

SUBJECT: ENGLISH

Textbook:1.ENHANCED ENGLISH ALIVE(COURSE BOOK)

2.HUDSON ENGLISH (GRAMMAR AND COMPOSITION)

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April		CH-1 OPERATION BLACKBEARD	"Operation Blackbeard" explores how leadership and teamwork are essential for the success of such high-stakes missions, and how individual roles contribute to achieving a common goal. After the operation is completed, there are often debriefings, reflections, and analyses of what went well or what could have been improved. This could be a significant part of the learning process.	The mission might involve making split-second decisions under high risk. Understanding how risk is assessed and how decisions are made could be essential. The tactical approach used in "Operation Blackbeard" could be a critical aspect of the chapter, focusing on the steps taken to overcome obstacles and outsmart the opposition.	Creating artwork related to the historical or thematic elements of the lesson. Performing skits or role-playing to understand characters or situations. Designing maps, costumes, or other visual aids to bring the content to life.	Differentiating instruction to meet diverse needs. Providing materials in multiple formats (e.g., audio, visual, hands-on activities). Encouraging collaborative learning and peer support.	Creating a historical re-enactment or a fictional scenario-based mission. Researching pirates or similar themes and presenting findings through multimedia. Designing a strategic plan or map for an "operation," working in teams.	Using online resources for research (articles, videos, interactive websites). Completing assignments via online platforms. Using classroom time for discussions and group activities, while using online tools for independent work.	Interactive quizzes or games related to the project or lesson theme. Creating mind maps or timelines together as a class. Analysing maps, images, or videos in real-time for a deeper understanding of the subject.	Students would need to show they understand key concepts and can apply them (e.g., developing a plan or solving a problem related to <i>Operation Blackbeard</i>). Assessments would focus on skills such as critical thinking, communication, and teamwork, rather than just memorization.	Students should be able to explain key terms and concepts related to <i>CH- OPERATION BLACKBEARD</i>. Students should be able to work collaboratively and demonstrate understanding through a project or presentation. Students should show creativity and problem-solving skills in their work.

		CH-2 TRAVELLING WITH GRANDFATHER'S ZOO	Understanding the key themes of the story, such as family bonding, love for animals, and the beauty of nature. Gaining insight into the narrative structure of the story, including character development and plot. Enhancing reading comprehension, critical thinking, and interpretative skills. Developing an appreciation for Ruskin Bond's writing style and his portrayal of relationships with nature.	Grandfather: A symbol of wisdom, nurturing, and connection to nature. Zoo: An environment where animals are kept, but in this case, the "zoo" may also represent the natural world that is closely intertwined with the characters' lives. Adventure: The journey or experiences the protagonist has with his grandfather. Bonding: The close relationship between the protagonist and his grandfather, showing affection, trust, and shared experiences.	Illustration of Animals: students will draw or paint their favourite animal from the story or create an illustration of the grandfather's zoo. Create a Poster: Students can design a poster that represents the story, showcasing the natural elements or the bond between the boy and his grandfather.	Provide the text in different formats, including audio or digital versions, to help students with varying reading abilities. Use visual aids like images of animals and nature to support comprehension. Encourage collaborative activities where students can work in pairs or groups to discuss the story, ensuring everyone can participate.	Animal Research Project: Ask students to choose an animal from the story and research its natural habitat, behaviours, and significance. They can create a presentation to share with the class. Create a Zoo: In groups, students can design their own zoo or animal sanctuary, using creativity to depict where each animal would live and why it fits there, reflecting on the themes of care for nature. A Letter to Grandfather: Students can write a letter to the grandfather in the story, describing their feelings about the animals and the journey.	: Use online platforms to read and explore the story, with audio versions for auditory learners. Interactive Quizzes: Have students complete online quizzes to test their understanding of the story's themes, characters, and key moments.	Animal Matching Game: On the Smart Board, display pictures of animals mentioned in the story and ask students to match them with the correct descriptions. Story Mapping: Create a story map, outlining key events in the narrative (beginning, middle, and end). Students can come up to the board to place the correct sequence of events.	Students will need to demonstrate they understand the plot, characters, and themes of the story through quizzes, discussions, or written reflections. Creative Expression: Students should be able to express their understanding of the story in creative ways, such as art, drama, or writing projects.	By the end of the lesson, students should be able to discuss the story's central themes, such as family bonds, nature, and adventure. Skill Development: Students should be able to demonstrate their understanding through a project, presentation, or written assignment. Emotional and Social Learning: Students should gain empathy for animals, nature, and the importance of family relationships, as shown in the story.
24				1 Declarative	Students will create a	Provide		students to connect	(such as Quizizz,	students come up to	

		Kinds of Sentences	Identify different types of sentences. Understand and identify the four types of sentences: declarative, interrogative, exclamatory, and imperative. Use each type of sentence correctly in their writing and speech. Differentiate between the four kinds of sentences based on their purpose and punctuation.	sentence 2. Interrogative sentence 3. Imperative sentence 4. Exclamatory sentence	"Sentence Poster" in which they will design a poster that visually represents each type of sentence. Each section of the poster will contain an example of one sentence type along with a corresponding illustration that reflects the meaning of the sentence.	additional visual aids or sentence cards for students who need extra support in identifying the sentence types.	Create a short story or paragraph using each type of sentence.	sentence types with real-world examples and media.	Kahoot, or Google Forms) that asks students to identify sentence types. The quiz will include examples of each type of sentence, and students will choose the correct label.	the board to identify the type of sentence. Use different colored pens for each sentence type and ask the students to add the correct punctuation marks.	Students will be able to differentiate between declarative, interrogative, imperative, and exclamatory sentences. Accurately identify and classify the four types of sentences: declarative, interrogative, exclamatory, and imperative. Demonstrate mastery by applying their knowledge in writing and speaking through various activities, including the sentence poster, story project, and competency worksheet. Understand the importance of punctuation and tone in differentiating between the
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											four sentence types.
		Nouns	- Define what a noun is and recognize its role in a sentence. - Identify different types of nouns (common, proper, concrete, abstract, collective). - Understand the concept of nouns in relation to numbers (singular and plural). - Differentiate between countable and uncountable nouns. - Identify the concept of gender in nouns. - Understand the different categories of gender in various languages. - Recognize gender-neutral language and its importance in	Noun Common noun Proper noun Concrete noun Abstract noun Collective noun Masculine Gender Feminine Gender Neuter Gender Possessive Noun Apostrophe	Create a noun collage by cutting out pictures from magazines or drawing objects that represent different types of nouns.	Provide a variety of resources to accommodate different learning styles. For visual learners, use pictures and drawings; for auditory learners, read aloud; and for kinesthetic learners, include hands-on activities like the noun collage.	Develop a poster or presentation highlighting the differences between countable and uncountable nouns, with examples. Create a story or dialogue using gender-neutral language.	Research a famous person or place (such as a celebrity, historical figure, or landmark) and create a brief report, identifying at least five nouns in the report.	students change singular nouns to plural and vice versa on the smart board. Interactive quizzes: Identify the gender of nouns in sentences. Fill-in-the-blank exercise: Complete sentences with the correct possessive noun.	Use the Smart Board to display a set of sentences with missing nouns. Have students come up to the board to fill in the blanks with the correct noun types (e.g., "The ____ (dog) barked loudly," or " ____ (John) went to the store").	Students will be able to differentiate between declarative, interrogative, imperative, and exclamatory sentences. Students will demonstrate the ability to identify and analyze sentence types in written text. Students will be able to identify and classify different types of nouns. Students will understand the distinction between singular and plural nouns and apply appropriate grammar rules. Students will

			communication. - Define possessive nouns and their function in sentences. - Identify the different forms of possessive nouns. - Understand the rules for forming possessive nouns.							recognize the characteristics of countable and uncountable nouns and use them correctly in sentences. students will gain a deeper understanding of the concept of gender in language. Students will develop awareness of gender bias in communication. Students will apply knowledge of gendered nouns to improve language usage and promote inclusivity. Understand the role of possessive nouns in indicating ownership. Master the rules for
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											forming singular and plural possessive nouns. Enhance writing skills by effectively using possessive nouns to clarify ownership
May		Ch-3 CYPRESS Street	Understanding the symbolic significance of the cypress tree in the story and its connection to themes like growth, resilience, and transformation. Enhancing reading comprehension through identifying key themes, characters, and events in the story. Encouraging empathy and reflection about one's personal growth, similar to the growth of the tree.	Cypress Tree: A symbol of endurance, strength, and deep rootedness. Symbolism: The use of objects, like the cypress tree, to represent deeper meanings such as life, growth, or struggles. Resilience: The ability to endure hardship and grow stronger. Nature: The connection between human life and the natural world,	Drawing a Tree of Growth: Students can create visual representations of a "tree of growth" by drawing a tree and adding elements to the branches that represent different aspects of personal or emotional growth. Symbolism Collage: Students can make collages that represent the themes of resilience, transformatio	Provide a variety of reading formats (e.g., digital, audio, large print) to ensure accessibility for all learners. Use visual aids , such as images of trees or nature, to enhance understanding and provide context for students who may benefit from more visual learning. Allow for flexible grouping in discussions or projects so students with different learning needs	Create a "Cypress Street" Diary: Students can create a diary from the perspective of the cypress tree, reflecting on the seasons of life, growth, challenges, and resilience. Nature Journal: Students can keep a journal of local plants or trees, tracking their growth and drawing connections between nature's growth and the	Students can access the text online and then engage in a digital discussion forum where they can discuss themes, characters, and symbolic meanings in the story.	On the Smart Board, create a concept map where students can place key ideas such as "growth," "nature," "resilience," and connect them to quotes, images, or examples from the story. Have students work on the Smart Board to arrange events in the story in chronological order, using pictures or	students can explain the key themes, symbols, and lessons from the story, such as resilience and transformation, and demonstrate this understanding through assessments like essays or creative projects.	By the end of the lesson, students should be able to identify and discuss the themes of growth, resilience, and transformation as illustrated in the story and symbolized by the cypress tree. Symbolism Interpretation: Students should be able to explain the symbolic meaning of the cypress tree and how it relates to both the characters and the larger themes of the

				particularly through the metaphor of a tree.	n, and nature as portrayed in the story, using a variety of materials (magazines, coloured paper, fabric). Poetry and Art: Students could write a short poem inspired by the symbolism of the cypress tree and illustrate it through drawing, painting, or digital media.	can collaborate and support each other.	themes in the story. Tree Planting/Environmental Awareness: As a group, students could plant a tree or contribute to a local environmental project, symbolizing the story's themes of growth and nurturing.		short phrases.		story. Creative Expression: Students should show their understanding of the story's themes through a project, visual artwork, written reflection, or presentation. Personal Reflection: Students should be able to connect the lessons learned in the story to their own lives and reflect on personal growth and transformation.
	08	Diary Entry	To understand the format and structure of a diary entry. To enhance creative writing and expression of thoughts and emotions. To develop writing skills that reflect personal experiences and observations. To promote empathy and self-reflection through	Diary Entry Date, Day, Time Salutation (Dear Diary) Body (Description of events, thoughts, and feelings) Closing statement (Signing off) First-person	Creating a visual diary with illustrations or doodles representing emotions or events. Designing creative covers for personal diaries. Composing poems or sketches those express	Allowing students of all skill levels to write diary entries in their own unique style. Providing visual prompts and guided writing for students who require support. Encouraging peer review and sharing of diary entries to promote	. Maintaining a Diary Writing Journal for a week, reflecting daily experiences. Writing diary entries based on historical events from a character's perspective Creating digital diary entries using multimedia tools.	. Exploring famous diary entries from literature (e.g., <i>Anne Frank's Diary</i>). Researching the significance of diary writing throughout history. Utilizing online resources and videos explaining diary writing techniques.	Interactive demonstration of diary writing format using the smart board. Displaying model diary entries with highlighted key elements. Conducting writing exercises with instant feedback.	. Writing activities focusing on creativity, expression, and coherence. Group discussions analysing well-written diary entries. Assessment based on originality, clarity, and emotional	Students will be able to: Write effective and well-structured diary entries. Express personal thoughts and emotions with clarity and creativity. Identify and apply the format of diary writing correctly. Enhance reflective thinking

			personal writing.	narrative Expression of emotions and thought	emotions.	inclusiveness.				depth of writing.	and writing skills.
		CH-4 SAVING DORY	Students will understand the central themes of friendship, problem-solving, and environmental conservation as demonstrated in <i>Saving Dory</i>. Students will be able to analyze character traits and describe the significance of Dory's relationship with others. Students will gain an appreciation for the environment and learn about the importance of ocean conservation.	Friendship: The central relationship between Dory and other characters, particularly how they support each other. Determination: Dory's persistence despite obstacles, which serves as a lesson in resilience. Conservation: The theme of caring for the ocean, protecting marine life, and understanding environmental responsibility. Marine Life: A key component of the story, including various sea creatures and their habitats. Teamwork: The importance of working	Marine Animal Art: Students can create visual art (drawings, paintings, or sculptures) of ocean life, including Dory and her friends, using different materials to explore texture, color, and shape. Storyboard Creation: Students can illustrate key moments from <i>Saving Dory</i> in a storyboard format, showcasing important scenes and how characters work together to solve problems. Collage of the Ocean: Students can create a collage of marine life	Provide different learning materials (visual aids, videos, audio) to cater to students with diverse learning needs, such as visual or auditory learners. Scaffolded Learning: Break down activities into smaller steps for students who may need additional support, ensuring they can participate meaningfully. Encourage collaborative learning where students with varying abilities can support each other in discussions and group projects. Use open-ended questions and flexible grouping to encourage participation	Create a Conservation Plan: Students can work in groups to create a conservation plan for protecting the ocean, inspired by the story. They could research marine life and present ideas for protecting marine ecosystems. Character Journals: Have students choose a character from the story and create a journal from their perspective, reflecting on their challenges and growth throughout the story. Saving Dory Animation: Students can work together to create a short animation or comic strip that	After reading the story, use digital quizzes (Kahoot!, Quizizz) to assess comprehension of the themes, characters, and key events in the story. Discussion Forums: Create an online space (e.g., Google Classroom, Padlet) where students can share thoughts, discuss the themes of the story, and post questions they may have about marine conservation. Digital Storytelling: Encourage students to create a digital presentation or video about the characters in <i>Saving Dory</i>, focusing on their role in the story and the lessons learned.	Problem-Solving Challenges: Present challenges from the story, like how to save a marine animal in distress, and ask students to work in groups to solve them. They can use the Smart Board to draw their solutions and ideas. Character Connection: On the Smart Board, display different characters and ask students to link them with specific traits, moments, or quotes from the story that show their personality. Ocean	Reading Comprehension: Ensure students can explain the key themes of the story, including friendship, teamwork, and conservation, and demonstrate this understanding through written reflections or group discussions. Creative Expression: Assess students' ability to creatively express their understanding of the story through art, writing, or multimedia projects. Environmental Awareness:	By the end of the lesson, students should be able to describe the major themes of the story, such as the value of teamwork, determination, and conservation. Creative Projects: Students should be able to demonstrate their understanding through the completion of projects, such as conservation plans or character journals. Increased Environmental Students will gain a greater understanding of marine conservation and the importance of protecting the ocean, inspired by the story's themes.

				together to overcome challenges, as illustrated in the story's problem-solving moments.	and environmental elements that reflect the message of ocean conservation in the story. Environmental Posters: Encourage students to create posters that promote ocean conservation, focusing on themes from <i>Saving Dory</i> , like protecting marine life and the environment.	from students with different strengths and learning styles.	illustrates a scene from <i>Saving Dory</i> , incorporating their knowledge of marine life and teamwork. Ocean Habitat Models: In small groups, students can create 3D models of ocean habitats, using materials like clay, paper, and plastic to showcase marine life and environmental protection		Conservation Quiz: Use the Smart Board to conduct a fun, interactive quiz on ocean conservation facts and the marine animals featured in the story	Evaluate students' understanding of environmental issues, especially ocean conservation, by assessing their conservation plans or environmental posters.	Students will demonstrate the ability to analyze and apply the story's messages about friendship and problem-solving in both academic and real-world contexts.
June	14	Pronoun	To understand the definition and types of pronouns. To identify and use pronouns correctly in sentences. To enhance sentence construction skills by replacing nouns with appropriate pronouns. To differentiate between various types of pronouns and their	Types of Pronouns: Personal Pronouns (I, you, he, she, it, we, they) Possessive Pronouns (mine, yours, his, hers, ours, theirs) Reflexive Pronouns (myself, yourself, himself, herself, itself,	Creating Pronoun Trees with branches representing different types of pronouns. Designing Pronoun Posters showcasing examples and illustrations. Composing short dialogues or role-plays	Group activities where students help each other identify and use pronouns. Providing differentiated worksheets for varying learning levels.	Creating a Pronoun Booklet with definitions, types, examples, and illustrations. Writing short paragraphs or stories using different types of pronouns. Peer review activity to identify and correct incorrect pronoun usage.	Exploring the use of pronouns in famous speeches and literature.	Interactive Pronoun Sorting Game on the smart board.	Group discussions and worksheets focused on improving clarity in writing.	Students will be able to Identify different types of pronouns and their functions. Use pronouns appropriately in sentences. Distinguish between personal, possessive, reflexive, demonstrative, and other types of pronouns.

			functions.	ourselves, themselves) Demonstrative Pronouns (this, that, these, those) Relative Pronouns (who, whom, whose, which, that) Interrogative Pronouns (who, what, which, whose, whom) Indefinite Pronouns (someone, everyone, nobody, anything, etc.) Reciprocal Pronouns (each other, one another)	focusing on pronoun usage.						Enhance writing and speaking skills by using pronouns correctly.
		NOTICE WRITING	Understand the purpose and format of a notice. Write clear and concise notices for various purposes (events, announcements, etc.). Identify key elements in a notice, such as	Notice: A written or printed announcement that provides information or makes a request or announcement . Heading: The	students create visually appealing posters for a fictional event (e.g., school fair, sports meet) using the format of a notice. Students will focus on	For visual learners, show examples of different notices (printed, online) with clear headings, bodies, and signatures. For auditory learners, read	Students will write a notice for a school event such as a cultural program, sports day, or parent-teacher meeting. The notice should follow the correct format, including	students research the format of notices used in different organizations or institutions (e.g., businesses, schools, government). They can look for notices in newspapers, websites, or other sources and analyze how the notices are structured.	students with resources on notice writing. Include videos explaining the format, interactive quizzes, and example	Display an incomplete notice template on the Smart Board with missing parts. Students will work together to fill in the	By the end of the lesson, students will: Demonstrate an understanding of the format and purpose of notices. Write a well-structured

			heading, date, body, and signature. Apply the format of notice writing in real-world scenarios, such as school events or announcements.	title or subject of the notice. Date: The date when the notice is issued. Body: The main content of the notice, providing details about the event, request, or announcement . Signature: The person issuing the notice, usually at the end. Purpose: The reason the notice is written (e.g., for an event, meeting, or important announcement).	designing the heading, body, and layout, making the information stand out.	the notices aloud, explaining each part of the notice and its purpose. For kinaesthetic learners, provide hands-on activities, such as designing notices or writing them on the board.	all essential parts (heading, date, body, signature).		notices for students to practice identifying the parts of a notice.	blanks and identify the correct format. For example, one part of the notice might be missing the date or the signature, and students will volunteer to fill in these gaps.	notice with a clear heading, date, body, and signature. Apply their knowledge to create notices for different real-world situations. Develop competency in both written communication and organization skills.
		CH-5 THE MAN ON THE ISLAND	Students will analyse the themes of human connection to land and personal identity. Students will be able to identify and discuss the character's motivations,	Connection to Land: The idea that land is not just a place but also a reflection of one's identity, struggles, and relationship with the environment.	Illustrating the Land: Students can create art depicting the land in the story, focusing on how the environment shapes the	Use group discussions where each student can participate at their level. Foster a supportive classroom environment where students	Land and Identity Journal: Students can create a journal reflecting on how they personally connect with nature or land. They could write about a place	Students can create a short video or digital story to showcase their understanding of the main themes and characters, such as how the protagonist interacts with the land and what it represents. Interactive Quizzes:	Interactive Character Mapping: Display the main character on the Smart Board and ask students to brainstorm	Reading Comprehension: Assess students' ability to understand and analyse the story, including key events, themes, and	Students should be able to clearly explain the themes of human connection to land, identity, and personal choices. Character Insight: By the

			choices, and their consequences. Students will understand the symbolism of land as a reflection of the character's life and decisions. Students will develop empathy and explore moral lessons based on the choices made by the character in the story.	Symbolism: Understanding that land and nature in the story might symbolize personal challenges or life stages. Choices and Consequences: Analyzing the character's choices in relation to land and the outcomes of these decisions. Human Nature: Exploration of human instincts, desires, and how they shape one's relationship with the world.	characters' lives. This could include painting or drawing landscapes or symbolic representations of the land. Character Portraits: Students can draw or create digital representations of the main character, based on their personal relationship with the land. Symbolism Collage: Students can create a collage that symbolizes the character's journey or the relationship between the land and the character. Environmental Sculpture: Using recycled materials or natural elements, students can create sculptures that represent the	feel comfortable sharing their thoughts and ideas. For students with language barriers, provide bilingual resources or visual cues to help them understand key concepts. Ensure that activities allow for different levels of complexity so that each student can work at their own pace and still feel successful	they feel connected to and how it shapes their identity. Map of Choices: Students can draw a map or timeline that shows key moments in the story where the character makes decisions related to the land and the consequences of those choices. Environmental Preservation Campaign: Students can create a project to advocate for preserving the land or environment. This project could involve researching an environmental issue, making posters, and presenting solutions.	After reading the story, students can take an online quiz (e.g., Kahoot!, Quizizz) to check for understanding of the story's themes, character choices, and symbolism. Research Project: Students can use online resources to research environmental issues related to land, such as deforestation, land conservation, or soil erosion, and create a presentation.	and add characteristic s, choices, and consequence s to the map, showing how they relate to the land. Timeline Creation: Create a timeline of events in the story. Students can come up to the board to place events in the correct order and discuss the significance of the character's relationship with the land during those moments.	character decisions. Critical Thinking: Evaluate students' ability to think critically about the symbolism of land in the story and how it reflects the character's life journey. Creative Expression: Assess how well students can express their understanding of the themes and characters through creative means, such as art, projects, or presentations. Expression: Students will demonstrate their ability to interpret the themes	end of the lesson, students should be able to describe the main character's evolution and how their choices affect their relationship with the land. Application of Learning: Students should demonstrate an understanding of environmental issues and the importance of land conservation, reflecting on the story's moral lessons. Creative Demonstration: Students will show their comprehension and creativity through projects, discussions, and art, reflecting on how land and human nature are interconnected
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					connection between humans and the land.					and ideas of the story through creative projects (art, sound, storytelling). Research Skills: Students will demonstrate their research skills by investigating whale songs, marine life, and conservation efforts, and presenting their findings in creative formats. Assessments focusing on creativity, clarity, and accuracy of adjective usage.	
July	26	CH-6 UPON THE SONGS OF WHALES	Students will analyse and understand the themes of nature, whales , and the emotional connection	Whale Songs: The idea that whale songs serve as both a literal and symbolic form of	Whale Song Art: Students can create artwork inspired by the concept of whale	Provide multiple formats of the text (audio versions, visual aids) to accommodate	Create a Whale Song: Students can work in groups to create a piece of music or sound art that mimics whale	Digital Storytelling: Students can create a digital story about a whale, using multimedia tools (e.g., images, sounds, and text) to share the	Cause and Effect Diagram: Create a cause-and-effect diagram on	Comprehension: Students will demonstrate their understanding	Theme Mastery: By the end of the lesson, students should be able to articulate the symbolism of

