to the fair he was attracted by various things such as toys, sweetmeat,</p>	<p><b>To enable the students:</b></p> <ul style="list-style-type: none"> <li>• To develop a love for literature in students. (K)</li> <li>• To introduce the students with literary genius: <b>Mulk Raj Anand</b> (<b><u>Life and works of the Author Mulk Raj Anand</u></b>)</li> <li>• To introduce them with the idea of effective writings in</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• To make the students understand the relationship of wishes and reality.</li> <li>• To make the students realise the value of family members.</li> <li>• To appreciate beauty of nature and surroundings.</li> </ul>	<p><b>Activity (To introduce the lesson):</b> <b>Warm Up activity:</b></p> <ul style="list-style-type: none"> <li>• Describe the scene of a fair you visited. <b>Activity (To Support learning):</b></li> <li>• Talk about it: How to ensure not to get lost.</li> </ul> <p>Textual questions/ Assignments/Character sketches/ Value based</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• To develop a love for literature in students. (K)</li> <li>• To introduce the students with literary genius: Mulk Raj Anand</li> <li>• To get the idea of effective writings in simple language that conveys deeper meanings.</li> <li>• To understand the</li> </ul>	<p><b>Class Work:</b> Give an alternative to the story.</p> <p>Textual questions/ Assignments/Character sketches/ Value based</p>
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	balloons and birds, butterflies and flowers.	<p>simple language that convey deeper meanings. (K)</p> <ul style="list-style-type: none"> <li>To introduce new vocabulary. (K)</li> <li>To develop critical thinking by analysing the text. (AY)</li> </ul>			<p>relationship of wishes and reality.</p> <ul style="list-style-type: none"> <li>To understand value of family members.</li> <li>To appreciate beauty of nature and surroundings.</li> <li>To introduce them with the idea of effective writings in simple language that conveys deeper meanings. (K)</li> <li>To introduce new vocabulary. (K)</li> <li>To develop critical thinking by analysing the text. (AY)</li> </ul>	
<b>July-</b>	<b>Grammar:</b> <input type="checkbox"/> Prepositions	To enable students understand: *frame correct sentences *Use of different forms of tenses accurately and appropriately	To enable students *Acquire knowledge through rules in grammar	Discussion and explanation with examples Students will be involved and their feedback will be considered <b>(Workbook Exercises &amp; Practice Exercises, which will be mailed )</b>	<b>Students will be able to:</b> *Acquire knowledge through rules in grammar	Assessment on the basis of the answers of Practice exercises
<b>July-</b>	<b>Grammar:</b> <input type="checkbox"/> Conjunctions	<b>Continued.....</b> ..		<b>(Workbook Exercises &amp; Practice Exercises, which will be mailed)</b>		
<b>August-</b>	<b>Grammar:</b> Use of passive voice	<b>Continued.....</b> ..		<b>(Workbook Exercises &amp; Practice Exercises, which will be mailed)</b>		
<b>August-</b>	<b>Writing skills-</b> <input type="checkbox"/> Diary Entry <b>Subject Description-</b>	<b>To enable the students</b> <ul style="list-style-type: none"> <li>Express effectively</li> <li>share ideas</li> </ul>	<b>To enable the students to -</b> <input type="checkbox"/> -Identify the	<ul style="list-style-type: none"> <li>Familiarize the students with different formats of the writing skills</li> <li>Model exercise of each writing skill will</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>-Express effectively</li> <li>share ideas</li> </ul>	Through Practice exercise in the grammar notebook.

	<p>The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.</p>	<ul style="list-style-type: none"> <li>• develop appropriate style of writing.</li> <li>• -write effectively</li> <li>• Differentiate the style of expressing different writing skills</li> <li>• knowledge of the purpose and importance of writing short and long compositions</li> <li>• -will be able to practically make use of writing skills</li> <li>• Know effective means of disseminating information on varied issues.</li> <li>• -appropriate language,</li> <li>• use of accurate vocabulary, expressions and sentence structure.</li> <li>• -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and</li> </ul>	<p>appropriate usage of writing skills</p> <ul style="list-style-type: none"> <li>• Apply it in practical life</li> <li>• Express their views in the desired manner</li> </ul>	<p>be given</p> <ul style="list-style-type: none"> <li>□ Practice exercise of each writing skill will be given</li> </ul> <p><b>(Workbook Exercises &amp; Practice Exercises, which will be mailed</b></p>	<ul style="list-style-type: none"> <li>• develop appropriate style of writing.</li> <li>• -write effectively</li> <li>• Differentiate the style of expressing different writing skills</li> <li>• knowledge of the purpose and importance of writing short and long compositions</li> <li>• -will be able to practically make use of writing skills</li> <li>• Know effective means of disseminating information on varied issues.</li> <li>• -appropriate language,</li> <li>• use of accurate vocabulary, expressions and sentence structure.</li> <li>• -understand and recollect the formats of the notice, message, biosketch, factual description, formal and informal letters, articles, speech, debate, data interpretation and</li> </ul>	
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		<p>report.</p> <ul style="list-style-type: none"> <li>-Retain information of events, incidents or accidents and describe the same.</li> <li>-adhere to word limit.</li> </ul>			<p>report.</p> <ul style="list-style-type: none"> <li>-Retain information of events, incidents or accidents and describe the same.</li> <li>-adhere to word limit.</li> </ul>	
<b>August-</b>	<b>Writing skills-</b> □ Descriptive Paragraph( person/ place/ event)	<b>Continued.....</b> ..		<b>(Workbook Exercises &amp; Practice Exercises, which will be mailed</b>		
<b>August-</b>	<p><b>Moments Topic:M-5.The Happy Prince</b> <b>Oscar Fingal O'Flahertie Wills Wilde</b> <b>Chapter</b> <b>Description-</b> Love, compassion and sacrifice are all a part of the theme of 'The Happy Prince.' The idea of judging someone based on how they look is also one of the central themes of Oscar Wilde's "The Happy Prince." Wilde's writing tells the story of a majestic prince that overlooks the city, adorned in gold leaf and jewels such as</p>	<p><b>To enable the students:</b></p> <ul style="list-style-type: none"> <li>To develop a love for literature in students. (U)</li> <li>To introduce the students with life and works of Oscar Wilde. (K)</li> <li>To introduce new vocabulary.(K)</li> <li>To develop listening skills through audio book of the lesson.(SY)</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>To make the students inculcate values like love, compassion, sacrifice and empathy.</li> <li>To make them infer that good deeds are rewarded.</li> </ul>	<p><b>Activity (To introduce the lesson):</b> <b>Warm Up activity:</b> Great achievements is usually born of great sacrifice and is never the result of selfishness. Discuss <b>Activity (To Support learning):-</b> Jakie Shroff's movie 'Teri Meherbaniyan' will be discussed where a dog takes the revenge of his master to make them understand the idea of selfless service displayed by an animal. Similar will be asked from them. <b>Activity (to assess learning):</b> <b>Class Work:</b></p> <ul style="list-style-type: none"> <li>The little swallow says, –It is curious, but I feel quite warm now, although it is so cold. Have you ever had such a feeling? Share your experience with your friends.</li> </ul>	<p><b>To enable the students:</b></p> <ul style="list-style-type: none"> <li>To develop a love for literature in students. (U)</li> <li>To introduce the students with life and works of Oscar Wilde. (K)</li> <li>To introduce new vocabulary.(K)</li> <li>To develop listening skills through audio book of the lesson.(SY)</li> </ul>	<p><b>Class Work:</b></p> <ul style="list-style-type: none"> <li>□ The little swallow says, –It is curious, but I feel quite warm now, although it is so cold. Have you ever had such a feeling? Share your experience with your friends.</li> </ul>

	<p>sapphires and rubies. Yet, despite his wealth, he's not happy. He is saddened by the poverty he sees from his perch atop the city. He sets out to rid himself of his wealth to help the people below him, but once he has sacrificed everything, he was no longer deemed beautiful by the town's people.</p>					
<p><b>August-</b></p>	<p><b>LITERATURE- Beehive</b>  <b>Topic: Unit – 4.1-A Truly Beautiful Mind Biography of Albert Einstein Chapter</b>  <b>Description-</b> The chapter is a biographical account of Nobel Laureate and –scientific genius  Albert Einstein.The story of Einstein tries to show him as a human being, a fairly ordinary person who had his likes and dislikes, his streaks of rebellion, and his problems. One can think about how a ‘great person’ was perceived before being recognized</p>	<ul style="list-style-type: none"> <li>• To introduce the students to the new words and phrases of English language. (K)</li> <li>• To develop the interest of the students to a literary piece.( U)</li> <li>• To develop the scientific temper of students. (AP)</li> <li>••• To promote the reading habits of students. (AP)</li> <li>• To make the students conscious of the scientific invention and discoveries. (SY)</li> <li>• To enhance the</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>➤ Determination.</li> <li>➤ Communal harmony</li> <li>➤ Love for Motherland</li> <li>➤ Hard work</li> <li>➤ Simplicity</li> <li>➤ Face the adversities of life</li> <li>➤ To be optimistic</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  - Warm up Activity-  i) Who is a genius?  (ii) What are the attributes that make a person a genius?  The students know many facts about Albert Einstein's life. They will be encouraged to share. <b>Activity (To Support learning):</b>  Do you agree with the statement stated as –Ne technology is common, new thinking is rare?     <b>Activity (to assess learning):</b>  Albert Einstein's brain was taken from his body during an autopsy hours after his death, going against his and his family's wishes. What do you think the reason behind it? Did they get something unusual?</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the new words and phrases of English language. (K)</li> <li>• To develop the interest of the students to a literary piece.( U)</li> <li>• To develop the scientific temper of students. (AP)</li> <li>• To promote the reading habits of students. (AP)</li> <li>• To make the students conscious of the scientific invention and discoveries. (SY)</li> </ul>	<p><b>Class Work:</b>  Do you agree with the statement stated as –Ne technology is common, new thinking is rare?   <b>(Workbook)</b></p>

	as 'great': it is not as though great people are born with a special sign that allows us to recognize them instantly!	knowledge of students.(K)			To enhance the knowledge of students.(K)	
<b>September-</b>	<b>LITERATURE- Beehive</b> <b>Topic: Unit-5.2. A Legend of the Northland</b> <b>Poet: Phoebe Cary</b> <b>Chapter</b> <b>Description-</b> 'A Legend of the Northland' is a ballad. The poet doesn't believe in the authenticity of the story but yet is tempted to share the story. Mythological stories may not relate to realities but they always carry some good messages with them. This poem narrates the legend of an old lady who angered Saint Peter because of her greed and was cursed by him. This poem puts forth the theme that we should not be selfish and always help the needy.	<b>To enable them to</b> <ul style="list-style-type: none"> <li>• Read, write, speak understand English correctly. (AP)</li> <li>• Enrich the vocabulary of the students to use the same correctly. (AP)</li> <li>• Understand the culture, lifestyle and belief of the people living in the region. (U)</li> <li>• Acquaint the students with a Mythological stories. (K)</li> <li>• Enjoy poetry in the form of Ballad. (K)</li> <li>• Identify of figures of speech. (SY)</li> </ul>	<b>To enable the students to imbibe-</b> <ul style="list-style-type: none"> <li>&gt; Kindness</li> <li>&gt; Noble</li> <li>&gt; Generousness</li> <li>&gt; Willingness to help others</li> <li>&gt; Sympathy</li> <li>&gt; Care and Concern for others</li> <li>&gt; Realize the result of greed</li> </ul>	<b>Activity (To introduce the lesson):</b> Students will be given chance to read the story –Unit 5.1.The Snake and the Mirror  turn by turn. After the completion of the reading of the chapter, they will asked to rewrite the story without its humour, merely as a frightening incident. What parts of the story would you leave out? (Omitted Chapter)  <b>Activity (To Support learning):</b> Students will be asked to go to the local library or talk to older persons in their locality and find legends in their own language. Discuss about the legends in the class.  <b>Activity (to assess learning):</b> Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?	<b>To enable them to</b> <ul style="list-style-type: none"> <li>• Read, write, speak understand English correctly. (AP)</li> <li>• Enrich the vocabulary of the students to use the same correctly. (AP)</li> <li>• Understand the culture, lifestyle and belief of the people living in the region. (U)</li> <li>• Acquaint the students with a Mythological stories. (K)</li> <li>• Enjoy poetry in the form of Ballad. (K)</li> <li>• Identify of figures of speech. (SY)</li> </ul>	<b>Class Work:</b> Do you think that the old lady would have been so ungenerous if she had known who Saint Peter really was? What would she have done then? Theme & Analysis
<b>September-</b>	<b>Grammar:</b> □ Tenses	<b>Continued.....</b> ..				
<b>September-</b>	<b>Grammar:</b> □ Articles	<b>Continued.....</b> ..				
<b>September-</b>	<b>Writing skills-</b> □ Story writing	<b>Continued.....</b> ..				

September-	<b>LITERATURE- Beehive</b> <b>Topic: Topic: Unit – 6.1-My Childhood Chapter</b> <b>Description-</b> –My Childhood is an extract taken from the autobiographical book, ‘Wings of Fire’ by A.P.J.Abdul Kalam. The autobiographical account of his childhood embodies the themes of harmony and prejudice, tradition and change.	<p>To enable the students to develop in the language skills. (AP)</p> <ul style="list-style-type: none"> <li>To enable them to express themselves in grammatically correct language. (AP)</li> <li>To enable the learners to extrapolate from the given text. (SY)</li> <li>To instill values of generosity, kindness, humility and communal harmony among the children. (U)</li> <li>To enable them to frame sentences using the new words and phrases.(AP)</li> </ul>	<b>To enable the students to imbibe-</b> <ul style="list-style-type: none"> <li>➤ Determination.</li> <li>➤ Communal harmony</li> <li>➤ Love for Motherland</li> <li>➤ Hard work</li> <li>➤ Simplicity</li> <li>➤ Face the adversities of life</li> <li>➤ To be optimistic</li> </ul>	<b>Activity (To introduce the lesson): Warm Up Activity-</b> Efforts of selfless people who aimed to serve humanity during recent crises would be discussed <b>Activity (To Support learning):</b> *Indra Krishnamurthy Nooyi, an Indian American business executive, in her speech emphasized on three facts of life. Firstly to be a lifelong student, Second, whatever we do, throw ourselves into it, throw our head, heart and hands into it and The third and the most important one, please help others rise. Do you agree with her views and what is your opinion about the same? *Book Reading ‘The Wings of Fire’ by APJ Abdul Kalam. *Video —Abdul Kalam, A lesson and PPT related to birthplace of Kalam will be shown. <b>Activity (to assess learning):</b> Narrate two incidents from the chapter that show how differences can be created, and also how they can be resolved. How can people change their attitudes?	<p>To enable the students to develop in the language skills. (AP)</p> <ul style="list-style-type: none"> <li>To enable them to express themselves in grammatically correct language. (AP)</li> <li>To enable the learners to extrapolate from the given text. (SY)</li> <li>To instill values of generosity, kindness, humility and communal harmony among the children. (U)</li> <li>To enable them to frame sentences using the new words and phrases.(AP)</li> </ul>	<b>Class Work:</b> Narrate two incidents that show how differences can be created, and also how they can be resolved. How can people change their attitudes?
October-	PAT-II	Periodic Assessment Test (PAT) – II Oct 10-21, 2019				

**Term - II**

Month & Working Days	Theme/ theme	Sub-	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
			Subject Specific (Content Based)	Behavioural (Application based)			

<p><b>October-</b></p>	<p><b>LITERATURE- Beehive</b> <b>Topic: Topic: 6.2 No Men are Foreign</b> <b>Chapter</b> <b>Description-</b> No men are foreign' tells us that we should not consider anyone as foreign or 'strange.' Humanity is the same all over the world and in harming anyone, we are harming ourselves. In destroying another country, we are destroying our own Earth. The poem tells us to look upon humanity as unified entity.</p>	<p>To enable the students to read, write, speak understand English correctly. (SY) To enrich the vocabulary of the students to use the same correctly.(K) To enable the students to understand the difficult words and phrases in the poem.(U)</p>	<p><b>To enable the students-</b></p> <ul style="list-style-type: none"> <li>• To understand the very idea of <i>Vasudhiv Kutumbakam</i> (The world is a family)</li> <li>• To deal with the differences with open mindedness.</li> <li>• To accept diversity.</li> </ul>	<p><b>Activity (To introduce the lesson):</b> Speaking Skills: In times of crisis like the recent pandemic _Corona crisis' has reduced the gaps of foreign differences between the people, irrespective of the differences existing between us. Do you think it is appreciable act? <b>Activity (To Support learning):</b> Referring to the story given on page no 91 of workbook, share your views on the importance of Unity. (Extended Abstract) (Workbook) <b>Reading Skills:</b> Recitation with proper innotation. <b>Activity (to assess learning)</b> What is the central theme of the poem?</p>	<p><b>Students will be able:</b> To read, write, speak understand English correctly. (SY) To enrich the vocabulary of the students to use the same correctly.(K) To understand the difficult words and phrases in the poem.(U)</p>	<p><b>Class Work:</b> What is the central theme of the poem? (Extended Abstract) <b>Identify the Figures of speech</b></p>
<p><b>November</b> -</p>	<p><b>Moments</b> <b>Topic:</b> <b>6.WEATHERING THE STORM IN ERASMA</b> <b>Chapter</b> <b>Description-</b> –Weathering the Stor in Erasma narrates the adventures of a young man Prashant who was</p>	<p>To enable the students to comprehend the text (U) To enable them to develop style of writing (SY) To develop confidence in speaking skills (SY) m To read with correct word stress, sentence stress and intonation (APP) To learn/enrich vocabulary</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>- Helpfulness</li> <li>- To be optimistic - Sensible behaviour</li> <li>-Care</li> <li>- Sense of concern</li> <li>-Determination</li> <li>- Empathy</li> <li>- Perseverance</li> </ul>	<p><b>Activity (To introduce the lesson):</b> <b>Warm up activity-Discussion:</b> The students are very much aware about the schemes, the programs the government run for the benefit of the people. The measures they take during the calamities and the other procedures they initiate to come out of the situation. <b>Activity (To Support learning):</b> Do you think young people can get together to help people during natural calamities? How?</p>	<p><b>Students will be able:</b> To comprehend the text (U) To develop style of writing (SY) To develop confidence in speaking skills (SY) To read with correct word stress, sentence stress and intonation (APP) To learn/enrich vocabulary</p>	<p>Do you think Prashant is a good leader? How?</p>

<p>marooned on a rooftop for two nights following a dreadful storm. He returns to his village and finds his family members safe. Prashant helps the people of his village by first getting a grip over himself because he was initially shocked on witnessing the after effects of the cyclone. He decided to step in as the leader of his village. He also brought a number of orphaned children together and constructed a polythene shelter for them. While women were mobilized to look after them, the men secured food and other essentials for the shelter. When he realised that the women were becoming too grief-stricken, he persuaded them to start working in the food-for-work programme,</p>	<p>and its usage within appropriate context (K) To understand the pain of others (U) To develop empathy</p>	<ul style="list-style-type: none"> <li>- Selfless service</li> <li>- face adversities of life -be courageous</li> </ul>	<p><b>Activity (To assess learning):</b> Do you think Prashant is a good leader? How? Textual questions/ Extra questions/ Assignments/Character sketches/ Value based</p>	<p>and its usage within appropriate context (K) To understand the pain of others (U) To develop empathy</p>	
<p>which was initiated by an NGO. He also organized sports events for children.</p>					

<p><b>November</b> -</p>	<p><b>Moments</b> <b>Topic: 7. The LAST LEAF</b> <b>Chapter</b> <b>Description-</b> This beautifully inspirational tale deals with unselfish sacrifice - how one man was prepared to sacrifice his own well-being and use his talent to save the life of another. Johnsy and Sue share an apartment where Johnsy fell ill with pneumonia and soon gives up hope for survival. She pins her destiny to the survival of one last leaf on a vine which she perceives through her window whilst lying in bed. The leaves Johnsy watches tumble from the vine lead her into sadness, but Behrman, an old fellow artist, who is</p>	<p>To promote reading habits through story reading. (Ap) ·To provide variety of language inputs for spontaneous &amp; natural use of language. (Ap) To enable the students to appreciate/comprehend the text. (K,V,Ay) To enable them to express themselves in grammatically correct language. (Ap) To enable them to comprehend the text locally and globally. (U) To learn/enrich vocabulary and its usage within appropriate context. (Ap) To develop confidence in speaking skills. (U,Sy)</p>	<p><b>To enable the students -</b> To understand that – friend in need is friend indeed!. (U) To realize that patience is the plaster of all sorrows.( AY) To understand deep exploration of friendship and commitments (U) To learn that self-sacrifice is the central (important)to such relationships. (K) To understand that love and care are universal languages applicable to all (U) To become caring towards others. (U,AP)</p>	<p><b>Activity (To introduce the lesson):</b> A Share the stories of how did people remain hopeful in testing times? <b>Activity (To Support learning):</b> <b>Speaking Skills:</b> Students will share the support which they get from their dear ones in crucial situations. <b>Activity (to assess learning)</b> Recall and write about any situation of your life where you supported your friend or you were supported by your friend in the time of need.</p>	<p><b>Students will be able:</b> To promote reading habits through story reading. (Ap) To provide variety of language inputs for spontaneous &amp; natural use of language. (Ap) ·To appreciate/comprehend the text. (K,V,Ay) ·To express themselves in grammatically correct language. (Ap) ·To comprehend the text locally and globally. (U) ·To learn/enrich vocabulary and its usage within appropriate context. (Ap) ·To develop confidence in speaking skills. (U,Sy)</p>	<p>Recall any situation of your life where you supported your friend to come out of his other side of the coin to the realistic world.</p>
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	<p>their downstairs-neighbour, paints one that comes to represent hope as it leads to some improvement in her condition when she finds that the final leaf has not fallen. Behrman had painted a masterpiece - the last leaf was Behrman's masterpiece. He had painted the leaf after the last leaf had fallen off the vine. His final act-the last leaf on the wall gave Johnsy hope and life.</p>					
<p><b>November</b> -</p>	<p><b>Grammar-Direct and Indirect Speech</b></p>	<p><b>Continued.....</b> ..</p>		<p><b>(Workbook Exercises &amp; Practice Exercises, which will be mailed</b></p>		
<p><b>December</b> -</p>	<p><b>LITERATURE-Behive</b> <b>Topic: Unit-7.2. The Duck and the Kangaroo</b> <b>Chapter</b> <b>Description-</b> The poem, <b>—The Duck and The Kangaroo</b> by</p>	<p><b>To enable the students to-</b> To appreciate the beauty, rhyme and style of the poem (AP) To read aloud the poem with proper rhythm (U) To enjoy recitation of the poem individually or in</p>	<p><b>To enable the students to imbibe-</b> Kindness Noble Generousness Willingness to help others Sympathy Care and Concern for</p>	<p><b>Activity (To introduce the lesson):</b> <b>Warmup Activity-</b> Imagine you are preparing to go on a two-week holiday to a city you have not been to before. Decide the things you would need for the trip. <b>(Workbook)</b> <b>Activity (To Support learning):</b> <b>Look for more nonsense verses, Share some interesting nonsense verses with the class.</b> Discuss: —Being organized will help you stud</p>	<p><b>Students will be able:</b> To appreciate the beauty, rhyme and style of the poem (AP) To read aloud the poem with proper rhythm (U) To enjoy recitation of the poem individually or in</p>	<p><b>Classwork:</b> What are the preparations done by the duck before going for the trip? Write a summary of the poem.</p>