			between humans and animals. Students will learn to interpret the symbolism of whale songs and how it connects to themes of communication, empathy, and the natural world. Students will develop reading comprehension skills and explore figurative language and descriptive writing used by the author. Students will engage in creative expression based on the themes of the story, especially the connection between nature and human emotion. Students will foster a deeper appreciation for wildlife conservation and the role of nature in shaping human experiences.	communication , representing the deeper connection between beings and their environment. Symbolism: How whale songs and nature represent emotions, relationships, and the interconnectedness of life. Empathy: Understanding and sharing the feelings of others, including animals, as explored through the themes of the story. Communication: The exploration of how whales communicate through their songs and how humans perceive and connect to nature.	songs, such as visual representations of whales communicating through music or abstract representations of sound waves. Nature Collage: Students can create collages that represent the natural world described in the story, using recycled materials, fabric, and other items that reflect the colours, textures, and imagery of the ocean. Sound and Art: Students could explore sound art by creating their own versions of whale songs using different instruments, sounds, or vocalizations, blending the concept of art and sound. Illustrating	students with different learning styles or needs. Use scaffolded questions during discussions, breaking complex ideas into smaller, manageable concepts to ensure all students can participate. Allow for flexible grouping in activities, where students of different abilities can collaborate and support each other's learning. Providing worksheets of varying difficulty levels to suit all learners	songs, using instruments, natural sounds, or their own voices. This project would emphasize creativity, teamwork, and the connection between sound and meaning. Whale Conservation Campaign: Students can create a campaign to raise awareness about whale conservation, using posters, pamphlets, or digital presentations to highlight the importance of protecting marine life. Empathy Reflection Journal: Students can write a reflective journal entry from the perspective of a whale, exploring their connection to the ocean and their emotional experiences. This journal could focus on the role of whale songs	whale's journey and its emotional connection with the ocean. Online Quizzes and Polls: Use digital quizzes or polls (e.g., Kahoot!, Quizizz) to test students' understanding of the themes, characters, and facts related to whale songs, communication, and marine conservation. Online games and quizzes focusing on adjective identification and usage.	the Smart Board to illustrate how the character's actions influence the land and vice versa. CH-6Interactive Whale Mapping: Display a world map and mark areas where whales are found. Students can work together to locate these areas and discuss why whales thrive in these regions. Whale Song Soundboard: Create a digital soundboard with different whale songs or ocean sounds. Students can click on the sounds and discuss how they might represent	ng of the story's themes, such as the role of nature in human emotions and the connection between humans and whales. Creative Expression: Students will demonstrate their ability to interpret the themes and ideas of the story through creative projects (art, sound, storytelling). Research Skills: Students will demonstrate their research skills by investigating whale songs, marine life, and conservation efforts, and	whale songs and how they relate to human emotions and nature. Creative Expression: Students will be able to express their understanding of the story through art, music, or written reflections, showing how nature, sound, and connection are interwoven. Environmental Awareness: Students will gain an understanding of the importance of whales and marine conservation, expressing their knowledge through projects, discussions, and presentations.
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					Emotions: Ask students to illustrate scenes from the story that capture emotional moments, such as when characters are listening to or reflecting on the whale songs. These illustrations can show their interpretation of the connection between nature and human feelings.		in expressing feelings and connecting with others.		different emotions or stories. Symbolism Exploration: Use the Smart Board to visually break down the symbolism of whale songs in the story. Students can work together to annotate the symbolism of different aspects of the songs, relating them to emotions, connections, or personal experiences.	presenting their findings in creative formats.	
		ADJECTIVES	To understand the definition and types of adjectives. To enhance descriptive writing skills by using appropriate adjectives. To identify and use adjectives correctly in sentences. To differentiate between various types of adjectives and their	Whale Songs: The idea that whale songs serve as both a literal and symbolic form of communication, representing the deeper connection between beings and their environment. Symbolism: How whale songs and	Creating Adjective Collages by describing objects or pictures using suitable adjectives.		Writing Descriptive Paragraphs about a person, place, or event using adjectives.		Sentence-building exercises where students drag and drop suitable adjectives	Assessments focusing on creativity, clarity, and accuracy of adjective usage.	Students will be able to: Define and identify adjectives in sentences. Differentiate between various types of adjectives. Use adjectives effectively to describe nouns and pronouns.

			functions.	nature represent emotions, relationships, and the interconnectedness of life. Empathy: Understanding and sharing the feelings of others, including animals, as explored through the themes of the story. Communication: The exploration of how whales communicate through their songs and how humans perceive and connect to nature. Adjective: A word that describes or modifies a noun or pronoun. Types of Adjectives: Descriptive Adjectives (e.g., beautiful, tall, shiny)							Enhance writing skills by using appropriate and creative adjectives.
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				Quantitative Adjectives (e.g., some, many, few, several) Demonstrative Adjectives (e.g., this, that, these, those) Possessive Adjectives (e.g., my, your, his, her, their) Interrogative Adjectives (e.g., which, what, whose) Comparative Adjectives (e.g., taller, smarter, better) Superlative Adjectives (e.g., tallest, smartest, best) Proper Adjectives (e.g., Indian, Shakespearean, Victorian)							
Aug	22	CH-7 FIGHT, MANJU, FIGHT!	The learning objective for this piece would focus on enabling students to understand the key themes of the story,	The continued effort to do or achieve something despite difficulties, failure, or	Create a visual representation of battle scenes or moments of perseverance using drawing,	Provide visual aids, such as illustrations, to help students with reading	Comic Strip: Students can draw and narrate the key scenes of Manju's fight, focusing on the	Using digital tools (such as interactive quizzes or video clips) to reinforce understanding of key themes. Flipped Classroom: Students	Interactive Quiz: Display questions based on the story's themes	Understanding the concept of resilience . Activity:	Students will be able to define and explain perseverance, resilience, and adversity, and identify these

			such as resilience, courage, and determination. The goal is to connect students with the characters' experiences and inspire them to think critically about the narrative's messages and lessons.	opposition. Resilience: The ability to recover quickly from difficulties; toughness. Adversity: Difficult or unpleasant situations that require strength to overcome.	painting, or digital art. Drama or Role-Playing: Act out key moments where Manju fights adversity.	difficulties. Allow different learning approaches, such as group discussions, individual projects, or multimedia presentations. Support students with special needs by using simplified language or assistive technology tools	themes of overcoming adversity. Research Project: Investigate real-life instances of perseverance and resilience, comparing them to the character of Manju.	read or watch a video of the story at home and come prepared to discuss it in class.	and have students answer using the Smart Board's touch capabilities.	Create a personal story or journal entry where students describe a time, they faced adversity and how they overcame it. Assessment: Evaluate students on their ability to identify themes of resilience and perseverance in both the story and their own experiences	themes in the story. : Students will develop empathy and understanding towards people who face challenges and persevere. Students will demonstrate the ability to apply lessons of resilience to their personal lives.
		CH-8 ARUNIMA SINHA	Understand Arunima Sinha's journey and achievements, focusing on themes such as determination, courage, and overcoming obstacles. Develop an appreciation for perseverance and the power of human will to conquer	Students will analyze Arunima Sinha's life and achievements to understand the importance of resilience and determination in overcoming personal and physical limitations.	Perseverance: Continuing to strive toward a goal despite challenges and setbacks Resilience: The ability to bounce back from adversity or difficult experiences. Obstacles: Overcoming	Visual Arts: Students could create a collage or painting depicting significant moments from Arunima's life (e.g., her ascent of Mount Everest or overcoming the odds). Poetry and Writing:	Use videos or documentaries about Arunima Sinha to engage students who might struggle with reading comprehension	Students can write a reflective journal or blog entry about their own personal challenges and how they overcame them, inspired by Arunima's story. Mount Everest Research: Students could create a research project about Mount Everest, its geography, history, and significance	Show a video documentary of Arunima Sinha's journey and have students reflect on the film through an online quiz or	Use the Smart Board to create a digital timeline of Arunima's life, including key moments like her accident, recovery,	Students will be able to explain the key themes of perseverance, resilience, and overcoming adversity, as demonstrated by Arunima Sinha. Students will be able to explain the key themes

			challenges.	Verb: A word that expresses an action, occurrence, or state of being	Conquering challenges that prevent progress, especially when faced with personal or external adversity Inspiration: The process of being mentally stimulated to do something positive or pursue a goal.	Encourage students to write poems inspired by Arunima's courage, using words and metaphors that reflect her journey. Providing worksheets with varying difficulty levels to cater to all students. Group activities where students transform sentences collaboratively		in relation to Arunima's climb.	discussion . Flipped Classroom : Have students read about Arunima's story as homework and discuss it in class, using digital tools for group interaction and presentations	and Mount Everest climb. Interactive Quiz: Conduct an interactive quiz on Arunima Sinha's life and achievements, allowing students to answer questions on the Smart Board.	of perseverance, resilience, and overcoming adversity, as demonstrated by Arunima Sinha. Students will appreciate the importance of determination and find inspiration in stories of people overcoming hardships. Students will show increased self-confidence and a proactive attitude toward tackling personal challenges, inspired by Arunima's story
		VERBS	To understand the definition and functions of verbs. To identify and use different types of verbs correctly. To enhance sentence formation skills by using appropriate verbs. To differentiate between various forms and tenses of verbs.	Types of Verbs: Action Verbs: Describe physical or mental actions (e.g., run, think, dance). Linking Verbs: Connect the subject with a word that describes it (e.g., is, seem, become).	Creating Verb Charts or Posters showcasing different types of verbs with illustrations.	Creating a Verb Diary where students note down interesting verbs they encounter daily.		Interactive online quizzes and games focusing on verb identification and usage	Displaying sentences with missing verbs and asking students to fill in the blanks.	Exercises enhancing creative writing skills through effective verb usage. Activities focusing on creative writing and sentence restructuring	Students will be able to identify various types of verbs and their functions Differentiate between transitive and intransitive verbs Use appropriate verb forms and

			To understand the concept of voice and differentiate between active and passive voice. To learn the rules of converting	Helping (Auxiliary) Verbs: Assist the main verb to form tense, mood, or voice (e.g., is, has, will, can). Transitive Verbs: Require an object to complete their meaning (e.g., She reads a book). Intransitive Verbs: Do not require an object (e.g., The baby laughs). Regular Verbs: Form their past tense by adding -ed or -d (e.g., walk - walked). Irregular Verbs: Form their past tense differently (e.g., go - went, eat - ate).						g	tenses in sentences Improve writing skills by enhancing their verb usage.
		ACTIVE AND PASSIVE VOICE	sentences from active to passive voice and vice versa. To enhance writing and comprehension skills by using the appropriate voice. To recognize situations where passive voice is	Active Voice: The subject performs the action (e.g., The teacher teaches the students). Passive Voice: The subject receives the action (e.g., The students are taught by the	Writing Story Passages and converting them from active to passive voice.		Writing essays or descriptive paragraphs using both active and passive voice.	Online quizzes and exercises for voice conversion practice.	Audio-visual explanations of voice transformation rules.		Students will be able to: Identify sentences in active and passive voice Convert sentences from active to passive voice and vice versa

			preferred for clarity and emphasis.	teacher). Components of Voice Transformation: Subject, Verb, Object Helping verbs (is, are, was, were, has been, etc.) Past Participle of Verbs Rules for Conversion: Identifying the subject, verb, and object. Swapping the positions of subject and object. Adjusting the verb form and using the correct helping verb. Adding “by” before the doer if needed. When to Use Passive Voice: When the focus is on the action rather than the doer. When the doer is unknown or unimportant.							accurately. Understand the appropriate use of voice in various writing contexts. Improve clarity and precision in writing by using the correct voice.
Sep	05	REVISION WORK									
Oct		CH-9 I CAN SPEAK SIGN LANGUAGE	Understand the theme of inclusivity and communication beyond spoken words. Develop an	Sign Language: A visual means of communication using hand gestures, facial	Hand Gesture Drawing: Students can create illustrations of different sign	Provide visual aids, such as videos of people using sign language, to enhance	Teach students a few common sign language gestures and have them practice in pairs.	Conduct virtual quizzes or games on sign language basics Encourage students to create digital posters or presentations.	Fill in the Blanks: Display incomplete phrases related to	Students take part in short skits where they	Students will recognize the significance of non-verbal communication and its impact

			appreciation for sign language as a mode of expression. Encourage empathy and awareness about the challenges faced by the hearing-impaired community. Enhance comprehension and analytical skills by interpreting the poet's message. Foster respect for diversity and different forms of communication.	expressions, and body movements. Inclusivity: The practice of ensuring equal opportunities and participation for all individuals. Empathy: Understanding and sharing the feelings of others. Communication : The process of conveying information, whether through speech, gestures, or writing.	language gestures. Poetry Recitation with Actions: Performing the poem using expressive hand movements and facial expressions. Storyboarding: Creating a visual storyboard that represents the poem's theme of communication through signs. Collage Making: Designing posters that promote awareness of sign language and inclusivity	understanding. Include real-life examples and personal stories to make the lesson relatable. Encourage group discussions where students can share their thoughts on inclusivity and alternative communication methods.	Design a campaign promoting the importance of sign language and accessibility for the hearing-impaired.		inclusivity and have students complete them. Students can take turns demonstrating learned sign language words on the smart board.	communicate using only gestures and expressions. Have students write about how learning sign language changed their perspective	on inclusivity. They will develop basic knowledge of sign language and how it facilitates interaction. They will demonstrate empathy towards people with hearing impairments. They will be able to express their understanding of the poem's theme through creative activities and discussions. They will appreciate diversity in communication and develop a sense of social responsibility
13	CH-10 POWERFUL MOVES	Understand the central themes of determination, strategic thinking, and problem-solving. Analyze the importance of making the right moves in life, whether in games, sports, or real-life situations. Encourage students to think critically and apply logical reasoning. Develop an appreciation for	Planning and making thoughtful decisions to achieve success. Perseverance: Continuing to work hard despite challenges. Resilience: The ability to recover from setbacks.	Students can design a chessboard and label different strategies used in the game. Creating a visual sequence of important events or decisions in the story. Creating Tense	Use visual storytelling and role-play to help all students understand the concept of strategic thinking. Provide additional support for students who struggle with abstract thinking by breaking down examples into simpler steps. Use real-	.Students analyze the strategies used in chess, football, or other strategic games. Life Strategy Plan: Encourage students to write about an important decision they had to make and how they approached it.	Use digital chess games or strategy-based apps to reinforce decision-making skills.	Display different situations where students have to decide the best "powerful move." Conduct a game-based quiz on strategic decision-	Students act out different situations where they must make strategic decisions.	Students will understand the importance of strategic thinking in everyday life. They will demonstrate the ability to analyze problems and create effective solutions. They will develop	

			perseverance, discipline, and resilience. Enhance students' comprehension and storytelling skills through discussion and creative expression	Tactics: Short-term actions taken to achieve a goal. Decision-making: Choosing the best option among various possibilities. Critical Thinking: Evaluating situations logically to make informed choices narratives with a clear structure. Elements of a Story Title: A suitable, catchy title that reflects the theme of the story. Characters: The people or animals involved in the	Charts with illustrations and timelines. Illustrating the characters and settings of the story. Performing Dramatic Recitations using interjections for expressive storytelling.	life relatable examples from games, sports, and everyday life. Customized worksheets for different learning abilities.			making.		resilience and perseverance by learning from failures and successes. They will recognize how decision-making affects outcomes in different situations.
		TENSE	Understand the concept of tenses and their importance in grammar. Identify and use the three main tenses: Present, Past, and Future, and their various forms (simple, continuous, perfect).	Present Tense: Indicates actions happening now or regularly (e.g., "I play football"). Simple Present: "I play." Present	Create a "Tense Timeline" where students draw or illustrate different actions that happen in the present, past, and future on a visual timeline. Each	Provide sentence starters or fill-in-the-blank exercises for students who struggle with forming sentences independently. Use peer support by pairing students with	Use simple present, past, and future tenses. Highlight or underline the sentences that use different tenses. Share their stories in class and explain which	Have students research and collect examples of tenses from books, songs, or movies. They will write a short analysis of how tenses are used in their chosen examples and present their findings.	Students can practice identifying and using different tenses through interactive games or quizzes. Objective:	Display sentences on the Smart Board that are missing tense markers (e.g., "I ____ (play) football"). Students will take	By the end of the lesson, students will be able to: Identify and use the three main tenses (present, past, future) in their writing and speaking. Demonstrate

			Construct sentences using different tenses correctly. Distinguish between the different tenses based on the time and action being described.	Continuous: "I am playing." Present Perfect: "I have played." Present Perfect Continuous: "I have been playing." Past Tense: Indicates actions that happened in the past (e.g., "I played football yesterday") Simple Past: "I played." Past Continuous: "I was playing." Past Perfect: "I had played." Past Perfect Continuous: "I had been playing." Future Tense: Indicates actions that will happen (e.g., "I will play football tomorrow"). Simple Future: "I will play."	action should include a sentence demonstrating the tense (e.g., for present: "I am reading," for past: "I read," for future: "I will read").	different levels of understanding to work together on exercises.	sentences use which tense. Objective: This allows students to practically apply their knowledge of tenses in a creative writing project and improves writing fluency.		This provides students with an engaging, self-paced way to practice tense usage outside of class, reinforcing the lesson and allowing for personalized learning.	turns coming up to the board to fill in the blanks with the correct tense and explain why that tense is used.	understanding of the various forms of tenses (simple, continuous, perfect) and their usage. Apply their knowledge of tenses in different contexts through creative projects, practical writing tasks, and competency-based exerciseS.
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				Future Continuous: "I will be playing." Future Perfect: "I will have played." Future Perfect Continuous: "I will have been playing."							
		INTERJECTIONS	By the end of the lesson, students will be able to: Understand the concept of interjections and their usage in sentences. Identify different types of interjections (expressing emotions, greetings, surprise, etc.). Use interjections appropriately in written and spoken language. Recognize the role of punctuation marks with interjections.	A word or phrase that expresses strong emotion, surprise, or feeling. It is often used alone or at the beginning of a sentence. Examples: "Wow!" "Oh no!" "Hurray!" "Oops!" Function: Interjections convey emotions such as joy, surprise, frustration, excitement, or greeting. Punctuation: Interjections are typically followed by an exclamation mark (!) or a comma, depending on	Students will create a poster that visually represents various interjections and the emotions they convey. They will illustrate the emotions (e.g., happy, surprised, angry) and pair them with appropriate interjections.	Provide extra visual cues and sentence starters for students who need assistance with using interjections in sentences. Allow peer support for students to practice creating and identifying interjections together.	Students will write a short dialogue between two characters that includes at least five different interjections (such as surprise, happiness, frustration). They will then read their dialogue out loud in pairs or small groups, emphasizing the emotional tone of the interjections.	Use an interactive quiz or game on platforms like Kahoot! or Quizizz where students identify interjections in sentences. The quiz will provide instant feedback and reinforce the lesson through fun, competitive learning.	Display sentences with missing interjections on the Smart Board (e.g., "_____! I can't believe we won!"). Students will take turns coming up to the board and filling in the blanks with appropriate interjections. Afterward, discuss the different emotions expressed in each example.	After the lesson explanation, students will complete a competency worksheet in which they: Identify the interjection in sentences. Insert an appropriate interjection into given sentences based on the context (e.g., expressing surprise or excitement). Write their own sentences	By the end of the lesson, students will be able to: Identify and use interjections in sentences. Understand the role of interjections in expressing emotions and tone. Use interjections correctly with appropriate punctuation. Demonstrate their understanding by applying interjections in written and spoken activities.

				the intensity of the emotion.						using interjection s to convey emotions.	
		STORY WRITING	Understand the basic structure of a story, including beginning, middle, and end. Develop creative thinking skills to write a compelling story. Use descriptive language and dialogue to enhance the narrative. Organize their ideas logically and cohesively in written form. Revise and edit their story for clarity, coherence, and correctness.	Story: A narrative that describes events, characters, and actions in a structured way. Plot: The sequence of events that make up a story, typically including the introduction, rising action, climax, falling action, and resolution. Character: The people or creatures that the story revolves around. Setting: The time and place where the story occurs. Conflict: The main problem or challenge faced by the characters in the story.	students will illustrate a key scene from the story they plan to write. This will help them visualize their characters and settings, giving them a creative outlet to enhance their writing.	Provide sentence starters or story prompts for students who struggle with starting a story.	Students will write a short story using a plot diagram (introduction, rising action, climax, falling action, and resolution). They will be encouraged to: Develop characters and settings. Include conflict and a resolution. Use descriptive language to make their story engaging. Edit their story for grammatical accuracy.	students to create their stories digitally. This allows them to collaborate, get feedback from peers, and access tools for organizing and enhancing their writing (e.g., spell check, thesaurus).	Display a story starter on the Smart Board (e.g., "One sunny afternoon, I found a mysterious box in my backyard.."). Students will take turns coming up to the board to add a sentence or paragraph , building the story collectively. Identify the different parts of a story (e.g., setting, characters, conflict, resolution) from a sample story. Write a brief summary of a potential story idea, focusing on the plot, characters, and conflict. Create a simple plot diagram for a new story	After an introduction to the basic story structure, students will complete a story structure worksheet where they: Use elements of storytelling such as character development, setting, conflict, and resolution. Employ descriptive language and dialogue to make their story more vivid and engaging. Revise and edit their stories for clarity, coherence, and correctness. Demonstrate their ability to plan a story using a plot diagram.	

				Resolution: The conclusion of the story where the conflict is resolved. Dialogue: The spoken words between characters in a story. Theme: The underlying message or lesson of the story.						they will write.	
Nov	22	CH- 11 TREE HOUSE	students will be able to: Comprehend the story "The Tree House" by Sivakami Velliangiri. Identify and analyze key themes and characters in the story. Understand the significance of nature and the symbolism of the tree house. Express personal reflections and connect the story's themes to their own lives. Develop writing and speaking skills through discussion and reflection on	Theme: The central message or lesson of a story. Setting: The time and place where the story occur. In "The Tree House," the setting plays a crucial role in creating an emotional connection. Symbolism: The use of objects, characters, or settings to represent deeper meanings. The tree house symbolizes freedom,	students will design their own tree house based on their interpretation of the story. They can draw the tree house on paper or use digital Provide story summaries or sentence starters for students who need extra support with comprehension. Tools like Canva or Google Drawings. Afterward, students will explain the significance of their design in relation to the	provide images or videos related to tree houses and nature to help set the scene.	.Students will write a journal entry as if they are one of the characters from the story living in the tree house. The journal should reflect their thoughts, feelings, and experiences in the tree house. Students will share their journal entries with the class.	The quiz can include multiple-choice or short-answer questions that test their comprehension of the plot, themes, characters, and key concepts.	Display important scenes or key quotes from the story on the Smart Board. As a class, discuss the meaning of these scenes or quotes and how they relate to the overall themes of the story. Students can also come up to the board to match characters with their characteristics.	Students will complete a comprehension worksheet that includes: Identifying the main characters and setting of the story. Analyzing the key themes and the role of nature in the story. Answering questions about the	. By the end of the lesson, students will be able to: Demonstrate understanding of the story through verbal and written reflections. Identify key themes, characters, and symbolism in the story. Express their creative interpretations of the story (e.g., through journal entries, tree house designs). Analyze the

			the story.	adventure, or escape. Characterization: The way in which an author develops characters. Students should be able to discuss how the characters are portrayed and what motivates them. Nature: The natural world and its impact on people and the environment, an important aspect in this story. Conflict: The challenge or problem that the characters face, often driving the plot forward.	story.				cs or actions.	symbolism of the tree house. Objective: To ensure students can demonstrate their understanding of the text by identifying important story elements and reflecting on their significance.	significance of the tree house as a symbol in the story. Communicate their understanding of the plot, setting, and characters effectively.
		CH-12 CHILDREN WORK	students will be able to: Comprehend the story “Children at Work” and understand its central themes. Discuss the social issues presented in the story, such as	Child Labor: The practice of employing children in work that deprives them of their childhood, education, and potential. Exploitation:	Students will design a poster that promotes child rights and the importance of education. They will incorporate messages from the story and their own understanding	use illustrations from the story to show the conditions that children at work experience and contrast it with positive images of education.	Research and Present on Child Labor Issues – In small groups, students will research a particular aspect of child labor (e.g., child labor in agriculture, factories, domestic work)	Use an online quiz platform like Quizizz to assess students' understanding of the story. Questions can focus on comprehension, key themes, and social issues raised in the story.	Display significant quotes or sections from the story on the Smart Board. Ask students to discuss the meaning behind the	Students will be divided into pairs or small groups and assigned roles based on characters from the story (e.g., a child	By the end of the lesson, students will be able to: Demonstrate understanding of the story “Children at Work” and the social issues it presents.

			child labor. Identify the importance of education and the challenges faced by working children. Express their reflections on the story and relate it to real-life situations. Develop empathy and awareness of social issues affecting children worldwide.	The action or fact of treating someone unfairly in order to benefit from their work. Rights of Children: The entitlements and protections afforded to children, including the right to education, safety, and leisure. Social Injustice: The absence of justice in a society, leading to the unfair treatment of individuals or groups. Education: The process of receiving or giving systematic instruction, especially at school. Awareness: Knowledge or perception of a situation or fact.	of the issue.		and present their findings to the class. They will focus on the challenges these children face and propose solutions to address child labor globally.		quotes and how they relate to the themes of child labor and education. Students can also come up to the Smart Board to annotate the text.	working, a teacher, a social worker). They will role-play a scenario in which they discuss the issues faced by children at work and the importance of education.	Discuss the importance of education and the consequences of child labor. Show empathy for children in similar situations through creative and written expression. Identify and propose solutions to the problem of child labor. Engage in group discussions and collaborative activities to reflect on global issues.
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		DIRECT TO INDIRECT SPEECH	students will be able to: Understand the difference between direct and indirect (reported) speech. Convert sentences from direct speech to indirect speech, and vice versa. Identify the rules for changing tenses, pronouns, and punctuation when converting direct speech to indirect speech. Use appropriate reporting verbs and structures in indirect speech	Direct Speech: The exact words spoken by a person, enclosed in quotation marks. Example: He said, "I am going to the market." Indirect Speech (Reported Speech): A way of reporting what someone else has said, without quoting their exact words. Example: He said that he was going to the market. Reporting Verb: A verb used to introduce reported speech, such as "said," "told," "asked," etc. Tense Change: The verb tense often changes when converting from direct to indirect speech.	Students will design a comic strip with characters speaking in direct speech. Afterward, they will convert the speech bubbles to indirect speech, showing how the dialogue changes.	Provide simplified sentences and additional examples for students who struggle with complex sentence structures. Allow students with learning disabilities to work with a peer tutor or use assistive technologies such as speech-to-text or grammar-check tools.	Students will write a short dialogue between two people. First, they will write the dialogue in direct speech, and then they will convert it to indirect speech. Afterward, they will present the dialogues to the class and explain the changes they made.	where students can complete a quiz or game about converting direct speech to indirect speech. The platform will give immediate feedback, allowing students to understand the corrections instantly.	Display direct speech sentences on the Smart Board (e.g., "I am reading a book," said John). Have students come up to the Smart Board to change the sentence into indirect speech. Discuss the steps and reasoning behind each change (e.g., tense change, pronoun change).	Students will complete a worksheet that asks them to: Convert sentences from direct speech to indirect speech. Identify the rules for conversion (such as tense and pronoun changes). Provide reasons for the changes they made when converting the speech.	By the end of the lesson, students will be able to: Identify and understand the differences between direct and indirect speech. Convert direct speech into indirect speech while applying the correct rules of tense, punctuation, and pronoun changes. Use reporting verbs effectively in indirect speech. Demonstrate a clear understanding of when and how to use direct and indirect speech in both written and spoken communication.
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				Example: Present tense (He says) → Past tense (He said). Pronoun Change: Pronouns may change in reported speech depending on the context. Example: "I am hungry," → He said he was hungry. Punctuation: Direct speech uses quotation marks and punctuation inside them. Indirect speech does not use quotation marks and often introduces the speech with "that."							
Dec	23	CH-13 WHAT CAN YOU DO?	Encourage self-reflection on individual talents, abilities, and contributions. Foster a positive mindset about personal growth	Self-Discovery: Understanding one's own strengths and potential. Responsibility: Realizing how personal actions	Inspirational Posters: Design posters with motivational quotes from the poem. Expressive	Use audio recordings for auditory learners to understand poem rhythm and tone. Encourage group	Letter to Future Self: Write a letter outlining personal goals and aspirations. Community Action Plan: Brainstorm	Engage in interactive quizzes on self-improvement and personal growth.	Fill in the Blanks: Complete missing words in the poem to reinforce meaning.	Write about personal strengths and how they can be used to help others. Scenario-	Students will identify and appreciate their strengths and talents. They will develop self-confidence and understand the impact of their actions.

			and making a difference. Develop creative thinking and communication skills through poetry interpretation.	can impact others. Empowerment: Gaining confidence in one's ability to make a change.	Performance: Recite the poem with gestures, expressions, or background music.	discussions where each student shares how they can contribute positively	small actions students can take to help their community			Based Role-Playing: Act out real-life situations where small actions make a big difference.	They will express creativity and critical thinking through discussions, art, and writing.
		CH-14 THE STORY OF THE ANKLET	Understand the historical and cultural significance of Silappadikaram , an ancient Tamil epic. Analyze themes of justice, fate, and morality as portrayed in the story. I appreciate classical literature and its impact on storytelling and society.	Silappadikaram: One of the great Tamil epics, written by Ilango Adigal. Anklet (Silambu): A key symbol in the story, representing truth and justice. Fate & Karma: The consequences of one's actions and destiny. Justice & Injustice: The idea of fair judgment and moral dilemmas in society.	Cultural Artifacts: Create models of ancient Tamil jewelry or traditional attire. Grammar Posters: Creating visual aids displaying rules and examples.	Encourage group discussions to allow different interpretations and viewpoints. Simplified rules for beginners. Differentiated worksheets based on students' learning levels.	Research the importance of anklets in different cultures and historical contexts .Story Comparison: Compare the themes of Silappadikaram with other epics like Ramayana or Mahabharata.	Watch documentaries or online videos on Silappadikaram and Tamil history. Use digital storytelling tools to create animated versions of the tale. Using online quizzes and interactive worksheets. Watching online videos explaining different types of adverbs. Interactive worksheets and quizzes to reinforce learning.	Interactive Discussion Polls: Have students vote on different interpretations of justice in the story.	Creative Writing: Have students rewrite the ending with an alternate conclusion. Historical Research: Investigate ancient Tamil Nadu and the influence of Sangam literature	Students will gain historical and cultural awareness of ancient Tamil literature. They will analyze justice and morality through the lens of an epic story. They will develop creative thinking by visualizing and reinterpreting key events.
		SUBJECT VERB AGREEMENT	students will be able to: Understand the rules of subject-verb agreement and apply them correctly in sentences. Identify subjects and verbs in sentences and match them	Subject: The noun or pronoun that performs the action or is described in the sentence. Example: The dog runs fast. Verb: The action or state of being	Students will create a visual chart or poster that illustrates different subject-verb agreement rules. For example, they can create a chart showing how singular subjects take	use visual aids such as charts, infographics, and example sentences displayed on the board or screen.	Students will complete a worksheet that asks them to choose the correct verb based on the subject in the sentence. The worksheet will also include error correction exercises.	The quiz will include sentences where students need to choose the correct verb form based on the subject, helping them to practice subject-verb agreement.	Write sentences on the Smart Board with subject-verb agreement errors. Students will come up to the board to correct the	Students will participate in a scavenger hunt where they search for sentences with subject-verb agreement	By the end of the lesson, students will be able to: Demonstrate an understanding of subject-verb agreement by correctly matching subjects with the appropriate verbs.

			according to number (singular/plural). Correct sentences that demonstrate subject-verb disagreement. Recognize exceptions to subject-verb agreement rules (e.g., collective nouns, indefinite pronouns). Improve writing and speaking skills by using subject-verb agreement accurately.	in the sentence. Example: The dog runs fast. Subject-Verb Agreement: The grammatical rule that subjects and verbs must agree in number (singular or plural). Example: She eats an apple. They eat apples. Singular Subject: Refers to one person, thing, or concept. Example: The boy is playing. Plural Subject: Refers to more than one person, thing, or concept. Example: The boys are playing. Exceptions: Cases where subject-verb agreement may not follow the regular rules, such as with collective nouns or indefinite	singular verbs and plural subjects take plural verbs, including exceptions. Students will use pictures to represent singular and plural nouns for better understanding.				sentences. Afterward, the class will discuss the changes and review the rules for subject-verb agreement.	mistakes in a passage or a text. They will then correct the mistakes and explain the reasoning behind their corrections.	Identify and correct subject-verb agreement errors in sentences. Apply subject-verb agreement rules to write grammatically correct sentences. Show improved accuracy in both written and spoken communication regarding subject-verb agreement.
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				pronouns. Example: The team is winning (collective noun); Everyone has a gift (indefinite pronoun).							
		Ch- ADVERBS	students will be able to: Define adverbs and identify them in sentences. Understand the different types of adverbs (e.g., adverbs of manner, place, time, frequency, degree). Use adverbs correctly in sentences to modify verbs, adjectives, or other adverbs. Differentiate between adverbs and adjectives. Enhance their writing by incorporating adverbs effectively for more detailed and descriptive sentences.	Adverb: A word that modifies a verb, adjective, or another adverb. It provides more information about how, when, where, or to what extent something occurs. Example: She ran quickly (quickly modifies the verb "ran"). Adverbs of Manner: Describe how an action is done. Example: She sings beautifully. Adverbs of Time: Indicate when an action takes place. Example: He will arrive tomorrow. Adverbs of Place: Tell us where an action happens. Example: They went outside.	Students will create a collage representing different types of adverbs (manner, time, place, frequency, degree) using images, pictures, and words from magazines or digital resources. They will then explain how their pictures represent each type of adverb.	use movement-based activities such as "adverb charades," where students act out adverbs (e.g., "run quickly" or "dance gracefully") and others guess the adverb.	Students will write a short story using a specific type of adverb (e.g., adverbs of manner). They will then exchange stories with a classmate, who will underline the adverbs and identify the type of adverb used.	Students will complete an interactive quiz on an online platform like , Quizizz, or Google Forms. The quiz will consist of multiple-choice questions or sentence completion exercises where students need to choose or fill in the correct adverb based on the context.	Using the Smart Board, display a list of verbs, adjectives, and adverbs. Ask students to come up and create sentences by selecting one verb, one adjective, and one adverb to form a correct sentence. Then, discuss the function of the adverb in each sentence.	Provide students with a set of mixed-up sentences that include adverbs. They will work in pairs or small groups to categorize the adverbs according to their type (manner, time, place, frequency, degree)	By the end of the lesson, students will be able to: Accurately identify and classify adverbs based on their types (manner, place, time, frequency, degree). Use adverbs effectively to modify verbs, adjectives, and other adverbs in sentences. Demonstrate understanding of adverbs through written, spoken, and creative activities. Recognize the difference between adverbs and adjectives and apply this knowledge in sentence construction.

				Adverbs of Frequency: Show how often something happens. Example: She always arrives early. Adverbs of Degree: Describe the intensity or degree of an action or quality. Example: He is very tall. Adjectives vs. Adverbs: Adjectives describe nouns, while adverbs describe verbs, adjectives, or other adverbs. Example (Adjective): She is a careful driver.							
Jan	16	CH-15 EAT FROM THE EDGES	Understand the theme of mindful eating and its impact on food wastage. Learn about sustainability and traditional wisdom in food consumption. Develop awareness about food habits, nutrition, and reducing waste	Mindful Eating: Being aware of how and what we eat to reduce waste. Sustainability: Using resources in a way that prevents waste and promotes balance. Traditional Wisdom: The practice of	Poster Making: Design posters about "Zero Food Waste" practices. Creative Writing: Write a short poem or slogan on saving food and its importance. examples.	Use visual aids (charts, videos) to explain sustainable eating practices. Encourage group discussions so students can share their food habits and ideas to reduce waste.	Recipe Challenge: Create a dish using leftover or commonly discarded food parts. .	Research and present about countries leading in food waste reduction. Watch documentaries or TED Talks on food sustainability.	Match food items with ways to use their peels/stems instead of discarding them. Mind Map Creation: Brainstorm ideas on reducing	Problem-Solving Task: Create a school lunch plan with zero waste. Role-Playing: Students act out scenarios of wasting food vs.	Students will recognize the importance of mindful eating and sustainable food habits. They will learn to apply practical strategies to reduce food waste in daily life. They will

				consuming food responsibly, as done by previous generations.					food waste at home and in schools.	sustainable eating. Storytelling Exercise: Share real-life examples of people reducing food waste innovatively.	develop critical thinking about resource conservation and its global impact and categorize different types of conjunctions.
		PREPOSITION	students will be able to: Define and identify prepositions in sentences. Understand the function of prepositions in expressing relationships between words. Use common prepositions to describe location, time, direction, and other relationships. Apply prepositions correctly in written and spoken sentences. Differentiate between prepositions of place, time, and direction	Preposition: A word that shows the relationship between a noun (or pronoun) and another word in the sentence. Example: The book is on the table. (The preposition "on" shows the relationship between "book" and "table.") Prepositions of Place: Indicate where something is located. Example: The cat is under the table. Prepositions of Time: Indicate when	Students will create a visual collage using pictures from magazines or printed images to demonstrate different prepositions (e.g., above, under, beside, between). They will then present their collages to the class, explaining the prepositions used in their images.	students physically move around the classroom to demonstrate the meaning of prepositions (e.g., "sit beside your partner," "stand under the board").	Students will be given a list of prepositions (e.g., above, below, in, on, beside, etc.) and asked to write five sentences using different prepositions. Then, they will present their sentences to the class and explain the role of the preposition in each sentence.	Quizizz, or Google Forms, students will play an interactive game where they must choose the correct preposition to complete sentences. The game can include images that provide context for each sentence.	On the Smart Board, display incomplete sentences with a blank space where the preposition should be. Students will come up to the board, choose the correct preposition, and complete the sentence. After each sentence, the class will discuss why the chosen preposition is correct.	Students will receive a list of prepositions and must find examples of these prepositions in a reading passage or a set of sentences. After identifying the prepositions, they will share their findings with the class and explain the relationship each preposition shows.	By the end of the lesson, students will be able to: Accurately identify and use prepositions in sentences. Demonstrate understanding of different types of prepositions (place, time, direction). Apply prepositions correctly in both written and spoken sentences. Create sentences that show proper use of prepositions and explain their function in the sentence.

				something happens. Example: We will meet after school. Prepositions of Direction: Show the direction of movement. Example: He walked toward the door. Prepositional Phrase: A group of words that includes a preposition and its object (noun or pronoun). Example: In the morning, I like to read.							
		CONJUNCTION	students will be able to Define conjunctions and understand their role in linking words, phrases, or clauses in sentence Identify different types of conjunctions (coordinating, subordinating, and correlative). Use conjunctions effectively to	A word that connects words, phrases, or clauses within a sentence. Example: I wanted to go to the park, but it was raining. Types of Conjunctions: Coordinating Conjunctions: Join words, phrases, or	Students will create a collage that represents different conjunctions in context using cut-out images and words. Each student will choose a type of conjunction (coordinating, subordinating, or correlative) and demonstrate	display charts showing examples of conjunctions in different sentence structures.	Students will write 10 sentences, each using a different conjunction (from all three types: coordinating, subordinating, and correlative). They will then share their sentences with the class and explain the role of the conjunction.	A quiz will test students on identifying the correct conjunction for different sentences, providing immediate feedback and review.	On the Smart Board, display sentences with missing conjunctions. Students will come up to the board and choose the correct conjunction to complete each sentence. Afterward, discuss why	Provide students with a set of sentences containing different types of conjunctions. Students will work in pairs or small groups to sort the conjunctions into coordinatin	By the end of the lesson, students will be able to: Identify and categorize conjunctions as coordinating, subordinating, or correlative. Use conjunctions to create complex sentences that improve the flow of their

			combine sentences and improve the flow of writing. Apply conjunctions in sentences to show cause and effect, contrast, and addition. Create more complex and varied sentences using appropriate conjunctions	independent clauses of equal importance. Examples: for, and, nor, but, or, yet, so (FANBOYS). Example Sentence: I like tea, and she likes coffee. Subordinating Conjunctions: Join an independent clause and a dependent clause. Examples: although, because, since, unless, if. Example Sentence: I stayed home because it was raining. Correlative Conjunctions: Paired conjunctions that connect similar elements in a sentence. Examples: either...or, neither...nor, not only...but also. Example Sentence: You can either have cake or cookies.	its usage with images or drawings.					each conjunction is appropriate for the sentence. g, subordinating, and correlative categories. Afterward, they will explain their choices to the class.	writing. Demonstrate the ability to combine sentences effectively using appropriate conjunctions. Apply their understanding of conjunctions in both written and spoken communication.
Feb		REVISION WORK									
March		BRIDGE CLASSES									

विषय: हिंदी
निर्धारित पुस्तकें—

1. नई सुगंधा भाग—6
2. सुगंधा हिंदी व्याकरण एवं रचना
3. बालराम कथा (पूरक पुस्तक)

माह	कार्य दिवस	पाठ	अधिगम विषय	संकल्पना	कला समेकित	समावेशी शिक्षण	परियोजना कार्य	अनुसंधान कार्य मिश्रित प्रणाली / पाठ संवर्द्धन	स्मार्टबोर्ड गतिविधि	क्षमता आधारित गतिविधि	शिक्षण का परिणाम
अप्रैल	24	पाठ्यपुस्तक: खूब लड़ी मर्दानी वह तो.....(कविता) शब्द—विचार व्याकरण: भाषा, लिपि और व्याकरण वर्ण, वर्णमाला एवं आगत वर्ण बाल राम कथा: अवधपुरी में राम.....	भारतीय वीरांगना का वर्णन राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्कभाषा लिपि, व्याकरण के कार्य आदि छात्र का नए-नए शब्दों से परिचय होगा। राजा दशरथ एवं उनके पुत्रों की जानकारी	देशभक्ति, साहस एवं वीरता का वर्णन राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्कभाषा लिपि, व्याकरण के कार्य आदि की जानकारी	सस्वर कविता की प्रस्तुति संविधान में मान्यता प्राप्त 22 भाषाओं के नाम एवं लिपि विभिन्न रंगों से लिखें।	किन्हीं पाँच भारतीय स्वतंत्रता सेनानी की सूची बनाएँ। पाठ से संबंधित चर्चा प्रश्नोत्तर पर चर्चा	भारत की किन्हीं तीन वीरांगनाएँ के महत्वपूर्ण कार्यों के बारे में चित्र सहित वर्णन करें। किन-किन राज्यों की मुख्यभाषा हिंदी है एक सूची बनाएँ राम के सभी भाइयों के नाम लिखें एक वंश वृक्ष बनाएँ	सुभद्रा कुमारी चौहान के जीवन एवम् उनके साहित्यिक योगदान और अन्य रचनाओं की एक सूची तैयार करें।	पुनरावृत्ति तथा मौखिक-प्रश्न पाठ का प्रदर्शन	• एल.ओ.ए • श्रुतलेख • समूह-कक्षा-चर्चा एल.ओ.ए	• नारी शक्ति का परिचय अपनी स्वतंत्रता को अक्षुण्ण बनाए रखने की भावना राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्कभाषा लिपि, व्याकरण के कार्य आदि छात्र का नए-नए शब्दों से परिचय होगा। राजा दशरथ एवं उनके पुत्रों की जानकारी