	Edward Lear begins with a sweet conversation between a duck and a kangaroo. Two friends the Duck and the Kangaroo are about to set out on a long pleasure trip. The Kangaroo, though happy to carry the Duck all the way on the tip of his tail, is wary of her wet feet.	chorus (AP) To understand the thought and imagination contained in the poem. (U) To develop their aesthetic sense (SY) To read, write, speak and understand English correctly. (K) To enrich the vocabulary and to use the same correctly.(AP) To identify figures of speech (SY)	others Realize the result of greed	better. Do you agree? Why / why not? <b>(Workbook)</b> <b>Activity (to assess learning)</b> Share your views on the topic –Travelling can be wonderful and insightful experience. <b>(Workbook)</b>	chorus (AP) To understand the thought and imagination contained in the poem. (U) To develop their aesthetic sense (SY) To read, write, speak and understand English correctly. (K) To enrich the vocabulary and to use the same correctly.(AP) To identify figures of speech (SY)	
<b>December -</b>	<b>LITERATURE- Beehive</b>  <b>Topic: 8.1 Reach for the Top</b>  <b>Chapter Description-</b>  The chapter is about Santosh Yadav who fought against odds and achieved success. <b>Santosh Yadav</b> is one of the few women in the world to have climbed Mount Everest twice.	<b>To enable the students:</b> To introduce themselves to the new words and phrases of English language. (K) To develop the interest to appreciate a literary piece. To promote the reading habits.(AP) To enhance their knowledge .(AP) To learn the usage of Idioms and Phrases (K) To encourage to write within a given word limit (such as 500 words, or 1000 words) (AP)	<b>To enable the students to imbibe-</b> To be determined Success is the culmination of hard work and sincerity Persistent endeavors to reach the top. To make them realize their responsibilities to safeguard environment Help students to write a description of Santosh Yadav's character by drawing their attention to her background likes and dislikes her humanity and her contribution to society.	<b>Activity (To introduce the lesson):</b> <b>Warm up Activity:</b> <b>*Pre Reading Activity:</b> Do you have the passion to do something other than your studies like music, dance, sports etc., Who gives you support and encouragement to go ahead(Workbook pg.111) <b>Activity (To Support learning):</b> In January 2018, the President of India awarded 112 amazing –First Ladies for being first in their respective fields. Students will write few names of ‘_First Ladies’ on black board. <b>(Workbook)</b> <b>Activity (to assess learning)</b> Santosh Yadav got into the record books both times she scaled Mt. Everest. What were the reasons for this?	<b>Students will be able:</b> To introduce themselves to the new words and phrases of English language. (K) To develop the interest to appreciate a literary piece. To promote the reading habits.(AP) To enhance their knowledge .(AP) To learn the usage of Idioms and Phrases (K) To encourage to write within a given word limit (such as 500 words, or 1000 words) (AP) To use every day,	<b>Activity/Assignment:</b> There are more examples of women who fought against odds and achieved great heights in their field. Write a paragraph about the personality, who inspired you. You can find such personalities around you.
		To use every day, contemporary language. (AP)			contemporary language. (AP)	

<p><b>December- 17</b></p>	<p><b>LITERATURE- Beehive</b>  <b>Topic:Unit.8.2.On Killing a Tree</b>  <b>Chapter</b>  <b>Description-</b> This poem paints a vivid and brutal picture of what is involved in killing a tree. This poem highlights a lot of morals. Firstly, it displays the destructive nature of humans. Secondly, it shows that Mother Nature is inevitable and cannot be easily destroyed. Thirdly, the tree is a symbol of mankind. It says that human life is not so easy to end. If we cut the fingers or the skin, then we do not die. It is the heart that should be cut-out. This is the main theme of the poem.  <b>Theme:</b> The general theme of the poem is man's cruelty to nature and the destruction of</p>	<p><b>To enable the students:</b> To comprehend meanings of the poem. (U)  To understand the poem by doing simple tasks and thus learning words with similar meanings. (U)  To reflect on the poem. (AY)  To speak from the tree's point of view (SY)  To revise about various poetic devices like Imagery, Personification, Free verse (EV)</p>	<p><b>To enable the students to imbibe-</b>  Concern for Mother Earth Sensitivity  Destructive nature of humans  Mother Nature is inevitable  Tree is a symbol of mankind  Life is not easy to end</p>	<p><b>Activity (To introduce the lesson):</b>  There are conflicts between Human and nature; and between humans. What do you understand by this?  <b>Activity (To Support learning):</b>  How can human save nature? What efforts can be done on small level?  <b>Activity (to assess learning):</b>  Discussion- What are the things we are getting from the Mother Earth? What are we returning?</p>	<p><b>Students will be able:</b>  To comprehend meanings of the poem. (U)  To understand the poem by doing simple tasks and thus learning words with similar meanings. (U)  To reflect on the poem. (AY)  To speak from the tree's point of view (SY)  To revise about various poetic devices like Imagery, Personification, Free verse (EV)</p>	<p><b>Theme &amp; Analysis of the poem</b>  <b>Identify the Figures of Speech</b></p>
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	<p>trees. The poet uses a sarcastic tone to explain how a tree has to be uprooted from its source for it to be killed. The tree grows by absorbing years of sunlight, air and water and it cannot die by merely hacking and chopping at it as its source of strength lies in the roots. On a figurative level, the poem may also mean that to kill a tree or anything else e.g. a bad habit, it must be destroyed at the heart. For human beings, injuries and amputation does not cause death, but if the heart stops functioning, there is no chance of survival as the heart provides the life blood and is their source of existence.</p>					
<b>December- 17</b>	<b>Writing skills-</b> Article	<b>Continued.....</b> ..		<b>(Workbook Exercises &amp; Practice Exercises, which will be mailed</b>		
<b>January- 25</b>	<b>LITERATURE- Beehive</b> <b>Topic: Unit.9.1</b> <b>The Bond of Love</b>	To enable the students to appreciate/comprehend the text. (K,V,Ay) To enable them to express	<b>To enable the students-</b> to understand that love and care are universal languages applicable to all	<b>Activity (To introduce the lesson):</b> <b>Speaking Skills:</b> Animals also feel the pleasure of love and the pain of separation. Share your own experience.	<b>Students will be able:</b> To appreciate/comprehend the text. (K,V,Ay) ·To express themselves in	<b>Class Work:</b> Do you carry the attitude of—abandoning itself

	<p><b>Chapter Description-</b> The Bond of Love is a story by Kenneth Anderson (8 March 1910 – 30 August 1974) which shows the bond of a human (Kenneth's wife) with a sloth bear whom she called 'Bruno'. Bruno, the sloth bear, was rescued by the author. Kenneth Anderson was an Indian-born, British writer and hunter (Like Jim Corbett) who wrote books about his adventures in the jungles of South India.</p>	<p>themselves in grammatically correct language. (Ap)          To enable them to comprehend the text locally and globally. (U)          To learn/enrich vocabulary and its usage within appropriate context. (Ap)          To develop confidence in speaking skills. (U,Sy)          To revise spelling rules (related to ie&amp;ei). (Ap)          To revise spellings containing silent letters. (Ap)          To understand and apply the use of index in a book. (K,U, Ap)          To understand and apply the concept of narrative present. (K,U,Ap,Sy)          To revise concept of Adverbs. (K)</p>	<p>creatures. (U)          to observe and respect all life forms. (U,Ap)          to appreciate empathetic attitudes. (U,Ay,Ap)          to become caring towards others. (U,Ap)</p>	<p>*Video will be shown based on a rescued sloth bear cub and the wildlife orphanage by Dr. Prakash Amte followed by introductory paragraphs of the lesson.  <b>Activity (To Support learning):</b>          Pets have unique care and handling requirements and should only be kept by those with the commitment to understand and meet their needs. Give your argument in support of or against this statement.  <b>Activity (to assess learning)</b>          Do you carry the attitude of –abandoning itself to its fate? Recall any situation where regretted for the same.</p>	<p>grammatically correct language. (Ap)          To comprehend the text locally and globally. (U)          To learn/enrich vocabulary and its usage within appropriate context. (Ap)          To develop confidence in speaking skills. (U,Sy)          To revise spelling rules (related to ie&amp;ei). (Ap)          To revise spellings containing silent letters. (Ap)          To understand and apply the use of index in a book. (K,U, Ap)          To understand and apply the concept of narrative present. (K,U,Ap,Sy)          To revise concept of Adverbs. (K)</p>	<p>to its fate?          Recall any situation where regretted for the same.</p>
<p>January-25</p>	<p><b>LITERATURE- Beehive</b>  <b>Topic: Unit. -9.2 The Snake Trying</b>  <b>Chapter Description</b></p>	<p><b>To enable the students to:</b> To share their personal experiences. (AP)          To express themselves in grammatically correct</p>	<p><b>To enable the students to imbibe-</b>          Patience          Be thoughtful</p>	<p><b>Activity (To introduce the lesson):</b>  <b>Warm up Activity:</b>          Do you think all snakes are harmful? Name some breeds of snake which are harmful and which are harmless.          (Relational Outcome)  <b>Activity (To Support learning):</b></p>	<p><b>Students will be able:</b>          To share their personal experiences. (AP)          To express themselves in grammatically correct</p>	<p><b>Class Work:</b>          Most of us think of snakes as 'fearsome symbols of death'. But the snake in this poem</p>

	<p>In the poem, the poet tries to say that all snakes are not poisonous. Some of them are quite harmless. It is foolish to kill a snake as soon as we see it. Even if a snake is poisonous, it will do us no harm if it doesn't see any danger from us. A snake always bites in self-protection only. Otherwise, it is as harmless as any other creature. But sadly human beings always try to kill a snake as soon as they see it.</p>	<p>language. (AP) To use new words and phrases in their own language. (AP) To inculcate the habit of reading poems. (K) To develop their imagination skills. (SY) To identify the poetic devices used in the poem. (AP)</p>	<p>Concern for animals Learn to appreciate To develop their Listening and Imaginative skills</p>	<p>Find out about snake charmers. How are they contributing to the development of herpetology? Some of the poem would be discussed. <b>Activity (to assess learning):</b> Most of us think of snakes as 'fearsome symbols of death'. But the snake in this poem is itself a victim. Explain.</p>	<p>language. (AP) To use new words and phrases in their own language. (AP) To inculcate the habit of reading poems. (K) To develop their imagination skills. (SY) To identify the poetic devices used in the poem. (AP)</p>	<p>is itself a victim. Explain. <b>(Extended Abstract)</b></p>
<p><b>January-25</b></p>	<p><b>LITERATURE- Beehive Topic:Unit.10.1 Kathmandu Chapter Description</b> _Kathmandu' is excerpted from <i>Heaven Lake</i>, a travelogue in which Vikram Seth gives an account of</p>	<p>To enable the students to make diary entry as a travelogue. (SY) To enable them to understand the use of simple present tense. (AP) To enable them to use new words and phrases in their own language. (AP) To enable them to know the</p>	<p><b>To enable the students to imbibe-</b> Respect the culture of other countries Widen our vision To be observant Face situation quietly Love for the country</p>	<p><b>Activity (To introduce the lesson): Warm up Activity:</b> What do the surroundings of a holy place in your city look like? Speak about the shrines you have visited. <b>Activity (To Support learning):</b> • Textual questions/ Assignments/Character sketches/ Value based Students will share their stories, related to travelling. <b>Activity (To assess learning):</b></p>	<p><b>Students will be able:</b> To make diary entry as a travelogue. (SY) To use new words and phrases in their own language. (AP) To know the culture and religion of Hindus and Buddhism. (K) To comprehend the</p>	<p>Do you agree with the statement: —Travelling—it leaves you speechless, then turns you into a storyteller. Justify your reason. <b>(Extended Abstract)</b> <b>(Workbook)(Work</b></p>

	<p>what he saw, thought and felt when he travelled from China to Tibet, from Heaven Lake to the Himalayas. It is the description of the two famous temples of Kathmandu. The author has drawn the powerful images and pictures of the attractive places of Nepal. One is the Pashupatinath and the other is the Baudhnath Shrine. Near his hotel he hears the melodious sound of the flute seller which enchanted him. It reminds him of the commonality of all mankind as the music of the flutes unites all mankind in one single thread of universality. He was fascinated to the truth of the flutes. He returns to his home after a long time.</p>	<p>culture and religion of Hindus and Buddhism. (K) To enable them comprehend the passage. (U) to write freely about our life and the things that happen to us — funny, sad, happy, embarrassing or fearful. (SY) To make them understand that diary entries can form the basis of a travelogue. (SY)</p>		<p>Write about the condition of Baghmati river described in the chapter. (Work book pg. 140)</p>	<p>passage. (U) To write freely about our life and the things that happen to us — funny, sad, happy, embarrassing or fearful. (SY) To make them understand that diary entries can form the basis of a travelogue. (SY)</p>	<p><b>book)</b></p>
<p><b>January-25</b></p>	<p><b>LITERATURE-Beehive</b></p>	<p>To enable the students to draw their attention to the</p>	<p><b>To enable the students to imbibe-</b></p>	<p><b>Activity (To introduce the lesson):</b> Don't you think it is not safe to share</p>	<p><b>Students will be able:</b> To draw their attention to</p>	<p>Sometimes we think about what</p>

<p><b>Topic:UNIT 11 IF I WERE YOU Chapter Description</b></p> <p>Gerrard, a cultured playwright, lives in a small cottage. An intruder enters his cottage. He wanted to murder him and live as Gerrard because he looked like him. Gerrard at once understood everything. He told the intruder that he was also a murderer. Therefore, the police were after him. Gerrard explained that unfortunately one of his men had been caught. He was expecting trouble that night. He then made the intruder understand that it was good for him if he went with him. He also told him that if it was a frame, he could shoot him in the car. The intruder agreed. But when he was about to</p>	<p>stage setting, stage directions, description of the characters, their movements, gestures and tonal variations.(AP) To enable the learners to understand some examples of wit and irony.(AY) To enable the children to learn and locate the right meanings of new words and phrases from the dictionary. (AP) To enable the students to comprehend the text. (U) To enable them to enhance their writing skills. (SY) To enrich vocabulary and its usage within appropriate context. (AP)</p>	<p>- To analyze the different situations (AY) - Decision making (SY) - Be Sensible (U) - Developing confidence (AP) - Presence of mind (AP) - learn how to handle difficult situation (AP)</p>	<p>information in today's digital age? Someone like the intruder in the play 'If I Were You' might misuse your unique and personal identity details. This is called identity theft. The cases of online identity thefts are increasing day by day. Collect information about cases of identity theft and share it in the class. Role Paly will be conducted. <b>Activity (To Support learning):</b> Intelligence combine with alertness and smartness can save one's life. Discuss. <b>Activity (to assess learning):</b> Sometimes we think about what we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 100 words what you are like, your identity and what you enjoy doing and how do you envision yourself in future. <b>(Workbook)</b></p> <p>The information about RAW: India's External Intelligence Agency will be shared with the students.</p>	<p>the stage setting, stage directions, description of the characters, their movements, gestures and tonal variations.(AP) To understand some examples of wit and irony.(AY) To learn and locate the right meanings of new words and phrases from the dictionary. (AP) To comprehend the text. (U) To enhance their writing skills. (SY) To enrich vocabulary and its usage within appropriate context. (AP)</p>	<p>we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 100 words what you are like, your identity and what you enjoy doing and how do you envision yourself in future. <b>(Extended Abstract)</b> <b>(Workbook)</b></p>
<p>cross the door, Gerrard pushed him into the nearby cupboard. He then slammed it. He telephoned the police for his arrest.</p>					

<p><b>February - 23</b></p>	<p><b>Moments</b>  <b>Topic: Unit – Topic:</b>  <b>10. THE BEGGAR Chapter</b>  <b>Description-</b> —The Beggar" is a short story told with realism. A prosperous lawyer (Sergei) encounters a ragged beggar, who claims to be a teacher fired unjustly from his job. Sergei, however, remembers that he saw the same man the other day, when he had claimed to be an impoverished student. The beggar (Luskoff) breaks down and admits that he is simply a drunk without work. Sergei offers him a job chopping wood, which he reluctantly accepts. Olga, the cook, takes Luskoff out and shows him the wood stack.</p>	<p>i) To enable the students to comprehend the text (U)  ii) To enable them to develop style of writing (SY)  iii) To enable them to verbally communicate (APP)  iv) To enable them to enhance their writing skills (SY)  v) To enrich vocabulary and its usage within appropriate context(K)  vi) To be truthful irrespective of situations  vii) To make them understand the relationship between self-awareness, violation of personal space and helping behavior. ... (U)  viii) To identify the beggars and impress upon</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>- Empathy</li> <li>- Character building</li> <li>- To analyze the different situations</li> <li>- Sensible behaviour</li> <li>- Care</li> <li>- Developing confidence</li> <li>- Sense of concern</li> <li>- To identify the socio-economic problems of beggars</li> <li>- To assess the government's services received by the beggars,.</li> <li>- To give remedial measures for improving their social status.</li> <li>- Motivating the beggars to stop begging and start working</li> <li>- Persistent sensitizing and</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  <b>Warm up activity-</b>  Speaking Skills:  Share your views on the approach of people who took initiative to help the needy during Corona Virus lockdown.  <b>Activity (To Support learning):</b>  <b>Speaking Skills Debate-</b> People who rise and help these people are no longer interested in helping them, because they know it's in vain. So, poor people can't be helped in INDIA because many of them like living that way.  <b>Activity (To assess learning)</b>  How can we help beggars/ abolish begging?  Textual questions/ Extra questions/ Assignments/Character sketches/ Value based</p>	<p><b>Students will be able:</b>  To comprehend the text (U)  To develop style of writing (SY)  To verbally communicate (APP)  To enhance their writing skills (SY)  To enrich vocabulary and its usage within appropriate context(K)  To be truthful irrespective of situations  To make them understand the relationship between self-awareness, violation of personal space and helping behavior. ... (U)  To identify the beggars and impress upon them the significance of dignified living and  To persuade them to take up an alternative livelihood and</p>	<p><b>Class Work:</b>  How can we help beggars/ abolish begging?  (Extended Abstract)</p>
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	After that, Luskoff returns frequently to do odd jobs, and eventually Sergei sets him up with a clerical position. Two years later, Sergei sees the former beggar at the theater. He prides himself for having "saved" Lushkoff from a life of drunkenness, but Lushkoff reveals that it was Olga who saved him--she chopped the wood, and the compassion she showed led to a change in his heart.	them the significance of dignified living and persuade them to take up an alternative livelihood and to take such measures so as to equip them in attaining such means of living.	capacity building among the general public		to take such measures so as to To equip them in attaining such means of living.	
<b>February</b>	REVISION for Final Assessment Test (FAT)					
<b>March</b>	<b>FAT</b>					

## Class: IX

## SUBJECT- HINDI

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/PRACTICAL S	OUTCOME
05	दो बैलों की कथा	लेखकपरिचय	चिंतन, श्रवण, वाचन और लेखन कौशल प्रबल	लेखकका परिचय देते हुए पाठका विस्तार करना पाठकी संक्षिप्त व्याख्या प्रस्तुत करना पाठका आदर्श वाचन करते हुए एक ठिन शब्दों का अर्थ स्पष्ट करना पाठका उद्देश्य और पात्रों का चरित्र चित्रण बताना	लेखकका परिचय स्पष्ट कीजिए। पाठका उद्देश्य बताएं। पाठके प्रमुख पात्रों के नाम बताएं। शब्दार्थ स्पष्ट करें। गद्य और पद्य में अंतर स्पष्ट कीजिए।	कहानी कथन कौशल का विकास कहानी श्रवण हेतु रुचि विकसित करना जीवों पर दया करो जैसे नैतिक भाव उत्पन्न करना शब्द भंडार में वृद्धि करना संघर्ष के महत्व से अवगत होना