मई	8	पाठ्यपुस्तक. अब्दुल कलाम के संदेश, शब्द-विचार बाल राम कथा: जंगल और जनकपुर..7	डॉ अब्दुल कलाम	कलाम की शिक्षाओं से ज्ञान प्राप्त करना	अब्दुल कलाम से संबंधित कोई कविता का पाठ करना या कविता रचना करना	अब्दुल कलाम से संबंधित प्रश्नोत्तर तैयार करना एवं कक्षा में विद्यज आयोजित करना।	देश के किन्हीं तीन वैज्ञानिकों के चित्र लगाकर उनका संक्षिप्त परिचय लिखना	सोच समझकर कार्य करना	जीवन में उच्च आदर्शों का अनुसरण	ज्ञान प्राप्त करने की ओर अग्रसर रहना •एल ओ ए	ऊँचे आदर्शों की प्राप्ति कलाम की शिक्षाओं को जीवन में उतारना
जून	14	पाठ्यपुस्तक. आत्म नियंत्रण (प्रेरक प्रसंग) व्याकरण: शब्द-भंडार संज्ञा व संज्ञा के विकारक तत्व -लिंग, वचन, कार बाल राम कथा: दो वरदान.....17 राम का वन-गमन20	व्यक्ति के गुणों व अवगुणों की पहचान करना	बच्चे स्वामी दयानंद सरस्वती के विचारों से प्रेरित होंगे। • संकल्प • बुद्धिमत्ता के महत्व को समझेंगे।	नाट्य अभिनय	जीवन के किसी भी परिस्थिति में बुद्धिमत्ता व सूझ-बूझ से काम लेना चाहिए।	सोच समझकर जीवन में आगे बढ़ना	बच्चे स्वामी दयानंद सरस्वती के जीवनी के बारे में समूह बनाकर चर्चा करेंगे।	•पुनरा-वृत्ति तथा मौखिक-प्रश्न	• एल.ओ.ए •श्रुतलेख ●समूह-कक्षा चर्चा	• जीवन में संकल्प, लगन, परिश्रम से हम अपने लक्ष्य को प्राप्त कर सकते हैं। राम वनगमन की घटना की जानकारी
जुलाई	26	पाठ्यपुस्तक निःस्वार्थ सेवा का फल (कहानी)	• जीवन के किसी भी परिस्थिति में बुद्धिमत्ता व सूझ-बूझ से काम लेना चाहिए।	• धैर्य और हिम्मत से काम लेना चाहिए।	वर्ग-पहेली निर्माण करना व पूरा करना	•भाषा-ज्ञान	निःस्वार्थ सेवा-भाव के विषय में अपने मित्रों से बातचीत	निःस्वार्थ सेवा का फल विषय पर किसी कहानी की रचना करें	•पुनरा-वृत्ति तथा मौखिक-प्रश्न	• एल.ओ.ए •श्रुतलेख ●समूह-कक्षा चर्चा	• निः स्वार्थ सेवा का फल, संवेदनशीलता, त्याग अवसर की

		अवसर (कहानी) व्याकरण: संज्ञा व सर्वनाम, तथा संज्ञा के विकार तत्त्व –लिंग, वचन, कारक	उद्देश्य प्राप्त हेतु निरंतर प्रयास , जीवन में आगे बढ़ने की प्रेरणा, अवसर पहचानना छात्रों का नए-नए शब्दों से परिचय होगा।	अवसर मिलने पर अपने प्रतिभा की अभिव्यक्ति लिंग, वचन, कारक परिभाषा भेद तथा प्रयोग	लाल पीला नीला तीन मूल रंगों को मिलाकर नए रंगों का चार्ट पेपर तैयार करना कारक के भेदों को चार्ट पेपर पर वाक्य में प्रयोग के साथ दिख	कक्षा को समूहों में विभाजित कर प्रश्नोत्तरी प्रतियोगिता का आयोजन प्रश्नोत्तरी प्रतियोगिता का आयोजन	विद्यालय में हानेवाले प्रदर्शनी के लिए चार्ट पेपर पर अपनी प्रतिभा के लिए कुछ तैयार करना दस भाववाचक संज्ञा लिखें ...	भारतीय चित्रकला के विषय में इंटरनेट से सूचना एकत्रित करना ऐसे पाच वाक्य लिखें जिसमें कम से कम तीन-तीन कारकों का प्रयोग हो।	 • एल.ओ.ए •श्रुतलेख ●समूह- कक्षा चर्चा • एल.ओ.ए ●समूह- कक्षा चर्चा	पहचान एवं सदुपयोग • छात्रों का नए-नए शब्दों से परिचय हुआ।
अगस्त	22	पाठ्यपुस्तक प्रकृति संदेश (कविता) वन : हमारी अमूल्य संपदा (कविता)	• प्रकृति-प्रेम व लोक व्यवहार में उसकी उपयोगिता • छात्रों का नए-नए शब्दों से परिचय होगा।	• बुद्धिमत्ता • ऊँचा बनने की प्रेरणा	संगीत शिक्षक के साथ कविता की शुरुआत	•भाषा-ज्ञान • जीवन में आए कठिन समय से घबराना नहीं चाहिए।	• लाल, पीला, नीला इन तीन रंगों को मिलाकर नये रंगों स कैलेंडर या समय-सारणी का निर्माण पाँच औपचारिक पत्र एवं पाँच अनौपचारिक पत्र लिखें	प्रकृति हमें क्या-क्या प्रदान करती है, उनके नाम सहित सूची तैयार करें।	•पुनरावृत्ति तथा मौखिक प्रश्न • एल.ओ.ए •श्रुतलेख ●समूह- कक्षा चर्चा	• उद्देश्य प्राप्त हेतु निरंतर प्रयास करना • जीवन में आगे बढ़ने की प्रेरणा • प्रकृति को उच्च आदर्श के रूप में स्थापित करना पत्र-लेखन की जानकारी प्रतिकूल परिस्थितियों में

		व्याकरण: पत्र—लेखन बाल राम कथा: चित्रकूट में राम.26 दंडक वन में दस वर्ष33	पत्र वनवास काल में चित्रकूट में राम का जीवन, <u>दंडक वन में राम प्रतिकूल,</u> परिस्थितियों में धैर्य	अनौपचारिक पत्र के बारे में			राम वनगमन के चित्र बनाएँ अथवा राम वनगमन की कथा अपने शब्दों में लिखकर कक्षा में सुनाएँ				धैर्य बनाए रखना
सितंबर	5	स्वर्ण पदक विजेता—नीरज चोपड़ा(लेख) • अर्द्धवार्षिक परीक्षा	खेलों के प्रति रुचि विकसित करना • अर्द्धवार्षिक परीक्षा	• खेलों का जीवन में महत्व •अर्द्धवार्षिक परीक्षा	•देश के प्रति गौरव की भावना से संबंधित विचार लेखन •अर्द्धवार्षिक परीक्षा	विषम परिस्थिति में हार न मानना •अर्द्धवार्षिक परीक्षा	अपने प्रिय खेल के विषय में दादाजी को पत्र लिखना •अर्द्धवार्षिक परीक्षा	• खेलों का जीवन में महत्व • अर्द्धवार्षिक परीक्षा	•खेलों के प्रति रुचि विकसित करना •अर्द्धवार्षिक परीक्षा	•माता—पिता द्वारा दी गई स्वतंत्रता का दुरुपयोग न करने की समझ •अर्द्धवार्षिक परीक्षा	• अपने उद्देश्य की प्राप्ति हेतु परिश्रम करने का भाव • अर्द्धवार्षिक परीक्षा
अक्तूबर	13	पाठ्यपुस्तक भक्ति के पद (प्रेरक प्रसंग) लालच का फल (कहानी)	भक्तिकाल की काव्य—रचना शैली • जीवन में सतर्कता की आवश्यकता • देश—भक्ति की भावना लालच में कभी नहीं पड़ना चाहिए	• सतर्कता • परोपकार व निःस्वार्थ प्रेम की भावना	सस्वर वाचन ।	भाषा—ज्ञान प्रश्नोत्तरी प्रतियोगिता का आयोजन	भक्तिकाल के किन्हीं दो कवियों की तसवीर बोर्ड में लगाएँ । लालच से संबंधित कोई कहानी कक्षा में सुना	सूरदास या तुलसीदास के पाठ के अतिरिक्त पदों का सस्वर वाचन करना वर्तमान समय में लोग लालच में पड़कर साइबर अपराधियों का शिकार हो जाते हैं । ऐसी कोई एक घटना का वर्णन करें ।	•पुनरा—वृत्ति तथा मौखिक—प्रश्न • एल.ओ.ए •श्रुतलेख ●समूह—कक्षा चर्चा • एल.ओ.ए •श्रुतलेख ●समूह—कक्षा चर्चा	•किसी भी कार्य में लापरवाही नहीं बरतनी चाहिए । लालच नहीं करनी चाहिए	

		व्याकरण: क्रिया काल सामान्य अशुद्धियाँ एवं उनका समाधान	क्रिया तथा काल की अवधारणा को समझना एवं प्रयोग करना • छात्रों का नए-नए शब्दों से परिचय होगा।	कर्म के आधार पर क्रिया, रचना के आधार पर क्रिया, काल के सभी भेदों को समझना तथा प्रयोग करना	नाट्य अभिनय	कक्षा को समूहों में विभाजित कर क्रिया पर आधारित प्रश्नोत्तरी प्रतियोगिता का आयोजन	काल के सभी भेदों को चार्ट पेपर पर आरेख में दर्शाए	दस सकर्मक एवं अकर्मक क्रिया का उदाहरण लिखें। काल के सभी भेदों से उदाहरण लिखें।	• एल.ओ.ए • समूह—कक्षा चर्चा	क्रिया तथा काल की अवधारणा को समझना एवं प्रयोग करना
नवंबर	22	पाठ्यपुस्तक ईदगाह (कहानी) माँ शारदा तुम्हारा ध्यान (कविता) व्याकरण: अविकारी—शब्द विराम चिह्न	बाल सुलभ चिंतन पत्र—शैली का ज्ञान व महत्व नए-नए शब्दों की जानकारी	• कर्तव्यों का पालन करना। बच्चे उच्च विचार एवं आदर्श अपनाएँगे। <u>शब्द भंडार में वृद्धि</u>	पुस्तक के कवर पेज को सजाएँगे कविता का सस्वर वाचन कक्षा में अंताक्षरी का आयोजन	• भाषा—ज्ञान समूह बनाकर बारी-बारी से कविता का सस्वर वाचन कराएँगे। चार्ट पेपर पर विभिन्न प्रकार के शब्दों को अलग-अलग	• छात्र कक्षा में देश भक्ति गीत गाएँगे। माँ सरस्वती से संबंधित कोई अन्य कविता का सस्वर वाचन भी कक्षा में कराएँगे। गद्य से किसी एक पाठ का चयन करें एवं उस पाठ में	ईद के बारे में और अधिक जानकारी प्राप्त कर चित्र सहित वर्णन करें पाठांत में दिए गए कार्यपत्रक को समूह बनाकर पूरा कराना। विभिन्न प्रकार के अविकारी शब्दों को वृत्त चार्ट बनाकर दिखाएँ।	एल.ओ.ए श्रुतलेख समूह—कक्षा चर्चा • एल.ओ.ए • श्रुतलेख • समूह—कक्षा—चर्चा • एल.ओ.ए • श्रुतलेख • समूह—कक्षा—चर्चा	हमें समय और परिस्थिति के अनुसार चलना चाहिए। बच्चों में नैतिक मूल्यों का विकास शब्द ज्ञान एवं शब्दों का प्रयोग

		बाल रामकथा: सोने का हिरण41 बाल रामकथा: सीता की खोज.... 48	मारीच और रावण का संवाद सीता हरण की घटना	मारीच और रावण का संवाद सीता हरण की घटना	सीता हरण की घटना पर आधारित एक भजन या कविता सुनाएँ	रंगो से लिखना।	प्रयोग किए गए अविकारी शब्दों की सूची बनाएँ।			मारीच और रावण का संवाद सीता हरण की घटना की जानकारी
दिसंबर	23	पाठ्यपुस्तक बिरसा मुंडा (प्रेरक—प्रसंग) अनोखा मुकदमा (नाटक)	बिरसा मुंडा के देश प्रेम की जानकारी आत्मनिर्भरता पर्यावरण के प्रति सजग होना	स्वंत्रता संग्राम के परिवेश का वर्णन अपने जीवन में पर्यावरण की उपयोगिता को समझना	बिरसा मुंडा से संबंधित निबंध प्रतियोगिता का आयोजन नाट्य अभिनय	•भाषा—ज्ञान समूह बनाकर प्रश्नोत्तरी प्रतियोगिता का आयोजन	• छात्र देशभक्ति संबंधित श्लोगन बनाएँगे। पर्यावरण संरक्षण से संबंधित श्लोगन या कविता चार्ट पेपर पर सजाकर लिखना	कुछ प्रमुख राज्य और उसके स्वंत्रता सेनानियों की सूची तैयार करें पर्यावरण सुरक्षा पर एक लघु निबंध लिखें। पर्यावरण सुरक्षा के लिए आप क्या-क्या कदम उठाएँगे।	•पुनरा-वृत्ति तथा मौखिक-प्रश्न • एल.ओ.ए •श्रुतलेख •समूह-कक्षा चर्चा • एल.ओ.ए •श्रुतलेख •समूह-कक्षा चर्चा	छात्रों में देश भक्ति की भावना को उजागर किया गया। देश व माता-पिता के प्रेम और स्नेह को छात्र जानेंगे। पर्यावरण के प्रति सजगता पर्यावरण के प्रमुख अवयवों की पहचान उपसर्ग और प्रत्यय के प्रयोग से शब्द निर्माण की जानकारी

		व्याकरण: उपसर्ग—प्रत्यय मुहावरे और लोकोक्तियाँ बाल रामकथा: राम और सुग्रीव54 लंका में हनुमान 61	उपसर्ग—प्रत्यय की जानकारी मुहावरे और लोकोक्तियाँ की जानकारी <u>सच्ची मित्रता की पहचान</u> <u>मित्र का कर्तव्य</u> <u>लंका दहन की</u> <u>घटना</u>	उपसर्ग और प्रत्यय के प्रयोग से शब्द निर्माण की जानकारी लक्ष्मण का चित्र सहित वर्णन करें।	सभी प्रकार के उपसर्गों एवं प्रत्यय के उदाहरण को चार्ट पेपर पर लिखें	समूह बनाकर मुहावरे और लोकोक्तियाँ पर आधारित प्रश्नोत्तरी प्रतियोगिता का आयोजन	दस मुहावरों तथा लोकोक्तियों को लिखकर वाक्य में प्रयोग करें।	कोई दो पाठों में प्रयोग किए गए सभी उपसर्ग तथा प्रत्यय वाले शब्द अलग—अलग लिखें।		एल.ओ.ए •श्रुतलेख	<u>सच्ची मित्रता</u> <u>की पहचान</u> <u>मित्र का कर्तव्य</u> <u>लंका दहन की</u> <u>घटना की</u> <u>जानकारी</u>
जनवरी	16	व्याकरण: संवाद—लेखन अनुच्छेद—लेखन बाल रामकथा: लंका विजय 69 राम का राज्याभिषेक 80 बाल रामकथा: प्रश्न—अभ्यास85 पुनरावृत्ति	अनुच्छेद—लेखन का महत्व • छात्रों का नए—नए शब्दों से परिचय होगा।	लेखन अभ्यास	बाल रामकथा का सार कक्षा में सुनाएँगे	•भाषा—ज्ञान	लेखन अभ्यास	राम के वन—गमन की परिस्थितियों की जानकारी हासिल करना	•पुनरा— वृत्ति तथा मौखिक— प्रश्न	• एल.ओ.ए •श्रुतलेख •समूह— कक्षा चर्चा	राम—सीता और लक्ष्मण का आपसी प्रेम को समझेंगे।
फरवरी		• पुनरावृत्ति • वार्षिक परीक्षा	• पुनरावृत्ति • वार्षिक परीक्षा	• पुनरावृत्ति • वार्षिक परीक्षा	•पुनरावृत्ति त • वार्षिक परीक्षा	•पुनरा—वृत्ति •वार्षिक परीक्षा	•पुनरा— वृत्ति •वार्षिक परीक्षा	• पुनरावृत्ति •वार्षिक परीक्षा	• पुनरा— वृत्ति • वार्षिक परीक्षा	• पुनरा— वृत्ति •वार्षिक परीक्षा	• पुनरावृत्ति • वार्षिक परीक्षा

वषयःसंस्कृतम्

निर्धारितपुस्तकानि

पाठ्यपुस्तकम्

सहायकपुस्तकम्

सहायकपुस्तकम्

दीपकम् प्रथमो भागः (रा. शै. अनु. परि.)

मङ्गलम् संस्कृतव्याकरणम् प्रथमो भागः(दीपू प्रकाशन)

संस्कृतसहचरः (आचार्य राधामोहन उपाध्याय, श्री घनश्याम पाण्डेय)

मासाः	कार्यदिवसाः	पाठाः उप वषयाः च	शक्षणस्य उद्देश्याः	नियमाः अवधारणा च	कला एकीकरणम्	समावेशी शक्षणम्	प्रकल्पाः/व्यवहारिकज्ञानम्	अनुसन्धानकार्यं म श्रुत शक्षणम्	स्मार्टबोर्डगति व धः	योग्यताधारितगति व धः शक्षणम्	शक्षणस्य परिणामाः
अप्रैल	24	दीपकम्									
		संस्कृतवर्णमाला	संस्कृतवर्णमालायाः ज्ञानम् पठने सहायतार्थम्	संस्कृतवर्णमालायाः ज्ञानम् पठने सहायतार्थम्	हिन्दी शक्तस्य सहायतया संस्कृतहिन्दी वर्णमालायाः मध्ये भेदः	संस्कृतवर्णमालायाः स्वरैः सह सुलेखनम्।	संस्कृतवर्णमालायाः लेखनं स्मरणं पुनः अभ्यासः च।	संस्कृतहिन्दी वर्णमालयोः मध्ये भेदः	टाटाकक्षामौ खकरूपहरितफलकैः च।	संस्कृतवर्णमालायाः ज्ञानम् एवम् उच्चारणशुद्धः	संस्कृतवर्णमालायाः ज्ञानम् एवम् उच्चारणशुद्धः।
		वर्णसंयोजनं वर्ण वयोजनं च।	वर्णाधारेण पदपरिचयः	स्वरव्यञ्जन मध्ये भेदः।	गणत हिन्दी शक्तस्य सहायतयामे लनम् योगात्मक क्रया	लेखनं स्मरणं च (गृहकार्यम्)	वर्णसंयोजनं वर्ण वयोजनं माध्यमेन स्वपरिवारस्य सदस्यानां नामानि लेखनम्	केन प्रकारेण कथं पदनिर्माणं भवति? अस्यान्वेषणम्।	टाटाकक्षामौ खकरूपहरितफलकैः च।	वाक्यनिर्माणप्रक्रयायाः ज्ञानम्।	वाक्यनिर्माणप्रक्रयायाः ज्ञानम्।
		उच्चारणस्थानानि।	उच्चारणस्थानपरिचयः	उच्चारणस्थानानि संगीतसाधनैः	लेखनं स्मरणं च (गृहकार्यम्)	उच्चारणस्थानता ल कानिर्माण	उच्चारणस्थानैः पदपरिच		टाटाकक्षामौ खकरूपहरितफलकैः च।	उच्चारणस्थानपदनिर्माणकार्यम्।	उच्चारणस्थानपदनिर्माणकार्यम्।

				ता लकामाध्य मेन		कार्यम्	यः				
		द्वितीयः पाठः एषः कः? एषा का? एतत् कम्?	प्रथमपुरुष लङ्गव चनम् कं कथयते कति भेदाः?	हिन्दी शक्षक स्य सहायतया कर्तृ क्रयापुरुष लङ्गवचना नां ज्ञानार्जनम्	लेखनं स्मरणं च (गृहकार्यम्)	पुरुष लङ्गव चनानिता ल कानिर्माण कार्यम्	पुरुष लङ्ग वचनानि कति भेदाश्च।		टाटाकक्षामौ खकरूपहरि तफलकैः च।	पुरुष लङ्गव चनज्ञानम्	पुरुष लङ्गवचनानां भेदज्ञानम्।
		कर्तृ क्रयामेलन म्(लट्लकारे)	वभक्तिः, पुरुषः, लङ्गः वचनज्ञानम्।	अनुवादकार्य म्	हिन्दी शक्ष कस्य सहायतया कर्तृ क्रयापुरु ष लङ्गवच नैः सह मेलनम्।	कर्तृ क्रयापरि चयः	कर्तृ क्रयाप रिचयः चार्टमाध्यमे न	अनुवादकार्य म्	टाटाकक्षामौ खकरूपहरि तफलकैः च।	पुरुष लङ्गव चनज्ञानम्	पुरुष लङ्गवचनानां भेदज्ञानम्।
मई	08	तृतीयः पाठः अहं च त्वं च	मध्यमोत्तमपुरुषव चनम् कं कथयते? कति भेदाः?	हिन्दी शक्षक स्य सहायतया कर्तृ क्रयापुरुष वचनानां ज्ञानार्जनम्	लेखनं स्मरणं च (गृहकार्यम्)	मध्यमोत्तम पुरुषवचना निता लका निर्माणकार्य म्	मध्यमोत्त मपुरुषवच नानि कति भेदाश्च।		टाटाकक्षामौ खकरूपहरि तफलकैः च।	मध्यमोत्तमपु रुषवचनज्ञान म्	मध्यमोत्तमपुरुषवचनानां भेदज्ञानम्।
		शब्दरूपा ण- बालक, बा लका, लता, फलम्	शब्दरूपाणांस्मर णम्	शब्दरूपाणां ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	शब्दरूपा णां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	टाटाकक्षामौ खकरूपहरि तफलकैः च।	पुरुष लङ्गव चनज्ञानम्	शब्दरूपाणां स्मरणम्।
		धातुरूपा ण – पठ्, चल्,	धातुरूपाणांस्मर णम्	धातुरूपाणांज्ञा नम्	-----	लेखनं स्मरणं च	लट्लकारे धातुरूपा	धातुरूपाणां ज्ञानम्	टाटाकक्षामौ खकरूपहरि	पुरुष लङ्गव चनज्ञानम्	धातुरूपाणां स्मरणम्।

		खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज, भू।(लट्ल कारे)				(गृहकार्यम्)	णांस्मरणं लेखनंच।		तफलकैः च।		
		चत्रवर्णनम्, अनुवादका र्यं च।	चत्रं दृष्ट्वा अनुवादकार्यम्	रचनात्मकका र्यस्य उपयोगः	-----	अभ्यासकार्य म्	चत्राधारि तम् अनुवादका र्यम्	अनुवादकार्यम्	लेखनाभ्या सःअनिवार्य म्।	पुरुष लङ्गव चनज्ञानम्	लेखन क्रयायाः अभ्यासः अभ्यासकार्यस्य लेखनम् च।
जून	14	धातुरूपा ण - पठ्, चल, खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज, भू।(लट्लकारे) पुनरावृ तः	धातुरूपाणां नस्मरणम्	धातुरूपाणां ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	लट्लकारेधा तुरूपाणां स्मरणं लेखनंच।	धातुरूपाणां ज्ञानम्	टाटाकक्षामौ खकरूपहरि तफलकैः च।	पुरुष लङ्गव चनज्ञानम्	धातुरूपाणां स्मरणम्
		अव्ययाः - उच्चैः, नीचैः, कुत्र, अत्र, तत्र, यत्र, अन्यत्र, सर्वत्र, सर्वदा, कति, कदा, यथा, तथा, यदा, तदा,	अव्ययानां ज्ञानं प्रयोगं च।	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	अव्ययपद निर्माणम्	अव्ययपदनि र्माणम् लेखनं ज्ञानं च।	अव्ययपद सहायतया अनुवादका र्यम्।	अव्ययज्ञानम्	वाक्यनिर्माणम्