05	लहासा कीओर	लेखकपरिचय।	श्रवणकौशल वाचनकौशल चिंतनकौशल लेखनकौशलपरबल देना	लेखक का परिचय देते हुए पाठ का विस्तार करना पाठकाउद्देश्यऔरसंबंधितस्थानकीभौगोलिकजानकारीस्पष्टकरना लहासाकेजनजीवनकेबारेमेंजानकारीस्पष्टकरना पाठसेसंबंधितप्रश्नअभ्यासकराना	हिंदीगद्यविधाओंकेनामबताए लहासाकेजनजीवनकेबारेमेंबताए लेखककासंक्षिप्तपरिचयबताए लहासाकाभौगोलिकपरिचयदीजिए	गद्य विधाओं के नाम जानना लहासासेजुड़ेजनजीवनसेअवगतहोना लहासाकीभौगोलिकस्थिति सेअवगत होना शब्दभंडारमें वृद्धि होना यात्रावृत्तांत विधासेपरिचितहोना
06	उपभोक्तावाद कीसंस्कृति	लेखकपरिचय उत्पादकवा उपभोक्तामेंअंतर जनमानसकीवस्तुओ केप्रतिबदलतीमानसिकता	चिंतनकौशल श्रवणकौशल वाचनकौशल लेखनकौशल	लेखकपरिचय देते हुए पाठकीव्याख्याऔरउद्देश्यस्पष्टकरना पाठ काआदर्श वाचन कराना पाठसेजुड़ेकठिनशब्दोंकेअर्थस्पष्ट करनापाठकेअभ्यासगत कार्यकराना आवश्यकआवश्यकतावालेवस्तुओ परबलदेना लेखक परिचय देते हुए पाठ की व्याख्या और उद्देश्य स्पष्ट करना पाठकाआदर्श वाचन कराना पाठकेकठिनशब्दों केअर्थस्पष्ट करना पाठकेप्रश्नोत्तरकार्यकराना पाठकासंक्षिप्तसारांशस्पष्टकरना	पाठकेलेखककानामबताए पाठकाउद्देश्यबताए मनुष्यकेआवश्यकताआवश्यकता कीवस्तुबताए शब्दार्थपूछना पाठकेलेखक कानाम बताए दा फॉल ऑफ स्पैरोकिसकीरचनाहै पाठकाउद्देश्यबताए प्रस्तुतपाठकिसविधामेंहै पाठसेसंबंधित शब्दार्थपूछना	आवश्यकसामग्री हेतुजागरूकताविकसितहोना दिखावटी पन केसंस्कृतिसेदूररहनेकासंदेश  वन्य जीव संरक्षण के महत्व को जानना प्रकृति प्रेम वा मानवीय मूल्यों का विकास गद्य विधा से परिचित होना पर्यावरण के प्रति जागरूकता
08	सावले सपनोकीयाद	लेखकपरिचय सलीमअलीकापरिचय लॉरेंसऔरफ्रीडाकापरिचय	चिंतन कौशल श्रवण कौशल वाचन कौशल लेखन कौशल	लेखकपरिचय स्पष्टकरतेहुए पाठ काउद्देश्य बताना पाठकासंक्षिप्त सारांश बतातेहुए आदर्शवाचन कराना पाठसेसंबंधित शब्दार्थ स्पष्टकराना पाठकेप्रश्नअभ्यासकार्यकराना प्रेमचंदकेव्यक्तित्व कीविशेषताएं स्पष्टकरना बनावटीव्यवहारके प्रतिलेखककाव्यंग्यभराअंदाज।	गद्यविधाओंकेनामबताओ प्रेमचंदकेजीवनचरित्रकी विशेषताबताओ प्रस्तुतपाठ कीविधाकानामबताओ पाठसेसंबंधितशब्दार्थ पूछना पाठसे संबंधित महत्वपूर्णप्रश्नपूछना	शब्दभंडार में वृद्धि व्यंग्यविधासेअवगतहोना प्रेमचंदकेव्यक्तित्व कीविशेषताएं जानना दिखावटीपनकेव्यवहारकीजानकारी
08	प्रेमचंदकेफटे जूते	लेखकपरिचय प्रेमचंदके व्यक्तित्वकीविशेषताएं	चिंतन कौशल श्रवण कौशल वाचन कौशल लेखन कौशल	लेखकपरिचय स्पष्टकरतेहुए पाठ काउद्देश्य बताना पाठकासंक्षिप्त सारांश बतातेहुए आदर्शवाचन कराना पाठसेसंबंधित शब्दार्थ स्पष्टकराना पाठकेप्रश्नअभ्यासकार्यकराना प्रेमचंदकेव्यक्तित्व कीविशेषताएं स्पष्टकरना बनावटीव्यवहारके प्रतिलेखककाव्यंग्यभराअंदाज।	गद्यविधाओंकेनामबताओ प्रेमचंदकेजीवनचरित्रकी विशेषताबताओ प्रस्तुतपाठ कीविधाकानामबताओ पाठसेसंबंधितशब्दार्थ पूछना पाठसे संबंधित महत्वपूर्णप्रश्नपूछना	शब्दभंडार में वृद्धि व्यंग्यविधासेअवगतहोना प्रेमचंदकेव्यक्तित्व कीविशेषताएं जानना दिखावटीपनकेव्यवहारकीजानकारी
05	कबीर	कविपरिचय साखियां सबद	चिंतन कौशल श्रवण कौशल सस्वरवाचनकौशल लेखन कौशल	कबीरदासकाजीवनपरिचय देतेहुए रचनाएंस्पष्टकरना कबीरदासकीभक्तिसाधनानिर्गुणभक्ति शाखा केबारेमें जानना कविताकासस्वर वाचनकरते हुए व्याख्यास्पष्टकरना। दोहोंकावाचन करते हुए व्याख्या स्पष्ट करना।	कबीरदासकासंक्षिप्तजीवनपरिचय बताए कबीरकी रचनाओंकेनामबताइए कबीरदासकिसकालकेकविथे कबीरदासकीभाषास्पष्टकीजिए	कबीरदासकापरिचय प्राप्तकरना निर्गुणभक्ति शाखा कीजानकीप्राप्तकरना भक्तिकालकीजानकारीप्राप्तकरना दोहा,छंदकीजानकारीप्राप्त करना
05	ललद्यद	कवयित्रीपरिचय। भक्तिकालकापरिचय। कश्मीरीकवयित्रीकेरूपमें। ईश्वरकोसर्वव्यापकताकाबोधकरातीरचना।	चिंतनकौशल श्रवणकौशल लेखनकौशल वाचनकौशल	कवयित्रीकासंक्षिप्त परिचय देते हुए पाठ काउद्देश्य बताना। पाठ कावाचन करते हुए व्याख्या स्पष्ट करना। पाठकाउद्देश्य प्रसंगकेअनुसारस्पष्टकरना। भक्तिकालकीविशेषताएंस्पष्ट करना। पाठसे जुड़े प्रश्नअभ्यास कार्य कराना	कवयित्रीकापरिचय बताइए पाठसेसंबंधित शब्दार्थ पूछना तत्समतद्बुवपूछना कविताकाभावार्थपूछना अन्यमहिलाकवयित्रीकेनामबताओ	कवयित्रीकीभक्तिसाधना की जानकारीप्राप्तकरना। मायामोहसे मुक्तरहनेकासंदेश प्राप्तकरना। अंतःकरणकीशुद्धताबल।
05	रसखान	कविपरिचय भक्तिकालीनकाव्य कृष्णभक्तिशाखा	चिंतनकौशल श्रवणकौशल वाचनकौशल लेखनकौशल सर्वधर्मसमभाव परबल	कविपरिचय देते हुए पाठ कासंक्षिप्त परिचय स्पष्टकरना। पाठकासस्वर वाचनकरते हुए व्याख्या स्पष्ट करना। कविकीहार्दिकइच्छाओंको जानना। पाठमें आएकठिनशब्दों केअर्थ स्पष्ट करना। पाठसे जुड़े प्रश्न अभ्यास कार्य कराना।	रसखानकापूरानाम बताओ। भक्तिकालसे जुड़े अन्यकवियोंके नामलिखिए। कृष्णभक्ति शाखा से जुड़े अन्य कवियों के नाम बताए।	कविपरिचय प्राप्तकरना। सर्वधर्म समभाव जैसी नैतिकभावनाकाविकास। भक्तिकालके कृष्णभक्ति शाखा से जुड़े कवियोंकी जानकारीप्राप्त करना।
08	माखनलालचतुर्वेदी	कविपरिचय एकभारतीयआत्माके नामसे प्रसिद्ध। कविकादेशभक्तियुक्तभाव।	चिंतन कौशल। श्रवणकौशल वाचनकौशल।	कविपरिचय देते हुए पाठ काउद्देश्य बतानाएवम पाठकावाचनकरते हुए पाठ विस्तारकरना। स्वतंत्रताआंदोलन में सक्रिय भूमिका निभानेवालेदेशभक्तलोगोके	स्वतंत्रताआंदोलन से जुड़े लोगोके नाम बताओ।	कविपरिचय प्राप्तकरना। स्वाधीनताआंदोलन से अवगत होना। आशावादीविचारधारापर बल।

		ब्रिटिशसरकार के प्रतिआक्रोशभाव।	लेखनकौशल।	संघर्षको जानना। .जेलमें बंद भारतीयकैदियोंके प्रतिकिएजाने वाले अमानवीयव्यवहार कोजानना।	स्वतंत्रतासेनानी लोगोको क्याक्यायातनाएंझेलना पड़ता था? कोयलक्यासंदेशदेना चाहतीहै? गांधीजीद्वारासंचालित आंदोलनके नाम कीसूचीबनाइए।	देशभक्ति , त्याग, बलिदानकीभावनाकाविकास।
05	सुमित्रानंदन पंत	कविपरिचय। ग्रामश्री। छायावादकेकवि कासंक्षिप्त परिचय	चिंतनकौशल व्याख्याकौशल लेखनकौशल वाचनकौशल	कविपरिचय देते हुए पाठ कासस्वरवाचनकरनाऔरपाठकाउद्देश्यबताना। ग्रामीणक्षेत्रों के जीवनचर्या से अवगत कराते हुए ग्राम्यसंस्कृतिसे परिचितकराना। भारतीयऋतुओं सेजुड़े तथ्यजानना। फसलके तीनप्रमुख प्रकारसे अवगत कराया जाना। पाठसे जुड़े प्रश्नउत्तरकार्यकराना।	पाठमें आएअलंकारकोपहचानकर छात्रलिखें। रबी, खरीफ़ और जायदकीफसलकाउदाहरणलिखिए। पाठमें आए तत्समशब्दकीसूचीबनाइए।	छायावादीकवियों में प्रसिद्धकविकापरिचय प्राप्त करना। ग्रामीणपरिदृश्यसे अवगत होना। भारतीयऋतुओं से अवगत होना। फसल के विविधप्रकारसे अवगतहोना।
05	सर्वेश्वरदयाल सक्सेना	कविपरिचय। मेघ आए फसलपरिचय	चिंतनकौशल। वाचनकौशल। श्रवणकौशल।	कविपरिचय देते हुए पाठ से जुड़े तथ्यबताना। पाठकीव्याख्याप्रस्तुतकरना। ऋतुओंकावर्णनकरना। अतिथिसत्कारजैसेगुणों के विकासहेतुआदतकी सीख प्रदानकरना। ग्रामीणसंस्कृतिसे अवगत होना। पाठसे जुड़े प्रश्नउत्तरकार्य कराना।	मेघके पर्यायवाचीशब्द बताइए। कवितामें आएअलंकारको पहचानकरलिखिए। वर्षाऋतु में क्यापरिवर्तनहोताहै?	अतिथिसत्कार जैसेगुणोंकापरिचय प्राप्त करना। अलंकारसेअवगत होना। भारतीयसंस्कृति और सभ्यता कोजानना।
05	राजेशजोशी	कविपरिचय। अनिवार्य एवम निःशुल्कशिक्षासभीबच्चोंकाअधिकार। बालश्रमकानूननअपराध।	श्रवणकौशल वाचनकौशल लेखनकौशल व्याख्याकौशल	कविपरिचय देते हुए पाठ कावाचनकरना। कविताकीव्याख्याकरते हुए कठिनशब्दोंके अर्थ स्पष्ट करना। सबपढेसबबढ़े कातथ्यसमझना। बाल श्रमसे जुड़े हुए तथ्यकीचर्चाकरना।	बालश्रमकानूनकेबारेमें जानकारी एकत्रकीजिए। शिक्षा सभी बच्चोंकाजन्मसिद्धअधिकार है। स्पष्ट कीजिए। अनुच्छेद 24 में क्याउल्लिखितहै?	सबपढे सबबढ़ेजैसेतथ्यसेअवगत होना। मदरसाऔर मकतबमें अंतरस्पष्ट होना। बालअधिकारके प्रति जागरूक करना। निःशुल्कएवम अनिवार्यशिक्षाके बारेमें जानकारी प्राप्त करना।
04	इसजलप्रलयमें	प्राकृतिकआपदा। बाढ़ एकआपदा बाढ़प्रभावित विशेषक्षेत्र। आपदाप्रबंधन। आपदाकेसमयसावधानी।	चिंतनकौशल श्रवणकौशल लेखनकौशल वाचनकौशल	लेखकपरिचयदेते हुए पाठ कासंक्षिप्त परिचय देना। पाठकाउद्देश्यस्पष्टकरना। पटनाशहरमें आए बाढ़ प्रभावित लोगों कावर्णन। पाठसे जुड़े शब्दार्थस्पष्ट करना। पाठसे जुड़े प्रश्न अभ्यासकार्यकराना।	बिहारकाशोककिसनदी कोकहतेहैं? बाढ़के समयक्यासावधानीबरतनी चाहिए?	प्राकृतिकआपदासे निपटने हेतु उपायजानना। शब्दभंडारमें वृद्धि होना।
05	मेरेसंगकीऔरते	लेखिकापरिचय, मृदुलागर्ग औरउनकेपरिवार के सदस्यों कापरिचय। लेखिकाकीस्वभावगतविशेषताएं।	चिंतन श्रवण लेखन वाचनकौशल	लेखिकाकीदादी ,नानी, मांसहितअन्यपारिवारिकजन कापरिचय। लेखिकाकी बहनोंकापरिचय। लेखिकाकेस्वभावकीविशेषताएंस्पष्ट करना।	लेखिकाकापरिचय दीजिए। लेखिकाकीबहनोंके नाम बताओ। लेखिकाकीअन्यरचनाएं लिखोऔर पाठकासंक्षिप्तपरिचय दीजिए।	हिंदीगद्यविधाकेनाम जानना। लेखिकामृदुलागर्ग की पारिवारिकलोगों के बारेमें जानकारी प्राप्त करना। शब्दभंडारमें वृद्धि होना।
08	रीढ़ कीहड्डी	एकाकीविधाऔरलेखकपरिचय।	चिंतनकौशल श्रवणकौशल वाचनकौशल लेखनकौशल	लेखकपरिचय देते हुए पाठ विस्तार करनाऔरव्याख्यास्पष्ट करना। पाठके प्रमुख पात्रों कापरिचय स्पष्ट करना। प्रमुखपात्रों कीचारित्रिकविशेषताएंस्पष्ट करना।	गद्यविधाओंके नाम बताओ। एकाकीविधा क्याहै? पाठके प्रमुख पात्रों के नाम बताओ। पाठमें कौनसापात्र आपकोप्रभावितकिया औरक्यों?	नारीशिक्षाके प्रतिजागरूकता। दकियानूसीऔररूढ़िवादीविचारपरकुठाराघात।

**Class: IX**

**Subject: HISTORY**

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/PRACTICALS	OUTCOME
18.	1.The French Revolution	I. French society during the late eighteenth century. II. The outbreak of the revolution. III. France abolishes Monarchy and becomes a Republic. IV. Did women have a Revolution. V. The abolition of slavery. VI. The revolution and everyday life.	Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. • Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. • Examine various solutions to address imbalances that may lead to revolution.	Class room discussions to compare and contrast the conditions that prevailed in France that led to the revolution with the conditions that led to the first war of Indian Independence (1857).  Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women.  Debates to propose solutions to address such imbalances and discriminations that lead to revolutions.  • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group presentation.	Exercise of the book.  Write the impact of French revolution on the European politics.	• Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).  • Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women.
18.	2. Socialism in Europe and Russian Revolution.	I. The age of social change. II. The Russian Revolution. III. The February Revolution in Petrograd. IV. What changed after October. V. The Global Influence of the Russian Revolution and the USSR.	• Analyse the situations that led to the rise of Russian and French revolutions.  • Evaluate the reasons that led to the rise of Lenin’s communism and Marxist socialism.	• Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russia & French Revolutions .  • Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution.	Exercise from the book.  What did Indians find impressive about USSR.	• To compare and contrast the situations that led to the rise of Russian and French revolutions.  • Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people.
18.	3. Nazism and the Rise of Hitler.	I. Birth of Weimar Republic. II. Hitler’s Rise to Power. III. The Nazi Worldview. IV. Youth in Nazi Germany. v. Ordinary People and the Crimes Against Humanity.	• Analyse the manipulated control of situations led by an individual. • Analyse the role of the “Treaty of Versailles that led to the rise of Hitler. • Examine the circumstances that led to the rise and fall of Hitler. • Discuss the critical significance of Nazism in shaping the politics of the modern world. • Appraise the war compensation compelled on Germany in the name of the “treaty of Versailles led to the Hitler.	• Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler • Dramatize the Nazi Propaganda/ racial discrimination against Jews • Cartoon interpretation/ Image interpretation • Read passages from “Dairy of Anne frank “and other related literature and discuss the impact of Nazism • Jig saw strategy to critique the genocidal war waged against Jews.	Exercise from the book.  How would you have reacted to Hitler’s ideas if you were- A Jewish women A non-Jewish women.	• Cite the events that helped Hitler’s rise to power • Evaluate various character traits of Hitler • Compare and contrast the characteristics of Bismarck and Hitler • Analyse the role of “Treaty of Versailles in the rise of Nazism and Hitler • Critique the genocidal war waged against Jews by the Nazis.

15.	4. Forest Society and Colonialism	I. Why Deforestation? II. The Rise of Commercial Forestry. III. Rebellion in the Forest. IV. Forest Transformation in Java.	Inter Disciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wild	• Refer Annexure II	Exercise from the book.  Why is forest society important for us?	• Refer Annexure II
15.	5. Pastoralists in the Modern World.	I. Pastoral Nomads and their Movements. II. Colonial Rule and Pastoral Life. III. Pastoralism in Africa.	<ul style="list-style-type: none"> <li>Analyse the situations that have created Nomadic society</li> <li>Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule.</li> <li>Examine the how the colonial laws impacted livelihood in pastoral communities</li> <li>Appraise the contribution of Pastoralists in the modern economy.</li> </ul>	<ul style="list-style-type: none"> <li>T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre &amp; post colonialism.</li> <li>Art integration to depict the evolution of nomadic society.</li> <li>Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes</li> </ul>	Exercise from the chapter.  How nomadic tribes are different from us and what is their value in cultural diversity?	<ul style="list-style-type: none"> <li>Compare and contrast the lives of Pastoralists pre &amp; post colonialism</li> <li>Analyse the situations that have created Nomadic society</li> <li>Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> <li>Analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> <li>Analyse the impact of colonialism on forest societies leading to scientific forestry.</li> </ul>

## CLASS IX

## SUBJECT -CIVICS

NO OF PERIODS	TOPICS	SUB-TOPICS	LEARNING OBJECTIVES/ Skills to be developed	Innovative padeagogy	Assessment exercises/Activities practical	Outcomes
07	What is Democracy? Why Democracy?	<ul style="list-style-type: none"> <li>*Introduction</li> <li>*Definition of democracy</li> <li>*Free and fair competition</li> <li>*One person one vote one value</li> <li>*Merits of Democracy</li> <li>*Arguments against Democracy</li> </ul>	Reading Skill Develop conceptual skills of defining democracy. Understand how different historical processes and forces have promoted democracy. Develop a sophisticated defence of democracy against common prejudices	Example of different leaders like Abraham Lincon, Nelson Mandela, Mahatma Gandhi etc	ACTIVITY: I IDENTIFY DEMOCRATIC AND NON DEMOCRATIC FEATURES OF THE GOVERNMENT	Students will know about the meaning, definition, Features, characteristics, Difference between good and bad democracy.

NO OF PERIODS	TOPICS	SUB-TOPICS	LEARNING OBJECTIVES/ Skills to be developed	Innovative padeagogy	Assessment exercises/Activities practical	Outcomes
		*Rule of Law * Broder meaning of Democracy	Develop a historical sense of choice and nature of democracy in India.			
07	Constitutional Design	*India after independence *Guiding values of Indian constitution *tryst with destiny *The constituent assembly Features of Indian constitution	*Comprehend the purpose of Indian constitution *Examine the guiding values * Comprehend the role and responsibilities of citizen	Political map of India * Indian constitution books  * Photos, pictures, news papers, magazine clippings, etc.	Group discussion  Examples of different countries constitution Collect more information on the biography of the constitutional assembly members ┆ Compare and contrast Indian constitution with USA and African constitution and list similarities and differences ┆ Promote and preserve the main ideals of the constitution ┆ Pose the doubts and questions and get clarified	*Students will able to differentiate between the Indian and the other constitution of the world *As well as will know about the preamble of Indian and other constitution of the world. What is Constitution? Why is it necessary?
12	Electoral politics	Election commission of India Constituent Assembly Need and demands of election Why it is need to have an election? Is it good to have political competition Electoral constituency Nomination of candidates Voter list Election campaign	Critical thinking  Development of citizenship quality  Communication  Creativity understanding	NCERT text book for Political-science  Think pair share Discussion Group work Mind Map Brainstorming Role play	1.What is the motive behind reserved constituencies. 2.Describe the term 'Voters List'. 3. Write a note on the independent Election Commission. 4. What do you mean by elections? Why are they important? 5. What are the various choices a voter can make in an election?	KNOWLEDGE- Students will identify the need for elections.  SKILLS and COMPETENCIES Students would be able to differentiate between democratic and non-democratic elections
12	Working of Institutions	*Parliament * Political executives * The Judiciary parliamentary system of executive *How is the country governed? Topic-What does Parliament do in our	SKILLS- • Students will critically think aboutthe working of institutions in a democracy • Students will develop citizenship through an appreciation of citizen's increased participation in functioning of Parliament • Students would be able to enhance	1.Written test 2. Group Discussion 3. HW notebook 4.Discussion 5.Group work	1.Who is the Head of State in India? 2.Under what circumstances can the term of the Lok Sabha be extended? 3. Why was the idea of giving reservation to SEBC supported? 4. Describe the powers of	Students will learn about • Parliament • Political executives • The Judiciary • How is major policy decision taken?

NO OF PERIODS	TOPICS	SUB-TOPICS	LEARNING OBJECTIVES/ Skills to be developed	Innovative padeagogy	Assessment exercises/Activities practical	Outcomes
		democracy? *Topic-What is the role of the President of India, the Prime Minister and the Council of Ministers?	their creativityby creating mind map for entire chapter. • Students would be able to enhance their communication skills by debating about the reason as to why we have chosen this system		Lok Sabha, exercise in money matters. 5.Explain why dowe need a Parliament?	
12	Democratic Rights	Topic- Life without Rights  Topic- Importance and needs of Rights in Democracy  Topic- Rights in the Indian Constitution  Topic-Expanding scope of Rights  Topic -Revision of chapter	Describe the term 'Amnesty International'. 2. What is Guantanamo Bay? 3. Ethnic strife has touched many parts of the world. Explain with example. 4. What are Rights? Why are they important? 5. What are the Fundamental rights given to every Indian citizen under the constitution?	1. Written test 2. Group Discussion 3. HW notebook	Describe the term 'Amnesty International'. 2. What is Guantanamo Bay? 3. Ethnic strife has touched many parts of the world. Explain with example. 4. What are Rights? Why are they important? 5. What are the Fundamental rights given to every Indian citizen under the constitution?	Students would be able to enhance their knowledge about the Fundamental Rights and  brief descriptions about them.KNOWLEDGE- Students will know  The importance of Fundamental Rights in the life of the citizens SKILLS and COMPETENCIES Students would be able to differentiate India with other countries, in collaboration with each other.

**Class: IX**

**Subject: Geography**

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/PRACTICALS	OUTCOME
17	India-Size and Location	Location  Size  India and the World  India's Neighbours	Examine how the location of an area impacts its climate and time with reference to longitude and latitude. <input type="checkbox"/> Explore and analyze the trading and cultural relationships of India with its neighboring countries. <input type="checkbox"/> Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. <input type="checkbox"/> Examine how location of India enables its position as a strategic partner in the subcontinent.	Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time	On map of India hypothetically design two to four alternate longitudes on either side of 82.5*E and conclude on the selection <input type="checkbox"/> Draw out the rationale/ reasons behind fixing (82.5E) as a time meridian for India <input type="checkbox"/> PPT presentation to present alternate solutions	Justify the reasons for the differences in climatic conditions, local and standard time. <input type="checkbox"/> To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. <input type="checkbox"/> Justify the selection of 82.5E* longitude as Time

						meridian of India. (IST) ⊥ Critically analyse the role of opening of Suez Canal in improvement of foreign trade.
10	Physical Features of India	Major Physiographic Divisions  The Mountains  The Northern Plain  The Peninsular Plateau  The Indian Desert  The Coastal Plains  The Islands	Justify why India is a subcontinent • Examine the geological process that played a crucial role in the formation of diverse physical features in India • Analyse the conditions and relationships of the people living in different physiographic areas. • Examine various environmental issues.	Role play to depict the lives and relationships amongst physiographic areas. ⊥ Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations.	Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent.	Conclude why India is a subcontinent based on study of different physical features. ⊥ Analyse the conditions and relationships of the people living in different physiographic areas. ⊥ Enumerate the different environmental issues in India and propose solutions for these issues.
10	Drainage	Drainage Systems in India  The Himalayan Rivers  The Peninsular Rivers  Lakes  Role of Lakes in the economy  River Pollution	Justify the statement that the rivers are lifeline of economy with reference to India. • Examine the information about different lakes and infer on their contribution to Indian ecology .  Distinguish between the rivers of north and south India • Analyse the flow of different rivers of India to infer on their impact on livelihood.	Street play strategy/ poster making/ save River songs/ to present awareness on water pollution and suggest solutions.	Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. ⊥ Students will prepare a PPT on lakes.	Enlist the different rivers, the areas they serve and their impact on the economy of That area. ⊥ Enumerate the different lakes and describe their contribution to the Indian ecology. ⊥ Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy ⊥ Identify the river systems of the country and explain the role of rivers in human society.
12	Climate	Climatic Controls  Factors Affecting India's Climate  The Indian Monsoon  The Seasons  Distribution of Rainfall  Monsoon as a Unifying Bond	Examine and analyse the factors that determine the climate of India • Discuss the mechanisms of monsoons in Indian subcontinent. • Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. • To interpret how monsoon acts as a Unifying bond	Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate ⊥ Watch videos and summarize the findings	Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India ⊥ Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters	Infer how the factors determine the climate of India. ⊥ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. ⊥ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. ⊥ Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India ⊥ Propose protocols as preventive action for various disasters
8	Population	Population Size and Distribution	Examine the reasons behind the uneven distribution of population in	Research based learning/ art integration strategy (4 grid	-----	Analyse and infer the reasons behind the uneven

		Population Growth and Processes of Population Change (Death Rate, Birth Rate, Age Composition, Sex Ratio, Health)	India with specification to UP & Rajasthan, Mizoram and Karnataka	analysis) to analyse and infer the reasons behind the uneven distribution of population in India with specification to UP & Rajasthan and Mizoram and Karnataka .		distribution of population in India with specification to UP & Rajasthan and Mizoram and Karnataka. Enlist the factors that affect the population density.
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**Class: IX**

**Subject: Economics**

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES /SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	OUTCOME
13	STORY OF PALAMPUR	Introduction  Organisation of production  Non-farm activities in Palampur	KNOWLEDGE: <i>students will learn</i> To understand the some basic concepts relating to production  To understand the prevailing farming conditions in different states with reasons  Examine the contribution of non farm activities to the economic growth of the village COMPETENCIES: <i>Student will learn</i> Concept Building  Analytical  Problem Solving	Collaborative Approach  Constructive Approach  Experiential Learning  Enquiry Based Approach	<i>ACTIVITY:</i> Group activity in the class  Compare the production of wheat by the three farmers over the years  Make a list of farm and non-farm activities in your surroundings  <i>ASSESSMENT/ EXERCISE:</i> Class test after completion of the chapter  Periodic Assessment  Worksheet  Classwork and Homework	At the completion of this unit  <i>students will be able to:</i>  Explain and analysis how the prevailing farming conditions impact economic development of different states  Differentiate between farm and non farm activities  <input type="checkbox"/> Explain the impact of modern farming methods as an impact of green revolution in Indian agriculture
14	PEOPLE AS RESOURCES	Introduction  Economic activities by men and women  Quality of population  Unemployment and its kind	KNOWLEDGE: <i>Student will be able to learn:</i> Examine the various factors that constitute the human resource or quality of population  To understand the role of education and health to develop human resource  Analyse the role of government in improving the quality of population  Understand the concept of unemployment and its various types  Examine the factors that are major causes of unemployment in India	Collaborative Approach  Experience Learning  Constructive Approach  Reflective Approach  Interrogative Approach	<i>ACTIVITY:</i> Discussion on human resource in the class through case studies  Visit a village or Colony located near to your residential area and note down the various activities undertaken by the people of that village are Colony  <i>ASSESSMENT/ EXERCISE:</i> Class test after completion of the chapter  Periodic Assessment & other exams  Worksheet	At the completion of the chapter students will be able to:  Differentiate human capital to physical capital  Describe the various sources of human capital  Analyse and infer the reasons that contribute to the quality of population  Differentiate between economic and non economic activities

			<p>COMPETENCIES: <i>Students will developed:</i></p> <p>Concept Building</p> <p>Critical Thinking</p> <p>Analytical</p> <p>Problem Solving</p>		Classwork and Homework	Enumerate the different schemes of government in some states and infer the quality of population there by
15	<i>POVERTY AS CHALLENGE</i>	<p>Introduction</p> <p>Two typical cases of poverty</p> <p>Poor and its kind</p> <p>Estimation of poverty line</p> <p>Comparison of poverty</p> <p>Causes of poverty</p> <p>Anti poverty measures</p>	<p>KNOWLEDGE: <i>Students will able to learn:</i></p> <p>To understand some basic concepts of poverty</p> <p>To tell the comparative extent of poverty with gender, region and States</p> <p>Estimates the poverty line on various measures</p> <p>To examine the measures taken by the government to eradicate the poverty</p>	<p>Collaborative Approach</p> <p>Experiential Learning</p> <p>Constructive Approach</p> <p>Enquiry and Research Based Approach</p>	<p><i>ACTIVITY:</i> Draw the well labelled diagram of types of poor using poverty line</p> <p>Group activity in the classroom to discuss the definition of poverty line by using Indian currency</p> <p><i>ASSESSMENT/EXERCISE:</i> Class test after completion of the chapter</p> <p>Periodic Assessment and other exams</p> <p>Worksheet</p> <p>Classwork and Homework</p>	<p>At the time of completion of the chapter Students will able to Explain the meaning of poverty</p> <p>Depreciate absolute poverty to relative poverty</p> <p>Compare how poverty estimates have transformed from 1993-94 to 2011-12</p> <p>Allies and infra the reasons of poverty in India especially in a rural and urban areas</p> <p>Evaluate the efficacy of government to eradicate poverty</p>
12	<i>FOOD SECURITY IN INDIA</i>	<p>What is food security?</p> <p>Why food security?</p> <p>Food security in India</p> <p>Current status of public distribution system in India</p> <p>Role of cooperatives in food security</p>	<p>KNOWLEDGE: <i>Students will able to learn</i></p> <p>Various aspects of food security</p> <p>To examine the significance of food security for its masses</p> <p>To appraise the contributory role of Public Distribution System to address food security in India</p> <p>Substantiate the rule of green revolution in strengthening the PDS</p> <p>COMPETENCIES: <i>Students will developed</i></p> <p>Concept Building</p> <p>Understanding</p> <p>Analytical</p> <p>Critical Thinking</p>	<p>Collaborative Approach</p> <p>Experience Learning</p> <p>Constructive Approach</p> <p>Enquiry and Research Based Approach</p>	<p><i>ACTIVITY:</i> Visit any authorized ration shop and compare the prices of commodities like rice, wheat and sugar from the ration shop with the market price of these commodities</p> <p>Group activity in the class room</p> <p><i>ASSESSMENT/EXERCISE</i> Class test after completion of chapter</p> <p>Periodic Assessment and other exams</p> <p>Worksheets</p> <p>Classwork and Homework</p>	<p>After completion of the chapter students will able to Enumerate various aspects of food security that will ensure continuity of supply to the masses</p> <p>Examine analyse and infer various of data that point to the rational of food security in India</p> <p>Enumerate different features of PDS that directly address food security in India</p> <p>Analyse and infer impact of green revolution in strengthening the PDS</p>

# CLASS X

CLASS: X

SUBJECT: ENGLISH

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
April 23	<b>FIRST FLIGHT- Unit 1</b> <b>Chapter-1 A LETTER TO GOD</b> <b>Chapter Description- A letter to God</b> is a story of extreme faith in god. The writer has tried to depict the faith of a poor simple farmer in god.	<b>To enable the students:</b> -To develop their basic skills of language - listening, speaking, reading and writing. -To understand the plot and character of the story. -To enjoy and appreciate the story and the use of language. -To puzzle out the meaning of some unfamiliar words in the story. -To become aware of the theme and emotions. -To understand the importance of faith -To lend a helping hand to the needy. -To engage them in learning and recognizing the multilingualism of everyday experience.	<b>To enable the students to imbibe -</b> - Faith - Understanding for others - Trust - Helpfulness - Patience -Simplicity -Innocence -Piousness -Kindness -Empathy	<b>Activity (To introduce the lesson):</b> - Story prediction based on the title of the story (Guess the theme given in the story based on the title). -We communicate with our friends, teachers, relatives, and superiors verbally or through letters, emails, etc. We can't communicate with any mortal using our mind. On the contrary, we convey our thoughts with God mentally, not through letters or mails. Share your views regarding the same. <b>Activity (To Support learning):</b> - <u>Lencho's innocence will be compared to the protagonist of the movie PK.</u> - <u>Metaphors used in the chapter will be underlined. The students will complete the chart given in the book.</u>	<b>Students will be able to:</b> - To understand the plot and character of the story. -To enjoy and appreciate the story and the use of language. -To puzzle out the meaning of some unfamiliar words in the story. -To become aware of the theme and emotions. -To understand the importance of faith -To believe that faith can move mountains -To develop such a faith in them that boosts their confidence in them. -To encourage them to develop faith in themselves. -To lend a helping hand to	* <u>Lencho was sent money through Money Order and a letter to God. What are the latest ways to communicate and send money?</u>
					the needy. -To engage them in learning and recognizing the multilingualism of everyday experience. -To read for meaning in context, thus providing a bank of language to serve as a base for communication in English	

	<p><b>Unit -1. Poem DUST OF SNOW</b>  <b>Chapter Description-</b>  The poet is upset and sitting under the hemlock tree. Suddenly a crow sitting on the tree shakes the tree and the fine particles of snow from tree falls on the poet. The soft and cold touch of snow changes the poet's mood from sad to happy. He starts feeling soothed and refresh. In this way a simple moment proves to be very significant and saves rest of the day of poet from being wasted and held in regret.</p>	<p><b>To enable the students:</b> -To inculcate the habit of reading poems  -To appreciate rhyme and style of the poem  -To introduce concept of symbolism used in poetry. (The crow and hemlock tree represent sorrow and depression felt by poet in this materialistic world. On the other hand, the dust of snow is the symbol of natural joy and energy.) -  To identify the poetic devices used in the poem</p>	<p><b>To enable the students to-</b> -To admire and observe nature's small incidents  -To make students understand the thought and imagination contained in the poem.  -To make students think about different human emotions and their effects.  -To inspire them write their feelings in the form of short poems.  -To develop their imagination skills  -To make them realise that nature gives soothing/ healing effect and two negatives can become a positive</p>	<p><b>Activity (To introduce the lesson):</b>  <b>-The Poetic device - Symbolism will be introduced</b>  - Hemlock tree- the story of The Death of Socrates will be shared  - Class Discussion: Have there been times when you felt depressed or hopeless? Have you experienced any moment that helped you to get out of that mood of sadness?</p>	<p><b>Students will be able to:</b>  - inculcate the habit of reading poems -appreciate rhyme and style of the poem  -know about symbolism  - identify the poetic devices used in the poem -admire and observe nature's small incidents - understand the thought and imagination contained in the poem.  - think about different human emotions and their effects.  -write their feelings in the form of short poems.  - develop their imagination skills  - realise that nature gives soothing/ healing effect and two negatives can become a positive</p>	<p><b>* Class Discussion: The poem presents a moment that seems simple, but has a larger significance. Share your experience.</b></p>
	<p><b>Unit -1 Poem-FIRE AND ICE</b>  <b>Chapter Description-</b> In this poem, Frost points out that humans will be the agents of our own destruction, one way or another. He compares "desire" to "fire" and "hate" to "ice." Both desire and hate are represented by physical forces that could lead to our extinction.</p>	<p><b>To enable the students-</b> -To enable the students to read, write, speak understand English correctly.  -To enrich the vocabulary of the students to use the same correctly.  -To enable the students to understand the difficult words and phrases in the poem.  -To enable the students appreciate the beauty, rhyme and style of the poem.  -To make the students understand the thought and imagination contained in the poem.  -To make students think about different human emotions and their effect. -To inspire them write their feelings in the form of short poems  -To enable them to move from factual understanding to critical thinking.  -To enable them to understand and identify the figures of speech.</p>	<p><b>To enable the students to imbibe-</b>  -Eagerness to learn -  Importance of Love -  Curiosity  -Imagination  -Faith  -Control of emotions -Patience  -Avoid instant reactions</p>	<p><b>Activity (To introduce the poem):</b>  - The recent tragedy of Corona Virus in China is an example of Human Desire to overpower the world.  There are many ideas about how the world will _end'. Do you think the world will end someday? Have you ever thought what would happen if the sun got so hot that it _burst', or grew colder and colder?  <b>Activity (to assess learning): Text book:</b>  What is the rhyme scheme of the poem?  How does it help in bringing out the contrasting ideas in the poem?</p>	<p><b>Students will be able to:</b> -To read, write, speak understand English correctly.  -To enrich the vocabulary to use the same correctly. -To understand the difficult words and phrases in the poem.  -To appreciate the beauty, rhyme and style of the poem.  -To understand the thought and imagination contained in the poem.  -To think about different human emotions and their effect.  -To write their feelings in the form of short poems. -To move from factual understanding to critical thinking.  -To understand and identify the figures of speech.</p>	<p>*The poet presents two reasons which will lead to the destruction of the humanity. What values do you garner from the two possible causes provided by him?</p>
	<p><b>Writing Skills-Letter Writing (Complaint and</b></p>	<p><b>To enable the students-</b> -To Express effectively -To share ideas</p>	<p><b>To enable the students to imbibe-</b>  <input type="checkbox"/> Identify the</p>	<p><input type="checkbox"/> Familiarize the students with different formats of the writing skills</p>	<p><b>The students will be able to</b>  -To Express effectively</p>	<p>Practice exercises will be given</p>

	<p><b>Placing Order)</b> The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.</p>	<ul style="list-style-type: none"> <li>- To develop appropriate style of writing.</li> <li>- To write effectively</li> <li>- To Differentiate the style of expressing different writing skills</li> <li>-To know the purpose and importance of writing short and long compositions</li> <li>- to practically make use of writing skills</li> <li>-To know effective means of disseminating information on varied issues.</li> <li>-appropriate language, -use of accurate vocabulary, expressions and sentence structure</li> </ul>	<p>appropriate usage of writing skills</p> <ul style="list-style-type: none"> <li>• Apply it in practical life</li> <li>• Express their views in the desired manner</li> </ul>	<ul style="list-style-type: none"> <li>• Model exercise of each writing skill will be given</li> <li>• Practice exercise of each writing skill will be given</li> </ul>	<ul style="list-style-type: none"> <li>-To share ideas</li> <li>- To develop appropriate style of writing.</li> <li>- To write effectively</li> <li>- To Differentiate the style of expressing different writing skills</li> <li>-To know the purpose and importance of writing short and long compositions</li> <li>- to practically make use of writing skills</li> <li>-To know effective means of disseminating information on varied issues.</li> <li>-appropriate language, -use of accurate vocabulary, expressions and sentence structure</li> </ul>	
	<p><b>2.1 Nelson Mandela A Long Walk To Freedom</b> <b>Chapter Description-</b> This unit shares Nelson Rolihlahla Mandela's moving description of his inauguration as South Africa's first black President and his thoughts of freedom. The purpose of Mandela's speech was not simply to address</p>	<p><b>To enable the students to-</b> -understand that discrimination is injustice -understand the importance of humanity -understand how peace can prevail -get an insight into the long struggle for democracy and Mandela's belief about humanity - give a feeling of unity and a longing for change.</p>	<p><b>To enable the students to - -</b> -imbibe importance of freedom -imbibe righteousness -promote equality for all -rise above prejudices -unite and be change makers</p>	<p><b>Activity (To introduce chapter):</b> 1.What is Apartheid? 2.Share the contribution of Nelson Mandela. <b>Activity (to support learning)</b> 1. Talk of Social Science Teacher to share extra information related to Nelson Mandela <b>Activity (to assess learning): Mandela feels that both the oppressor and the oppressed are robbed their humanity and hence both of them must be liberated.</b></p>	<p><b>Students will be able to: -</b> Understand the consequences of discrimination and how to rise above prejudices -become the change makers -instil a feeling of patriotism and work for the betterment of society by contributing towards achieving humanitarian goals -revise usage of article</p>	<p><b>Assessment-</b> <b>Q. True liberty is freedom from poverty, deprivation and all forms of discrimination. Write your views in reference of the chapter.</b></p>
	<p>the nation as their new president and give gratitude to those who put him there but instead to make a statement that South Africa was going to make immense changes and unify to show the world what the nation could truly do in order to become a land of hope, freedom, justice and equality for all.</p>	<ul style="list-style-type: none"> <li>-join together in making changes for a better future -bring up the sense of pride for one's nation and a sense of obligation to continue doing the right thing</li> <li>-learn usage of 'the' before proper noun( definite article)</li> <li>-learn about verb-noun pairs and homophones -enrich with idiomatic expressions</li> <li>-learn new vocabulary like besieged by, chevron, despised, emancipation, resilience etc.</li> </ul>		<p>Discuss</p>	<ul style="list-style-type: none"> <li>'the' before proper nouns -read, write, speak and understand English correctly.</li> <li>-Strengthen usage of correct grammar while expressing orally and in writing.</li> <li>- enrich vocabulary and use the same correctly.</li> </ul>	

<p>2.2 A Tiger in the Zoo <b>Chapter Description-</b> This poem contrasts a tiger when it is in its natural habitat and when it is imprisoned in a zoo. On a starry night, the poet sees a tiger in a zoo. The tiger moves slowly up and down in his cage. He is full of rage but is quiet in his helplessness</p>	<p><b>To enable the students –</b> –To inculcate the moral values -To enhance the vocabulary -To enable the students to understand the importance of freedom. -To enable the students to understand the dangers of deforestation and blessings of forestation. -To enable the students to understand that all animals will be happy only in their natural habitat. -To enable the students to</p>	<p><b>To enable the students to-</b> - have sympathy towards animals -Show care and concern -Feel their pain - Spread awareness to save wild life -Spread awareness about deforestation</p>	<p><b>Activity (To introduce the lesson):</b> <b>-Compare our situation during Lockdown with the animals in the zoo and birds in the cage locked down forever for our fun.</b> There is a slogan written in Nandan Kanan, Bhubaneswar,"In 1910 there were thousands of tigers, in 2110 there are few thousand tigers, in 2110 we will write "Ek Tha Tiger". What does this slogan mean? <b>Activity (to assess learning):</b> Are zoos necessary for the</p>	<p><b>Students will be able :</b> -To understand the dangers of deforestation and blessings of forestation. -To understand that all animals will be happy only in their natural habitat. -To understand the responsibility of present generation in preserving the environment and earth. -To enable the students to learn to recite poem with proper intonation and rhythm. -To stir their thinking.</p>	<p>Q. Find out the poetic devices in the poems- The Tiger and The Panther, given in the textbook for Extended Learning.</p>
	<p>understand the responsibility of present generation in preserving the environment and earth. -To enable the students to learn to recite poem with proper intonation and rhythm. -To stir their thinking. -To enable the students to use new words and phrases of English. -To make them realize the importance of animals.</p>		<p>protection or conversation of some species of animals? Are they useful for educating the public? Are there alternatives to zoo?</p>	<p>To use new words and phrases of English. -To make them realize the importance of animals.</p>	
<p><b>FPWF- 1.A Triumph of Surgery</b> <b>Chapter Description-</b> This story has been written by James Herriot. The subject of this story is a pet dog which is spoilt by its owner. The dog is left with all other dogs so that it can play and get the much needed physical exercise.</p>	<p><b>The students will be able to-</b> -comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. -develop the habits of reading for information &amp; pleasure, drawing inferences from what they read &amp; relating texts to their previous knowledge. -learn reading critically &amp; develop the confidence to ask &amp; answer questions. -express their own ideas in a creative &amp; coherent way. -promote the habit of self-learning &amp; reduce dependence on the teacher.</p>	<p><b>The students will be able to –</b> -understand that silly and negligent behaviour of rich people may harm their near and dear ones by their extra caring nature. -inculcate values, care and concern for the animals.</p>	<p><b>Warm up questions:</b> A discussion on ‘Pets’ and how to take care of them? <b>Activities (to support learning):</b> -Do you think there are parents like Mr. Pumphrey? <b>-This episode describes the silly behaviour of a rich woman who is foolishly indulgent, perhaps because she is lonely. Do you think such people are merely silly, or can their actions cause harm to others?</b></p>	<p><b>The students will be able to -</b> -develop their imaginative and analytical skills. -gain knowledge of different kinds of pet animals. -understand that dog is the most faithful pet. -understand that declined health was the outcome of Mrs Pumphrey’s over- caring nature. -understand the pompous nature of the rich.</p>	<p>Q. What would you have done if you were in the narrator’s place?</p>

		<ul style="list-style-type: none"> <li>-gain knowledge of different kinds of pet animals.</li> <li>-understand that dog is the most faithful pet.</li> <li>-analyse the misuse of money by rich people like Mrs. Pumphrey who overfed her pet and made him sick.</li> <li>-understand that for emotional satisfaction, Mrs Pumphrey bestows all her love and care on Tricky.</li> </ul>				
<b>May</b>	<p><b>2.The Thief’s Story</b>  <b>Chapter Description-</b>  There is a small time thief who befriends a struggling author; in the plans of making a steal. Anil; the struggling author is a good fellow who wants to teach Hari Singh how to read and write. Gradually, Anil develops trust in Hari Singh. But Hari Singh has been waiting for the right moment to make a killing by doing what he is best at. After stealing money from Anil, Hari Singh tries to go away</p>	<p><b>To enable the students-</b></p> <ul style="list-style-type: none"> <li>-To enrich their vocabulary.</li> <li>-To read the lesson in proper intonation.</li> <li>-To understand importance of education.</li> <li>-To understand the two different characters i.e. Anil &amp; Hari Singh</li> <li>-To get enjoyment through reading the lesson.</li> <li>To appreciate/comprehend the text.</li> <li>-To express themselves in grammatically correct language.</li> <li>-To comprehend the text locally and globally.</li> </ul>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>*Motivation</li> <li>*Confidence</li> <li>*Faith</li> <li>*Concern</li> <li>*Importance of Education</li> <li>*Understanding Behaviour</li> <li>*Helping</li> <li>*Caring</li> <li>*Belief</li> <li>*Forgiveness</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  * few examples of film stories and drama like Bishop’s Candlesticks will be shared to make them understand how trust can reform a person</p> <p><b>Speaking Skills:</b>  *Imagine the circumstances that can turn a fifteen year old boy into a thief?</p> <p><b>Activity (to assess learning)</b> *Do you think people like Anil and Hari Singh are found only in fiction, or are there such people in real life? Share your views.  * How can Education change a man’s perspective towards life?</p>	<p><b>Students will be able</b></p> <ul style="list-style-type: none"> <li>-To enrich their vocabulary.</li> <li>-To read the lesson in proper intonation.</li> <li>-To understand importance of education.</li> <li>-To understand the two different characters i.e. Anil &amp; Hari Singh</li> <li>-To get enjoyment through reading the lesson.</li> <li>-To appreciate/comprehend the text.</li> <li>-To express themselves in grammatically correct language.</li> <li>-To comprehend the text</li> </ul>	<p>Q. Love and affection can transform even a criminal. Explain how it is true in case of Hari Singh?</p>
	<p>forever. But some inner voice stops him from doing so. He returns to Anil because he wants to live a life of respect. Anil does not show that he knew about the incident and accepts Hari Singh with open arms. Thus, a well-intentioned person tries to reform a teenager who had diverted from the correct path.</p>	<ul style="list-style-type: none"> <li>-To learn vocabulary and its usage within appropriate context.</li> <li>-To develop confidence in speaking skills.</li> </ul>			<ul style="list-style-type: none"> <li>locally and globally.</li> <li>-To learn vocabulary and its usage within appropriate context.</li> <li>-To develop confidence in speaking skills.</li> </ul>	

<p>FF-3.1.Two stories about Flying 3.1.1.His First Flight <b>Chapter Description-</b> Bravery and cowardice are the relative terms. One is coward as long as fear encompasses him / her. In this story the young seagull poses to be a coward incarnate. His other three elder brothers and sister had already flown. The entire family member boosted him to fly, but he couldn't. Mother took final decision to put before him bait. It worked; he dived for a scrap of fish.</p>	<p><b>To enable the students-</b> -To inculcate the moral values -To enhance the vocabulary -To enable the learners to extrapolate from the given text -To enable the students to share their personal experiences -To enhance their LSRW skills -To make them understand that to succeed one has to put in hard work - To make them understand that continuous practice makes a man perfect - To teach them that one</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Courage</li> <li>• Curiosity</li> <li>• Confidence</li> <li>• Eagerness to learn</li> <li>• bravery</li> </ul>	<p><b>Activity (To introduce the lesson):</b> Parental encouragement and discipline play a great role in shaping the destiny of the young children. Do you agree? <b>Activity (To Support learning):</b> How can you conquer your fear? <b>Activity (to assess learning):</b> Do you think a human baby also finds it a challenge to take its first steps?</p>	<p><b>Students will be able to:</b> -To inculcate the moral values -To enhance the vocabulary -To enable the learners to extrapolate from the given text -To enable the students to share their personal experiences -To enhance their LSRW skills -To make them understand that to succeed one has to put in hard work - To make them understand that continuous practice makes a man perfect - To teach them that one</p>	<p>Share your initial attempts at learning a skill. You could describe the challenges of learning to ride a bicycle or learning to swim.</p>
<p>He opened his wings and found himself flying. This was the way he was taught to make his first flight. Hence, we can say parental encouragement and discipline play a great role in shaping the destiny of the young children.</p>	<p>has to try regardless of a possibility of a failure.</p>			<p>has to try regardless of a possibility of a failure.</p>	