		यदि, तर्हि, यावत्, तावत्, एकदा, पुरा, अधुना, ह्यः, अद्य, श्वः									
		चतुर्थः पाठः अहं प्रातः उ तष्ठा म	शब्दार्थाः अनुवादकार्यम् च।	प्रातः उत्थानाय लाभाः।	प्रातःकालीय लीय केचनदशग ति वधीनां चित्रनिर्माण म् कला शक्षक स्य सहायतया	पाठाधारे गृहकार्यम्	प्रातःकाली य केचनदश गति वधी नां वषये स्वशब्देषुद श वाक्यानि लखत।	प्रातःकालीयली य केचनदशगति वधीनां केचनदशगति वधीनां नामानि लखत।	पाठ्यपुस्तक माध्यमेन पाठस्य अभ्यासकार्य म्	प्रातः उत्थाय कं कर्तव्यम्?	प्रातः उत्थानस्य उपयो गता का?
जुलाई	26	व्याकरणतः									
		पर्यायाः 1-16 पर्यन्तम्।	पर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	पर्यायप्रयो गः	लेखनं ज्ञानं च।	लेखनम्	पर्यायज्ञानम्	पर्यायपदस्मरणम्
		वपर्यायाः 1- 11 पर्यन्तम्।	वपर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	वपर्यायप्रयो गः	लेखनं ज्ञानं च।	लेखनम्	वपर्यायज्ञान म्	वपर्यायपदस्मरणम्
		संख्या- 1-25 पर्यन्तम्।	संख्याज्ञानम्	पदनिर्माणम् पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिच यः	लेखनं ज्ञानं च।	लेखनम्	संख्याज्ञानम्	संख्याज्ञानम्
		अशु द्वसंशोधन म्	वभक्तिःए पुरुषःए		कर्तृ क्रयापुरु ष लङ्गवच		कर्तृ क्रयाप रिचयः	अनुवादकार्यम्	वाक्यनिर्माण म्	पुरुष लङ्गव चनकालकार	भाषायाः शुद्धता

		अनुवादकार्य च।	कारकःए लङ्गःव चनज्ञानम्।		नैःसह					कज्ञानम्	
		पञ्चमःपाठः शूराः वयं धीराः वयम्	वीरतायाः महत्त्वम्	शूरवीराः कं कुर्वन्ति	कस्या प देशभ कचल चत्र दर्शयित्वात स्योपरि चर्चा महत्त्वम्	पाठाधारे गृहकार्यम्	साहसस्य परिचयः	पदयं रुच्यात्मक व धयाः पाठनम्।	पाठ्यपुस्तक माध्यमेनपा ठस्यअभ्यास कार्यम्	लयबद्धात्म कपाठाभ्यासः अभ्यासकार्य म्	देशभक्तानां वषये ज्ञानम्
		षष्ठः पाठः सः एव महान् चत्रकारः	शब्दार्थाः अनुवादकार्यम् च।	वद्यालीयवा टिका वषये ज्ञानम्।	वद्यालीय वाटिका भ्रमणं कृत्वा तस्योपरि चर्चा	पाठाधारे गृहकार्यम्	वद्याली य वाटिका भ्रमणं कृत्वा तस्योपरि स्वशब्देषुद श वाक्यानि लखत।	वद्यालीय वाटिका भ्रमणं कृत्वा तस्योपरि केचनदशगति वधीनां नामानि लखत।	पाठ्यपुस्तक माध्यमेनपा ठस्य अभ्यासकार्य म्	प्रकृतिप्रेमः	पुष्पा ण वषये ज्ञानम्।
अगस्त	22	व्याकरणतः									
		अपठित- अवबोधनम्, चत्रवर्णनम्, कर्तृ क्रयामेलनम् अनुवादकार्यम् च।	कर्तृ क्रया, वभक्तिः, पुरुषः, कारकः, लङ्गः वचनानां परिचयः	वाक्यनिर्माणम् अनुवादकार्यम् च।		कर्तृ क्रयापुरुष स्त्री लङ्गवच नैःसह	वाक्यनिर्मा णम्	शब्दधातुरूपाणां स्मरणं, लेखनं, वाक्यनिर्माणम् अनुवादकार्यम् च।	लेखनम् अनुवादकार्यम्। वाक्यनिर्माणम् स्मरणम्।	पुरुष लङ्ग वचनज्ञानम्	वाक्यनिर्माणम् अनुवादकार्यम् च।
		सप्तमः पाठः अति थदेवो भव	भारतीय संस्कृतेः महत्त्वम्	अति थदेवो भव उपनिषदो वचनम्	स्वपरिवारस्य सहातया	पाठाधारे गृहकार्यम्	अति थसेवा का?	पाठस्य अर्थः शब्दार्थाः च।	पाठाभ्यासः अभ्यासकार्य म्	लयबद्धा त्मकपाठा भ्यासःअ भ्यासकार्य म्	कथामाध्यमेन व्यवहारिकज्ञानम्

		अष्टमः पाठः बुद्धः सर्वार्थसाधका	संसारं बुद्धपूर्वकः व्यवहारः आवश्यकः	बुद्धना कठिनं कार्यं पसहजं भवति	कक्षायां छात्रानां सहायता क्रियाकलापः	पाठाधारे गृहकार्यम्	बुद्धबलम्	पाठस्य अर्थः शब्दार्थाः च।	पाठाभ्यासः अभ्यासकार्यम्	लयबद्धा त्मकपाठा भ्यासः अभ्यासकार्यम्	कथामाध्यमेन व्यवहारिकज्ञानम्
सतम्बर	05	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।	अर्धवाषकीपरीक्षायाः पुनरावृत्तः, अर्धवाषकीपरीक्षा च।
अक्तूबर	13	व्याकरणतः -----									
		धातुरूपाण- पठ्, चल्, खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू। (लटलृटलकारयोः)	धातुरूपाणां स्मरणम्	धातुरूपाणां, क्रियायाः ज्ञानम्	-----	लेखनं स्मरणं च (गृहकार्यम्)	लृटलकारेधातुरूपाणां स्मरणं लेखनं च।	धातुरूपाणां, क्रियायाः ज्ञानम्	लेखनम् स्मरणम् च।	पुरुष लङ्ग वचनज्ञानम्	धातुरूपाणां स्मरणम्
		क्त्वा, तुमुन् प्रत्ययौ- पठ्, चल्, खाद, पत्, हस्, गम्, खेल, कृ, क्रीड्, भ्रम्, गर्ज्	क्त्वा, तुमुन् च प्रत्ययौ ज्ञानं प्रयोगः च।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	वाक्ये प्रत्ययप्रयोगः	प्रत्यये वाक्यनिर्माणम्	लेखनम् स्मरणम् च।	पुरुष लङ्ग वचनज्ञानम्	वाक्यनिर्माणम्।
		नवमः पाठः यो जानाति सः पण्डितः	प्रहे लकाः कं पृच्छन्ति	व्यवहारिक ज्ञानम्	प्रहे लकैः कथानिर्माणम्	पाठाधारे गृहकार्यम्	योग्यता वस्तारम्	पद्यात्मकशब्दार्थैः अनुवादः	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्	बौद्धिक वकासः	चन्तनक्षमतायाः वकासः

									म।		
		दशमः पाठः त्वम् आपणं गच्छ	समाजिकतायाः ज्ञानम्	व्यवहारिकता याः ज्ञानम्	छात्राणां कृते क्रय- वक्रयस्य आयोजनम् क्रयते	पाठाधारे गृहकार्यम्	योग्यता व स्तारम्	संवादात्मक- शब्दार्थैः अनुवादः	पाठ्यपुस्तक माध्यमेन पाठस्य अभ्यासकार्य म।	बौद्धिक व कासः	चन्तनक्षमतायाः वकासः
नवम्बर	22	व्याकरणतः									
		अपठितावबोधन म्, चित्रवर्णनम्, अनुवादकार्यम्। कर्तृ क्रयामेलनम्(लटलकारे)।	कर्तृ क्रया वभक्तिः, पुरुषः, कारकः, लङ्गः वचनानां परिचयः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----		वाक्यनिर्मा णम्	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम्	लेखनम् स्मरणम् च।	पुरुष लङ्ग वचनज्ञानम्	वाक्यनिर्माणम् अनुवादकार्य च।
		अव्ययाः- नीचैः, उच्चैः, शनैः-शनैः, ह्यः, अद्य, श्वः, परश्वः, परह्यः, यथा, तथा, हि, आम्, न, यावत्, तावत्, पुनः, मृषा मथ्या, वृथा, सह, यदि, समीपम्,।	अव्ययानां ज्ञानं प्रयोगं च।	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	अव्ययपदनि र्माणम्	पदनिर्माणम्	पदनिर्माणम्	अव्ययज्ञान म्	स्मरणम्
		पर्यायाः 1-32 पर्यन्तम्।	पर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	पर्यायपदप्रयो गः	पदनिर्माणम्	लेखनम् स्मरणम् च॥	पर्यायज्ञानम्	स्मरणम्
		वपर्यायाः 1-23 पर्यन्तम्	वपर्यायपदज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	वपर्यायपदप्र योगः	पदनिर्माणम्	लेखनम् स्मरणम् च॥	वपर्यायज्ञानम्	स्मरणम्
		संख्या - 1- 50पर्यन्तम्	संख्याज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिचयः	पदनिर्माणम्	लेखनम्	संख्याज्ञान म्	स्मरणम्

									स्मरणम् च।।		
		एकादशः पाठः पृथ्व्यां त्रीण रत्नानि	सुभाषतानां जीवने स्थानम् अस्य ज्ञानार्जनम्	नैतिकमूल्यानां वर्द्धनम्	सङ्गीत शक्षक स्य सहायतया	पाठाधारे गृहकार्यम्	स्वजीवने कथं प्रयोगः कुर्मः?	लयबद्धात्मकपा ठाभ्यासः अभ्यासकार्यम्	पाठ्यपुस्त कमाध्यमे नपाठस्य अभ्यासका र्यम्।	सूक्तीनां माध्यमेन व्यवहारिक ज्ञानम्	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
		द्वादशः पाठः आलस्यं हि मनुष्याणां शरीरस्थो रिपुः	आलसस्यजीवने निरर्थकता	नैतिकमूल्यानां वर्द्धनम्	सङ्गीत शक्षक स्य सहायतया	पाठाधारे गृहकार्यम्	स्वजीवने आलस्यं न कर्तव्यम्	लयबद्धात्मकपा ठाभ्यासः अभ्यासकार्यम्	पाठ्यपुस्त कमाध्यमे नपाठस्य अभ्यासका र्यम्।	सूक्तीनां माध्यमेन व्यवहारिक ज्ञानम्	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
दिसम्बर	23	व्याकरणतः									
		शब्दरूपाण - साधु, मुनि, नदी।	शब्दरूपाणां ज्ञानम्	लेखनम् स्मरणं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	लेखनम् स्मरणं च।	पुरुष लङ्ग वचनज्ञानम्	शब्दरूपाणां स्मरणम्
		अशुद्धसंशोधन म चित्रवर्णनम्। कारक-उपपद- धक्, वना, प्रति, सह, अलम्, नाना, सदृश, तुल्यं, अङ्ग वकार, नमः, स्वाहा, दा, रक्ष, बहिः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	बौद्धिक वका सः	-----	लेखनम् (गृहकार्यम्)	कर्तृ क्रयाका रकपरिचयः	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम् च।	वाक्यनिर्माणम् अनुवादकार्य म् च।	पुरुष लङ्ग वचनज्ञानम्	अनुवादकार्यम्
		त्रयोदशः पाठः संख्यागणना ननु सरला	संख्याज्ञानम्	पदनिर्माणम् लेखनं ज्ञानं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	संख्यापरिचयः	पदनिर्माणम्	लेखनम् स्मरणम् च।।	संख्याज्ञान म्	स्मरणम्

		चतुर्दशः पाठः माधवस्य प्रथमं अङ्गम्	शरीरस्य अङ्गानाम् नामानि	पदनिर्माणम् लेखनं ज्ञानं च।	जीव वज्ञान शक्षकस्य सहायतया	लेखनं स्मरणं च (गृहकार्यम्)	पाठाधारे गृहकार्यम्	पदच्छेदः	लयबद्धा त्मकपा ठाभ्यासः अभ्यास कार्यम्	पाठ्यपुस्त कमाध्यमेन पाठस्य अभ्यासका र्यम्।	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
जनवरी	16	कर्तृ क्रयामेलनम्(लटलकारे)। अनुवादकार्यम्। अपठित- अवबोधनम्, चित्रवर्णनम्।	कर्तृ क्रया वभ कः, पुरुषः, कारकः, लङ्गःवचनानां परिचयः।	वाक्यनिर्माणम् अनुवादकार्यम् च।	-----		कर्तृ क्रयाप रिचयः	शब्दधातुरूपाणां स्मरणं, लेखनं, अनुवादकार्यम्	पदपरिचयः	पुरुष लङ्ग वचनज्ञानम्	अनुवादकार्यम्
		पठ्, चल्, खाद, धाव, हस्, पत्, गम्, नम्, खेल, क्रीड्, चर्, अस्, गर्ज्, भू।(लटलटलकार योः)	धातुरूपाणां ज्ञानम्	धातुरूपाणां ज्ञानम् स्मरणं च।	-----	लेखनं स्मरणं च (गृहकार्यम्)	धातुरूपाणां स्मरणं लेखनं च।	धातुरूपाणां ज्ञानम्	धातुरूपाणां स्मरणम्	पुरुष लङ्ग वचनज्ञानम्	धातुरूपाणां स्मरणम्।
		पञ्चदशपाठः वृक्षाः सत्पुरुषाः इव	वृक्षाणां महत्त्वम् उपयोगः च।	वृक्षाणां महत्त्व म्	जीव वज्ञान श क्षकस्यसहायत या वृक्षाणां महत्त्वम्	पाठाधारे गृहकार्यम्	पर्यावरणसंर क्षणम्	पद्यं रुच्यात्मक व ध्याः पाठनम्।	पाठ्यपुस्तक माध्यमेनपा ठस्य अभ्यास कार्यम्	लयबद्धात्म कपाठाभ्यासः अभ्यासकार्य म्	वृक्षाणां महत्त्वम्
फरवरी		वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षक परीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकप रीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्ष कपरीक्षाच।	वा र्षकपरीक्षा याः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षा याः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षा याः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्ष कपरीक्षाच।	वा र्षकपरी क्षायाः पुनरावृत्तः, वा र्षकपरी क्षाच।	वा र्षकपरी क्षायाः पुनरावृत्तः, वा र्षकपरी क्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षा च।
मार्च											

SUBJECT: MATHEMATICS
PRESCRIBED BOOK- 1. Mathematics for Class-VI (NCERT)
2. Mathematics Exemplar Problems (NCERT) - Class-6
3. Mathematics Lab. Manual Class VI – Hudson Press
REFERENCE BOOK – 1. Mathematics-Class -6 (BHARTI BHAWAN, R.S. Aggarwal)
2. Mathematics – VI (Maths Wisdom) – G. Ram Books (P.) LTD.

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board	Competency Based Activity	Learning Outcomes
April	24	Chapter 1: - Number System *Introduction *Use of Commas *Face Value and Place Value *Formation of the Smallest and Greatest Number using the given Digits *International System of Numeration *Expanded Form *Comparing and Ordering Numbers *Formation of Number (with repeating and without repeating digits) *Estimation of Large Numbers *Roman Numerals *Using the	*Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division). *Encounter situations having numbers up to 8 digits. e.g., Cost of property, population of a country etc. *Compare numbers through situations like cost of two houses, number of spectators etc.	*Comparing and Ordering 4-digit Numbers. *Large Numbers in Practice. *Estimation *Using Brackets. *Roman Numerals	Integrated with *Cross Math Puzzles Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is the world's most mysterious number ? Why do we need numbers in our daily life ?	*Audio visual learning *Revision and Quiz	1. Collect the information about Indian great mathematician Sri Srinivasa Ramanujan., Aryabhatta. 2. Search History of Roman Numerals and write at least five lines about it. 3. Collect the information from your surroundings /daily life, like population of some states/countries, food expenditure for one year, distance between earth	Students will be able to *Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division).

		Brackets and *Real-life Applications of Large Numbers								and moon, planets and write them in Indian System and International System.	
		Chapter 2 :- Mathematical Patterns	*To enable the students to know about various patterns. *To enable the students to know about the rules to find the nth term.	*Even numbers *Odd numbers *Triangular numbers *Hexagonal numbers *Fibonacci Numbers *Natural numbers *		*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaborati on	Classroom Activity		*Audio visual learnin g *Revis ion and Quiz	*HOTS *LOA *Smart Board *Differentiated worksheet.	Students will be able to know about various patterns. Students will be able to know about the rules to find the nth term. *Recognize s and appreciates (through patterns) the broad classificatio n of numbers as even, odd, primes, co- primes etc.
May	08	Chapter 2 :-	Continued				Lab.		*Audio		.

		Chapter 4: - Prime Time *Introduction *Factors and Multiples *Properties of Factors *Properties of Factors *Properties of Multiples *Types of Numbers *Twin Primes and Co-Primes *Sieve of Eratosthenes *Prime Factorisation of a Number *Divisibility Test	To observe patterns that lead to divisibility by 2, 3, 4, 5, 6, 8, 9, 10 & 11 *To visualize the factors of a number, similarity and differences. *Applies prime Factorisation to find prime factors.	*Factors and Multiples *Prime and Composite Numbers *Test for Divisibility of Numbers	Activity Integrated with *Stem Activity *Numbers Mats Activity	* Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is the main concept of number sense ?	Audio visual learning *Revision and Quiz	How many such lines can you draw?. Observe that $2 \times 3 + 1 = 7$ is a prime number. Here, 1 has been added to a multiple of 2 to get a prime number. Can you find some more numbers of this type?	Students will be able to find the prime factors
July	26	Chapter:- 3 Whole Numbers Whole	• To enable the students to find the successor	Whole numbers.	Integrated with	Critical thinking *Problem	Classroom Activity	How many whole numbers		.Collect the information	•Students will be able to find the

		numbers. *The Number Line. * Properties of Whole Numbers. *Patterns in Whole Numbers Successor Predecessor Operations on Whole numbers	and predecessor of a number • To enable the students to do addition, subtraction , multiplication and division •To construct and solve word problems based on basic operations on whole numbers. *To evolve properties of whole numbers like closure, commutative, associative, distributive, additive & multiplicative identity.	*The Number Line. * Properties of Whole Numbers. *Patterns in Whole Numbers Successor Predecessor Operations on Whole numbers	*TLM Working model Activity	solving skills *Group discussion *Peer learning and collaborati on		are between 381 and 40		about whole numbers and represent on number line and perform operations of addition, subtraction and multiplication	successor and predecessor of a number • Students will be able to do addition, subtraction , multiplicati on and division
		Chapter :- 5 Number Play		•Supercells •Playing with digits •Digit sums of Numbers •Kaprekar's Operation •Simple Estimation	Integrate d with *TLM Working model Activity	Critical thinking *Problem solving skills *Group discussion *Peer learning and collaborati on	Classroom Activity		Audio visual learni ng *Revi sion and Quiz		
Aug	22	Chapter 6: -	*To understand	*Integers.	Integrate	*Critical	Lab.	What is a	*Audi	1.Collect	Students

		Integers *Introduction *Negative Numbers *Absolute Value of an Integer *Representation of Integers on Number line *Ordering of Integers *Operations on Integers	and need of extending the number family from natural numbers to integers through whole numbers. *To visualize the number line and uses that for operations. *To relate integers to daily life situations.	*Addition of Integers. *Subtraction of Integers with the help of a Number Line.	d with *Shape Collages Activity or Popstick Play Activity	thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Manual Activity	real life example of a negative integer ?	o visual learning *Revision and Quiz	information about temperatures recorded in the month of January in various places, heights of the mountains and depth of sea. Write these in an ascending order. 2.Represent the addition and subtraction of	will be able to *Solves problem involving addition and subtraction of integers
		Chapter 13: - Data Handling *Introduction *Organisation of Data *Making Frequency Distribution Table *Pictograph *Drawing a Pictograph *Bar Graph *Interpretation of Bar Graph	*To learn why and how data should be organized. *To organize data using tally marks *To develop skill in representing data in bar graph.	*Recording Data. *Organisation of Data. *Pictograph. *Interpretation of a Pictograph. *Drawing a pictograph. * A Bar graph	Integrated with *Bar Graph Working Model Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is the most common use of data ?	*Audio visual learning * Revision and Quiz	1.Collect grades of your classmates in 1st Periodic Test and organize the data in the form of frequency distribution table using tally marks. 2. Collect the information of monthly income and expenditure of your family for at least 4	Students will be able to *Arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table and bar

										months, Maths Olympiad results of your school for three years and represent the data in a bar graph	graph and interprets them
Sep	05	Revision for Term I									
Oct	13	Chapter 9: - Lines and Angles *Introduction *Plane *Point *Line *Line Segment *Ray *Collinear Points *Pair of Lines *Concurrent lines *Curves *Interior and Exterior of Closed Curves *Polygons *Angle *Measure of an Angle *Triangle *Classification of Triangles *Classification of Quadrilaterals *Circle *Components of Circle	To understand the basics of geometry and defines them. *To understand about the shapes and generalize that a closed figure divides the surface into 3 parts. *To link the shapes available in the nature to the classroom learning and differentiates them. *Classifies figures as open and closed. *Classifies angles into different types based on their measurements and describes	*Points *A Line Segment *A Line *Intersecting Lines *Parallel Lines *Ray *Curves *Polygons *Angles *Triangles *Quadrilaterals *Circle.	Integrate d with *Warli Art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaborati on	Lab. Manual Activity	What is a real life example of geometry ?	*Audio visual learning *Revision and Quiz	1. Collect some rangoli designs and draw them in your book and identify the geometrical shapes in them. 2. Collect information about Euclid and write his contributions to the geometry.	Students will be able to *Describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings. *Demonstrates an understanding of angles by identifying

		*Concentric Circles	elements of angles like vertices, arms, interior and exterior. *To describe vertices, sides, Angles. and interior and exterior of a triangle. *To classify different parts of a quadrilateral. *To understand circles and its components like centre, radius etc.								examples of angles in the surrounding s.
Nov	22	Chapter 7: - Fractions *Introduction of Fractions on Number line *Types of Fractions *Converting Mixed Fraction into Improper Fraction *Converting Improper Fraction into Mixed	*To represent pictorial form to fraction and vice-versa. *To understand and need of extending the number family from natural numbers to fractions through integers *To link the fractions to the	*A Fraction. *Fraction on the Number Line. *Proper Fractions *Improper and Mixed Fractions. *Equivalent Fractions. *Simplest Form of a Fraction.	Integrate d with *Mosaic Fraction Art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaborati on	Lab. Manual Activity	In what activities are fractions useful ? How can you apply fractions in real life activities ?	*Audio visual learnin g *Revis ion and Quiz	1.How many fractions lie between 0 and 1? Think, discuss and write your answer? 2. Can you show any other fraction between 0 and 1? 3. Write five more fractions that you can	Students will be able to *Use fractions in different situations which involve money, length, weight etc. For example, $7\frac{1}{2}$ metres of

		Fraction *Equivalent Fractions *Simplest Form of a Fraction *Like and Unlike Fractions *Comparison of Like Fractions *Comparison of Unlike Fractions *Addition and Subtraction of Fractions	situation outside the class. *To apply the basic operations on fractions. ie. to find the sum & differences of fractions to enhance the computational skill. *To be able to simplify the given fraction to its simplest form. *To identify different types of fractions. *To solve word problems and real-life problems using fractions.	*Like Fractions. *Comparing Fractions. *Addition and Subtraction of Fractions						show and depict them on the number line.	cloth, distance between two places is 112.5 km etc. *Solves problems on daily life situations involving addition and subtraction of fractions.
		Chapter 8: - Decimals *Introduction *Place Value in Decimals Representation of Decimals on Number line *Conversion of Decimals into	Decimals *Introduction *Place Value in Decimals Representation of Decimals on Number line *Conversion of Decimals into	Tenths. *Hundredths. *Comparing Decimals. *Using Decimals. *Addition of Numbers with Decimals.	Integrated with Mondrian Math Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and	Lab. Manual Activity	How do decimals link to the real-world? What is a real life situation in which you	Audio visual learning *Revision and Quiz	1. How will you write 4 mm in cm using decimals? 2. How will you write 2 rupees 5 paise and 2 rupees 50 paise in	Students will be able to *Use decimals in different situations which involve money, length,

		Fractions *Conversion of Fractions into Decimals *Decimal Places *Like and Unlike Decimals *Comparing Decimals *Applications of Decimals *Addition and Subtraction of Decimals	Fractions *Conversion of Fractions into Decimals *Decimal Places *Like and Unlike Decimals *Comparing Decimals *Applications of Decimals *Addition and Subtraction of Decimals	*Subtraction of Decimals		collaboration		would have to multiply decimals ?		decimals.	weight etc. For example, 7½ metres of cloth, distance between two places is 112.5 km etc. *Solves problems on daily life situations involving addition and subtraction
Dec	23	Chapter 12: Perimeter and Area *Introduction *Perimeter *Perimeter of a Rectangle *Perimeter of a Square *Perimeter of an Equilateral triangle *Area *Area of Irregular Shapes *Area of Regular Shapes	*To understand the concept of perimeter and area. *To derive the formula for perimeter and area of a rectangle and a square. *To apply formulae and solve different real-life problems.	*Perimeter. *Area	Integrated with Art-Piet Mondrian Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is the importance of mensuration in daily life ?	*Audio visual learning *Revision and Quiz	1. Identify the rectangular and square shapes of your classroom, veranda, window, doors, tables, textbooks, games courts etc.... and measure the dimensions. Prepare table showing perimeter and area of the above shapes.	Students will be able to *Find out the perimeter and area of rectangular objects in the surroundings like floor of the classroom, surfaces of a chalk box etc.