<p><b>June 17</b></p>	<p><b>FF -3.1: Black Aeroplane</b>  <b>Chapter Description-</b>  The story revolves around the mystery. The narrator was on his way to England hoping to have a good English breakfast with his family. But he saw great storm clouds ahead of him. There were huge, mountain shaped clouds. The narrator risked to enter in the clouds. No sooner he entered in the clouds everything turned black. He saw another aeroplane without lights on its wings. The pilot waved his hand to the narrator and asked him to follow him. The</p>	<p><b>To enable the students-</b> - -To make them believe of the mysteries that exist in this world.  -To help them think critically whether such mysteries really exist.  -To help them arrive at a conclusion if an aeroplane can fly and land safely even in an odd condition as mentioned in the lesson. -To enable the students share their personal experiences.  -To enable them express themselves in grammatically correct language.  -To sensitise the students to the feelings of an individual.  -To enable the students think of an alternative</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Believe in mystery</li> <li>• Eagerness to learn</li> <li>• faith</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  Do you believe in mystery? <b>Activity (To Support learning):</b></p> <p>-Share your experiences when you took risk in your life.</p> <p>-What can be an alternative ending to this story?</p>	<p><b>Students will be able to:</b></p> <p>-To make them believe of the mysteries that exists in this world.  -To help them think critically whether such mysteries really exist.  -To help them arrive at a conclusion if an aeroplane can fly and land safely even in an odd condition as mentioned in the lesson. -To enable the students share their personal experiences.  -To enable them express themselves in grammatically correct language.  -To sensitise the students to the feelings of an individual.  -To enable the students</p>	<p>Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer.</p> <p>-Define the values that reflect from the action of the pilot of the old Dakota aero plane when he wanted to thank the pilot of the black aero plane.</p>
	<p>narrator followed the pilot of another aeroplane as his compass, radio went dead. Even there was not enough fuel in his tank. With the help of another pilot, he landed safely and when he went to receptionist to thank the pilot he was informed by the lady that there was no any other plane flying in the sky that night.</p>	<p>ending to the story.  -To enable them use new words and phrases in their own language.</p>			<p>think of an alternative ending to the story.</p>	

<p><b>3.2. How to Tell Wild Animals</b> <b>Chapter Description-</b> This humorous poem tells about the strange habits and behaviours of some wild animals. The poet suggests some dangerous ways to identify wild animals and gives a beautiful description of the Asian Lion and the Bengal Tiger. Then he points out about the Leopard and the Bear. He describes the Hyena for its smiling face and the crocodile for its tears. Then the poet describes</p>	<p><b>To enable the students-</b> -identify some of the wild animals with their peculiarities -enjoy and appreciate humorous poems -understand meaning of expressions like crocodile tears, bears hug, hyenas smile etc and -recall similar expressions and popular ideas about wild animals in their own language(s) -understand poetic license. -Form mental pictures( imagery) -admire bounty of nature. -Explore language and learn new vocabulary like</p>	<p><b>To enable the students to imbibe-</b> -understand animals' behaviour -respect diversity -develop aesthetic sense</p>	<p><b>Activity (To introduce chapter):</b> 1.Share your experience of jungle Safari( if any) 2.What is the special feature of Bengal Tiger, Chameleon and crocodile? <b>Activity (to support learning) There are various ways to give lighter touch to scary objects or things. It happens when people try to make them feel comfortable. Recall any incident when your parents tried to present things in a lighter way so as to not to give you stress.</b></p>	<p><b>Students will be able to:</b> - understand the identifying features of few animals - appreciate a different genre (humour) -enjoy reading the poem for pleasure -enrich vocabulary and use the same correctly. -respect diversity -get well versed with imagery and rhyme scheme</p>	<p>- Information will be shared about identifying features of other animals.</p>
<p>how the Chameleon changes its colour.</p>	<p>nonplus, caress, etc.</p>				
<p><b>3.3 The Ball Poem</b> <b>Chapter Description-</b> _The Ball Poem' is a very subtle and beautiful poem about a little boy's growing up. The poet sees this little boy one day when he has just lost his ball. The loss of his ball is teaching him that in life, we often lose things and they cannot be easily replaced. Such lessons are a part of growing up, and everyone has to learn them at some point in time or the other. However, it is painful for the poet to watch the boy in his sad state. He is sure that the ball, as well as the person who whistles by the boy, feels the same way as he does.</p>	<p><b>To enable the students-</b> - comprehend the poem, enhance their vocabulary, expressions and communicate their ideas. - learn and accept about the loss of something they love. -learn to develop the ability to understand the difficult situations in their life. -experience new things over the loss of something. -cope with the problems of life. -use new words in their own language.</p>	<p><b>To enable the students to imbibe-</b> -experience grief at the loss of a beloved possession. - develop a sense of belongingness. -accept responsibilities in life. - develop a deep emotional attachment and memories. - experience a feeling of regret on losing something. -develop reasoning ability as well as the ability to justify views. -analysis on the basis of the poem read. - Sensitivity towards the sufferings of losing things. -To cope up with the challenges, stand against all odds and progress in life</p>	<p><b>Activities (to introduce the lesson):</b> <b>Warm up questions:</b> A class room discussion on – -Have you ever lost something you liked very much? Describing how you felt then, and saying whether — and how — you got over your loss. <b>Activities (to support learning): -It is very difficult to accept the loss of our near and dear ones in real life, despite knowing the fact that we are mortals and subject to death. Still when someone dies in our society, people approach to console the disheartened heart. Why do you think it is difficult to accept the reality?</b></p>	<p><b>The students will be able to –</b> -understand the importance of loss and responsibility in life. - analyze that the world is full of possessions and money is an external item. -understand and accept that all throughout their life, they will be forced to do things that they don't want to do; and they will lose or have to give up the things that they love. -learn to be strong and get on with their lives - no matter how much it hurts inside. - learn to accept situations and to let go.</p>	<p>What does the poet say the boy is learning from the loss of the ball? Try to explain this in your own words.</p>

	<p><b>4.1. From the Diary of Anne Frank</b>  <b>Chapter Description-</b>  This lesson is an excerpt from —The <b>Diary of a Young Girl</b> or —The</p>	<p><b>To enable the students-</b>  - To activate their prior knowledge about Anne Frank and the Holocaust -To write in formal tone, to be precise and to the</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• understand student teacher relationship</li> <li>• Acceptance of situations and face</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  <b>Warm up Activity:</b>  - corona virus made us experience the most adverse conditions of our life. Being in</p>	<p><b>Students will be able</b>  - To understand the characters and their role in the novel  -To understand elements of humour in the novel</p>	<p>*Anne says teachers are most unpredictable. Elucidate</p>
	<p>Diary of Anne Frankl. It is an autobiography that was first published in 1947. In this, Anne expresses her thoughts in a diary which was gifted to her on her thirteenth birthday. She names the diary —kittyl which she considers as her only true friend. She mentions about her childhood incident when she was studying in school and all the students were eagerly waiting for the result. She mentions her Maths teacher who made her write essays to improve his talkative nature.</p>	<p>point.  -To inculcate reading habits and to improve vocabulary  -To understand the first person narrative style  -To sharpen writing and speaking skills  -To understand the characters and their role in the novel  -To understand elements of humour in the novel -To understand the plot and the theme of the novel -To critically think about identity  -To empathize and relate to Anne Frank  -To understand the importance of teacher</p>	<p>them with a lot of courage and find solutions to problems in life</p> <ul style="list-style-type: none"> <li>• Decision making in most adverse conditions</li> <li>• Understand child psychology</li> <li>• empathy</li> <li>• care and concern</li> <li>• spreading peace and brotherhood</li> <li>• developing compassion</li> <li>• Building rapport</li> <li>• Unbiased approach</li> </ul>	<p><b>Lockdown there was constant fear in the minds of people about the well-being of our family members. How did you cope up with the situation and in what way you motivated your family members?</b></p> <p>i) Do you read novels? Specify the genre-mystery, horror, fiction, romance, adventure etc.  ii) Who is your favourite author and why?</p> <p>2. Novel will be briefed to the students to understand the sufferings of the Jews.</p>	<p>-To understand the plot and the theme of the novel -To critically think about identity  -To empathize and relate to Anne Frank  -To understand the importance of teacher  -To understand child psychology  -To understand student teacher relationship  -To learn to accept of situations and face them with a lot of courage and find solutions to problems in life</p>	
July 26	<p><b>Writing Skills-</b> Letter Writing (Editor and Enquiry) The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.</p>	<p><b>To enable the students-</b> -To Express effectively -To share ideas -To develop appropriate style of writing.  -To write effectively  - To differentiate the style of expressing different writing skills  -knowledge of the purpose and importance of writing short and long compositions</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• -Identify the appropriate usage of writing skills</li> <li>• Apply it in practical life</li> <li>• Express their views in the desired manner</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize the students with different formats of the writing skills</li> <li>• Model exercise of each writing skill will be given</li> <li>• Practice exercise of each writing skill will be given</li> </ul>	<p><b>The students will be able to</b>  - Express effectively -share ideas -develop appropriate style of writing.  -write effectively -Differentiate the style of expressing different writing skills  knowledge of the purpose and importance of writing short and long</p>	<p>Practice exercises will be given</p>
		<p>-will be able to practically make use of writing skills -Know effective means of disseminating information on varied issues. - appropriate language, -use of accurate vocabulary, expressions and sentence structure.</p>			<p>compositions  -will be able to practically make use of writing skills -Know effective means of disseminating information on varied issues. - appropriate language, use of accurate vocabulary, expressions and sentence structure.</p>	

	<p><b>Grammar-Active and Passive Voice</b> Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences.</p>	<p><b>To enable the students-</b> - application of knowledge -Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge through rules in grammar</li> <li>• concentration, confidence and independent</li> <li>• Sharing of ideas</li> <li>• Decision</li> <li>• creativity</li> <li>• -novelty of ideas</li> </ul>	<p>-Students Involvement in explanation of the certain concepts by asking them to frame questions and giving answers - Model exercise of each topic will be given -Practice exercise of each topic will be given -Intra Class Quiz will be conducted</p>	<p><b>The students will be able to-</b> -use of important rules - application of knowledge - Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics</p>	<p>Practice exercises will be given in the form of Quiz, games</p>
	<p><b>FF- 4.2.Amanda</b> <b>Chapter Description-</b> This poem depicts the state of a little girl's mind who is constantly instructed about do's and don'ts by her elders. She is told not to</p>	<p><b>To enable the students-</b> - To make poetry reading / listening an enjoyable experience -To inculcate an appreciation for poetry and the poem in this unit -To connect learning with</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Respect for Parents</li> <li>• Analyze situations of life</li> <li>• Understanding the real meaning of freedom</li> </ul>	<p><b>Activity (To introduce the poem):</b> Do you know the story of Rapunzel? Do you wish to be like her? Why? <b>Activity/Assignment:</b> Every child feels that she/he is controlled and instructed not to</p>	<p><b>Students will be able:</b> -To make poetry reading / listening an enjoyable experience -To inculcate an appreciation for poetry and the poem in this unit -To connect learning with</p>	<p>*Every child feels that she/he is controlled and instructed not to do one thing or another. You too may feel that your freedom is curtailed. --- Write down some of the things you want to do,</p>

<p>hunch her shoulders and to sit up straight. She is told to finish her homework and tidy her room. She is forbidden from eating a chocolate that she has. But all the time, the little girl Amanda keeps dreaming of a life of freedom in the open. She dreams of mermaids in the sea, of roaming barefoot in the dusty street and of the golden haired Rapunzel who lived alone in a high tower. She takes no note of what is being said to her. Then she is rebuked for being moody and sulking all the time.</p>	<p>the learner's context and experiences          -To learn the use of imperatives          -To enable the students understand and enjoy the theme and language by reading Amanda          -To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda          -To enable the students know more about the poet or background of the poem.          -To enable the students enrich their vocabulary. -To enable the students acquire a few grammar items, stress patterns, punctuation, pronunciation, rhyme and rhythm.</p>	<ul style="list-style-type: none"> <li>● Imagination</li> <li>● Balancing emotions</li> <li>● Patience</li> </ul>	<p>do one thing or another. You too may feel that your freedom is curtailed. Write down some of the things you want to do, but your parents/ elders do not allow you to. How do you react when your freedom is curtailed?</p> <p><i>-To introduce imperatives and their conversion in narration, the teacher can give few imperative sentences in class, in direct speech, then ask the students to change them along with discussion of the rules.</i></p>	<p>the learner's context and experiences          -To learn the use of imperatives          -To enable the students understand and enjoy the theme and language by reading Amanda.          -To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda.          -To enable the students identify the connection to words or phrases that resonate with other things. -To enable the students know more about the poet or background of the poem.          -To enable the students enrich their vocabulary. -To enable the students acquire a few grammar items, stress patterns, punctuation, pronunciation, rhyme and rhythm</p>	<p>but your parents/ elders do not allow you to. How do you react when your freedom is curtailed?</p>
<p><b>FPWF 3.The Midnight Visitor</b>  <b>Chapter Description-</b>          This story is about a detective who defies</p>	<p><b>To enable the students-</b> -use the key words, phrases, expressions, and grammar correctly and appropriately.</p>	<p><b>To enable the students to imbibe-</b>  <input type="checkbox"/> analyse different situations and characters.</p>	<p><b>Activity (To introduce the chapter):</b>  <i>-Do you think it is very important to present ourselves in an</i></p>	<p><b>The students will be able to -</b>          -develop their imaginative and analytical skills. -understand thatsecret</p>	<p>When do you think Ausable thought up his plan for getting rid of Max? Do you think he had worked out his plan</p>

<p>the stereotype; as we know from novels and movies. Ausable is a fat man with short height and thick accent. A young writer goes to meet him to get some inspiration for his next story or novel. But as Ausable says; the young writer must be highly disappointed to see an unassuming person as a detective. However, when they reach Ausable's room and intruder is already present in the room. Ausable uses his quick wit and makes a story of a non-existent balcony and policemen. The fear of police makes the intruder jump out of the window; only to crash at the ground.</p>	<p>-know more about the author, detective stories and related information about secret agents. - think quickly, act wisely and calmly in the situation of danger and surprise. -make character analysis of Ausable, Max and Fowler -analyse Ausable's ability to think quickly and calmly in a situation of panic. -comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. -express their own ideas in a creative &amp; coherent way.</p>	<ul style="list-style-type: none"> <li>develop the ability to plan events</li> <li>develop the importance of presence of mind</li> <li>develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise.</li> </ul>	<p><b>impressive way, according to our profession? In what way, it is effective?</b> <b>Activities (to support learning):</b> How is Ausable different from other secret agents? Who is Fowler and what is his first authentic thrill of the day?</p>	<p>agents in fiction are projected like ideal men. -understand that life is full of unexpected twists and turns. -analyse the importance of presence of mind and face the situation rather than running away. -develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise</p>	<p>in detail right from the beginning? Or did he make up a plan taking advantage of events as they happened?</p>
<p>4..AQuestion of Trust <b>Chapter Description-</b> This story is</p>	<p><b>To enable the students-</b> - To inculcate the moral values</p>	<p><b>To enable the students to imbibe-</b> <input type="checkbox"/> Courage</p>	<p><b>Activity (To introduce the lesson):</b> Is it right to commit a crime in</p>	<p><b>The students will be able to –</b> -To inculcate the moral</p>	<p><b>* Activity (to assess learning):</b> Discussion-Do you</p>
<p>about a thief who gets a taste of his own medicine. ... During his burglary attempt at a big house, he gathers all the necessary information and enters the house for stealing from the safe. He is cheated by a lady thief, who claims herself to be the owner of the house.</p>	<p>-To enhance the vocabulary -To enable the students to enrich vocabulary. -To enable them to enjoy the reading story in English. -To make them realise that we should not harm anyone for our own benefit. -To enable the students to use new words and phrases of English. -To make them learn the different use and meaning of the few words. Ex :- no room means -no place , no choice -To make them understand the term- Honour Among Thieves</p>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Don't trust unknown people</li> <li>Be a meticulous planner</li> <li>Be smart enough to judge a person</li> <li>Trust should not be broken</li> </ul>	<p>order to fulfil one's hobby? Discuss. <b>Activity (To Support learning):</b> —Thief is not the one who steals but the one that is caught. What do you understand by this proverb?</p>	<p>values -To enhance the vocabulary -To enable the students to enrich vocabulary . -To enable them to enjoy the reading story in English. -To stir their thinking. -To enable the students to use new words and phrases of English. -To make them learn the different use and meaning of the few words. Ex :- no room means -no place , no choice</p>	<p>think Horace Danby was unfairly punished, or that he deserved what he got? Did you begin to suspect, before the end of the story, that the lady was not the person Horace Danby took her to be? If so, at what point did you realise this, and how?</p>

<p><b>August 20</b></p>	<p><b>5.FPWF- Footprints Without Feet</b>  <b>Chapter Description-</b>  The chapter is about a lone researcher, Griffin, whose discovery of invisibility alienates him from other people. He goes from scientist to fanatic when he begins to focus all of his attention merely on the</p>	<p><b>To enable the students-</b> - -To improve vocabulary -To enjoy and appreciate the science fiction  -To know the effects of misusing the technology -To develop the four skills of the language.  -To develop positive attitude towards the language.</p>	<p><b>To enable the students -</b></p> <ul style="list-style-type: none"> <li>To imbibe values like empathy, respect, care and concern, faith, peace and patience, compassion</li> <li>To understand that knowledge should be used for betterment of humanity</li> <li>To help the society in developing with one's</li> </ul>	<p><b>Activity (to introduce the lesson)</b>  Warm up activity-  Class 12 teachers will be invited to brief the novel and to describe main characters <b>Activity(to support learning)</b>  1. Express your views _Science is a good servant but a bad master.'  <b>Activity/Assignment</b> (to check</p>	<p><b>The students will be able to -</b></p> <ul style="list-style-type: none"> <li>- understand that an individual is powerless compared to larger society</li> <li>know that the ambition can be the greatest foe of man</li> <li>know the effects of misusing the</li> </ul>	<p>* How would you assess Griffin as a scientist and a human being? What qualities or values would you suggest will make him a better person?</p>
	<p>concept of invisibility and neglects to think about the consequences. He was not liked by his landlord. He decided to take revenge on him. One day he set his landlord's house on fire. Then he drank his rare drug and put off his clothes. Now, he could see everyone but none could see him. He was safe from being caught. But he was without clothes and it was very cold. He passed the night in a London store. He stole goods and money from the store. Then he went to a village called Iping. He stayed at an inn. He stole money from clergy man's desk. A policeman named Jaffers was called. A strange fight took place. Griffin took off his bandages, his glasses and his hat. Now, he looked helpless. People were horrified. Griffin hit the policeman. He got free and ran away.</p>	<p>-To enable them to discriminate the good from the evil.  -To develop moral values in the students.  -To understand that Science is a boon for humanity and is a good servant if correctly used  - To understand elements of horror, suspense, conflict in the chapter</p>	<p>intellect</p> <ul style="list-style-type: none"> <li>To spread peace and brotherhood</li> <li>To overcome the feeling like jealousy</li> <li>To do selfless service to the society</li> <li>To know that greed destroys everything and isolation leads to failure</li> <li>To understand that over ambition results in frustration and destruction</li> </ul>	<p>learning)  1. Suppose you are invisible for a day, how will you enjoy every moment of the day?  2. Griffin, the invisible man was introduced as a mysterious stranger but he was a great scientist. Discuss.</p>	<p>technology</p> <ul style="list-style-type: none"> <li>understand that Science is a good servant but a bad master</li> <li>improve vocabulary by reading the chapter</li> <li>develop flair for language</li> </ul>	

	<p><b>Writing Skills- Story Writing Article Writing</b> The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.</p>	<p><b>To enable the students-</b> -To Express effectively -To share ideas -To develop appropriate style of writing. -To write effectively - To differentiate the style of expressing different writing skills -knowledge of the purpose and importance of writing short and long compositions -will be able to practically make use of writing skills -Know effective means of disseminating information on varied issues. -appropriate language, -use of accurate vocabulary, expressions and sentence structure.</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>-Identify the appropriate usage of writing skills</li> <li>Apply it in practical life</li> <li>Express their views in the desired manner</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the students with different formats of the writing skills</li> <li>Model exercise of each writing skill will be given</li> <li>Practice exercise of each writing skill will be given</li> </ul>	<p><b>The students will be able to</b> - Express effectively -share ideas -develop appropriate style of writing. -write effectively -Differentiate the style of expressing different writing skills knowledge of the purpose and importance of writing short and long compositions -will be able to practically make use of writing skills -Know effective means of disseminating information on varied issues. - appropriate language, use of accurate vocabulary, expressions and sentence structure.</p>	<p>Practice exercises will be given</p>
	<p><b>FF 5.1 The Hundred Dresses Part-I</b> <b>6.1 The Hundred Dresses Part-II Chapter Description-</b> It is a story of heedless cruelty and intolerance - - as school children make wretched the life of a poor little Polish girl, difficult name</p>	<p><b>To enable the students-</b> -learn about relative clauses - appreciate/comprehend the text -develop style of writing -verbally communicate an imagined situation -understand the phrasal verbs -learn/enrich vocabulary</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>Inculcate the insight about right way to judge others</li> <li>Have the courage to speak truth</li> <li>Remain undisturbed by the views of others about one</li> </ul>	<p><b>Activity (To introduce chapter) (Discussion):</b> <b>How should we judge the people around us- by their money, wealth and possessions? Or is there something of more enduring value to look for in a person?</b></p> <p>Is it alright to be a mute spectator of wrong happening in front of us? Aren't the people who —say</p>	<p><b>The students will be able to –</b> -learn about relative clauses - appreciate/comprehend the text -develop style of writing -verbally communicate an imagined situation -understand the phrasal verbs</p>	<p>* <b>What issues does the story _The Hundred Dresses' raise? How should we tackle them?</b></p>

<p>seems funny to them, and whose one faded, shapeless, but always a blue dress made her boast of "100 dresses at home" good cause for taunting. When she submits 100 sketches for the dress design contest -- and is not there to receive the honest admiration of her schoolmates and her merited prize, the children realize what they have done, and two of them at least make what amends they can. The story is simply told, without any preaching but the lesson will be easily realised by any young reader.</p>	<p>and its usage within appropriate context -understand first person narrative style -develop confidence in speaking skills</p>	<ul style="list-style-type: none"> <li>• Work upon one's own progress rather than fault-finding</li> <li>• be kind and respectful towards people who have hurt us</li> </ul>	<p>nothing or —do nothing to prevent the wrong / injustice happening in front of them, equal partners in the wrong being done?</p> <p><b>Activity (to support learning)</b></p> <p>Information about the Polish- American Community in the United States will be shared. (As they will have learned about Nazis in the previous chapter no.4, they can correlate the pain of immigrants.)</p>	<p>-learn/enrich vocabulary and its usage within appropriate context -understand first person narrative style -develop confidence in speaking skills -Inculcate the insight about right way to judge others -Have the courage to speak truth -Remain undisturbed by the views of others about one -Work upon one's own progress rather than fault- finding -be kind and respectful towards people who have hurt us</p>	
<p><b>6.2. Animals</b> <b>Chapter Description-</b> The poem reflects the difference between the human beings and the animals. The poet makes us realise what good qualities animals possess. He depicts about the positive traits which humans possess and elaborates that the</p>	<p><b>To enable the students-</b> - To help them to appreciate poetry as a genre. -To make them understand about the free verse. -To enrich vocabulary and its usage. -To learn recitation.</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Develop sensitivity towards understanding the difference between animals and humans and draw their attention to the folly of mankind.</li> <li>• To draw their attention towards the values that humans are getting</li> </ul>	<p><b>Activity: Discuss and explain in pairs</b> What are the basic aspects of our nature as living beings that human choose to ignore or deny?</p>	<p><b>The students will be able to –</b> -appreciate poetry as a genre. -understand about the free verse. -enrich vocabulary and its usage. -learn recitation. -develop sensitivity towards understanding the difference between</p>	<p>Poets, poems and their themes are timeless (relevant in all times), justify the statement with respect to the poem 'Animals'</p>
<p>animals are reflecting more of these qualities than the humans.</p>		<p>devoid of and the animals still persist</p>		<p>animals and humans and draw their attention to the folly of mankind. - draw their attention towards the values that humans are getting devoid of and the animals still persist.</p>	

<p><b>September 24</b></p>	<p><b>FF- 7. Glimpses of India</b> 7.1.1. A Baker from Goa <b>Chapter Description-</b> This lesson is a pen-portrait of a traditional Goan village baker who still has an important place in the society. What changes take place in the life of the baker with the passage of time a glimpse is presented in this extract. Goa is a place which has the varied culture of French, English and Portuguese. Here in this lesson the description of a village baker reminds us of the old Portuguese days.</p>	<p><b>To enable the students-</b> comprehend the chapter, enhance their vocabulary, expressions and communicate their ideas. - understand the age old traditional method of baking bread. -gain knowledge of words like ‘_poder’, ‘_bolinhas’, ‘_bol’, ‘_kabei’ -get to know about the nostalgic childhood memories -understand the record of monthly accounts by the bakers of Goa.</p>	<p><b>To enable the students to imbibe-</b> respect traditions. -recollect childhood memories. -respect values, beliefs and customs of others. -develop inquisitiveness – towards people, culture and old methods. -understand that tradition is deep rooted in our culture.</p>	<p><b>Activities (to introduce the lesson):</b> <b>Warm up questions:</b> <b>Which place do you like to visit and why?</b> <b>Activity (to support learning)</b> -A Video will be shown on ‘_Bakers of Goa’ -A guest lecture by Mrs. Arti Vishwakarma based on the same. -<b>The students will find out the answers of these questions-</b> <b>Q. How many tourists visit Goa every year?</b> <b>Q What is famous food of Goa?</b> <b>Q. What other business they have except tourism?</b></p>	<p><b>The students will be able to –</b> -know the expressions used in the lesson and their usage. -appreciate the old methods of baking bread in Goa. -respect traditions. -respect values, beliefs and customs of others -develop their imaginative and analytical skills.</p>	<p><b>Bakers of Goa are losing their importance and culture, which other traditions of the different places that are almost diminished.</b></p>
	<p><b>7.1.2 Coorg</b> <b>Chapter Description-</b> Coorg is the smallest district and a coffee</p>	<p><b>To enable the students-</b> - familiarize the students with a tourist place of India.</p>	<p><b>To enable the students to imbibe-</b> - acquaint with the life of the people, gain knowledge of the</p>	<p><b>Activities (to introduce the lesson):</b> <b>Warm up questions:</b> <b>The students who have</b></p>	<p><b>The students will be able to –</b> -gain knowledge of the attractions of Coorg.</p>	<p><b>Give examples to show the traditional valour and courage of the people of coorg.</b></p>

<p>producing area in the Karnataka State of India. It is situated midway between Mysore and the coastal town of Mangalore. This land is famous for its rainforests and spices. It looks like a piece of heaven on the earth. It is a hilly place of brave men, beautiful women and wild creatures. It is also known by the name of 'Kodagu'. We can reach Coorg from Mangalore, Bangalore, or Mysore by rail, road or by air. It is the home of evergreen forests, spices and coffee plantations. It rains heavily during the monsoons and the visitors keep away. But the months from September to March are very pleasant. The air breathes of refreshing coffee.</p>	<ul style="list-style-type: none"> <li>- make them feel the beauty of Coorg.</li> <li>- enhance their knowledge about the geography of Coorg.</li> <li>- make them aware of the people of Coorg.</li> <li>- tell them about its location, historical background, climate etc.</li> <li>- know about its famous tourist spot and destinations.</li> <li>- read and identify the main points of the text.</li> <li>- use new words and their meanings.</li> <li>- comprehend the chapter.</li> </ul>	<p>climatic conditions, culture, various sports activities, flora and fauna of Coorg. -appreciate the culture, tradition and natural beauty of Coorg, its forests and coffee plantations and the bio-diversity.</p>	<p>visited to coorg, will share their experiences. A Video on Coorg will be shown to the students. <b>Activities (to support learning):</b> The Coorgis are the descendants of the Greeks of the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?</p>	<p>-know about the people, India's largest Tibetan settlements, main crop, sports activities and animals in Coorg. -enhance their vocabulary and expression</p>	
<p><b>7.1.3.Tea from Assam</b> <b>Chapter Description-</b> The story revolves around the tea garden of Assam. In this extract</p>	<p><b>To enable the students-</b> -To test student's prior knowledge and use it as scaffold to promote comprehension of the text.</p>	<p><b>To enable the students to imbibe-</b> -appreciate the tea gardens - acquire knowledge and enjoy the text related to Tea</p>	<p><b>Activities (to introduce the lesson):</b> <b>Warm up questions:</b> -Describe a tea garden. - Video on Tea gardens will be</p>	<p><b>The students will be able to –</b> -gain knowledge of the origin of Tea. -enhance their vocabulary</p>	<p>Q. Write a travelogue of any place you have visited recently.</p>
<p>Pranjol, a youngster from Assam is Rajvir's classmate at a school in Delhi. Pranjol's father is the manager of a tea-garden in Upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation.</p>	<ul style="list-style-type: none"> <li>-To encourage students to use different words to express themselves</li> <li>-To enable the students to share their personal experiences</li> <li>-To enable the learners to extrapolate from the given text.</li> <li>-To sensitise the students to the feeling on an individual</li> <li>-To give information about something crucial.</li> </ul>	<p>-express well based on the knowledge of the text.</p>	<p>own to the students. <b>Activities (to support learning):</b> - Rajvir was so excited to visit sam that he studied many things out the place before visiting. Do you try to gather knowledge before going anywhere?</p>	<p>and expressions. -understand that the tea pluckers are different from other farm labourers. -gain information of the various stages of growing tea. -know stories related to the origin of Tea from the text.</p>	

<p><b>7.2. The Trees Chapter Description-</b> The poem —Trees by Adrienne Rich is a symbolic poem which tells about the plants who want to escape the walls of the house and want to move in the forest. The trees are the symbolic representation of being women who want to move out of the enclosed walls of the society and escape in the world of freedom. The poet objectively describes the escape of the plant to its new environment.</p>	<p><b>To enable the students-</b>          -To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose.          -To imagine the tree as a symbol of mankind          -To revise about various poetic devices like Imagery, Personification, Simile, Free verse.          -To do strengths' and weaknesses' study of their own personality.          -To comprehend the poem locally and globally.          -To infer the meaning of unfamiliar words and phrases.</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Concern for Mother Earth</li> <li>• Sensitivity</li> <li>• Mother Nature is inevitable</li> <li>• Tree as a symbol of mankind</li> <li>• Empathy</li> <li>• Understanding</li> <li>• develop thought, critical analysis on the basis of the text read</li> <li>• Importance of freedom</li> <li>• Equality</li> </ul>	<p><b>Activity (To introduce the poem):</b>  <b>Quick Speak-</b> What comes to your mind when you read the title of the poem? Do you remember about the conflict between human and nature studied in ch-1 _A Letter to God'?</p> <p>Can there be a forest without trees? Imagine. If yes, how it will be?</p> <p><b>Activity (To Support learning):</b>          - Read the poem _On Killing a Tree' by Gieve Patel (Beehive – Textbook in English for Class IX, NCERT). Compare and contrast it with the poem you have just read.</p>	<p><b>The students will be able to –</b>          -To compare the natural forests to the artificial ones that man has created inside his house to suit the purpose.          -To imagine the tree as a symbol of mankind          -To revise about various poetic devices like Imagery, Personification, Simile, Free verse.          -To do strengths' and weaknesses' study of their own personality.          -To comprehend the poem locally and globally.          -To infer the meaning of unfamiliar words and phrases..</p>	<p>- Do you think that the trees are right in asserting for the freedom and breaking the boundaries? Is it important? How?</p>
<p><b>FPWF 6. The Making of a Scientist Chapter Description-</b>          This article is an account of a curious child channelizing his curiosity to become a scientist. Ebright was a highly curious child since his childhood. His mother; his only companion during childhood; helped in further deepening his curiosity. Ebright began his journey by collecting butterflies. After that, he worked on tagging the monarch butterflies so that the scientists' community could be benefited. Later on, he did research on utility of gold spots on pupae of monarch butterflies. He became famous when his paper on working of cell was published in a scientific journal. Ebright participated in many science exhibitions but winning</p>	<p><b>To enable the students-</b> -develop interest in small discoveries and inculcate the habits thereof.          -learn about Richard Ebright and his journey to become a scientist. - understand what is biography and the biographical element of Richard Ebright through this lesson.          -understand that learners can get knowledge of various stage, species and growth of butterflies. -analyse that the learners can get ample knowledge about the theory of cell. -analyse that Richrad Ebright was multi talented and used to put extra effort in his work          -evaluate that Ebright's works were directly related to Biology and discovery of cell's structure helped the scientific community to understand how the organisms function and grow.          -comprehend the chapter,</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• -inculcate competitive spirit in them.</li> <li>• -develop their curiosity to enhance their knowledge, learning, be observant and unending hunger to discover more.</li> <li>• -research and do in- depth study.</li> <li>• -share their knowledge with others.</li> <li>• -do real experiments to test their findings and relate with real life situations.</li> <li>• -develop competitive spirit.</li> <li>• -develop their reading habit.</li> <li>• -develop a strong desire to work really hard on their area of interest.</li> </ul>	<p><b>Warm up questions:</b>          Q1: How can one become a scientist, an economist, a historian...? Does it simply involve reading many books on the subject? Does it involve observing, thinking and doing experiments?</p> <p><b>Activities (to support learning):</b> A Guest lecture will be organised by inviting Science teachers in order to give insight in to the scientific approach and DNA details.</p>	<p><b>The students will be able to –</b>          -develop their imaginative and analytical skills. -understand that bright and sharp mind, curiosity and the will to win for the right reasons are the three major qualities of a scientist.          -know the importance of gathering information. -analyse that the brain processes the information that affects the degree of learning.          -understand that the first and foremost criteria to become a genius in one's chosen field is to have great curiosity and unending hunger to discover more. -understand that experiments are must to test the findings against possible variables and in real life situations. - understand that it is an urge, a strong desire to work really hard in the</p>	<p>You must have read about cells and DNA in your science books. Discuss Richard Ebright's work in the light of what you have studied. If you get an opportunity to work like Richard Ebright on projects and experiments , which field would you like to work on and why?</p>

	an award for the sake of winning was never his goal. He participated in those exhibitions because he wanted to do a task as best as that could be done.	enhance their vocabulary, expressions and communicate their ideas. -express their own ideas in a creative & coherent way. -promote the habit of self- learning.			area of interest.	
<b>October 22</b>	Periodic Assessment Test (PAT)	<b>Revision for PAT</b>				

**TERM- II**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
<b>November 20</b>	<b>FPWF 7. The Necklace</b> <b>Chapter Description-</b> The main theme of ‘The Necklace’ is Class Conflict as Madam Loisel, a member of lower class strives to appear to be in a higher class than she actually is, which causes conflict ,but it also hints at another theme of appearance and reality. However her desire to attain the goal leads to a	<b>To enable the students-</b> - To know that satisfaction is the key to happiness. - To understand that we should be content with what life give us. - To enjoy and appreciate the stories giving lessons of life -To understand ‘Honesty is the best policy’ -To understand that You may pay a terrible price for greed and desire (Mme. L’s fatal flaw, her	<b>To enable the students to imbibe-</b> • -inculcate the values of realization of truth and satisfaction • -understand that over ambition results in frustration and destruction of peace of mind • understand showism and greed has no limit, it ultimately proves disastrous, thus would refrain from it	<b>Activity (to introduce the lesson)</b> -What would you look for when you are invited for a party by a high class society? -Are dresses and accessories the priority of such parties? -Suppose you do not have such dress, would you arrange for it, borrow it or purchase it? <b>-If you were caught in a situation like this. How</b>	<b>The students will be able to –</b> -know that satisfaction leads to contentment which is a key to happiness. - understand that acceptance of mistake will make the life easier in contrast to hiding the truth and paying for it later/or ruining your inner peace -enjoy and appreciate the stories giving lessons of life	*Over ambition/ showism results in frustration and destruction. Express your views.
	display of generosity on the part of Madam Forestier as she loans a very expensive necklace which she loses and is forced to give up her own goals in her life to repay for the lost necklace.	desire for material things, her fakeness just like the necklace) - To enrich vocabulary - To read with proper intonation and pronunciation - comprehend the text - To express effectively, share ideas and develop appropriate style of writing. - To know the meaning of phrases used in the lesson.		<b>would you have dealt with it?</b> <b>-Honesty is the best policy. Explain with reference to the chapter.</b>	-enrich vocabulary like Incessantly, Spitefully, Exquisite etc. -read with proper intonation and pronunciation -comprehend the text -express effectively, share ideas and develop appropriate style of writing. -know the meaning of phrases used in the lesson.	

<p><b>8. The Hack Driver</b> <b>Chapter Description-</b> This story is about a young lawyer who is too innocent. He goes to a village to serve summon to a person called Lutkins. At the railway station he meets a person who identifies himself as Bill. Bill appears to know everyone in the village and promises to search Lutkins for the lawyer. He takes the lawyer for a ride and dupes him off lots of money. But after a six hour long search, they do not find Lutkins. Next day,</p>	<p><b>To enable the students-</b> - -To learn to deal smartly with unknown persons -To know how to avoid being duped by a stranger -To maintain secrecy of a matter that involved law and security. -To understand and react to the feelings of an individual. -To enable the students to share their personal experience. -To promote the habit of self-learning. -To develop the confidence to ask and answer questions</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Understanding of right and wrong</li> <li>• Hope</li> <li>• Confidence</li> <li>• -Innocence</li> <li>• -Cleverness</li> <li>• -Wisdom</li> <li>• -Honesty</li> <li>• -Patience</li> <li>• -Contentment</li> <li>• -Interest in work</li> </ul>	<p><b>Activity (To introduce the lesson):</b> <b>-In life, people who easily trust others are sometimes made to look foolish. One should not be too trusting. Do you agree? Why/ Why not?</b> -Who is a ‘con man’, or a ‘confidence trickster’? <b>Activity (To Support learning):</b> □ Story prediction based on the title of the story.</p>	<p><b>The students will be able to –</b> -To learn to deal smartly with unknown persons -To know how to avoid being duped by a stranger -To maintain secrecy of a matter that involved law and security. -To understand and react to the feelings of an individual. -To enable the students to share their personal experience. -To promote the habit of self-learning. -To develop the confidence to ask and answer questions.</p>	<p>Do we come across persons like Lutkins only in fiction or do we encounter them in real life as well? You can give examples from fiction, or narrate an incident that you have read in the newspaper, or an incident from real life</p> <p><b>A person may appear humble but in actual he may not be so. Explain this in context of story ‘The Hack Driver’.</b></p>
<p>when the lawyer goes to the village with one of his colleagues, he discovers that it was Lutkins who posed as Bill on the previous day. Everyone, except the lawyer have a hearty laugh at the predicament of the lawyer.</p>					
<p><b>FF-8.1 Mijbil the Otter</b> <b>Chapter Description-</b> The lesson revolves around the otter Mijbil and his master; the author himself, the meeting of the two, how it grows into a <i>bond of love</i> and their eventful journey from Bsara in Iraq to London and then the encounter of the otter with the other humans including children and elders and their different interpretations of the animal.</p>	<p><b>To enable the students-</b> - Describe a repeated action in past -learn about noun modifiers - learn about phrases that indicate a particular quantity of something that is not usually countable - read and identify the main points of the text. -use new words and their meanings</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• -Empathise with animals</li> <li>• -Learn to take care about animals</li> <li>• -Learn to be responsible towards other life forms.</li> </ul>	<p><b>Activities (to introduce the lesson):</b> discussion about Bruno in their previous class IX lesson ‘The Bond of Love’ relating to this lesson. <b>Warm up activity</b> Introductory video will be shown <b>Activities (to support learning):</b> <b>Revision of collective nouns for group of animals</b></p>	<p><b>The students will be able to –</b> Describe a repeated action in past - learn about noun modifiers -learn about phrases that indicate a particular quantity of something that is not usually countable. - read and identify the main points of the text. - use new words and their meanings. - comprehend the chapter -Empathize with animals - Learn to take care about animals -Learn to be responsible towards other life forms</p>	<p>Q.1 What ‘experiment’ did Maxwell think Camusfearna would be suitable for? Q2. What guesses did the Londoners make about what Mij was?</p>

	<b>8.2 Fog</b> <b>Chapter Description-</b> In this poem the poet, Carl-Sandburg has	<b>To enable the students-</b> - know about Haiku-A Japanese poem of seventeen syllables	<b>To enable the students to imbibe-</b> <ul style="list-style-type: none"> <li>• appreciate nature and find beauty in it</li> <li>• -respect nature</li> </ul>	<b>Activity (To introduce chapter):</b> <b>Warm up questions:</b> <ol style="list-style-type: none"> <li>1. Name some natural phenomenon occurring around.</li> <li>2. What is the science behind Fog?</li> </ol>	<b>The students will be able to –</b> -understand the powerful nature and worth of	*What metaphor has the poet used in the poem ‘Fog’? Do you think it is appropriate?
	portrayed the nature and its silent working. The poet tells that the fog comes silently and slowly like a cat. When it comes it does not disturb us. It sits silently as a cat does. It goes on falling and looking silently over harbour and city. (Then it moves on all at once with a gust of wind). It is a fine example of the use of metaphor in the poetry.	-understand that nature is more powerful than anything that humans can produce -understand that change is an unavoidable and natural process -appreciate imagery and metaphor used in poem and understand their relevance. - analyse the poem through appropriate inferential questions -enhance their vocabulary and comprehension of the poem.		<b>Activity (to support learning)</b> <ol style="list-style-type: none"> <li>1. Discussion on different types of poem ( sonnet, ballad, parable, Acrostic) and specifically detailing about ‘Haiku’</li> </ol> Compose a Haiku of your own and share	natural occurrences . -revise different types of poem read earlier and know about Haiku - appreciate poem and understand metaphor -know how natural occurrences could be beautifully expressed in verses. -understand change is unavoidable	
	<b>Grammar-</b> Direct and Indirect Speech Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences.	<b>To enable the students-</b> - application of knowledge - Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content - knowledge of the purpose and importance of grammar topics	<b>To enable the students to imbibe-</b> <ul style="list-style-type: none"> <li>• Acquire knowledge through rules in grammar</li> <li>• concentration, confidence and independent</li> <li>• Sharing of ideas</li> <li>• Decision</li> <li>• creativity</li> <li>• -novelty of ideas</li> </ul>	-Students Involvement in explanation of the certain concepts by asking them to frame questions and giving answers -Model exercise of each topic will be given -Practice exercise of each topic will be given -Intra Class Quiz will be conducted	<b>The students will be able to-</b> -use of important rules - application of knowledge - Express effectively -develop appropriate style of writing. -write grammatically correct sentences. -will be able to apply the rules of grammar -write effectively with appropriate expressions, vocabulary and content -knowledge of the purpose and importance of grammar topics	Practice exercises will be given in the form of Quiz, games

<p><b>December 20</b></p>	<p><b>9.1. Madam Rides the Bus</b>  <b>Chapter Description-</b>  This is a sensitive story of an eight-year-old girl's first bus journey into the world outside her village. The girl Valli, at a very tender age, tries to understand the mystery of life and death. The outside world for Valli is charming and fascinating but mysterious. She longs to experience it by herself.</p>	<p><b>To enable the students-</b> - To develop the skill of communication.  -To enable them to speak in grammatically correct language and with proper expression.  -To enable the learners to extrapolate from the given text.  -To enable the students to think of an alternative ending to the story.  -To enable them to use new words and phrases in expression.</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• feel sensitive towards the feelings of an individual.</li> <li>• enjoy a light-hearted literature.</li> <li>• realise the lessons and experiences that travelling gives us</li> </ul>	<p><b>Activities (to introduce the lesson):</b></p> <ul style="list-style-type: none"> <li>• <b>How do you consider the behaviour of a person, who behaves in a more matured way than their age? Will you appreciate their behaviour or will you comment on them?</b></li> </ul> <p><b>Activity (to support learning):</b> discussion about a journey that was unforgettable in some way? What made it memorable?</p>	<p><b>The students will be able to –</b></p> <ul style="list-style-type: none"> <li>-develop the skill of communication.</li> <li>-Speak in grammatically correct language and with proper express</li> <li>-extrapolate from the given text</li> <li>-think of an alternative ending to the story.</li> <li>-use new words and phrases in expression. -feel sensitive towards the feelings of an individual. - enjoy a light-hearted literature. -realise the lessons and experiences that travelling gives us</li> </ul>	<p>Are you concerned about traffic and road safety? What are your concerns? How would you make road travel safer and more enjoyable?</p>
	<p><b>9.2 The Tale of Custard the Dragon Chapter Description</b> The Tale of Custard the Dragon is a ballad about a girl named Belinda and her pets- a black kitten, a grey mouse, a yellow dog and a dragon named Ink, Blink, Mustard and Custard respectively. All her pets praised their bravery expect Custard the Dragon who</p>	<p><b>To enable the students-</b> -To enable the students to comprehend the text.  -To enable them to verbally communicate. -To enable them to enhance their writing skills.  -To enrich vocabulary and its usage within appropriate context.  -To enable them express themselves in grammatically correct</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Be brave</li> <li>• Help others</li> <li>• Not to boast</li> <li>• Develop compassion</li> <li>• Infer that good deeds are rewarded.</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  ‘Never judge a book by its cover.’ What do you understand by this?  <b>Activity (To Support learning):</b>  <b>Mahatma Gandhi was lean and thin person, still he an example before the world by working on his principles. How can you relate this to the poem?</b> Have you ever help anybody at the time of</p>	<p><b>The students will be able to –</b></p> <ul style="list-style-type: none"> <li>-To enable the students to comprehend the text.</li> <li>-To enable them to verbally communicate. -To enable them to enhance their writing skills.</li> <li>-To enrich vocabulary and its usage within appropriate context.</li> <li>-To enable them express themselves in</li> </ul>	<p>1 ‘The Tale of Custard the Dragon’ is a ballad. What message does the poet want to give through the poem?</p>
	<p>always cried for the safe cage. But when a pirate entered their little house who were boasting fled except the real and true dragon. He bravely fought with the pirate and gobbled him. Thus instead of boasting, we should do something worth valuable.</p>	<p>language.  -To develop a love for literature in students.  -To introduce the students with life and works of Ogden Nash.</p>		<p>need?</p>	<p>grammatically correct language.  -To develop a love for literature in students.  -To introduce the students with life and works of Ogden Nash.</p>	