Jan	16	Chapter :- 10, Constructions	To enable the students to construct . parallel lines . Line bisector . Angle bisector . square . Rectangle	parallel lines . Line bisector . Angle bisector . square . Rectangle	Integrated with Art-Piet Mondrian Activity	Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity		Audio visual learning *Revision and Quiz	LOA Differentiated worksheet	Students will be able to. parallel lines . Line bisector . Angle bisector . square . Rectangle construct
Feb		Revision for Term II									
March											

SUBJECT : PHYSICS
Text Book : 1. NCERT SCIENCE

2. TOGETHER WITH SCIENCE 6

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	<u>MATERIALS AROUND US :</u> - Object around us, - Diversity of Objects - Materials - Objects are made with different materials - Need for classifying objects - Natural and Man-made Materials - Properties of materials, - Grouping of materials,	- To recognize the different types of materials. - To observe conductors Insulators. - To learn the importance of classification by classifying materials. - To understand the properties of materials.	- Lustre - Appearance - Transparent - Translucent - Opaque - Solids - Liquids - Gases - Floatation - Soluble - Insoluble - Classification - Grouping - Sorting	Make a comic representation of some material explaining their role/uses.	Remedial Classes NCERT EXERCISE	To visit some shops and observe different objects which are made of different materials.	To group / classify some objects on the basis of Transparency, solubility, floatation.	- Showing Media - PPT - QUIZ	- Concept / Diagram / Activity/ Paragraph based questions - LOA	- Students will be able to - Know diversity of objects present around us - describe the need for classification of materials. - Identify different types of materials. - Explain the importance of classification
May	08	<u>MATERIALS AROUND US (Contd.) :</u> Some common characteristics of material like appearance, hardness, texture, state, transparency, solubility, etc.	- To comprehend the need for classification of materials - To segregate materials as soluble, insoluble, transparent, transparent etc.	- Miscible - Immiscible - Conductors of heat and electricity - Insulators - Magnetism	Find three materials which may at sometime be soft and at the other hard.	NCERT EXERCISE	Name some of the things that you organise.	Find why the handles of utensils have plastic or wooden covering on them.	Showing Media	Q & A – Concept based, Picture based, Activity based	Understand the common properties of materials like appearance, hardness, texture, state, transparency, solubility, etc.

June	14	<u>SEPARATION OF SUBSTANCES :</u> - Pure substance and Mixture, - Components of a mixture, - Need of separating the constituents of a mixture	- To recognize the pure and impure substances - To observe different Components of a mixture	- Pure substances - Mixture - Handpicking - Threshing - Winnowing	Model making for water purification.	Remedial Classes NCERT EXERCISE	To understand/ demonstrate filtration and solubility.	Salt and chalk are mixed together in water. How would you separate them.	- Showing Media - PPT - QUIZ	- Visit a construction site and find how sand are separated. - LOA	Students will be able to - Explain pure and impure substances - Separate component of various types of solution.
July	26	<u>SEPARATION OF SUBSTANCES (Contd.):</u> - Methods of separation of substances from mixtures, - Separation of solid substances from a mixture, - separation of Insoluble solids in liquids, Insoluble liquids in Liquids, Soluble solids in Liquids, - Solution.	- To recognize the different Solution - To observe the solubility and saturated solution - To learn Separation of solid substances from a mixture - To appreciate Methods of separation of substances from mixtures	- Sieving - Sedimentation - Decantation - Filtration - Filtrate - Residue - Evaporation - Condensation - Harvesting - Saturated Solution - Crystallization	ART AND CRAFT : Collect the pictures of various drinks that we use in summer.	Remedial Classes NCERT EXERCISE	To show that water can dissolve a substance only upto a limit.	To separate the mixture of sand and sugar.	- Showing Media - PPT - QUIZ	- Prepare a saturated solution by continuously adding salt until no salt dissolves in the solution. - Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - differentiate between homogeneous and heterogeneous substances - demonstrate different methods of separation . - explain solubility and saturated solution.
		<u>MEASUREMENT OF DISTANCE AND MOTION :</u> Measurement, Need for standard	- To observe the estimation - To Learn about transport and measurement	- Measurement - Physical Quantity - Standard Units - Metre	Physical Education: How yoga posture is involved with	Remedial Classes NCERT EXERCISE	To observe the shadow formation	To measure the length a) of a pencil using ruler	- Showing Media - PPT - QUIZ	Q & A – Concept based, Picture	Students will be able to Learn about

Aug	22	Units, • Measurement of length, • Estimation and correct measurement • Rest and Motion. • Types of motion, • Multiple Motions, • The story of transport.	• To understand the importance of standard units and their conversion • To appreciate accurate measurement	• Kilogram • Second • Multiples units • Submultiple units • Inter-conversion of units • Estimation • SI units • Instrumental errors	measurement	SE	of various objects of different shapes and size.	b) of a curve line using a thread		based, Activity based • LOA	measurement and the need • Differentiate between rest and motion • discover history of transport. • Demonstrate different types of motion.
Sep	05	• Revision • Mid-Term Examination • Question Paper Discussion	• To recapitulate the concepts	• REVISION					• Showing Media • PPT	• Q & A – Concept based, Picture based, Activity based • LOA	Students will be able to • Revise the concepts • Clear their doubts • Feel confident to answer
Oct	13	<u>TEMPERATURE AND ITS MEASUREMENT :</u> • Hot and Cold objects • Temperature • Measure of Temperature, • Clinical Thermometer • Laboratory thermometer	• To hot and cold objects • To know how to measure the temperature • To understand the use of clinical and laboratory thermometer	• Hot objects • Cold objects • Temperature • Clinical thermometer • Laboratory thermometer • Kink • Freezing point of water • Boiling point of water	Geography Effects of temperature in vegetation	Remedial Classes NCERT EXERCISE	To measure the temperature of water	Find out the maximum and minimum temperature of your city from the newspaper.	• Showing Media • PPT • QUIZ	• Q & A – Concept based, Picture based, Activity based	Students will be able to • Differentiate between hot and cold objects • Analyse the temperature and its measurement • Use a

											digital thermometer
Nov	22	<u>TEMPERATURE AND ITS MEASUREMENT (Contd):</u> - Temperature Scales - Correct way of using thermometer - Precautions - Air Temperature.	- To learn how to convert one scale into another - To know correct way of using thermometer - To understand the use of air temperature	- Degree Celsius - Degree Fahrenheit - Bulb - Mercury - Digital thermometer - Infrared thermometer	English – Contribution of Kelvin in the field of heat and temperature.	Remedial Classes NCERT EXERCISE	To find the temperature range of a specific laboratory thermometer.	To make a model of a clinical or laboratory thermometer.	- Showing Media - PPT - QUIZ	• LOA	Students will be able to - Understand how to convert one scale into another - Know the use of air temperature
		<u>BEYOND EARTH</u> - Story of Spiti Valley (Himachal Pradesh) - Stars - Constellation - Astronomy - The pole star - Night Sky watching - The Sun	- To know about stars and constellation - To observe the night sky - To learn how to locate the pole star - To know the characteristics of the sun.	- Stars - Constellation - The pole star - Big dipper - Nakshatra - Northern and Southern Hemisphere	Art and Craft : draw the diagram of Ursa Minor constellation and solar system	Remedial Classes NCERT EXERCISE	Let's Know : Kalpana Chawla	Go to the nearest Planetarium or Science Centre and study about celestial bodies.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Learn about stars and constellations - Know about the beauty of the night sky - Identify the solar system
Dec	23	<u>BEYOND EARTH (Contd.):</u> - Planet - Satellites - The Moon - Asteroids - Comets - The milky way Galaxy - The universe	- To know about solar system - To understand about planets, satellites, comets, asteroids, and other parts of the solar system - To know about galaxy – the milky way	- Planet - Satellites - The Moon - Asteroids - Comets - The milky way Galaxy - The universe - Light Pollution	Art and Craft / Geography : Make a working model of a solar system	Remedial Classes NCERT EXERCISE	Let's Know : India's Mission to the Moon.	Does life exist elsewhere in the Universe? Find Out.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to Know about planets, satellites, comets, asteroids, and other parts of the solar

											system.
		<u>EXPLORING MAGNETS</u> - Discovery of Magnet, - Natural and Artificial magnets,	- To recognize the Natural and Artificial magnets - To comprehend Properties of a magnet	- Magnet - Artificial magnets - Magnetic force - Magnetic Materials	Geography : Find out about the availability of magnetic rocks in various states of the country.		To turn magnetic materials into magnets.	Activities with suspended bar magnet and with compass needle.			- Know about magnets - Identify natural and artificial magnets
Jan	16	<u>EXPLORING MAGNETS (Contd.)</u> - Magnetic and non-magnetic substances, - Shapes of magnets, - Properties of a magnet, - Poles of a magnet, - Magnetic compass, - Methods of making a magnet, - Earth as a magnet, - Care of a magnet, - Uses of Magnets.	- To observe Magnetic and non-magnetic substances - To learn Methods of making a magnet - To appreciate uses of Magnets	- Attraction and repulsion - Magnetite - North pole - South pole - Magnetic compass - Magnetic keeper	Computer: Prepare a project (PPT) on uses of magnet in different field.	Remedial Classes NCERT EXERCISE	To show that magnetic poles occur in pairs and cannot be separated.	To study attraction and repulsion between two magnets.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Remember the different properties of magnet - Demonstrate the test of magnetism - Learn to make magnets by different methods - Explain the uses of magnets
Feb	7	Revision Annual Examination Bridge Classes	To recapitulate the concepts	REVISION					- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Revise the concepts - Clear their doubts - Feel confident

SUBJECT: BIOLOGY

Textbook: 1. TOGETHER WITH SCIENCE 6

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	Mindful Eating : A path to a healthy body 1.Food Nutrients- Carbohydrate Protein Fat Vitamin and Mineral Water Roughage 2.Balanced diet 3.Cooking 4.Deficiency Diseases	1.Acquisition of knowledge: To enable them to know about nutrients, balanced diet 2. Development of understanding: To enable students to understand about Different nutrients of food like carbohydrate, Protein, Fat, Vitamins and Minerals The other important component of food that are water and roughages. Balanced diet. 3.Development of skills To enable the students to develop value of importance of balanced diet and Significance of good health. 2.develop the experimenting skills.	Carbohydrates Fats Protein Vitamins Minerals Roughages Balanced diet deficiency diseases	Make a "Healthy Plate" with food items made up of clay or the real grains and pictures of fruits, vegetables and other animal product and pictures of fruits, vegetables and other animal product	History- story about discovery of fire and how early men started to cook food	i)To demonstrate an activity showing the presence of starch, protein & fats in different food stuff.	In the map of India, paste the standard meal of northern, southern, eastern and western part	Audio visual aid	Question on • High order thinking • Assertion and Reasoning Picture based questions	The student will be able to know and learn about nutrients, balanced diet and deficiency diseases. The students will be able to explain Different nutrients of food like carbohydrate, Protein, Fat, Vitamins and Minerals The other important component of food that are water and roughages. Balanced diet. The student will be able to develop 1.value of like importance of balanced diet and Significance of good health. 2. the experimenting skills.

May	08	The wonderful world of science	1.Acquisition of knowledge: To enable them to know about the science,scientific method,various renowned scientists of india 2. Development of understanding: To enable students to understand the term like science and scientific method • 3.Development of skills To enable the students to develop the skills like making figure and experimenting.	• Science • Inquiry based learning • Scientific method • Various renowned scientist of India	Paste the pictures of various renowned scientist		To analyse the growth of the plant,life cycle of butterfly,how hen lays their eggs,how we can repair the flat tyre of cycle.	Video on scientific method	Audio visual aid	Question on • High order thinking • Assertion and Reasoning Picture based questions	The student will be able to know and learn about science,scientific method,various renowned scientists of india The students will be able to explain the term like science and scientific method • The students will be able to explain the term like science and scientific method
June	14	Diversity in the living world. 1,Types of plants: Herbs Shrubs Trees Climbers and Creepers 2.Structure of plant Root Types of Roots Function of	1.Acquisition of knowledge: To enable them to know about types of plants, structure of plant function of root 2. Development of understanding: To enable students to understand • Classification of plants into Herbs, Shrubs, Tree, Climbers, creepers, and	Herbs, shrubs, trees, creepers and climbers. • PARTs of Flowering Plants: • 1. Root System i) Characteristic s of roots ii) Types of roots iii) Functions of roots	Painting- To draw and paint various parts of a plant and then to understand the function of each parts.	Geography-type of climate and weather required for growth of plants.	how the plant inside home is good for our health	Observe a creeper and climber plant and write their morphologic al features .How it is different from other plants.	Audio visual aid	Question on High order thinking Assertion and Reasoning Picture based question	The student will be able to know and learn about To enable them to know about types of plants, structure of plant function of root. The students will be able to classify the plants into Herbs, Shrubs, Tree, Climbers,

		roots	trees - analyze and compare Different parts of a plant and its uses - difference between Tap root Vs Fibrous roots and 3.Development of skills To enable the students to develop the skills like making figure and experimenting.							creepers, and trees analyze and compare Different parts of a plant and its uses difference between Tap root Vs Fibrous roots and Parallel venation vs Reticulate venation The student will able to develop drawing and experimenting skills.
July	26	1.Stem Types of Stem Functions of Stem 2.Leaf: Structure of leaf 3.Venation of leaves 4.Function of Leaves Photosynthesis 5,Habitat like terrestrial ,aquatic 6.Adaptation 7.Biodiversity	1.Acquisition of knowledge: To enable them to know about function of stem. leaf, and Photosynthesis,habitat like terrestrial and aquatic,adaptation,biodiversity 2. Development of understanding: To enable students to understand - Difference between parallel and reticulate venation. - Interpret the function of stem ,leaf, - Terrestrial and aquatic habitat,Adapt	2. Shoot system. i) Characteristic s of stem ii) Functions of stem iii) Modifications of stem 3. Leaves i) Structure of a leaf ii) Functions of a leaf iii) Photosynthesi s iv) Modifications of leaves 4. terrestrial	Leaf printing on a piece of cloth(to observe venation).	Experiment to show transpiration in leaves.	collect the different type of leaves and categories them into parallel and reticulate venation	Audio visual aid	Question on - High order thinking - Assertion and Reasoning Picture based questions	The student will be able to know and learn about function of stem. leaf, and flower. The students will be able to - Differentiate between parallel and reticulate venation. - Interpret the function of stem ,leaf, Terrres

			ation,Biodiversity 3.Development of skills To enable the students to develop the skills like making figure and experimenting.	and aquatic habitat,adaptation,biodiversity							trial and aquatic habitat, Adaptation,biodiversity The student will be able to develop drawing and experimenting skills.
Aug	22	Nature's treasures • Air is everywhere, • Composition of air, • Air has energy • Water • Recycle of water • Rainwater harvesting • Solar energy • Solar panels • Forests • Soil rocks and minerals • Rocks • Fossil fuels • Natural resources	• To recognize the pollution is harmful for all the living beings • To observe that Air is everywhere • To learn that Air,watersolar energy ,forest,soil,rocks supports life.	• Wind • Atmosphere • Composition of air • Air has energy • Water • Recycling of water. • Rainwater harvesting • Solar energy • Solar panels • How to preserve forest • Soil,rocks and minerals • Fossil fuels • Renewable and nonrenewable resources	Draw the water cycle and Rain water harvesting.	GEOGRAPHY) Air, Constituents and Composition of air,	To show that air contains Oxygen and Water Vapour.		• Showing Media • PPT • QUIZ	• Group discussion on various ways by which air gets polluted and the role play to reduce it. • Q & A – Concept based, Picture based, Activity based LOA	Students will be able to • Understand the atmosphere and the composition of air, • Compare the fact that air pollution is harmful for all the living beings on earth Discuss the water harvesting system and role of forest

Sep	05	REVISION AND TERM I									
Oct	13	Living creatures: Exploring their characteristics. 1)Introduction 2)difference between living and non-living	1.Acquisition of knowledge: To enable them to know about difference between living and non-living 2. Development of understanding: To enable students to understand 1)difference between living and non-living 3.Development of skills To enable the students to develop the skills like respecting animals						Audio visual aid	Question on • High order thinking • Assertion and Reasoning Picture based questions	The student will be able to know and learn about 1)difference between living and non-living. The students will be able to explain difference between living and non-living.
Nov	22	Living creatures: Exploring their characteristics. 1)conditions are required for germination of seeds 2) Growth and movements in plants 3)Life cycle of a plant	1.Acquisition of knowledge: To enable them to know about conditions are required for germination of seeds 4) Growth and movements in plants 5)Life cycle of a plant 6) Life cycle of Animals 2. Development of	Growth Reproduction, movement in plants and animals			To show the movement of plants towards light. • To show that the shoot system grows upwards and the root system grows downward	video on different type of plant in different parts of India.	Audio visual aid	Question on • High order thinking • Assertion and Reasoning Picture based questions	The student will be able to know and learn about 1)conditions are required for germination of seeds 2) Growth and movements in plants 3)Life cycle of a plant 4) Life cycle of Animals

		4) Life cycle of Animals	understanding: To enable students to understand 1)conditions are required for germination of seeds 2) Growth and movements in plants 3)Life cycle of a plant 4) Life cycle of Animals 3.Development of skills To enable the students to develop the skills like respecting animals.								The students will be able to explain conditions are required for germination of seeds, Growth and movements in plants,Life cycle of a plant ,Life cycle of Animals • The student will be able to develop the skills like respecting animals.
Dec	23	A journey through states of water 1)introduction (2)Water's disappearance (3)condensation (4) Different States of water (5) Can we change The state of water	1.Acquisition of knowledge: To enable them to know about 1)Water's disappearance (2)condensation (3) Different States of water (4) Can we change The state of water 2. Development of understanding: To enable students to understand the	1)introduction (2)Water's disappearance (3)condensation (4) Different States of water (5) Can we change The state of water	Paste the picture of different states of water		To observe the condensation by taking glass of cold water with ice. To observe the mass of water in comparison with ice. To observe the shape,ability to flow ,ability to spread among all the states of water.	Video on three states of water	Audio visual aid	Question on • High order thinking • Assertion and Reasoning Picture based questions	The student will be able to know and learn about 1)Water's disappearance (2)condensation (3) Different States of water (4) Can we change The state of water The students will be able to explain different states of water and

			different states of water and how to change the state of water 3.Development of skills To enable the students to develop the skills like making pictures and doing experiments.								how to change the state of water The student will be able to develop drawing and experimental view
Jan	16	A journey through states of water 1) Can water be Evaporated faster or slower (2) cooling Effect How do clouds Give us rain	1.Acquisition of knowledge: To enable them to know about Can water be Evaporated faster or slower , cooling Effect ,How do clouds Give us rain 2. Development of understanding: To enable students to understand about the evaporation rate and water cycle 3.Development of skills To enable the students to develop the skills like making figure and experimenting.	1)Can water be Evaporated faster or slower (2) cooling Effect How do clouds Give us rain	Paste the picture of water cycle		How to make pot in pot cooler? How can we check the evaporation rate by doing experiments	videos on formation of clouds	Audio visual aid	Question on ● High order thinking ● Assertion and Reasoning Picture based questions	The student will be able to know about. Can water be Evaporated faster or slower , cooling Effect ,How do clouds Give us rain The student will be able to develop drawing and experimenting skills.
Feb		REVISION AND TERM II									
March											

SUBJECT: HISTORY/SPL(SOCIAL SCIENCE)

Textbook: 1. Integrated Social Science.
(Ratna Sagar Publications)