<p><b>10.1.The Sermon at Benares</b>  <b>Chapter Description-</b>  The journey of Goutam Buddha from prince hood to his saintly life. He left the palace at the age of 25, after seeing the sufferings of the world, to seek enlightenment. He wandered for seven years, here and there, and under a peepal tree at Bodhgaya he got it. His first sermon was delivered at Benaras as it was considered to be the holiest place because of the river Ganga. He thought that he who seeks peace should draw out the arrow of lamentation,</p>	<p><b>To enable the students-</b> - -To enable the students have spiritual outlook. -To enable them express themselves in grammatically correct language.  - To enable the learners extrapolate from the given text.  -To sensitise the students to the fact that death is the ultimate truth in the world. -To enable them use new words and phrases in their own language.  -To help them know that nothing is permanent. Everything is subject to decay. All human beings are mortals. And mortals are bound to die.  -They help them know the fact that grieving on the</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Know the reality</li> <li>• Peace of mind</li> <li>• Accept the truth</li> <li>• Faith</li> <li>• Acceptance</li> <li>• Be patient</li> <li>• Reach out to others in their grief</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  -When a friend, loved one, or co-worker is experiencing grief—how can we help?  <b>What is a sermon?</b>  -What is the difference between Sermon and preaching?  - Grief is an emotion natural to all types of loss or significant change. How one experiences the feeling of grief?  <b>Activity (To learning):</b> Do you think Buddha’s ideas and way of teaching continue to hold meaning for us? Or have we found better ways to deal with grief? Discuss this in groups or in class.</p>	<p><b>The students will be able to –</b>  -To enable them express themselves in grammatically correct language.  - To enable the learners extrapolate from the given text.  -To sensitise the students to the fact that death is the ultimate truth in the world. -To enable them use new words and phrases in their own language.  -To help them know that nothing is permanent. Everything is subject to decay. All human beings are mortals. And mortals are bound to die.  -They help them know the fact that grieving on the death of a relative brings</p>	<p><b>Q. One should be practical to accept the truth of life. Discuss</b></p>
<p>complaint and grief. He who has overcome all will be free from sorrow and be blessed.</p>	<p>death of a relative brings nothing. It only invites physical pain.</p>			<p>nothing. It only invites physical pain.</p>	

<p><b>FF- 10.2 For Anne Gregory</b>  <b>Chapter Description-</b>  The poet describes a conversation between himself and Lady Gregory's grand-daughter named Anne Gregory. He tells Anne that her yellow hair is beautiful and that all the young men who claim to be in love with her love her for that hair. In other words, all men love her for her outward appearance and not for her inner beauty. Anne then replies to the poet saying that she can easily dye her hair black or brown or orange, and then she would look ugly. If she looked ugly, then perhaps some man would look beyond her appearance and see her for who she really is on the inside. However, the poet quickly assures her that no such thing will</p>	<p><b>To enable the students-</b> - -To enable the students comprehend the poem locally and globally.  -To infer the contextual meaning of the text.  -To enable the students to know their strengths and weaknesses  -To make study of their own personality.  -To infer the meaning of unfamiliar words and phrases.  -To identify the poetic devices like metaphor, alliteration etc.,  -To know about the rhyme scheme used in the poem</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>● Appreciation</li> <li>● Respect</li> <li>● Beauty of thought</li> <li>● Purity of Soul</li> <li>● Acceptance</li> <li>● Accept Challenges</li> <li>● Courage to face the reality</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  <b>-Objects have qualities which make them desirable to others.</b>  What about people? Do we love others because we like their qualities, whether physical or mental? Or is it possible to love someone —for themselves alone? Are some people 'more lovable' than others? Discuss this question in pairs or in groups, considering points like the following.  (i) a parent or caregiver's love for a new born baby, for a mentally or physically challenged child, for a clever child or a prodigy  (ii) the public's love for a film star, a sportsperson, a politician, or a social worker  (iii) your love for a friend, or brother or sister  (iv) your love for a pet, and the pet's love for you.</p>	<p><b>The students will be able to –</b>  --To enable the students comprehend the poem locally and globally.  -To infer the contextual meaning of the text.  -To enable the students to know their strengths and weaknesses  -To make study of their own personality.  -To infer the meaning of unfamiliar words and phrases.  -To identify the poetic devices like metaphor, alliteration etc.,  -To know about the rhyme scheme used in the poem</p>	<p>Do you think that the love felt for someone's physical appearance is not pure and true? Write your answer reflecting on the poem.</p>
<p>happen. It is a universal truth that men always judge women on their physical appearance alone. Besides, even if Anne wants to look ugly, she cannot do so for she is a beautiful person on the inside.</p>					
<p>Revision for Pre Board</p>					

<p><b>January 23</b></p>	<p>11. The Proposal <b>Chapter Description-</b> This one act play is about the tendency of wealthy Russian families or people to seek marriage ties with other wealthy families or people to increase their estates by encouraging marriages that make good economic sense. Ivan Lomov comes to seek the hand of Chubukov's 25 year old daughter Natalya. All three are quarrelsome. They quarrel over petty issues. The proposal is in danger of being forgotten amidst all this quarreling. But economic good sense ensures that the</p>	<p><b>To enable the students-</b> - To help them differentiate between internal and external conflict. -To help them identify the different types of conflict within the story. -To help them articulate the necessity of conflict within the text. -To appreciate/ comprehend the text. -To express themselves in grammatically correct language. -To make understand drama as the form of literature. -To make them appreciate the efforts of different writers and their style. -To make them aware of the Russian Wedding custom and culture -To compare the wedding</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>● Managing Conflicts</li> <li>● Anger management</li> <li>● Need to control the usage of language</li> <li>● Trust</li> <li>● Faith</li> <li>● Understanding Behaviour</li> <li>● Forgiveness</li> </ul>	<p><b>Activity (To introduce the lesson):</b></p> <p>-Can you think of three ill effects that result from anger?</p> <p>-Suggest some ways to avoid losing your temper in such situation.</p> <p>-Are there any benefits from anger?</p> <p>Anger Management: As adults, one important thing to learn is how to manage our temper. Some of us tend to get angry quickly, while others remain calm. Can you think of three ill effects that result from anger? Suggest ways to avoid losing your temper in such situations. Are there any benefits from anger?</p>	<p><b>The students will be able to –</b> To help them differentiate between internal and external conflict. -To help them identify the different types of conflict within the story. -To help them articulate the necessity of conflict within the text. -To appreciate/ comprehend the text. -To express themselves in grammatically correct language. -To make understand drama as the form of literature. -To make them appreciate the efforts of different writers and their style. -To make them aware of the Russian Wedding custom and culture</p>	<p>Are there parts of the play that remind you of film scenes from romantic comedies?</p>
	<p>proposal is made successful, after all - although the quarreling perhaps continues.</p>	<p>ceremonies of India and Russia.</p>			<p>-To compare the wedding ceremonies of India and Russia</p>	

<p><b>FPWF 9. Bholli</b>  <b>Chapter Description</b>  This story is about a girl who is ugly and who stammers. As she is different from her siblings, she does not get proper care in her family. Her father sends her to a school because of a command from the tehsildar. The teacher in the school becomes the true mentor of Bholi and helps her gain some confidence. Time flies and with that Bholi becomes a young woman who is educated; unlike her sisters. Because of her ugly looks and pockmarked face, her father agrees to marry her off to a person who is double her age. Bholi agrees with her parents' decision. But when the bridegroom arrives he demands a hefty dowry to marry her. Her father</p>	<p><b>To enable the students-</b> -To sensitize the students to the importance of education.  -To explain the importance of emotional security and family support for children.  -To indicate the need of love, encouragement and education for the disabled to fight against their odds. -To demonstrate the use of simple past and past perfect tense in speech and writing.  -To stuff moral values in the students such as dowry is a social abuse, any disabled should not be made fun of etc.</p>	<p><b>To enable the students to imbibe-</b></p> <ul style="list-style-type: none"> <li>• Compassion</li> <li>• Confidence</li> <li>• Care and concern for girls</li> <li>• Empathy</li> <li>• Gender equality</li> <li>• Willingness to help others</li> <li>• Nobility</li> </ul>	<p><b>Activity (To introduce the lesson):</b>  TV serial ‘Balika Vadhu’ will be discussed. (Girl Education) Film ‘Dangal’ will be discussed. (Gender inequality)</p> <p><b>Activity (To Support learning):</b>  Discussion- Do you think girl children are not treated at par with boys? You are aware that the government has introduced a scheme to save the girl child as the sex ratio is declining. The scheme is called —Bet Padhao, Beti Bachao. People must aware about ‘Beta Padhao, Beti Bachao’. Work of Ministry of Women and Child Development, Government of India will be discussed. <b>Activity (to assess learning):</b>  You noticed your younger brother mimicking his friend (who limps) and making fun of him. Is it justifiable on his part to do</p>	<p><b>The students will be able to –</b>  --To sensitize the students to the importance of education.  -To explain the importance of emotional security and family support for children.  -To indicate the need of love, encouragement and education for the disabled to fight against their odds.  -To demonstrate the use of simple past and past perfect tense in speech and i writing.  -To stuff moral values in the students such as dowry is a social abuse, any disabled should not be made fun of etc.</p>	<p>Bholi's teacher helped her to overcome social barriers by encouraging and motivating her. How do you contribute towards changing the attitudes illustrated in this story?  <b>Draw a character sketch of Bholi in your own words, highlighting her transformation from a harmless dumb cow to a fearless and independent girl.</b></p>
<p>somehow manages that money. Bholi is aghast at this development and decides to rebel against all. She decides to spend rest of her life to serve her parents and to teach in the school.</p>			<p>such act. If no, why?</p>		

	<p><b>10.The Book That Saved the Earth</b>  <b>Chapter Description-</b>  A historian in the museum is telling the story about 20th century; the century of the books. He tells how a book saved the earth from Martian invasion. The invaders from Mars consider themselves too intelligent for the earthlings. They think they are superior race than the inhabitants of the earth.</p>	<p><b>To enable the students-</b> -- -To introduce the concept of Aliens, Martians.  -To help the students think futuristically.  -To introduce the main ideas of a play.  -To enable the students to understand the plot and characters and sequence of incidents in the play.  -To appreciate the humor in the play.  -To enable the students to stage a play.</p>	<p><b>To enable the students to imbibe-</b>  *Confidence  *Unity  *Presence of mind  *Acceptance  *Time Management  *Cooperation  *Friendship  *Trust</p>	<p><b>Activity (To introduce the lesson):</b>  Recall your understanding of the chapter ‘The Fun They Had’, Class 9. What was the theme given in that chapter? Guess the theme of the chapter ‘The Book That Saved the Earth’.</p> <p><b>The students will be asked to choose the characters they wish to portray and then the play would be read out in the class, simultaneous briefing can be done by the teacher. Activity (to support learning)</b>  Do you think books are being replaced by the electronic media? Can we do away with books altogether?</p>	<p><b>The students will be able to –</b>  To introduce the concept of Aliens, Martians.  -To help the students think futuristically.  -To introduce the main ideas of a play.  -To enable the students to understand the plot and characters and sequence of incidents in the play.  -To appreciate the humor in the play.  -To enable the students to stage a play.</p>	<p>In what ways does Think-Tank misinterpret innocent nursery rhymes as threats to the Martians? Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding?</p>
<p><b>February 12</b></p>	<p>Revision for Board Examination</p>					

**Class: X**

**Subject: Geography**

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/PRACTICALS	OUTCOME
7	Resources and Development	Types of Resources Development of Resources Resource Planning Land Resources Land Use Pattern in India Land Degradation and Conservation Soil as a Resource Classification and Conservation of Soil	Examine the significance, interdependence, utilization development need of Planning of resources in India. ☑ Summarise the rationale for development of resources ☑ Comprehends the reasons for non-optimal utilization of land in India. ☑ Analyse the need to conserve all the resources ☑ Examine the significant role for resource planning in the light of the present requirements in India	Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of Venn diagram	Use of maps, charts, and other tools to identify patterns and trends of land utilization ☑ Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT.	Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India ☑ Infers the rationale for development of resources ☑ Analyse and evaluate data and information related to nonoptimal land, utilization in India ☑ Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources
7	Forest and Wildlife Resources	Flora and Fauna in India Conservation of Flora and Fauna in India Types and Distribution of Forests and Wildlife Resources	Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India. ☑ Analyse the role of grazing and wood cutting in the development and degradation Comprehends the reasons for conservation of biodiversity in India under sustainable development.	Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. ☑ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.	Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings.	Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. ☑ Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.
7	Water Resources	Water Scarcity and Need for Water Conservation and Management Multi Purpose River Projects and Integrated Water Resources Management Rainwater Harvesting	Examine the reasons for conservation of water resource in India. ☑ Analyse and infer how the Multipurpose projects are supporting the requirement of water in India.	Brainstorming session to discuss the scarcity of water and present through graphic organizers	Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India.	Enumerate why the water resource of India to be conserved. ☑ Summarize the roles of Multipurpose projects in supporting the water requirement of India.
10	Agriculture	Types of Farming Cropping Pattern Major Crops Food Crops other than Grains Non Food Crops Food Security	Examine the crucial role played by agriculture in our economy and society. ☑ Analyses the challenges faced by the farming community in India. ☑ Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.	Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT ☑ Reads Newspapers and panel discusses the challenges faced by the farming community in India	Use of graphic organizers to distinguish the traditional and modern farming methods	Enumerate how agriculture plays a contributory role in Indian economy ☑ Analyses and infers the challenges faced by the farming community in India ☑ Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of

						agriculture on the environment.
10	Mineral Resources	Classification of Minerals Modes of Occurrence of Minerals Ferrous Minerals Non-Ferrous Minerals Non-Metallic Minerals Conservation of Minerals Energy Resources Conventional and Non Conventional Sources of Energy	Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. ☑ Distinguishes between the conventional and nonconventional sources of energy .	Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy	Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources ☑ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy	Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources ☑ Differentiates between the conventional and nonconventional sources of energy.
		Manufacturing Industries	Importance of Manufacturing Contribution to National Economy Location Agro based,Chemical based,IT industry,Mineral based industries,Automobile Industry Air,Water,Thermal Pollution	Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ☑ Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. ☑ Analyses the relation between the availability of raw material and location of the Industry	Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ☑ Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. ☑ Infers the relation between availability of raw material and location of the Industry	

**Class: X**

**Subject: civics**

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	LEARNING OUTCOME
6 pds	Power Sharing	* Power sharing in modern democracies with the help of Belgium & Sri Lanka.	*Previous Knowledge of the student will be tested. *Recalling And Recapitulating Skill *Importance of vertical	*Picture interpretation and Research in local area of power sharing. *assign two group leaders from each group and ask them to gather	*Answer the questions asked in the interactive session & note down the important points regarding power sharing in modern democracies.	At the completion of this unit  *Student will be able to understand the need and requirement of sharing of power in democracies.

		<p>*Political &amp; social outcomes of the decisions taken by the government.</p> <p>*Role of community government in Belgium in solving ethnic conflicts.</p> <p>*Importance of vertical division of power among the different levels of the govt. in modern democracies.</p>	<p>division of power among the different levels of the govt. in modern democracies.</p> <p>*Importance of vertical division of power among the different levels of the govt. in modern democracies.</p>	<p>information about which all countries follow power sharing arrangement</p>	<p>*Draw the flow chart in their notebooks.</p>	<ul style="list-style-type: none"> <li>Sudents will also able to know the division of power at different levels.</li> </ul>
08 pds	Federalism	<p>*What is Federalism;</p> <p>* The federal provisions in the Indian Constitution;</p> <p>* The issues involved in the relations between the Centre and the States;</p> <p>☐*The special provisions for certain States having a distinct composition and historical features.</p>	<p>*Recalling Skill</p> <p>*Analyzing</p> <p>*Applying,</p> <p>*Creating, *Developing, *Communicating,</p> <p>*Problem Solving, *Justifying,</p> <p>*Evaluating</p>	<p>*activity based teaching,</p> <p>*recall,</p> <p>*explanation and discussions.</p> <p>* Question answer method</p> <ul style="list-style-type: none"> <li>Discussion Method</li> </ul>	<p>*Will give the example of administration of school.</p> <p>*give worksheets</p> <p>*Exercise questions</p> <p>*Extra questions</p> <p>* Passage Based Questions</p>	<p>Students will be able to-</p> <p>* develop the attribute it to the federal structure of governance.</p> <p>* understand the nature of that federal system and the practice of federalism.</p> <p>* relate federalism as a principle of government.</p> <p>*demonstrate how the real politics, culture, ideology and history determine the actual working of a federation. *interpret how the makers of the Constitution also believed that the socio-economic problems of the country needed to be handled by a strong central government in cooperation with the States.</p>
12 pds	Gender ,Religion And Caste	<p>* A general discussion on existence to social diversity.</p> <p>*Gender and politics</p> <p>*Women’s political Representation</p> <p>*Religion, communalism and politics</p> <p>* Secular state</p>	<p>Skills to be developed</p> <p>*Problem solving</p> <p>*critical thinking</p> <p>*Recalling skill</p> <p>*comparative Skill</p> <p>*book, Black board,</p> <p>*Map of India</p>	<p>*Activity based teaching, *Discussion,</p> <p>*book, Black board,</p> <p>*Map of India</p>	<p>* write varied dimensions of gender equality.</p> <p>*discussion with examples</p> <p>* answer the questions asked in the class.</p>	<p>Student will be able to discuss and analyze the issues of women discrimination in the society</p> <ul style="list-style-type: none"> <li>Will practice their dialogues and present their enactments in the class.</li> </ul>
12 pds	Political parties	<ul style="list-style-type: none"> <li>Meaning of political parties</li> <li>Need of political parties</li> </ul>	<p>*Learning Skill</p> <p>*Thinking Skill</p> <p>*Understanding Skill</p>	<p>Observe current political situations in our country.</p> <p>* Classify political parties according to</p>	<p>asking MCQ questions related to democracy.</p> <p>Introducing new knowledge:</p> <p>* Showing pictures related to election,</p>	<p>KNOWLEDGE: The students will be able to know</p> <p>☐ The meaning and components of political party.</p>

		<ul style="list-style-type: none"> <li>• Functions of political parties</li> <li>• National parties</li> <li>• State parties</li> <li>• How parties should be reformed</li> <li>• conclusion</li> </ul>	<p>Observe current political situations in our country.</p> <ul style="list-style-type: none"> <li>☑ Classify political parties according to their nature.</li> <li>☑ Suggest new measures to reform political parties.</li> </ul>	<p>their nature.</p> <ul style="list-style-type: none"> <li>* Suggest new measures to reform political parties.</li> <li>*By interacting students with the teacher</li> </ul>	<p>different campaigns of political parties to introduce the meaning of political parties.</p> <ul style="list-style-type: none"> <li>*Asking about the activities performed by the political parties and introducing the functions of political parties.</li> <li>* Listing the names of political parties by asking to the learners and identifying the type of political system in India.</li> <li>* Classifying the list of parties and concluding with the importance of regional and national parties.</li> <li>* Conducting a discussion about the challenges faced by political parties.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Different political systems.</li> <li>☑ Functions of political parties.</li> <li>☑ Classification of parties.</li> <li>☑ Challenges faced by parties.</li> <li>☑ Measures and suggestions to reform political parties.</li> </ul>
12 pds	Outcomes of Democracy	<ol style="list-style-type: none"> <li>1.meaning of political party.</li> <li>2. the functions performed by the political parties.</li> <li>3. necessity of political parties in democracy.</li> <li>4. how many parties are good for democracy.</li> <li>5. To differentiate regional and national political parties.</li> <li>6. To analyse the challenges faced by political parties.</li> <li>7. To put forward more suggestions to reform political</li> </ol>	<ul style="list-style-type: none"> <li>• Students will critically think about how people in non-democratic countries facing challenges</li> <li>• Students will develop citizenship through understanding the contribution of people in the transition of power from non-democratic to democratic regime</li> <li>• Students would be able to enhance their creativity by reflecting on how democratic challenges can be reformed</li> <li>• Students would be able to enhance their communication skills by debating on how electoral reforms can improve the efficacy of democratic govt.</li> </ul>	<p>NCERT text book, NCERT text book, Asking MCQ questions.</p> <ul style="list-style-type: none"> <li>☑ Hot questions.</li> </ul> <p>Creating interest by using pictures, cartoons and videos.</p>	<ul style="list-style-type: none"> <li>* Giving chances to speak their own understanding and providing positive reinforcement.</li> <li>* Classifying political parties and identifying importance of each.</li> <li>* Describes one's own role in reforming political parties.</li> <li>*. Reflection and Consolidation:</li> </ul>	<p>KNOWLEDGE: The students will be able to know</p> <ul style="list-style-type: none"> <li>* The meaning and components of political party.</li> <li>☑ Different political systems.</li> <li>* Functions of political parties.</li> <li>* Classification of parties.</li> <li>* Challenges faced by parties.</li> <li>* Measures and suggestions to reform political parties.</li> </ul> <p>SKILLS: The Students will be able to:</p> <ul style="list-style-type: none"> <li>* Observe current political situations in our country.</li> <li>*Classify political parties according to their nature.</li> <li>☑ Suggest new measures to reform political parties.</li> </ul>

**Class: X**

**Subject: INFORMATION TECHNOLOGY**

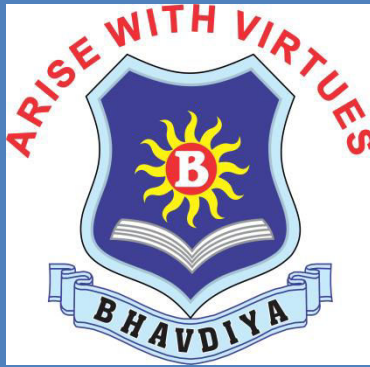
No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	LEARNING OUTCOME
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Communication Skills	<b>Method of Communication Cycle</b> <b>Communication Barrier</b> <b>Effective communication</b> <b>Basic Writing Skills</b>		<b>Methodology</b>  Students will know and understand 1. Evolution of Computers 2. Different parts and its functions 3. Input /Output and processing devices SKILLS- Students would be able to 1. Understand and differentiate hardware and software 2. Different types of software	Gave explanation based questions Gave Truth table based question Gave questions for circuit diagram design Gave number conversion based fill in the blank questions	
Self-management Skills-II	<b>Stress Management and Its techniques</b> <b>Ability to work Independent</b>		<ul style="list-style-type: none"> <li>Lecture method</li> <li>Indo-deductive method</li> </ul> <b>Activity on stress management</b> <b>Yoga ,mediation</b>		
: Information and Communication Technology Skills-	<b>Operating System</b> <b>Managing File and Folder</b> <b>Care and Maintenance of a computer</b>		Some instructors lecture, ▲ others demonstrate or discuss; ▲ some focus on principles and others on applications; ▲ some emphasize memory and others understanding. Mismatches exist between common learning styles of engineering students and traditional teaching styles of engineering professors	Gave explanation based questions Gave Truth table based question Gave questions for circuit diagram design Gave number conversion based fill in the blank questions	
Entrepreneurial Skills-II	<b>Entrepreneur and Entrepreneurship</b>		<b>Live examples should be shown</b> <b>Different enterprise biography should be done by student</b>		
DIGITAL DOCUMENTATION (ADVANCED)	<b>Applying Styles in Documents</b>  <b>Adding Graphics in Documents</b>  <b>Working with Templates</b>	<p>Styles/ categories in Word Processor</p> <ul style="list-style-type: none"> <li>Using the Styles and Formatting window.*</li> <li>Using Fill Format.*</li> <li>Creating and updating new style from selection</li> <li>Load style from template or another document.</li> <li>Creating a new style using drag-and-drop.*</li> <li>Applying styles</li> </ul> <p>Options to insert image to document from various sources.</p> <ul style="list-style-type: none"> <li>Options to modify, resize, crop and delete an image.</li> <li>Creating drawing objects, setting or changing its properties. Resizing and grouping drawing objects.</li> </ul>	<p>List style categories. Select the style from the Styles and Formatting window.</p> <ul style="list-style-type: none"> <li>Use Fill Format to apply a style to many different areas quickly.</li> <li>Create and update a new style from a selection.</li> <li>Load a style from a template or another document.</li> <li>Create a new style using drag-and drop.</li> </ul> <p>Insert an image to document from various sources.</p>	<ul style="list-style-type: none"> <li>List style categories. Select the style from the Styles and Formatting window.</li> <li>Use Fill Format to apply a style to many different areas quickly.</li> <li>Create and update a new style from a selection.</li> <li>Load a style from a template or another document.</li> <li>Create a new style using drag-and drop.</li> </ul> <p>Insert an image to document from various sources.</p> <ul style="list-style-type: none"> <li>Modify, resize, crop and delete an image.</li> <li>Create drawing objects</li> <li>Set or change the properties of a drawing object</li> <li>Resize and group drawing objects</li> <li>Position the image in the text.</li> </ul>	<p>Create and Apply Styles in the document</p> <p>Insert and use images in document. Create and use template</p> <p>Create and customize table of contents</p> <p>Implement Mail Merge</p>

		<p><b>Using mail merge</b></p> <ul style="list-style-type: none"> <li>• Positioning image in the text.</li> <li>Table of contents. Hierarchy of headings. Customization of table of contents.</li> <li>• Character styles. Maintaining a table of contents.</li> <li>Advance concept of mail merge in word processing,</li> <li>• Creating a main document,</li> <li>• Creating the data source,</li> <li>• Entering data in the fields,</li> <li>• Merging the data source with main document,</li> <li>• Editing individual documents.*</li> <li>• Printing a letter and its address label</li> </ul>		<p>Create a table of contents. Define a hierarchy of headings.</p> <ul style="list-style-type: none"> <li>• Customize a table of contents.</li> <li>• Apply character styles. Maintain a table of contents.</li> <li>• Demonstrate to print the label using mail merge, do the following to achieve</li> <li>• Create a main document,</li> <li>• Create the data source,</li> <li>• Enter data in the fields,</li> <li>• Merge the data source with main document,</li> <li>• Edit individual document,</li> <li>• Print the letter and address label</li> </ul>	
ELECTRONIC SPREADSHEET (ADVANCED)	<p><b>Analyzing data in spreadsheet</b></p> <p><b>Linking data in Spreadsheet</b></p> <p><b>Sharing and Reviewing a spreadsheet</b></p> <p><b>Using Macros in a spreadsheet</b></p>	<p>Using consolidating data. Creating subtotals.</p> <ul style="list-style-type: none"> <li>• Using “what if” scenarios. Using “what if” tools</li> <li>• Using goal seek and solver.</li> </ul> <p>Setting up multiple sheets. Creating reference to other sheets by using keyboard and mouse.</p> <ul style="list-style-type: none"> <li>• Creating reference to other document by using keyboard and mouse.*</li> <li>• Relative and absolute hyperlinks</li> <li>• Hyperlinks to the sheet. o Linking to external data. o Linking to registered data sources.</li> </ul> <ul style="list-style-type: none"> <li>• Setting up a spreadsheet for sharing.*</li> <li>• Opening and saving a shared spreadsheet.</li> </ul> <p>Recording changes.</p> <ul style="list-style-type: none"> <li>• Add, Edit and Format the comments.</li> <li>• Reviewing changes – view, accept or reject changes. Merging and comparing.</li> <li>• Using the macro recorder. Creating a simple macro. Using a macro as a function. Using a macro as a function.</li> <li>• Discuss Passing arguments to a macro.</li> <li>• Discuss Passing the arguments' area values.</li> <li>• Discuss Macros to work like built-in functions.</li> <li>• Accessing cells directly.</li> <li>• Sorting the columns using macro</li> </ul>		<p>Use consolidating data Create subtotals • Use “what if” scenarios Use “what if” tools • Use goal seek and solver.</p> <p>Setup multiple sheets by inserting new sheets.</p> <ul style="list-style-type: none"> <li>• Create reference to other sheets by using keyboard and mouse.</li> <li>• Create references to other documents by using keyboard and mouse.</li> <li>• Create, Edit and Remove hyperlinks to the sheet. • Link to external data.</li> <li>• Link to registered data source.</li> <li>• Set up a spreadsheet for sharing.</li> <li>• Open and save a shared spreadsheet.</li> <li>• Record changes.</li> <li>• Add, Edit and Format the comments.</li> <li>• Review changes – view, accept or reject changes.</li> <li>• Merge and compare sheets.</li> </ul> <p>Demonstrate the use of a macro recorder.</p> <ul style="list-style-type: none"> <li>• Create a simple macro. • Use a macro</li> <li>• Access cells directly</li> <li>• Using a macro.</li> <li>• Sort the columns using macro.</li> </ul>	<p>Analyze data using scenarios and goal seeks.</p> <p>Link data and spreadsheets</p> <p>Share and review a spreadsheet</p> <p>Create and Use Macros in spreadsheet</p>
DATABASE MANAGEMENT SYSTEM		<p>Concept and examples of data and information,</p> <ul style="list-style-type: none"> <li>• Concept of database, • Advantages of database, • Features of database, • Concept and examples of Relational database, • Concept and examples of field, record, table, database, • Concept and examples of Primary key, composite primary key, foreign key, • Relational Data base management system (RDBMS) software.</li> <li>• Introduction to a RDBMS • Database objects – tables, queries, forms, and reports of the database, • Terms in database – table, field, record, • Steps to create a table using table wizard* • Data types in database., • Option to set primary key Table Data View dialog box.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the data and information, • Identify the field, record, table in the database, • Prepare the sample table with some standard fields. • Assign the primary key to the field, • Identify the primary key, composite primary key, foreign key.</li> </ul> <p>Start the RDBMS and observe the parts of main window, • Identify the data base objects Create the sample table in any category using wizard, Practice to create different tables from the available list and choosing fields from the available fields. • Assign data types of field, Set primary key, • Edit the table in design view, Enter the data in the fields. • Create and edit table using DDL Commands.</p>	<p>Appreciate the concept of Database Management System</p> <p>Create and edit tables using wizard and SQL commands</p> <p>Perform operations on table Retrieve data using query</p>

			<ul style="list-style-type: none"> <li>• Inserting data in the table, • Editing records in the table, • Deleting records from the table, • Sorting data in the table, Referential integrity, • Creating and editing relationships – one to one, one to many, many to many • Field properties(default, required and format)</li> </ul> <p>Database query, • Defining query, • Query creation using wizard,* • Creation of query using design view,* • Editing a query, • Applying criteria in query – single field, multiple fields, using wildcard, • Performing calculations, • Grouping of data, • Structured Query Language (SQL). • Introduction to DDL (purpose of- Create database, Create table, Alter table and Drop table)</p> <p>Introduction to Forms in DBMS.. • Creating form using wizard,* • Steps to create form using Form Wizard,* • Options to enter or remove data from forms • Modifying form, • Changing label, background, • Searching record using Form, • Inserting and deleting record using Form View, • Concept of Report in Base, • Creating Report using wizard,* • Steps to create a Report using Wizard.* • Insert date and time</p>		<p>Demonstrate to: • Insert data in the table, Edit records in the table, Delete records from table, Sort data in the table, • Create and edit relationships • one to one, one to many, many to many, • Enter various field properties.</p> <p>Prepare a query for given criteria, • Demonstrate to create query using wizard, and using design view, • Edit a query, • Demonstrate to apply various criteria in query – single field, multiple fields, using wild card, • Performing calculations using query in Base, • Demonstrate to group data, • Use basic SQL commands,</p> <ul style="list-style-type: none"> <li>• Illustrate the various steps to create Form using Form Wizard, • Enter or remove data from Forms, • Demonstrate to modify Forms, • Demonstrate to change label, background, • Search record using Form, • Insert and delete record using Form View, • Illustrate the various steps to create Report using Report Wizard, • Demonstrate various examples of Report.</li> </ul>	<p>Create Forms and Reports using wizard</p>
			<p>Understand various types of impairment that impact computer usage • Computer Accessibility Dialog box and its tabs • Serial Keys</p> <ul style="list-style-type: none"> <li>• Network and its types. • Client Server Architecture, Peer to-peer (P2P) Architecture, • internet, World Wide Web, • benefits of networking • internet, getting access to internet, • internet terminology • Some of the commonly used Internet connectivity options • Data transfer on the Internet.</li> </ul> <ul style="list-style-type: none"> <li>• learn to chat with a contact that is already added to your contact list. • sending text chat messages instantly by double-clicking on a contact. • general rules and etiquettes to be followed while chatting. • chatting on various types of messengers.</li> </ul> <ul style="list-style-type: none"> <li>• learn and appreciate a blog and its creation with the help of some blog providers* • set up title and other parameters in a blog posting</li> </ul>		<ul style="list-style-type: none"> <li>• Illustrate use of various options under Computer Accessibility like Keyboard, mouse, sound, display setting serial keys, cursor options • use of toggle keys, filter keys, sticky keys, sound sentry, show sounds etc.</li> </ul> <p>Identify applications of Internet • comparing various internet technologies • identifying types of networks and selecting internet.</p> <p>Illustrate chat with a contact and send messages, • chatting with various messenger services. Illustrate Blog Creation and setting various parameters in it</p> <p>Demonstration on how to create blogs using a blog application offline. • posting messages in an offline application • Publish the blog whenever internet connectivity is available using various examples</p> <p>Illustration of online shopping using various ecommerce sites • Demonstration of securing</p>	<p>WEB APPLICATIONS AND SECURITY</p> <p>Understand Networking Fundamentals</p> <p>Chatting with a Contact – Google Talk</p> <p>Creating and Publishing Web Pages – Blog ... Using Offline Blog Editors –</p> <p>Online Transaction</p> <p>Internet Security</p> <p>Maintain workplace safety</p> <p>Prevent Accidents and Emergencies</p>

		<p>comments • using offline blog editors</p> <ul style="list-style-type: none"> <li>• Concept to create blogs using a blog application and publish the blog whenever internet connectivity is available.</li> </ul> <p>concept of e-commerce and various online applications • importance of secure passwords</p> <p>Need of internet security • Cyber threats like phishing, emailspoofing, char spoofing etc. • best practices for internet security and secure passwords • concept of browser, cookies, backup, antivirus • clearing data in browsers</p> <p>Basic safety rules to follow at workplace – Fire safety, • Falls and slips, Electrical safety, Use of first aid. • Case Studies of hazardous situations.</p> <p>Accidents and emergency, • Types of Accidents, • Handling Accidents • Types of Emergencies.</p> <ul style="list-style-type: none"> <li>• Hazards and sources of hazards, • General evacuation procedures, • Healthy living.</li> </ul>		<p>passwords for online transactions.</p> <p>illustration of internet security threats through various ways • cyber security tips • tips for secure passwords • demonstration of strong passwords using various websites. • clearing data stored in browser applications.</p> <ul style="list-style-type: none"> <li>• Practice to follow basic safety rules at workplace to prevent accidents and protect workers – Fire safety, • Falls and slips, Electrical safety, Use of first aid.</li> <li>• Illustrate to handle accidents at workplace, • Demonstrate to follow evacuation plan and procedure in case of an emergency.</li> </ul> <p>Identify hazards and sources of hazards, • identify the problems at workplace that could cause accidents, • Practice the general evacuation procedures in case of an emergency.</p>	
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**ACADEMIC PLAN  
FOR SECONDARY CLASS  
(CLASS IX & X)**

**SUBJECT - SCIENCE**

**SESSION 2023-2024**

**BHAVDIYA PUBLIC SCHOOL  
MAHOBARA BAZAR, RANOPALI,  
AYODHYA**

# CLASS - IX

**Academic Calendar (2023-2024)**

**CLASS -IX**

**SUBJECT: SCIENCE**

S.No	Month	No. of Working Days	Chapter No.	Chapters to be covered	No. of Periods Required	Total LOs to be covered as per (TRALO)
1.	April - May	25	1	Matter In Our Surroundings	12	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/experiments to arrive at and verify the facts / principles/phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Calculates using the data given, Draws labelled diagrams /flow charts/concept map / graphs , Measures physical quantities using appropriate apparatus / instruments /devices
			5	The Fundamental Unit Of Life	13	Differentiates materials/ objects / organisms/phenomena/processes, Plans and conducts investigations /experiments to arrive at and verify the facts/principles/phenomena or to seek answers to queries on their own, Explains and Relates processes and phenomena with causes/effects ,Calculates using the data given, Draws labelled diagrams /flow charts/concept map / graphs ,Describes scientific discoveries/ inventions,
2.	June	09	8	Motion	09	Differentiates materials/ objects /organisms / phenomena/ processes, Calculates using the data given, Draws labelled diagrams /flow charts/ concept map / graphs, Analyses and interprets graphs /figures, Derives formulae /equations/laws.

3	July	25	2	Is Matter Around Us Pure	13	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/experiments to arrive at and verify the facts/ principles/ phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Calculates using the data given, Draws labeled diagrams /flow charts/concept map / graphs , Measures physical quantities using appropriate apparatus / instruments /devices, Analyses and interprets graphs /figures, Applies scientific concepts in daily life and solving problems, Draws conclusion, Designs models using eco-friendly resources.
			6	Tissues	12	Differentiates and classifies materials / objects / organisms / phenomena/ processes, Plans and conducts investigations / experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, explains and Relates processes and phenomena with causes/effects, Draws labeled diagrams /flow charts/concept map/graphs.

4.	August (PT -1)	23	9	Force And Laws Of Motion	09	Differentiates materials/ objects /organisms / phenomena/ processes, Calculates using the data given, Explains processes and phenomena, Analyses and interprets graphs / figures, Uses scientific conventions /symbols/equations to represent various quantities/ elements/ units Applies scientific concepts in daily life and solving problems, Derives formulae /equations/laws.
			7	Diversity In Living Organisms	14	Differentiates and classifies materials/ objects/ organisms/ phenomena / processes, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Uses scientific conventions /symbols/equations to represent various quantities/elements/units, Draws conclusion, Describes scientific discoveries/inventions,
5	September	24	3	Atoms And Molecules	13	Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Plans and conducts investigations /experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains and Relates processes and phenomena with causes/effects ,Calculates using the data given ,Uses scientific conventions / symbols /equations to

						represent various quantities /elements/units ,Derives formulae/equations/ laws, Describes scientific discoveries/ inventions.
6	October (PT-2)/ Half Yearly examination	15	11	Work And Energy	09	Calculates using the data given, Uses scientific conventions /symbols/ equations to represent various quantities/ elements/ units, Derives formulae/equations/ laws, Draws conclusion
7	November	23	4	Structure Of The Atom	11	Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Relates processes and phenomena with causes/ effects, Calculates using the data given, Uses scientific conventions /symbols/equations to represent various quantities/ elements/ units, Derives formulae/ equations/laws, Describes scientific discoveries/inventions, Draws labeled diagrams/flow charts/ concept map/graph
			13	Why Do We Fall Ill	05	Explains and Relates processes and phenomena with causes/ effects, Applies learning to hypothetical situations, Describes scientific discoveries /inventions.
			14	Natural Resources	07	Classifies materials/ objects organisms/phenomena/processes based on properties/ characteristics, Relates processes and phenomena with causes/effects ,Explains processes and phenomena, Draws labeled diagrams /flow charts/ concept map / graphs , Applies scientific concepts in daily life and solving problems.
8	December	18	12	Sound	17	Differentiates and classifies materials/ objects/ organisms/ phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Analyses and interprets graphs/ figures, Applies scientific concepts in daily life and solving problems.
9	January (PT-03)	22	15	Improvement In Food	21	Relates processes and phenomena with causes/effects, Applies scientific

				Resources Revision		concepts in daily life and solving problems, Draws conclusion, Applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment.
10	February	20		Revision And Remedial Teaching	20	--
11	March			Session Ending Examination and Result		--

### PRACTICALS (30 Periods)

Practicals should be conducted alongside the concepts taught in theory classes.

### LIST OF EXPERIMENTS

#### 1. Preparation of: Unit-I

a) a true solution of common salt, sugar and alum

b) a suspension of soil, chalk powder and fine sand in water c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish

between these on the basis of □ transparency □ filtration criterion □ stability

2. Preparation of Unit-I a) A mixture b) A compound using iron filings and sulphur powder and

distinguishing between these on the basis of: (i) appearance, i.e., homogeneity and heterogeneity (ii) behaviour towards a magnet (iii) behaviour towards carbon disulphide as a solvent (iv) effect of heat

3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor). Unit-I

4. Perform the following reactions and classify them as physical or chemical changes: Unit-I a) Iron with copper sulphate solution in water b) Burning of magnesium ribbon in air c) Zinc with dilute sulphuric acid d) Heating of copper sulphate crystals e) Sodium sulphate with barium chloride in the form of their solutions in water

5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. Unit-II

6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.

Unit-II

7. Determination of the melting point of ice and the boiling point of water. Unit-I

8. Verification of the Laws of reflection of sound. Unit-III

9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. Unit-III

10. Establishing the relation between the loss in weight of a solid when fully immersed in

a) Tap water Unit-III

b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.

11. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). Unit-III

12. Study of the characteristics of Spirogyra, Agaricus, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to. Unit-II

13. Observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record: Unit-II

a) one specific feature of its phylum.

b) one adaptive feature with reference to its habitat.

14. Verification of the law of conservation of mass in a chemical reaction. Unit-III

15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants. Unit-III

Name & Sign. of Teacher---Surya Mani Tiwari

Sign. Of Principal.....

**CLASS - X**

**Academic Calendar (2023-2024)**

**CLASS -X**

**SUBJECT: SCIENCE**

S.No	Month	No. of Working Days	Chapter No	Chapters to be covered	No. of Periods Required	Total LOs to be covered as per (TRALO)
1	April - May	25	1	Chemical Reaction and Equations	12	Applies scientific concepts in daily life and solving problems, Draws conclusion, Differentiates and classifies materials/ objects/ organisms/ phenomena/ processes, Calculates using the data given, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
			6	Life Processes	13	Differentiates materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Exhibits creativity in designing models using eco-friendly resources
2	June	09	10	Light: Reflection and Refraction	09	Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts /concept map /graphs, Relates processes and phenomena with causes/effects, Analyses and interprets graphs/ figures, , Calculates using the data given, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
3.	July	25	2	Acids,Bases and Salts	10	Differentiates and classifies materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own, Relates processes and phenomena with causes/effects , Explains processes and phenomena with causes/ effects, Analyses and interprets data /graph /figure

						,Measures physical quantities using appropriate apparatus/instruments/devices.
			11	Human Eye and Colourful World	06	Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts /concept map /graphs, Draws conclusion, Takes initiative to know about scientific discoveries/inventions.
			7	Control and Coordination	09	Relates processes and phenomena with causes/effects Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs,
4.	August (Periodic test-1)	23	3	Metals And Nonmetals	08	Classifies materials/ objects / organisms /phenomena /processes, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Analyses and interprets graphs/ figures
			8	How Do Organisms Reproduce	11	Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Applies scientific concepts in daily life and solving problems, Draws conclusion.
			12	Electricity	08	Plans and conducts investigations/ experiments to arrive at and verify the facts / principles/phenomena or to seek answers to queries on their own, , Explains processes and phenomena with causes/ effects, Calculates using the data given, Uses scientific conventions / symbols , Measures physical quantities using appropriate apparatus/instruments/devices /equations to represent various quantities/ elements / units, Derives formulae/ equations/laws , Applies scientific concepts in daily life and solving problems
5	September	24	4	Carbon and Its Compounds	13	Differentiates and classifies materials/ objects / organisms / phenomena/processes, Plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/phenomena or to seek answers to queries on their own ,Draws labeled diagrams /flow charts/concept map /graphs, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation .
			9	Heredity And	07	Explains processes and phenomena with

				Evolution		causes/ effects, Draws labeled diagrams /flow charts/concept map /graphs, Draws conclusion,Takes initiative to know about scientific discoveries/inventions.
6	October (PT-2)/ Half yearly examination	15	13	Magnetic Effect of Electric Current	10	Relates processes and phenomena with causes/effects, Explains processes and phenomena with causes/ effects, Uses scientific conventions / symbols /equations to represent various quantities/ elements / units, Derives formulae/ equation, Takes initiative to know about scientific discoveries/inventions. Classifies materials/ objects / organisms /phenomena /processes, Exhibits creativity in designing models using eco-friendly resources.
			14	Sources Of Energy	06	Classifies materials/ objects organisms/phenomena/processes based on properties/ characteristics ,Explains processes and phenomena, Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment.
7	November	23	5	Periodic Classification Of Elements	09	Explains processes and phenomena, Draws conclusion, Takes initiative to know about scientific discoveries/inventions.
			15	Our Environment	08	Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Differentiates and classifies materials/ objects / organisms / phenomena/processes, , Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment.
			16	Sustainable Management Of Natural Resources	05	Applies learning in hypothetical situation, Applies scientific concepts in daily life and solving problems, Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment. Explains processes and phenomena.
8.	December	18	-	Revision And Pre-Board		
9.	January (PT-3)	22	-	Revision And Pre-Board		

10	February	20	-	Revision And Pre-Board		
11	March		-	CBSE BOARD EXAMINATION		

\*PT=Periodic test. HY=Half Yearly Examination.

NEW EDUCATION POLICY: 2020 • Emphasises on transforming assessment for optimizing learning and development of all students with a focus on the following • Features of Assessment:

Regular, formative and competency-based

Promoting learning and development of students

Focuses on 'assessment for learning'

Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)

Helps entire schooling system in revising continuously teaching learning processes to optimize learning

Three types of Assessment:

1. Assessment for Learning	2. Assessment as Learning	3. Assessment of Learning
During learning at regular intervals. e.g. MCQs, Peer assessment, quizzes, debates, project work, group discussions, etc.	In the middle of learning a concept/topic . e.g. Self-assessment, portfolio work, MCQs, mind maps, concept maps, etc.	After learning. e.g. Unit tests, board exams, half yearly exams ,end of class projects etc.

Remediation:

Remedial teaching: after assessment for learning

Micro teaching: after assessment for learning.

SLATE: after assessment of teaching.

**Annual Assessment:**

**Annual Examination---80 marks**

**Internal Assessment---20 marks**

**Internal marks distribution**

Periodic tests	Diverse methods of assessment	Practical assessment	Portfolio
Average of best two	Quizzes, oral tests, short tests , projects, posters	Practical copy, practical work	Copy, other samples of student works (projects, posters, other creative works related to science)
Weightage-5marks	Weightage-5marks	Weightage-5marks	Weightage-5marks

**PRACTICALS (30 Periods)**

Practical should be conducted alongside the concepts taught in theory classes

**LIST OF EXPERIMENTS**

**1. A. Finding the pH of the following samples by using pH paper/universal indicator: Unit-I**

(i) Dilute Hydrochloric Acid

(ii) Dilute NaOH solution

(iii) Dilute Ethanoic Acid solution

(iv) Lemon juice

(v) Water

(vi) Dilute Hydrogen Carbonate solution

**B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: Unit-I**

a) Litmus solution (Blue/Red)

b) Zinc metal

c) Solid sodium carbonate

**2. Performing and observing the following reactions and classifying them into: Unit-I**

**A. Combination reaction**

**B. Decomposition reaction**

**C. Displacement reaction**

**D. Double displacement reaction**

(i) Action of water on quicklime

(ii) Action of heat on ferrous sulphate crystals

(iii) Iron nails kept in copper sulphate solution

(iv) Reaction between sodium sulphate and barium chloride solutions

**3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: Unit-I**

i)  $ZnSO_4(aq)$  ii)  $FeSO_4(aq)$  iii)  $CuSO_4(aq)$  iv)  $Al_2(SO_4)_3(aq)$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

**4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. Unit-IV**

**5. Determination of the equivalent resistance of two resistors when connected in series and parallel. Unit-IV**

**6. Preparing a temporary mount of a leaf peel to show stomata. Unit- II**

**7. Experimentally show that carbon dioxide is given out during respiration. Unit-II**

**8. Study of the following properties of acetic acid (ethanoic acid): Unit- I**

i) Odour

ii) solubility in water

iii) effect on litmus

iv) reaction with Sodium Hydrogen Carbonate

**9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. Unit-I**

**10. Determination of the focal length of: Unit-III**

i) Concave mirror

ii) Convex lens

by obtaining the image of a distant object.

**11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. Unit - III**

**12. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. Unit-II**

**13. Tracing the path of the rays of light through a glass prism. Unit-III**

**14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed. Unit-III**

**15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). Unit-II**