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	(HISTORY) Ch 1: Studying the Past • Introduction • History and Prehistory • Chronology • Geographical Factors • Sources of History	To acquaint the definition of history and the importance of studying history To understand prehistory To comprehend chronology To acquire geographical factors and history To identify the significance of sources of history (literary and archaeological sources)	Literary, archaeological, and oral sources provide information about the past. Historians and archaeologists are like detective who use all the available sources like clues to find out about our past.	Trace your family history by talking to your parents, grandparents and other relatives. Make a family tree with pictures and information about your ancestors	Integrated Worksheet	NA	Find out about some famous archaeologist of the world and their major achievements.	Revision and Quiz	Q and A LOA	Learners will be able to know about history and prehistory Learners will be able to understand chronology (BCE and CE) Learners will be able to comprehend geographical factors and history Learners will be able to acquire literary and archaeological sources and their significance
		(SPL) Ch 1: Unity in Diversity • Meaning of the term Diversity • Impact of Diversity • Forms of Diversity Concept of unity in diversity	To learn and know the meaning and importance of Unity in diversity	Diversity in our lives, Impact of Diversity, Diversity in India, Religious Diversity, Cultural Diversity, Geographical Diversity, Unity in Diversity	NA	Worksheet	Individual projects on different language in our country	NA	Revision and Quiz	Q and A LOA	Learners will learn the impact of diversity and forms of diversity in India
May	08	(HISTORY) Ch 2: Early Humans – I • Introduction	To acquire knowledge about the evolution of man To identify sites To understand the stone age	Evolution of Man Sites The Stone Age The Paleolithic Age Paleolithic Sites Paleolithic Tools	NA	Showing several sites with Rock Art Painting	On a pebble draw any of your favorite animal	Find out the steps taken by the government to aware people of Bhimbetka and its beautiful rock art	Revision and Quiz	Q and A LOA	Learners will be able to know about Evolution of men Learners will be able to comprehend the Stone Age

		- Evolution of Man - Sites - The Stone Age - The Paleolithic Age - The Mesolithic Age - Rock Art	To comprehend the Rock Art	Discovery of Fire Mesolithic Age Mesolithic Sites Rock Art							and Rock Art
June	14	(HISTORY) Ch 3: Early Humans –II - Introduction - Beginning of Farming and Herding - Neolithic Tools - Pottery - Invention of Wheel - Towards a settled life - Family and Tribe Culture - Occupations in Neolithic sites - Chalcolithic sites	To understand Major development in the Neolithic Age To realize the beginning of farming and herding To comprehend Neolithic Tools and Pottery To acquire knowledge of invention of wheel To identify various occupations	Farming and herding, domestication, Neolithic tools, wheel-turned pottery, Thatched, Family Tribe and Culture roof, Chalcolithic Age	Model Making of Chalcolithic tools with thermocol	NA	Mark the important Neolithic sites and Chalcolithic sites	Find out the Nomadic life settled in different part of the country today	Revision, Quiz	Q & A LOA	Learners will be able to know the major developments in the Neolithic Age Learners will know the beginning of farming and herding
		(SPL) Ch 3: Democracy - The government, functions, levels, organs and types - Universal adult franchise, suffragette, anti-apartheid Significance of democracy	To acquaint with the functions, levels and organs of government	Need for the government, Functions of the Government, Organs of the Government, Types of Government, Universal Adult Franchise, Anti-apartheid	NA	Worksheet	Group presentation and discussion on forms of government	NA	Revision Quiz	Q & A LOA	Learners will know the levers, organs and functions of government
July	26	(HISTORY) Ch 4: The First Cities - Introduction - Definition of civilization - The Earliest	To acquaint with the earliest civilizations To understand the Indus Valley Civilization To locate Indus people and their living conditions To identify occupations and trade of Indus People	Civilization, Earliest civilizations, Indus Valley Civilization, discovery, extent, town planning, citadel, lower town, Drainage system, Indus trade, Indus	Making jewelry with the help of terracotta clay	NA	Mark the Indus sites on the outline map of Indian subcontinent	Are there any old building in your locality? Find out how old they are and who looks after them	Revision Quiz	Q & A LOA	Learners will know the earliest civilizations Learners will know the Indus Valley Civilization Learners will identify the location and living condition of Indus people

		civilizations - The Indus Valley Civilizations - Main features of the Indus Valley civilization - Occupations of the people - The Indus Seals Decline of the Indus Valley Civilization	To comprehend religious practices, beliefs and script of the Indus people To understand the decline of Indus Civilizations	seal, Indus Script, Trade and religion							Learners will comprehend the occupations and trade of the Indus people Learners recognize the Decline of the Indus Valley Civilization
		(SPL) Ch 3: Forms of Government - Democracy and authoritarianism - Parliamentary and Presidential - Unitary and Federal - Constitution	Understand the different forms of government. Identify key terms and concepts related to forms of government. Integrate art into the lesson to enhance understanding. Implement inclusive teaching practices to ensure all students are engaged.	Democracy Monarchy Oligarchy Autocracy Republic Dictatorship Anarchy Totalitarianism Federalism Communism Socialism Fascism	Students can create visual representations (posters, drawings, or digital art) of different forms of government, depicting key characteristics and leaders associated with each.	Provide multiple examples and analogies to cater to diverse learning styles. Encourage peer collaboration and discussion to foster inclusivity.	Divide students into groups and assign each group a form of government to research and present to the class.).	Assign students individual research topics related to forms of government, such as the historical evolution of democracy or case studies of different countries' political systems.	Combine traditional classroom instruction with online resources, such as interactive websites or videos explaining different forms of government. Display maps or charts showing the distribution of different forms of government around the world.	By the end of the lesson, students will be able to: Define and differentiate between various forms of government. Identify key terms and concepts related to forms of government. Create visual representations of different forms of government. Engage in collaborative projects and research to deepen understanding.	
August	22	(HISTORY) Ch 5: The Age of the Vedas - Introduction - The Aryans - The Vedic Age - The Vedas - Language of the Literature - The Early Vedic Age - The Later Vedic Age Understanding Cultures through Graves and Burials	To know Aryans and Vedic Age To comprehend four Vedas To compare Early and Later Vedic Age on various aspects like social life, political life, economical life etc. To understand cultural through grave and Burials	The Aryans, The Vedas, Language of the Literature, The Early Vedic Age, The Later Vedic Age	Chanting of Gayatri Mantra which comes from the early Vedic age. The meaning and the significance of Gayatri Mantra	Mark on the outline map of India the Early and later Vedic settlements	Group Discussion on Gurukul system and present day Education system	NA	Revision Quiz	Q & A LOA	Learners will know the Aryans and the Vedic Age Learners will identify the four main Vedas Learners will understand the life of people in Early and Later Vedic age

		(SPL) Ch 5: Panchayati Raj System • Introduction to Panchayati Raj • Three levels of the Panchayati Raj and their functions Role played by women in the Panchayati Raj	To comprehend the system of government at village level	Structure of the Panchayati Raj, Gram Sabha and Gram Panchayat, Sarpanch, Block Samiti, Zila Parishad, Women and Panchayats	NA	Worksheet	Organizing a mock Gram Sabha in class	NA	Revision Quiz	Q & A LOA	Learners will understand the governance at village level
		(Revision through work sheets, quiz, doubt clearance classes and mock test etc.) For 1st Term /Half-yearly EXAMINATION 2025-2026	(Revision through work sheets, quiz, doubt clearance classes and mock test etc.) For 1st Term /Half-yearly EXAMINATION 2025-2026	(Revision through work sheets, quiz, doubt clearance classes and mock test etc.) For 1st Term /Half-yearly EXAMINATION 2025-2026							(Revision through work sheets, quiz, doubt clearance classes and mock test etc.) For 1st Term /Half-yearly EXAMINATION 2025-2026
September	05	(HISTORY) Ch 6: Early Kingdom • Introduction • Sources of Information • The Mahajanapadas • Important aspects of the Mahajanapadas	To compare Janapadas and Mahajanapadas To acquire sources of information of Janapadas To know the development of Mahajanapadas as republics and monarchies To understand some important aspects of the Mahajanapadas	The Janapadas, The Mahajanapadas, Republics and Monarchies, Agriculture, Towns and cities, Trade, Administration, Taxation, Society and Religion	Make a colorful and informative chart about Pataliputra (modern -day- Patna)	Worksheet	Mark the most important 16 Mahajanapadas on the outline map of India	NA	Revision Quiz	Q & A LOA	Learners will know the Janapadas and the Mahajanapadas Learners will understand the various sources of information of Mahajanapadas Learners will appreciate several important aspects of the Mahajanapadas
October	13	(HISTORY) Ch 7: Growth of New Ideas • Introduction • The Upanishads • The Buddhism • The Jainism Sanghas and Monasteries	To acquire information of several new religion To imbibe Upanishad and its principles To understand about Buddhism and Jainism To identify Sanghas and Monasteries	The Upanishads, Life of Gautama Buddha, Enlightenment, Teaching of Buddhism, Buddhist Literature, Spread of Buddhism, Jainism, teaching of Jainism, Spread of Jainism, Sanghas and Monasteries	Read some Jataka Tales and have a classroom discussion on them	Worksheet	NA	Find out the renounce men and women of the world? Why do they renounce the world?	Revision Quiz	Q & A LOA	Learners will be able to know the emergence of new religion Learners will be able to imbibe the Upanishads Learners will be able to understand the teaching, literature and the spread of Buddhism Learners will acknowledge

											the teachings, literature and spread of Jainism
		(HISTORY) Ch 8: The First Empire the Mauryan • Introduction • Sources of Information • Chandragupta Maurya • Bindusara • Ashoka • Revenue Collection • Mauryan Administration Mauryan Art and Architecture	To know about the sources of information of the Mauryan Empire To acquaint with the Mughal Dynasty To understand Ashoka's Dhamma, Ashokan Edicts To comprehend the system of Revenue Collection To identify Mauryan Art and Architecture	Sources, Chandragupta Maurya, Bindusara, Ashoka, Kalinga War, Ashoka's Dhamma, Ashokan Edicts, Revenue Collection, Mauryan Administration, Occupation, Mauryan Art and Architecture, Decline of the Mauryan Empire	Make a concept map of Mauryan Administration	Worksheet	Show the most famous Rock Pillar and Pillar Edicts under Ashokan Administration	NA	Revision, Quiz	Q & A, LOA	Learners will understand the Mauryan Dynasty Learners will know the importance of Ashoka's Dhamma and Ashokan Edicts Learners will comprehend the Revenue collection system of Mauryan Empires and the development of Art and Architecture
Nov	22	(SPL) Ch 7: District Administration • Role of the police and the patwari • District and Judicial administration Law of Inheritance Case Studies: Role of the Police, Maintenance of land Records	To understand the administration at Village level	District Administration, Law of Inheritance, Judicial administration	NA	Worksheet	Field trip to a local police station to find out the common complaints field there, and steps taken by the police to maintain law	NA	Revision, Quiz	Q & A, LOA	Learners will get to know about the administration and maintenance of law at village level
Dec	23	(SPL) Ch 6: Local Self Government in Urban Areas Introduction to Municipal Corporation Composition, Functions and Sources of income of Municipal Corporation Case Study: Expressing Grievances	To understand the functions and sources of income of Municipal Corporation	Municipal Corporation, Elections, Composition of Municipal Corporation, Functions of the Municipal Corporation, Source of Income	NA	Worksheet	Class discussion and preparation of a list of questions to be asked from the mayor of your city	NA	Revision Quiz	Q & A LOA	Learners will know the functions and sources of income of Municipal Corporation
January and February		Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam	Revision and final exam

SUBJECT : Geography

Text Book : 1. Integrated Social Science (Ratna Sagar)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Chapter – 1 Earth and the Solar System a. Introduction b. Stars c. The Big Bang Theory d. Galaxies e. Constellations f. The Solar System g. Satellites h. Other Celestial Bodies	a/b. Acquisition of knowledge: To enable them to know about stars and the universe c. To enable the students to know about The Big Bang Theory. d. To understand the students about the galaxies, constellations, satellites and other celestial bodies. e. To enable the students about the solar system	a. The Big Bang Theory b. Galaxies c. Constellations d. Comets e. satellites	a. Prepare a model on solar system b. Nukkad Natak on solar system	a. History: Evolution of Earth b. Physics: Planets & their Satellites	a. Prepare a model of solar system. b. Pictorial representation of the Solar System	The Earth and the solar system Demonstration through digital learning. The Big Bang Theory through slides/PPT	a. Animation, b. YouTube links	Q & A – Concept based, Picture based, Activity based Application based Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, Assertion and reason	a. Students will be able to know the constellations as Zodiac signs b. Students will be able to describe about the Solar System c. Students will be able to describe about the constellations, galaxies,
MAY	08	Chapter-2 The Globe – Latitudes and Longitudes a. Shapes and size of the Earth b. The Globe c. Components of the Grid System	a. Acquisition of knowledge: To enable the students about the shape and size of the Earth b. To enable the students about the globe and the grid system.	Geoid Grid Meridians	Model Making- Globe as a miniature earth model	Maths- Shape and size	Globe as a miniature earth model	Demonstrate through slide and You Tube videos	Slide show	a. Picture based questions and answers. b. Case based, Assertion and reasoning based questions.	Students will be able to describe the shape and size of the globe.

JUNE	14	Chapter-2 The Globe – Latitudes and Longitudes (Remaining portion) a. Components of the Grid System b. Latitudes or Parallels of Latitude c. Longitudes or Meridians of Longitudes d. Locating Places on the Earth e. Longitude and Time f. Time Zones	Development of understanding: About ▪The latitude – heat zones ▪The longitudes – time zones. ▪ The International Date Line	Axis Prime meridian Heat zones GMT IST	a. Pictorial representatio n of Heat Zones of the Earth	Physics: Temperature Maths-Time calculation	Prepare a model of Sun Dial	Demonstrate through smart class slide and YouTube videos	Animation videos	a. Thought- provoking Questions b. Analytical based Questions	Student will able to draw heat zones of the earth and identify the location of various countries and continent on the globe
JULY	26	Chapter – 3 Motions of the Earth a. Introduction b. The Earth's Movement c. Rotation of the Earth d. Revolution of the Earth e. Solstices and Equinoxes	a. To enable the students about the difference between rotation and revolution b. To enable the students about the rotation and its effects and revolution and its effects c. To enable the students about the summer solstice and winter solstice d. To enable the students about the spring and	a. Rotation b. Revolution c. Solstice e. Equinox	Visual and Performing art	Physics: Rotation and earth's gravity	Pictorial representatio n of season change	Season change (Solstices and equinoxes) through PPT	a. YouTube video links	a. Q & A – Concept based. b. Picture based.	They will learn the occurrences of day and night through Circle of Illumination through an experiment

AUG	22	Chapter – 4 Maps and Map Reading a. Introduction b. Cartography c. Types of maps d. Components of a map e. Sketch and Plan	Acquisition of knowledge: a. To enable the students about the different types of maps b. To enable the students about the components of a map c. To enable the students about the scale, direction, and symbols d. To enable the students about the sketch and plan.	a. Cartogram b. Cardinal c. direction d. Symbols e. sketch	Art and Craft	Maths – Scales and Ratio	Preparing a Sketch with appropriate Conventional Signs and Symbols	Scale in map through PPT	a. Google map	c. Activity based questions and answers. d. Application based questions and answers.	a. Student will be able to make Drawing of conventional signs and symbols b. They will be able to identify the types of maps
SEPT	5	Revision work for Half Yearly Examination (Practice through assignments, doubt clearance classes, mock test etc.) HALF YEARLY EXAMINATION	Question-Answer Sessions, Diagram practice.	-----	-----	-----	-----	-----	-----	-----	-----
OCT	13	<u>Chapter – 5: Major Domains of the Earth:</u> a. Three Main Domains of the Earth. i. Lithosphere. ii. Hydrosphere.	Acquisition of Knowledge: To enable them to know the three major domains of the earth and their relative significance.	-Lithosphere. -Hydrosphere. -Atmosphere . -Biosphere.	Dr. Binocs Show- Four Domains of the Earth(You Tube Link)	Biology: Biosphere. Chemistry: Composition of Atmosphere.	-Prepare an album on the Major Domains of The Earth. -Draw a neat	PPT on Major Domains of the Earth. A Video on Evolution of The Earth.	-Four Major Domains of the Earth. -Structure of Atmosphere	Q & A – Concept based, Picture based, Activity based Application based	a. Students will be able to know the three major domains of the earth and their relative significance.

		-Importance of Oceans. iii. Atmosphere. -Composition of Atmosphere. -Structure of Atmosphere. -Importance of Atmosphere. iv. Biosphere.	Development of Understanding : To enable the students about the importance of atmosphere, Main characteristics and significance of layered structure of atmosphere, significance of biosphere. Development of Skills: To enable the students to develop the skills of drawing diagrams of four domains of the earth and structure of atmosphere.			EVS: Green House Effect.	labeled diagram of Structure of Atmosphere			Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason.	b. Students will be able to describe about the importance of atmosphere, Main characteristics and significance of layered structure of atmosphere, significance of biosphere. The students able to draw of their own diagrams of four domains of the earth and structure of atmosphere.
NOV	22	Chapter-7: India- Location and Political Divisions : a. Size of India. b. Location and Extent.	Acquisition of Knowledge: To enable them to know the size of India, Latitudinal and longitudinal Extent, NS and EW Extent, about India's Neighbors and Political Divisions.	-Latitudinal and Longitudinal Extent of India. -Standard Meridian of India. -Political	-Patriotic Songs on Our Motherland. -The Classical Dances and Musics to depict the richness of India's Diverse Cultural Heritage	Mathematics: Enumeration of Local and Standard Time. Political Science: The Administrative Units of India.	Prepare an Album on India's Diverse Cultural Heritage.	A documentary on India as a Republic. A Video on India's Relation with the World.	-Location and Extent of India. -India's Neighbors.	a. Picture based questions and answers. b. Case based, , Assertion and reasoning based questions.	a. Students will be able to know and learn the size of India, Latitudinal and longitudinal Extent, NS and EW Extent, about India's Neighbors and Political Divisions.

		c.Political Divisions.	Development of Understanding : To enable the students to understand about the implication of latitudinal and longitudinal extent of India.	Divisions							b. Students will be able to describe about the implication of latitudinal and longitudinal extent of India. C.The students able to locate and label features on the political outline map of India.
DEC + JAN	23+16	Chapter-8: India-Physical Features: a.-India as a Sub-Continent. b. -Major Physical Divisions of India. c. The Northern Mountains. d. The Northern Plains. e. The Peninsular Plateaus. f. The Coastal Plains and	Acquisition of Knowledge: To enable them to know the countries of Indian Sub-Continent, four major physical divisions of India. Development of Understanding : To enable the students to understand about the salient features of all the four major physical divisions of	-Sub-Continent. -The Northern Mountains. -The Northern Plains. -The Peninsular Plateaus. -The Coastal Plains and The Island	Patriotic Songs on Our Motherland. -The Classical Dances and Musics to depict the richness of India's Diverse Natural and Cultural Heritage.	<u>History:</u> Political Significance of the Himalayas.	Prepare an Album on India's Diverse Natural Heritage.	A Documentary on India's Diverse Landscape Features.	-Major Physical Divisions of India.	Q & A – Concept based, Picture based, Activity based Application based Thought-provoking Questions Analytical based Question Critical thinking, Logical reasoning, case based, source based, ,Assertion and reason.	a. Students will be able to know and learn the countries of Indian Sub-Continent, four major physical divisions of India. b. Students will be able to describe about the salient features of all the four major physical divisions of India.

		g. The Islands.	India. Development of Skills: To enable the students to develop the skills locating and labeling features on the political outline map of India.								C.The students able to locate and label features on the political outline map of India.
FEB		Revision for Annual Examination (Through assignments, mock test, quiz, Map work, doubt clearance classes)	Question-Answer Sessions, Map practice								

SUBJECT: Work Education
Textbook: 1. Computer Aren

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24/4	CH 1 - Computer Languages:- A. Introduction B. Low level language C. High level language D. Language Translator	Understand what a programming language is and its purpose.	• Computer language • Different levels of language • Assembler • Interpreter • Compiler	Integrated with : Role Play Group of 5 -5 students will do the role play on translator. Ex: 5 Students who only understand German and another 5 students who understands	By the end of the course, educators should have the knowledge and tools necessary to create an inclusive learning environment that supports all students in their journey to learning computer languages.	Project:- On a chart paper write the difference between Low level language and High level language along with example of both the languages	List out the difference between compiler and interpreter. Also segregate name of the computer language which uses compiler or interpreter.	LOA Quiz PPT	In the context of computer languages , competency-based learning emphasizes practical application, problem-solving, and mastering core skills that allow students to be proficient in using programming languages.	Computer Languages are focused on ensuring that students understand the fundamental concepts of programming languages, their syntax, semantics, and how to use them effectively for problem-solving and

					only English. One student who knows the.						software development.
May	08/2	CH 2 :-File and folder • File • Folders • File Explorer • Working with File and folder	- Understand what a file is and why it is important for storing information. - Understand what a folder is and how it helps organize files. - Learn the difference between files and folders	File name Extension name Ribbon Quick access toolbar		By the end of this course, participants will be equipped with the knowledge and tools to teach students effective, accessible, and inclusive file and folder management techniques.	.		LOA Quiz PPT	Competency-based learning for files and folders focuses on ensuring that students gain practical skills in managing, organizing, and interacting with files and directories on a computer system.	The learning outcomes for File and Folder Management aim to provide students with the necessary skills and knowledge to efficiently organize, manage, and maintain files and folders
June	14/3	CH 3 - Tables in Word 2019:- A. Creating tables B. Entering values in table C. Inserting rows and column D. Deleting rows and columns E. Resizing rows and columns F. Change border style Table style CH 4 – Mail merge • Using mail merge wizard	- Understand what a table is and how it is used to organize information in a structured way. - Recognize the difference between regular text and a table in Word.	- Use of table in word file - Style of table - Design of table - Merge cells in table	<u>Integrated with : Art & Craft</u> <u>Create a word file to show weather report of 10 days.</u> <u>Use table to show the report.</u>	Be able to create, format, and navigate accessible tables in Microsoft Word 2019, ensuring that the content is usable for all students, including those with disabilities.	Practical:- In MS Word make a table of your Class routine.	List out the various templates and design of table from Google.	LOA Quiz PPT	he goal is to ensure that students can efficiently create, format, manipulate, and apply tables for various purposes. These competencies are foundational for creating professional-looking documents with organized data, reports, and layouts.	Word 2019 focus on ensuring that students develop proficiency in using the word processing software for a wide range of tasks, from basic document creation to more advanced formatting and collaboration.
July	26/4	CH 5 - Enhancing	•Recognize the importance of	• Use of animation in	<u>Integrated with :</u>	Inclusive Teaching of PowerPoint	Practical:- Make a PPT	List out various animation and its	LOA Quiz	the focus is on teaching students	PowerPoint 2019 are

		Presentation in power point :- A. PowerPoint views B. Animation slides objects C. Modify animation and transition D. Custom animation and transition E . Inserting your own sound F. Rehearse slide show	visual consistency, readability, and simplicity in slide design. •Learn techniques to maintain audience attention and interaction throughout the presentation.	PPT • Use of Custom animation • Slide time • Transition • Slide timing	<u>Make a PPT to show “Phases of Moon”.</u> <u>Use images of phase of moon and write down the description</u>	Presentations, designed to ensure that all students, including those with disabilities, can create, present, and engage with accessible and effective PowerPoint slides.	on “Independence Day”. Use the following information: A. Insert national anthem as audio. B. Show the difference before and after independence	attributes.	PPT	how to create visually appealing, professional, and impactful presentations by mastering the essential tools and features within PowerPoint.	designed to ensure that students acquire the skills necessary to create, design, and deliver engaging presentations.
Aug	22/4	CH 6 - Advanced scratch 3 • Working with variables • Working with operator •Combining the elements	By the end of this course, Students should have a deeper understanding of Scratch 3.0 and be able to create sophisticated, interactive, and engaging projects that demonstrate their advanced programming skills.	• Variable blocks • Operator blocks • Combining the elements	Integrated with : Puppetry Make a short movie in scratch on “Kite flying”. Record your voice by explaining about importance of Makar and add it as background sound	A student who is ready for more advanced concepts like algorithms or game design could work on building a complex game, while a student needing more support might focus on simpler animations or interactive stories.	Project:- On a chart paper show all types of blocks used in Scratch. Use color to decorate the blocks.	List out the types of blocks used in Scratch 3.	LOA Quiz PPT	The focus of competency-based activity learning (CBAL) in Scratch 3.0 is to help students acquire and demonstrate mastery over advanced programming concepts, logical thinking, and problem-solving through creative projects.	By the end of this course, students should be able to design and implement dynamic programs that involve multiple sprites, advanced control structures, and user interaction.
Sep	05/1	Project Work and Revision									
Oct	13/2	CH 7 – More on Excel 2019:- A. Introduction B. Features C. Components D. Entering data in cell E. Formatting cells	By the end of this Excel 2019 course, participants should be proficient in using advanced features and tools to analyze	• Use of excel • Applications of excel • Cell name • No. of rows and columns	Integrated with : On a chart paper explain the components of Excel 2016 window	inclusive <i>teaching</i> in Excel 2019 is about ensuring that all students, regardless of their abilities, backgrounds, or learning preferences, can	Practical:- Make an excel file of your class with student details like Class/Sec, Roll no, Name	List out the various ways to rename worksheet, copy and paste data etc.	LOA Quiz PPT	Competency-based activity learning in Excel 2019 ensures that students not only learn how to use Excel but	By the end of the course, students will be able to utilize Excel 2019 for various

		A. Formatting numbers B. Modifying data C. Creating custom list CH 8 Formulas and Functions in excel 2019 Function library	data, automate tasks, and improve productivity, making them more efficient in handling complex tasks and creating professional reports and dashboards.			access, understand, and benefit from using the software. Excel is a powerful tool for data analysis, organization, and visualization, and it's important to create a learning environment where every student can succeed.	and House. OR Excel file and enlist the grocery items you required to make an ice cream. Make columns as Item, price and Quantity. Use formula to calculate total price of			also apply their knowledge in real-world scenarios.	tasks ranging from basic data entry to advanced data analysis, reporting, and visualization.
Nov	22/4	CH 9 - Introduction to python •What is python •Features of python •Starting python •Components of python IDLE windows	By the end of this course, students should be able to write basic Python programs, understand Python syntax, and use essential programming constructs like variables, loops, and functions. They'll also have the foundational knowledge needed to continue exploring more advanced topics in Python	- Understand variable . - Input and output operations - Comments in program.		Inclusive teaching refers to the practice of creating an educational environment where all students, regardless of their background, abilities, or learning styles, feel valued and supported. In the context of teaching Python,			LOA Quiz PPT	Competency-Based Activity Learning for Python provides students with the opportunity to master key programming concepts through hands-on practice. By engaging in these activities, students will acquire a deep understanding of Python and be able to apply these skills in real-world situations.	
Dec	23/4	CH 10 - E-mail:- A. Introduction B. Creating and opening an email account C. Composing an Email D. Replying and Forwarding an Email E. Chatting with a contact F.	By the end of the course, students should be able to confidently compose professional and effective emails, manage their inbox efficiently, and understand the nuances of email etiquette and communication	- Importance of mail - Use of mail - Mail ID CC and BCC	Integrated with : Art & Craft On a chart paper show the steps from creating an Email to use an Email and sign out from the	Inclusive teaching practices in email communication aim to ensure that all students feel respected, valued, and supported.	Practical:- Compose an E-mail to your friend and invite him/her for Diwali at your place.	List out the various types of files, emojis, images etc. can be attached in a mail.	LOA Quiz PPT	in the context of email focuses on ensuring that students or learners master the essential skills required to effectively use email as a communication	By the end of the course, students will be able to compose, send, and manage emails appropriately in a

		Signing out from an email account	strategies.		account. Use caricatures to show the steps.					n tool in both personal and professional settings.	variety of personal, academic, and professional contexts.
Jan	16/2	Ch 11-Type of Artificial Intelligence • Concept of Intelligence	By the end of the course, students should have a solid understanding of the various types of AI, the technologies driving them, and how they are shaping industries and society. They will also be equipped to critically evaluate the ethical, technical, and future aspects of AI development.	• Elements of Intelligence • Advantage of Artificial Intelligence • Disadvantage of Artificial Intelligence		Inclusive teaching in Artificial Intelligence (AI) aims to create an environment where students from diverse backgrounds, experiences, and abilities can successfully engage with AI concepts.			LOA Quiz PPT	in Artificial Intelligence (AI) focuses on equipping learners with the necessary skills to understand, implement, and apply AI techniques in real-world situations.	By the end of the course, students will be proficient in fundamental AI concepts, techniques, and applications, and will be able to apply AI methods to real-world problems.
Feb											
March											

SUBJECT: PHYSICAL EDUCATION

Month	W.D	Chapter/ Sub-topics	Learning Objectives	Key Term and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	(24)	I) Definition, Aims, Objectives of Health & Physical Education and practice of general fitness exercises.	To inculcate knowledge about subject. # To develop coordination ability. # To develop body posture. # To improve speed ability. #to basketball team	# To know about the rules & Regulation. Of games # Focus on fundamental skills.	* Evaluating shape & size. * Team Leading	* Basketball to be integrated with Physics. * Badminton to be integrated with Physics	Art integrated project * Identify sports equipment.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve motor fitness. # Students will come to know about different movement of body. # Students will come to know about Basketball match
		II) General Rules & skill practice of Basketball.									
		III) Free hand & Stretching exercises.									
		IV) Learning & practice of Badminton game.									
		V) Inter house Basketball Tournament									
May	(08)	I) Inter house Badminton Tournament.	# To knowledge of chess and carrom game. To inculcate knowledge	# Mind and concentration. # To know about the rules & Regulation. Of games	*Role Play	* Chess to be integrated with mathematics	Art integrated project	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical	

		II) Introduction & practice of chess game	about subject. # To develop coordination ability. #to badminton team	# Focus on fundamental skills.						reasoning *Analyzing, *High order thinking. *Picture based learning *Quizzing *Creating and engaging *Mind mapping	# Students will be able to understand the rules and regulation of chess game
June	(14)	I) Inter House tournament & practice of Yoga Day	# To improve of mental Strength. # To develop body flexibility. # Improve thinking ability. #to chess team	# To know about the rules & Regulation. # Focus on body improvement.	*Role Play	* Yoga to be integrated with respiration system. * Warming up and cooling down to be integrated with respiration system.	Art integrated project * Identify any two-yoga pose.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Students will be able to understand the rules and regulation of Yoga. # Improved mental development.
		II) Inter House Chess tournament.									
		III) Basic Knowledge & practice of rope skipping game.									

July	(26)	I) Inter house rope skipping tournament.	# To improve their confidence level. # To improve fitness level and coordination. # Improve leg strength. # Learn the game.	# To know about the rules & Regulation. # Focus on fundamental skills	*Role Play	* Volleyball game to be integrated with physics.	Art integrated project * Identify sports equipment.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Students will be able to understand the rules and regulation of Rope skipping, volleyball and Taekwondo game.
		II) Basic Knowledge & practice of Taekwondo.									
		III) Basic knowledge & practice of Volleyball game.									
		IV) Inter house Taekwondo champioship.	# To taekwondo team								
Aug	(22)	I) Basic Knowledge & practice of throwing events.	# To improve speed ability. # To develop endurance power. # To give idea of Kho-Kho, volleyball games & throwing events.	# Throwing Ability # To know about the rules & Regulation.	*Role Play	. * throwing events to be integrated with physics. * Kho -Kho Exercises to be integrated with respiration system.	Art integrated project * Name any five fundaments' skills of basketball.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based	# Improve strength ability. # Students will be able to understand the rules and regulation of volleyball, Kho-
		II) Basic Knowledge & practice of Kho - Kho									

		III) Inter house Volleyball tournament.	# To Volleyball team							*Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	Kho and Kabaddi games.
		IV) Basic Knowledge & practice of Kabaddi.									
Sept	(05)										
Oct	16	I) Inter House Football tournament.	# To understand Games & Sports. #to Football team	# School ground	*Role Play	* march past integrated with coordination ability.	Art integrated project * Make a chart of Field events.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Increase speed. # Improve endurance ability. # to able to march past.
		II) Practice for March Past.	#to march past team								
Nov	(22)	I) Inter house kho – kho tournament.	# To improve their confidence level. # To improve energy level.	# Track & Field. #kho-kho match	*Role Play	* Athletic events to be integrated with respiration system.	Art integrated project.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Students will be able to play high level match of kho-kho game. # Knowledge of annual sports meet
		II) Events practice of Annual Sports Day.	# To learn rules of track & field event. #to make a kho-kho team								

Dec	(23)	I) Basic knowledge and skill practice of Cricket game.	# To improve physical fitness. # To improve agility and coordination	# Speed Ability	*Role Play	*Cricket to be integrated with physics.	Art integrated project *Name any five skills.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve agility and coordination. # Knowledge of gatka games.
		II) Learning & practicing Gatka.									
Jan	(16)	Warming up exercises.	# To improve leg Strength. # To develop body flexibility. # Improve thinking ability.	# Focus on body improvement	*Role Play	#Warming up and cooling down to be integrated with respiration system.	Art integrated project * Identify any two-yoga pose.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve body fitness.
		Cooling down exercises.									
Feb		Revision practice of previous games. Assessment of Term - II.									

SUBJECT : DANCE

Month	WD / NOP	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integratio n	Inclusive Teachin g	Project / Practical	Research Work Blended earning	Smart Board Activit y	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	To know the <u>basic starting of Bharatnatyam</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Cultural awareness.	Cultural awarenes s.	With SST(histor y) Integrate with Sanskrit Integrate with physiology .	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	NO	Bharatnatya m & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>
MAY	08						Integrate with yoga.				
JUNE	14	Guruvandana	<u>To understand the importance of Guru in performing art.</u>	<u>Learn the meaning and write down its lyrics as well.</u>	Learn about Gurukul.	Learn about Gurukul.	Integrate with Sanskrit	<u>Learn the meaning and write down its lyrics as well.</u>	NO	<u>Basics of Mudra,its classificatio n has to be learnt by the students to know Dance better.</u>	<u>To understand the importance of Guru in performing art.</u>
JULY	26	Commandme nts to be a successful Bharatnatyam Dancer.	<u>To know about the application of this artform.</u>	<u>Practising postures of this artform</u>	Understand ing the working mechanism of the body.	Understa nding the working mechanis m of the body.	Integrate with physiology .	<u>Practising postures of this artform</u>	NO	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>To know about the application of this artform.</u>
AUG	22	“Ganesh Vandana”	<u>Write the Ganesh Akshari Mantra</u>	<u>Elephant Salutation</u>	<u>Learn about a good start.</u>	<u>Learn about a good start.</u>	Integrate with yoga.	<u>Elephant Salutation</u>	NO	<u>Basics of Mudra,its classificatio n has to be learnt by the students to</u>	<u>Write the Ganesh Akshari Mantra</u>

										<u>know Dance better.</u>	
SEPT	05										
OCT	13	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Krishna Bhajan writing and meaning</u>	Janmashta mi story.		Intigrate with mythology.	<u>Krishna Bhajan writing and meaning</u>	NO	<u>Basics of Mudra,its classificatio n has to be learnt by the students to know Dance better.</u>	<u>A Krishna Bhajan is taught to the children because it is one of the most famous festival of India.</u>
NOV	22	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	Daily life mudras.		Intigrate with Yogasana.	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	NO	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Basics of Mudra,its classification has to be learnt by the students to know Dance better.</u>
DEC	23	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	Integrate with Mathematics.	Janmashta mi story.		<u>counts with bass beats , & counts and empty beats</u>	Integrate with Mathematics.	NO	<u>Basics of Mudra,its classificatio n has to be learnt by the students to know Dance better.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>
JAN	16	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>New year dance</u>	Daily life mudras.		Intigrate with Music.	<u>New year dance</u>	NO	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Ospisious occautional dance</u>
FEB					<u>Counts are the rhythmic arrangement s of beats in a song.</u>		Intigrate with mythology.				
					New Year celebration						

SUBJECT : ART & CRAFT
Text Book: 1. MASTER STROKE

Month	WD	Chapter/Sub-Topic	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	From book CHAPTER 1 & 2 Element of art Color shade chart	<u>To give brief knowledge of art elements.</u>	Elements of art	Shape & Size Visual aspect of various 3 D SHAPES	Shape & Size Visual aspect of various 3 D SHAPES	<u>Color shade chart to be made.</u>	Make different tints of same color. PROPORTION	Revision and Quiz	• Q & A LOA	- Students will be able to understand various aspects of development. - Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	08	From book CHAPTER 1 & 2 Element of art Color shade chart	Elements of art	Shape & Size	Shape & Size	<u>Prepare a chart of color shade.</u>	Make different tints of same color.	Elements of art	Shape & Size	• Shape & Size	• <u>Prepare a chart of color shade.</u>
JUNE	14	From book CHAPTER 3 Tone (pencil shading) Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera
JULY	26	From book CHAPTER 3 Paper collage (craft)	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	• Mixed media art	• Mixed media art

		Mixed media art									
AUG	22	From book CHAPTER 4 & 5 Prehistoric painting M- Seal craft	<u>To give knowledge of cave painting.</u>	Elements of art	SST – topic cave painting of Indus valley Civilization	SST – topic cave painting of Indus valley Civilization	<u>Make a painting of cave.</u>	To use M-Seal to create art.	<u>To give knowledge of cave painting.</u>	• Elements of art	• SST – topic cave painting of Indus valley Civilization
SEP T	05	From book unit CHAPTER 5 & 6 Raja Ravi Verma (Theory) Soharai painting	<u>To inculcate knowledge about Folk Art of Jharkhand.</u>	Elements of art	SST art and culture of Jharkhand	SST art and culture of Jharkhand	<u>Prepare a profile of Raja Ravi Verma.</u>	Life history of Raja Ravi Verma.	<u>To inculcate knowledge about Folk Art of Jharkhand.</u>	Elements of art	SST art and culture of Jharkhand
OCT	13	From book CHAPTER 7 & 8 Rangoli (Theory) Practical - Rangoli pattern on Graph paper	<u>Give idea of Rangoli.</u>	Elements of art	Math TOPIC- Symmetry	Math TOPIC- Symmetry	<u>To make Rangoli</u>	Make rangoli with Aabir.	<u>Give idea of Rangoli.</u>	Elements of art	Math TOPIC- Symmetry
NOV	22	From book CHAPTER 9 Theory & Practical Composition in Watercolor	To inculcate knowledge about composition drawing.	Elements of art	It can be related with village story, in Hindi or Eng subject	It can be related with village story, in Hindi or Eng subject	One Landscape and one village landscape to be done	Students will draw composition of a village visited by them			
DEC	23	From Book CHAPTER 9	To inculcate knowledge about	Elements of art	It can be related with	It can be related	One	Students will			

		Practical - Composition in Watercolor	composition drawing.		village story, in Hindi or Eng subject	with village story, in Hindi or Eng subject	Landscape and one village landscape to be done	draw composition of a village visited by them			
JAN	16	Graphic Art (Practical) Theory – Crafts of India Practical Any craft of any state	<u>To give idea of Graphic Art.</u>	Elements of art	Computer. Graphic Design	Computer . Graphic Design	<u>To prepare any one graphic art of your choice</u>	Draw a Graphic Art in computer.			

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac “ Manat Nahi Man mora ”	Knowing about Kabirdas	Concept About - Bhajan Theka - Taali Khali and proper Division of Mastras - Different Rhythm of this taal	How to divide a taal into Different Parts and Sing on it	Values of Actual Life	Other Kabirdas Songs	findout About Kabirdas life and importance of bhakti in life	NO	NO	Children will get to know about Kabir Das bhajan and will understand to sing Bhajan
May	08		Difference between Other Bhjans and Kabirdas Bhajans								
June	14	Raag “ Desh ” Description, Aaroh, Avroh & Bandish	Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and usage as sargams with Komal ni	Nature of the the Raag along with Teentaal describing taali and khali	Identification of other songs related to this raga's interpretation	Usage of Swar Pa and Re sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haroniu m and understanding the Tune	Children will know the Importance of Practice of small alnkars in Suddh Swar Effortlessly singing Komal swars and useage as sargams
July	26										
Aug	22	Song from almanac “ Durga Wandana ”	Knowing about Bhajan theka to properly sing in	Concept About - Kaharwa taal - Bhajan Theka	Integrated With “Durga	Learning about bhajan	Different Nams of goddess Durga	Another Wandana of Maa Durga	NO	NO	Children will Know about Bhajan theka to properly sing in bhajan theka

			bhajan theka Counting of 8 beats and Use of Raag Shankara	• Chalan of Raag Shankara	Stuti”	genre and Bhajni theke					Counting of 8 beats and Use of komal Dha in the song
Sept		Term I EXAMINATION									
Oct	13	Song From Almanac “ War De veena Wadini ”	Knowing about Aaddha taal of 16 Beats to properly sing in Addha Taal Counting of 16 beats and Use of Raag Desh	Concept About • Addha Taal • 16 beats and division of taal • Chalan of Raag Desh	Diffrence between Teen taal And Addha Taal	With the reference to this Song discribin g different Category of Wandana	Demonstratio n of the beats in hand along with taali khali	Difference between 16 maatras taal	NO	NO	Children will know about Aaddha taal of 16 Beats to properly sing in Addha Taal Counting of 16 beats and Use of Raag Desh
Nov	22										
Dec	23	Christmas Song “ Deck the Halls ”	Knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about differenc e between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almanc “ Ye waqt Ki awaz Hai milke Chalo ”	Knowing about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing	Concept About • Kaharwa & Dadra taal • How to westernize the taal	By singing Knwoing the difference between komal and suddh swar	Inclusive ly teaching about raag desh and using swar of this Raag	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will know about the following • Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing
Feb		Term II EXAMINATION	Revision								
Mar		Revision “All Songs”	Revision								

Subject: INSTRUMENT (Music)

Month	W. D.	Chapter/Sub-Topic	Learning Objectives	Key Terms and Concept	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Research Work Blended Learning	Smart Board Activity	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	24	Ten Verna of Tabla, Hasta sadhan bol	To inculcate knowledge about different Verna.	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice.	Count with finger.	NO	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	08	Taal parichay	To inculcate knowledge about different Theka.	To inculcate knowledge about different Theka.	Number Counting.	Number Counting.	Theka Practice.	Count with Tali.	NO	Students will come to know about taal Parichay & Theka Bole.	Students will come to know about taal Parichay & Theka Bole.
June	14	Theka practice about taal naal and congo	To improve hand practice.	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Count with Tali & Khali.	NO	Students will learn about Teen Taal and palta practice	Students will learn about Teen Taal and palta practice
July	26	Teen taal kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta, & Tehai.	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	Count with Tali & Khali.	NO	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	22	Theka of Kaharwa taal , Dadra Taal.	To improve knowledge about different Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	Tali Counting in Taal.	NO	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.

Sept	05	Revision Practice & Term - I Examination.									
Oct	13	Teen taal kayda with palta an dtehai	Practice of Teen Taal, Tukra & Cango Beats.	Practice of Teen Taal, Tukra & Cango Beats.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	Count with finger.	NO	They will learn Teen Taal, Tukra & Cango Beats.	They will learn Teen Taal, Tukra & Cango Beats.
Nov	22	Cont. Western beat practice	To improve knowledge about different Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	Count with Tali.	NO	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Dec	23	Bhajan folk and semi classical music beats .	To inculcate knowledge about taals	To inculcate knowledge about taals	Dance & Vocal music.	Dance & Vocal music.	Practice of Chakradhar and Bole Padhant.	Count with Tali & Khali.	NO	Students will learn Teen Taal dadra and kaharwa	Students will learn Teen Taal dadra and kaharwa
Jan	16	Revision practice of previous lessons.	To improve perfection	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	Count with Tali & Khali.	NO	They will improve their performance.	They will improve their performance .
Feb		Revision & Assignment , Term - II Examination									
March		Bridge classes with Kaharwa and Dadra taal									

SUBJECT: GK**Textbook: 1. Knowledge Trek**

Month	WD	Chapter/ Sub-Topics
April	24	Unit – I Ch - 1 Natural Fibres Ch -2 Wonderful Trees Ch -3 Parks and Sanctuaries Ch -4 Wild Animals Ch -5 Let's Recycle Ch -6 Plant quiz
May	08	Ch -7 Birds of Prey Ch -8 The Environmentalists Ch -9 Fungi and Mushrooms
June	14	Unit - 2 Ch -10 Museums Ch -11 G20 Summit 2023 Ch -12 Currencies Ch -13 Signs and symbols Ch -14 Famous Places
July	26	Ch - 15 Parliaments Ch -16 The Pride of India Ch -17 Ancient Civilizations Ch -18 Island Countries Unit - 3 Ch -19 Atoms
Aug	22	Ch -20 Measuring Instruments Ch -21 Bony Structure Ch -22 World of Internet Ch -23 The Human Body
Sep	05	Ch - 24 Robotics Ch -25 Specialists
Oct	13	Unit – 4 Ch – 26 Religious Movements

		Ch -27 Bharat Ranta Ch -28 Fairs Ch - 29 Melodies Ch - 30 Handicrafts
Nov	22	Unit - 5 Ch -31 Superwomen Ch -32 Movies Stars Ch -33 Hollywood – Bollywood Ch -34 Asians Games 2023 Ch -35 Traditional Indian Sports Ch -36 Pets Ch -37 The Summer Olympics Ch - 38 Cricket Firsts
Dec	23	Unit -6 Ch - 39 Literary Greats of India Ch -40 Call Me As Ch-41 Literary Characters Ch-42 Last Words
Jan	16	Ch-43 Authors and their Books Ch-44 Homographs Ch- 45 Famous Quotes
Feb		Test Paper- I and II
March		REVISION

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